



Collaboration for  
Early Childhood  
*Strong Start, Bright Future*

**Report on Progress 2013-2014**  
**Presented to Oak Park Elementary Schools, District 97**  
**Oak Park River Forest High School, District 200**  
**Village of Oak Park**  
**November 19, 2014**

Important and significant progress was made in establishing an integrated early childhood system of high quality services and programs during the first year of the Collaboration for Early Childhood's contract with School Districts 97 and 200 and the Village of Oak Park. Programs and services were expanded, progress was made in building a unified early childhood database to measure the impact of the programs and services, the Collaboration improved its infrastructure to provide strong support to the expansion in activity and the Collaboration continued to gain recognition as an innovative model for integrating and expanding early childhood services.

The Collaboration's strategic plan and the contract's scope of services served as the organizing framework for work during 2013-2014. More than 60 agencies and family child care providers were involved with the Collaboration. The four primary strategies pursued by the Collaboration included the advancement of Professional Development, Parent Information and Support, Developmental Screening and High Quality Public Preschool Programs. Two strategies, the least developed prior to the contract, were the focus of the growth.

The Developmental Screening Strategy was significantly advanced through the hiring of a Developmental Screening Coordinator and the development of a pilot screening program utilizing the ASQ-3 and District 97's web license at 20 sites across the Oak Park and River Forest communities. The pilot project launched this past July. All of the sites have completed the training and the first screening window has occurred. More than 737 children were screened in all five developmental domains and 867 children have received an additional screening for social emotional development.

Parenthesis Family Center was awarded a contract to implement a model-fidelity Parents as Teachers™ program to expand home visiting services to families with children under age three who meet risk criteria. Forty-five families who may struggle with an array of concerns such as low incomes, supporting their children with developmental delays, broken relationships, unstable living arrangements, and histories of substance use and abuse are engaged in this program that provides parenting education through home visit twice a month, referrals for services and important developmental screenings. *These are important additions to the program offerings for families of our youngest children. Parents as Teachers™ – a national program, has been shown*

*to result in gains by as much as 20% in kindergarten readiness for children who receive two years of this type of support coupled with two years of high quality preschool.* Oak Park is fortunate to have enough high quality, state funded preschool and Head Start for every one of our at-risk children.

We expect the home visitation caseload to reach between 75 and 100 families in the upcoming year. Because a research-based and evidence-informed parenting education program is such a crucial part of the Collaboration's endeavors, we have formed a working group of board members and the executive director to monitor the implementation of the program and ensure that it is high quality. Additionally, the Ounce of Prevention Fund has provided important consultation and support to Parenthesis Family Center as it worked to implement the Parents as Teachers program.

We have significantly increased support for families of children prenatal to age three through the contract with Parenthesis Family Center to deliver the Parenting Resource Program. More than 450 families are involved in workshops and parenting coaching, and receive information and referrals for needed services and support. The program was developed to address concerns expressed by over 90% of Oak Park parents of preschool age children who reported feelings of isolation and a lack of access to information about parenting, programs, and resources.

There is also a tremendous amount going on in the Professional Development arena. The State of Illinois has created a Family Child Care Provider Credential. Nineteen sites and 106 of their staff members participated in up to 15 hours of training and additional mentoring and quality improvement activities focusing on social-emotional development in very young children. The State of Illinois has revamped its Quality Improvement Rating System for preschools, child care centers and family child care homes, now called ExceleRate. All 19 sites are engaging in this system. The state is investing in a public campaign to make parents aware of ExceleRate and it's creating an incentive for providers to participate in quality improvement activities, knowing that their quality ranking is now available to the public. The Collaboration is uniquely positioned to drive improvement in quality locally.

The Collaboration selected Chapin Hall to design and build a Unified Early Childhood Database. Community volunteers provided expert guidance and support throughout the year to the project. Exciting progress was made over the past year as a data model was developed, sources of data identified, measures were defined and data transfers to Chapin Hall began.

