

**Collaboration for Early Childhood
Plan for Progress 2017-2018**

PROGRESS TARGET	ACTIVITIES	RESPONSIBLE	CONTEXT AND COMMENT
CHILD OUTCOME 1: Children identified through screening as needing assessment or services receive them.			
Sub-measure 1a: Number of children who receive a developmental screening.			
<p>A. Increase the number of children who receive a developmental screening by 5% (from 1,806 in 2016/17).</p>	<p>A. Two child care centers/preschools and 1 family child care program will be added to the program.</p> <p>A. Secure a commitment to participate from 2 additional child care centers/preschools, 2 additional medical practices and 2 community service organizations.</p> <p>A. Deliver the requisite training for new programs to offer developmental screening. This may involve creating online content and access.</p> <p>A. Continue to provide monitoring and coaching to ensure that the highest possible number of children enrolled in participating programs are screened.</p> <p