The Collaboration is becoming recognized and is making a regional impact. The developmental screening and referral system has been the subject of a white paper which has been distributed regionally as far away as East St. Louis. The new Family Child Care Provider Credential created by a state committee was chaired by Diana Rosenbrock, the Collaboration's Professional Development Coordinator; another Collaboration board member and a member of the Collaboration's Professional Development Committee were also involved in that effort. The executive director, participates in Erikson Institute's Envisioning Change, Improving Education and Developmental Outcomes of Young African American Students and presented the Collaboration model to that group in December. She also continues to participate in the Consortium for Community Systems as part of Race to the Top, Early Learning Challenge Grant work and serves on the Illinois Early Learning Council. She is called on regularly to consult with and speak with groups in the region who are forming early childhood community systems – the

focus recently has been on measuring impact. The Collaboration's founding convener, Eric Gershenson, participated in a panel and described the Collaboration's work at the Governor's Birth to Third Grade Symposium in April 2014. As an outgrowth of participation in that symposium, a number of Collaboration staff and board members were interviewed by BUILD, a national group that specializes in early childhood systems development. This interview will lead to a white paper featuring the Collaboration on the website of the Governor's Office of Early Childhood Development.

The following are highlights of the accomplishments in each strategic area, the database development and organizational growth.

#### Establish a Developmental Screening and Referral System

- Provided 1,206 children with hearing and vision screening at 26 child care and preschool sites in Oak Park and River Forest.
- Secured agreement to expand the use of Oak Park Elementary School District 97's Enterprise subscription to enable web-based access to the ASQ-3 and ASQ: SE for families and to facilitate administration, completion and scoring of the screens for providers. Utilizing the Enterprise system will allow the Collaboration to directly and more easily collect, track and report on developmental screening across all participating programs in the community.
- Developed and began a pilot project using ASQ-3 with 20 different sites in the Oak Park and River Forest community. Developed 15 hour training module and obtained approval through Illinois Gateways (professional development support system for early childhood providers) to provide commensurate number of registry approved professional development hours for participants. Seventy-seven people participated in the training. Thirty attended all 15 hours of the training. The first screening round occurred in late August and September. ASQ-3 Screenings were completed on 737 children.
- Hosted two educational breakfast meetings for area physicians. The topics were: Cyberbullying - understanding it and how it relates to early childhood development; and appropriate use of technology in the early childhood years.

#### Develop Parent Information and Support Program

- Revised and published the Early Childhood Resource Directory for 2014. Printed 14,000 copies and completed an initial distribution across the Oak Park and River Forest communities. Updated the Resource Directory on the Collaboration's website.
- Selected Parenthesis Family Center as the contractor to greatly expand home visiting and parenting support programs.
- Three staff members were hired by Parenthesis in January. They completed a week-long training in the Parents as Teachers Program implementation, a 40-hour training on Domestic Violence provided by Sarah's Inn, and were trained on the 4 Ps, Edinburgh Postnatal Depression Scale, and the ASQ-3 and ASQ: SE. The latter four are screening instruments that help provide important information about parents and children that frame the focus of the home visit and help to inform whether referrals are needed. Domestic violence training is essential for staff entering participating families' homes so they are able to ascertain whether domestic violence is a concern and to make appropriate referrals when needed. Two additional staff members were hired in August and September; they have begun the requisite training for their positions as described above.

- Parenthesis Family Center developed an intake form, established formal referral relationships and executed memoranda of understanding with 13 agencies working with at-risk families in Oak Park and River Forest. Informal referral relationships were formed with a total of 28. Additionally, a relationship has been established with the Community Economic Development Association's (CEDA) Women, Infant, Child Nutrition Program (WIC), Parenthesis has participated in outreach activities throughout the community including a presence at events such as Day in Our Village and distributed fliers in multi-unit buildings, barbershops, nail salons, grocery stores and Laundromats to promote awareness of the home visiting and parent information and support programs.
- Parenthesis Family Center initiated a Home Visiting Task Force as a subcommittee of the Collaboration's Parent Information and Support Committee comprised of social service agencies serving at-risk families to coordinate referral and intake processes. A Community Advisory Board, a required program component for Parents as Teachers, was convened in June and will meet two times each year to provide important feedback and support to Parenthesis Family Center.
- Forty-five families are actively engaged in the Parents as Teachers Program™, a research based and evidence informed home visiting program for families with children age birth to three confronting multiple risks. Four hundred and fifty-three Oak Park and River Forest families were engaged in the Parenting Resource Program funded through the contract. The most popular activity was the workshop format. However, an array of programs were offered including facilitated playgroups, parent coaching, home based education, discussion groups and developmental screening, for the broader Oak Park and River Forest community of families with children birth to age three.

#### Professional Development and Public Preschool Coordination

- One hundred and six staff members from 19 sites, nine Early Childhood Centers/Preschools, including two Preschool for All programs, and ten Family Child Care Providers (FCCPs) participated in a series of six training sessions focused on children's social emotional development and the use of *Creative Curriculum* to support their development. Creative Curriculum is the curriculum identified by Illinois State Board of Education and Head Start for use in preschool programs. The nineteen sites completed two rounds of screening using the ASQ: SE. Eight hundred and sixty seven children were screened.
- The Collaboration held its Symposium, "Play is FUNDamental: Empowering Young Children through Active Exploration" on February 22, 2014. Three hundred and eighty-five early childhood teachers, developmental therapists, teaching assistants, directors and early elementary school teachers attended the event. Seventeen different workshops were offered providing information to attendees on ways to facilitate learning and development through play. Ten play stations provided attendees with hands-on activities that they could implement on Monday morning when they re-entered their classrooms. The keynote address was delivered by Jim Gill and titled: Music - Play with a Purpose. Attendees earned 4.4 professional development credits for the day.
- Quality Rating Scale (newly named ExceleRate Illinois) mentoring and coaching continues with the 19 sites engaged in the accreditation process.

#### Public Preschool Coordination

- The Collaboration's Professional Development Coordinator continued to use Charlotte Danielson's *Framework for Teaching* to inform classroom observations, teacher assessments, staff development and mentoring at the four publicly funded preschool sites.
- The four public preschool sites began to use a performance and growth report from Teaching Strategies GOLD, an assessment system that became available in late summer 2013. This program component enables teachers to observe incremental growth in individual children. The teacher receives scores on a child for specific criteria and is then provided curricula and activities that will support the child's development based on the score. The Professional Development Coordinator provided site specific training and support to three sites to further develop the skills staff needed to enable them to effectively use assessments and exercise independent judgment to tailor instruction to meet individual children's needs. She has also worked with the staff at those sites to make effective use of the Parent Portal (internet site that enables parents to access their child's assessment and portfolio documents) for conversations with parents during conference periods and to encourage parents to use the Portal to monitor their child's progress.
- The Preschool for All programs developed a protocol for monitoring absences and tardiness and following up with families when absences and tardiness are chronic (defined as 10% or higher). A brochure providing guidance to parents was written and produced in preparation for the academic year 2014-2015. This work was initiated in response to research by the University of Chicago Consortium on Chicago School Research that has shown a high correlation between chronic absenteeism and tardiness in the preschool years with the chronic absenteeism in the early elementary school years and the attendant learning loss. Conversations are underway about the best way to incorporate the recorded attendance information in the database for the school year 2014-2015.

#### Unified Early Childhood Database

- Chapin Hall Center for Children was selected to build the Unified Early Childhood Database. Sources of data and proxies were identified to create valid measures for the benchmarks. Some data is not available (timely birth records) and work is under way to either negotiate agreements to obtain the data or to create estimates of data based on state administrative records and census data.
- A preliminary draft of a data model for the unified database was developed and presented to the IGA Board on May 7, 2014. Work continues to finalize the data model in order to complete the build out of the Unified Early Childhood Database.
- The Collaboration entered into a Memorandum of Understanding (MOU) with District 97 to expand its interagency data sharing agreement to include kindergarten readiness assessment data, kindergarten attendance and progress records and attendance and *Measuring Academic Progress* (MAP) scores for students in grades 1-3. Scores on state tests for third graders will also be shared with the Collaboration. This agreement will enable Chapin Hall to develop longitudinal data to assess the impact of the Collaboration's work on children's levels of kindergarten readiness and achievement in the early elementary grades. The first data was successfully transferred to Chapin Hall and loaded in the database this past June.
- Data from the Collaboration's data collection database, CiviCRM, for the public preschool coordination work, the ASQ: SE and ASQ -3 scores and data for the parenting programs has been transferred to Chapin Hall. Work to load the data and establish the architecture for creating baseline measures has begun.

### Increasing and Improving Organizational Infrastructure

The Collaboration has been able to ensure adequate supports for the growth over the past year.

- Obtained additional office space at Oak Park Village Hall. District 97 also provides meeting space for Collaboration board and committee meetings at no cost.
- Increased use of financial services including bookkeeping, purchasing and contract management, human resource and finance consultation, audit and reporting.
- Hired a full-time administrator who began work on June 9, 2014 to provide administrative leadership and support to all aspects of the organization.
- The Board of Directors expanded its annual giving campaign and is launching its first fundraiser. Revenues raised to date through individual giving has increased by 38% over fiscal year 2013.
- The Board has focused on increasing the diversity of its membership in the areas of race and ethnicity, age and areas of expertise. Four new board members have been added to the board since February 2014 to help the board meet its goals in this area.

### **PLANS FOR 2014-2015**

The ongoing activities described above will continue into Year Two. Specific plans to further develop the Integrated Early Childhood System include:

#### Developmental Screening

1. Fully implement the planned pilot program for using the ASQ-3 and evaluate it for areas of improvement and expansion.
2. Create data collection strategies that allow for tracking and accurate understanding of the number of children referred for additional assessments and whether they received the assessments, and obtained services they may need.
3. Working with Districts 97 and District 90, ensure clear and simple processes for referrals and receiving feedback on the referrals.

#### Parent Information and Support

1. Continue to work with local, regional and state partners to identify methods for identifying families with children under kindergarten age, newborns. Finding newborns and children under age three continues to be the biggest challenge.
2. Expand the number of families actively engaged in the Parents as Teachers™ program to 75-100. As of October 31, 45 families are actively engaged. Expand the number of families engaged in the Parenting Resource Program and monitor participation for engagement in the continuum of services offered through the program.
2. Closely monitor program implementation to ensure (a) fidelity to the Parents as Teachers model; (b) success in meeting performance benchmarks, (c) planned implementation of the measures associated with performance benchmarks; and (d) accurate and complete data collection.
4. Work with Parenthesis Family Center to identify a strategy to evaluate the impact of the Parenting Resource Program.
5. Identify a data collection tool for the Parenting Resource Program to provide a better match between the tool and the activities of the program and to ensure high quality data.
6. Update and expand the Collaboration's website, and social media sites to promote easy and frequent use as a resource for parents and early childhood providers.

### Professional Development and Publicly Funded Preschool Coordination

1. Work to ensure that all local providers are informed about the new program quality standards and professional development requirements developed as part of the Race to the Top Early Learning Challenge grant. Tailor training, coaching and mentoring to ensure engagement in the new rating systems and progress in meeting new credentialing standards.
2. Promote and support the application of nine family child care providers to participate in the pilot for the Illinois Family Child Care Credential.
3. Identify additional strategies to find and enroll children eligible for Head Start and Preschool for All. Explore a community organizing approach to the outreach and determine if it is a viable method for finding children under age five whose families are not yet connected in a meaningful way to the Oak Park River Forest community.
3. Continue to work with Preschool for All and Head Start sites to promote use of GOLD assessment data to inform instruction tailored to meet individual children's developmental needs.

### Unified Early Childhood Database

1. Build the Unified Early Childhood Database, test it and use it to produce preliminary baseline data by July 2015.
2. Add data to the Unified Early Childhood Database. Data from the Publicly Funded Preschools database, data from Visit Tracker for families engaged in the home visiting programs and parenting support programs, ASQ -3 and ASQ: SE data, Teaching Strategies GOLD data, and professional development data for the targeted centers will all be transferred to Chapin Hall.
3. Continue to identify data sources, modify data collection strategies and identify possible new tools in order to improve accuracy and completeness of data collection.

### Organization Capacity

1. Continue board development to meet the funding needs of the organization, ensure adequate fiduciary and program oversight and provide professional expertise and guidance to operations when appropriate.
2. Engage in robust grant seeking. The Collaboration is better positioned to obtain regional and even national grants due to its growing reputation for innovation and success in early childhood systems development.
3. Review the organizational infrastructure and identify best practices for staffing to ensure adequate human resources to meet the demands of the growing early childhood system in Oak Park and River Forest.
4. Expand communications efforts to increase understanding of the Collaboration's work, the importance of early learning and the innovative approach Oak Park has taken to address shortages and inequities in early learning programs.

## Collaboration for Early Childhood

### Progress on Establishing an Integrated Early Childhood System

Green = completed/established, Blue = in progress, Red = Not yet

STRATEGY	ACTIVITY	Status
<p><i>Strategy 1: Establish and manage a Developmental Screening and Referral System</i></p>	<ol style="list-style-type: none"> <li>1. Develop consensus on the screening approach for reaching all children.</li>   <li>2. Promote, and where appropriate, purchase the screening tool and develop training strategies to reach all early childhood providers and interested health care providers.</li>   <li>3. Develop outreach strategies to reach all children (in conjunction with all aspects of the integrated early childhood system).</li>   <li>4. Study the transition from Early Intervention to Preschool Early Childhood Special Education to determine the extent to which children fall through cracks in services, and work with both systems to remedy any gaps.</li>   <li>5. Promote broad use of a Standard Referral form by all service providers – early care and education programs, health care providers, social service providers, faith communities, and others.</li> </ol>	<p>Agnes and Stages Questionnaire - 3 (ASQ-3) and ASQ: SE identified as the preferred screening tool</p> <p>Tools were purchased for family child care providers and child care centers with more than 10% of children receiving child care assistance funds. Pilot training developed and launch was in July 2014. 77 providers completed a 15 hour training block for 18 child care/preschool sites. 737 children were screened at the child care and preschool sites during the first round in late August-September. Pilot will be evaluated for expansion in year 2.</p> <p>Parenthesis Family Center provides screening for children birth to 3 as part of its contract with the Collaboration, partner agencies also provide screening, efforts to encourage physicians to screen children at well child visits continue.</p> <p>A tracking system for referrals to Early Intervention and Early Childhood Special Education has been added to the ASQ reports to help ensure children referred for assessments and or services receive them.</p> <p>Studying the transition between early intervention and early childhood special education is planned for year 2.</p> <p>Standard referral form is part of the pilot project, it's being adapted for use in making referrals to District 97. The form is presented annually to physicians at the breakfast meetings, distributed through email and is included in the Developmental Screening and Referral Directory. Promotion of use will continue.</p>



STRATEGY	ACTIVITY	Status
<p><i>Strategy 1: Establish and manage a Developmental Screening and Referral System (continues)</i></p>	<p>6. Establish collaborative relationships with the local Early Intervention office, Child Family Connections (CFC #7), Oak Park and River Forest Elementary School Districts, the Illinois Chapter, American Academy of Pediatrics – Early Childhood Development, and other state agencies to promote and stay abreast of emerging trends in developmental screenings, effective referral and follow-up processes, and developments in services offered.</p> <p>7. Disseminate widely the procedures for referrals to Early Intervention and District 97 and District 90 Early Childhood Special Education.</p> <p>8. Develop mechanisms for Early Intervention and District 97 to provide feedback on every referral.</p> <p>9. Create indicators to track service receipt.</p>	<p>Relationships with CFC 7, District 97, and American Academy of Pediatrics are established. Collaboration participates in the Local Interagency Council for CFC #7 and monitors state work through its participation in the Early Learning council and its subcommittees.</p> <p>Procedures are included in the Developmental Resources Services Directory, training is provided to child care center/preschool directors at Round Table meetings, processes are reviewed with physicians at breakfast meetings. Additional work needs to be done regarding the school districts.</p> <p>Standard Referral form is under development with appropriate permission for school districts to provide this feedback to referring agencies, physicians. It's modelled after the Standard Referral form in use for Early Intervention. Illinois Standard Referral form is in use for Early Intervention</p> <p>The Developmental Screening Coordinator has added fields to the ASQ Enterprise reporting system that enables providers to enter information about referrals, assessments and service plans. This will be piloted in 2013-2014. Conversations continue with Early Intervention to receive data at the zip code level. Use of ASQ Enterprise system facilitates more accurate and complete data collection than is currently possible with existing state and school systems.</p>

<b>STRATEGY</b>	<b>ACTIVITY</b>	<b>Status</b>
<p><i>Strategy 2: Develop Parent Information and Support Programs</i></p>	<ol style="list-style-type: none"> <li>1. Determine a method for identifying families with children under kindergarten age, new births, and strategies that promote voluntary provision of this information to the Collaboration.</li>   <li>2. Coordinate outreach and recruitment activities to ensure that all at-risk children are found and their families are offered the opportunity to participate in an intensive parenting education and support program.</li>   <li>3. Implement an intensive parenting education and support program for at-risk families with children under age three, and a less intensive program for low-risk families with children under age three who request this type of support. Ensure that the program utilizes an approach approved by the Illinois Department of Human Services and the Illinois State Board of Education to allow for possible future state funding support.</li>   <li>4. Review available materials for parent education, and promote for local use.</li> </ol>	<p>Through its contract with Parenthesis Family Center, the developmental screening pilot project, and ongoing outreach, the Collaboration is increasing the number of families in its data base and knowledge about the needs of the children is expanding. This continues to be a major challenge especially in regards to finding newborns and ensuring their families are aware of services.</p> <p>Outreach and recruitment activities to engage families with children under age 3 in the Parents as Teachers Program are coordinated by Parenthesis Family Center through its contract with the Collaboration. Referral relationships have been established with 13 agencies, street outreach occurs, activities are held at locations that the families may frequent. The effort will be ongoing.</p> <p>Parenthesis Family Center is implementing Parents as Teachers™, a program recognized by the state as a research-based and evidence informed program. It is also implementing a less intensive program for all families with children under age 3 living in Oak Park and River Forest. The programs will continue to ramp up over the next two years.</p> <p>Parenthesis Family Center reviews materials and makes use of them as part of the parent information and support programs for families with children under age 3. The Collaboration provides some support to targeted centers to provide materials and information for parents. <i>Watch and help Me Grow</i>, a book about developmental milestones written and produced by the Collaboration continues to be very popular. The effort to identify materials and find ways to get them to parents and guardians is ongoing and will expand over the next 2-3 years.</p>

STRATEGY	ACTIVITY	Status
<p><i>Strategy 2: Develop Parent Information and Support Programs (continues)</i></p>	<p>5. Maintain a robust and user friendly website for parents and early care and education providers to access information about services, child development and resources.</p> <p>6. Monitor usage of the website.</p> <p>7. Update the Early Childhood Resource Directory biennially.</p>	<p>The Collaboration’s website is easily accessible to parents and providers and full of information. However, other than updating the online content for the Early Childhood Resource Directory, it has not been reviewed for content and resonance with parents and guardians. Social media is also under-utilized. Work is planned for 2014-2015.</p> <p>The Collaboration averages 1,300 hits per month on its website. This is an area for improvement and development. The Collaboration has not consistently monitored it’s website for use. Google analytics are used to monitor traffic. With additional administrative staff support it will be easier to monitor the activity on the web site and Facebook pages.</p> <p>The Early Childhood Resource Directory was edited and 14,000 copies printed in January 2014. Distribution is ongoing.</p>
<p><i>3. Provide high quality professional development activities to early care and education providers and family child care providers, and obtain the involvement of Oak Park early care and education programs in statewide quality enhancement initiatives like the Quality Rating Improvement System, Gateways to Opportunity, and Great START</i></p>	<p>1. Create strong a partnership between the Collaboration and the State supported training agencies to ensure access to and participation in trainings offered through the State and to expand availability of training in Oak Park.</p> <p>2. Develop strong partnership with and facilitate participation in State systems for professional development and quality enhancement.</p>	<p>The Collaboration was in the first group to become an Entitled Agency through the Illinois Gateways professional development system. Trainings provided by the Collaboration and approved by Gateways now earn attendees professional development credit towards credentials and professional development requirements.</p> <p>The Professional Development Director sits on the Professional Development Advisory Council and Illinois Action for Children’s regional advisory committee to help guide professional development requirements and offerings that will meet the needs of local providers.</p> <p>The Collaboration has a contract with Penny Williams Wolford to provide professional development training and facilitate the Round Tables. She is a professional development advisor with the state of Illinois and provides this service to all of the targeted sites with which the Collaboration works. She also coaches them in the Quality Improvement Rating System, ExceleRate.</p>

STRATEGY	ACTIVITY	STATUS
<p>3. <i>Provide high quality professional development activities to early care and education providers and family child care providers, and obtain the involvement of Oak Park early care and education programs in statewide quality enhancement initiatives like the Quality Rating Improvement System, Gateways to Opportunity, and Great START (continues)</i></p>	<p>2. Develop strong partnership with and facilitate participation in State systems for professional development and quality enhancement. (cont.)</p> <p>3. Facilitate a Director’s Roundtable and a Family Child Care Provider’s Roundtable to promote development of professional communities, shared problem solving, and share professional development goals.</p> <p>4. Provide training tailored to address the professional needs of child care center staff, preschools, and family child care providers to improve professional skills and quality of programs.</p> <p>5. Offer an annual Symposium to all stakeholders in the early childhood community in Oak Park.</p> <p>6. Conduct an annual survey to track participation in professional development activities and increases in educational qualifications as they relate to the early childhood field.</p>	<p>The Collaboration’s Professional Development Coordinator was involved in developing the standards for the Family Child Care provider credential and the quality standards for Family Child Care. A group of Oak Park providers will participate in a pilot for the credential in 2014-2015.</p> <p>Round Tables are convened on a bimonthly basis. At least three provide registry approved professional development credit. All three purposes of the Tables are addressed throughout the year.</p> <p>106 early care and education providers participated in a series of 6 two-hour trainings on social /emotional development and use of Creative Curriculum to support children’s growth in that developmental domain. Nineteen providers were trained to use ASQ: SE. 867 children were screened using the ASQ: SE.</p> <p>“Play is FUNdamental: Empowering Young Children through Active Exploration” was held on February 22, 2014. Three hundred and eighty-five early childhood teachers, developmental therapists, teaching assistants, directors and early elementary school teachers attended the event. Seventeen different workshops were offered providing information to attendees on ways to facilitate learning and development through play, 10 play stations provided attendees with hands-on activities The keynote address was delivered by Jim Gill and titled: Music, Play with a Purpose.</p> <p>A survey has been conducted and results tabulated. The state agency that tracks professional development credits and educational levels, Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), was approached to provide this information for early childhood providers working in licensed facilities in Oak park and River Forest in January. The Collaboration is awaiting the data. This data will provide a more complete picture than survey data. INCCRRA informed the Collaboration that this was the first such request it had received.</p>

STRATEGY	ACTIVITY	STATUS
<p><i>4. Implement Head Start Preschool for All Coordination</i></p>	<ol style="list-style-type: none"> <li>1. Convene monthly meetings of the directors of the publicly funded preschools to coordinate all activities and ensure children’s needs are being met.</li> <li>2. Develop cross-program recruitment to coordinate outreach and recruitment of children and families.</li> <li>3. Develop common set of recruitment materials describing available options.</li> <li>4. Identify low-income children through multiple means – elementary school surveys to find siblings, WIC, Oak Park Health Department, word of mouth campaigns, health providers, developmental service providers and social service agencies, and direct outreach activities in neighborhoods and community events.</li> <li>5. Develop common set of eligibility screening criteria and scoring, and implement common assessment tools.</li> <li>6. Develop a tracking system to ensure that hard to reach families are engaged in programs.</li> </ol>	<p>The three Preschool for All and Head Start Directors meet monthly to coordinate activities including outreach, referrals, placement of children, curriculum development, staff development and other program issues such as promoting on-time daily attendance and discipline.</p> <p>Cross program recruitment has been in place for four years. All programs recruit on their own and in conjunction with the Collaboration’s recruitment effort. The programs refer children who may not be a good fit or if the program is full to each other.</p> <p>The same poster and flyer are used by all three Preschool for All programs and the Head Start program for their recruitment and outreach throughout the community.</p> <p>Referral relationships are established with 31 agencies and service providers including schools. Posters and fliers are distributed throughout the community at nail salons, barbershops, convenience stores, grocery stores etc. Oak Park Housing Authority and other landlords also hang posters and distribute fliers to their tenants. The Collaboration has a presence at community events such as Barrie Festival, Day in Our Village etc. to distribute information.</p> <p>The programs utilize the same screening form, weight eligibility criteria in the same way and use the same screening tool: the Early Screening Inventory.</p> <p>Through the Collaboration’s database, CiviCRM, children recruited directly by the Collaboration and referred to programs are tracked for placement. The Collaboration monitors the eligibility scores and criteria that qualify children for placement in all of the programs. A central intake process is needed to ensure that all hard to reach families are found and engaged in the program.</p>

STRATEGY	ACTIVITY	STATUS
<p>4. <i>Implement Head Start Preschool for All Coordination (continued)</i></p>	<p>7. Initiate collaborative curriculum planning among Preschool for All and Head Start providers.</p> <p>8. Provide technical assistance to community based Preschool for All providers.</p> <p>9. Work with District 97 to develop community generated expectations for incoming kindergarteners.</p>	<p>Head Start and Preschool for All Teachers participated in an Illinois Early Learning and Development Standards in-service through state training. Preliminary planning began using Creative Curriculum for Response to Intervention strategies. Directors share curriculum plans and ideas on a monthly basis. The Collaboration would like to find a way to convene the teachers, in addition to directors, routinely.</p> <p>The Professional Development Coordinator visits each program 1-2 times each month and is available upon request to provide support with curriculum planning, behavior strategies in the classroom, support with child assessments and reports.</p> <p>The Collaboration worked with District 97 to develop expectations for Kindergarteners in fiscal year 2012. An additional effort has not occurred since that time.</p>
<p><i>Develop an Information System that:</i></p> <ul style="list-style-type: none"> <li>• <i>Describes Oak Park's very youngest children and leads to a consent-based data collection effort;</i></li> <li>• <i>Tracks service delivery levels;</i></li> <li>• <i>Allows for the assessment of the impact of the Collaboration's programs.</i></li> </ul>	<p>1. Develop an interagency information sharing agreement, a Release of Information for parents/guardians to sign, and a privacy and security policy to support information sharing between the Collaboration and collaborating agencies.</p> <p>2. Endeavor to increase number of parents/guardians willing to share information related to their child's participation in Contractor (and subcontractor) programs with District 97.</p> <p>3. Establish strategies to ensure the highest level of participation amongst families with children under age five on a voluntary basis in order to inform them about program opportunities and parenting resources.</p>	<p>The Collaboration's Interagency Data Sharing Agreement has been updated to accommodate agencies other than those involved in the publicly funded preschool programs. Parent Authorization forms have also been revised to accommodate differing types of information releases. Work specifically addressed the Parent Information and Support programs and the Developmental Screening program.</p> <p>Little work has occurred in this area. A little progress occurred in the use of the Standard Referral form for developmental screening. Parents are authorizing the Collaboration or their child's school to share relevant classroom behavior, child progress information and screening information with District 97 when an assessment for learning delays is indicated.</p> <p>This will be an ongoing process. Protocols are in place for Hearing and Vision Screening referrals, Developmental Screening Referrals, all of the programs offered by Parenthesis to families with children birth- three and through strategies to collect contact information at all outreach activities and through distribution of materials.</p>

<p><i>Develop an Information System that:</i></p> <ul style="list-style-type: none"> <li>• <i>Describes Oak Park's very youngest children and leads to a consent-based data collection effort;</i></li> <li>• <i>Tracks service delivery levels;</i></li> <li>• <i>Allows for the assessment of the impact of the Collaboration's programs.</i></li> </ul>	<p>4. Develop different components of the data base to achieve the following:</p> <p>a. Information about families with young children: where they live, socio-economic information and other relevant data.</p> <p>b. Program participation, service usage and program impact.</p> <p>c. Early childhood care and education staff qualifications, professional development activities, participation in Illinois State quality enhancement programs and participation in Collaboration programs and services.</p> <p>d. Collaborate with District 97 and District 200 to support coordination between the Information System and District 97's data systems.</p>	<p>The Collaboration engaged Chapin Hall to build a Unified Early Childhood Database to gather all information from many different data sources on children and their families</p> <p>The Collaboration directly collects or receives information about the following:</p> <ul style="list-style-type: none"> <li>• Children enrolled in publicly funded preschools including qualifying criteria and assessments</li> <li>• Families engaged in Parents as Teachers, qualifying criteria and assessments</li> <li>• Families engaged in Parenting Resource Program, children's age, contact information and if they receive additional services, risk information.</li> <li>• Ages and Stages Developmental Screening data from the 20 pilot sites</li> <li>• Professional development records and higher education credits for staff and family child care providers by conducting surveys.</li> </ul> <p>The Collaboration is also using or working to obtain the following through its contractual relationship with Chapin Hall:</p> <ul style="list-style-type: none"> <li>• Medicaid Data</li> <li>• Birth Estimates</li> <li>• Child Care Assistance Program Data</li> <li>• Women Infant Children (WIC) nutrition program Data</li> <li>• Professional development and high education data through the Illinois Gateways program for all staff and providers in Oak Park and River Forest</li> </ul> <p>The Collaboration has entered into a Memorandum of Understanding that expands the data provided by District 97 to Chapin Hall. It includes demographic information, assessment information, and special education status and history of children K-grade 3. The Collaboration does not see this data.</p>
--	---	--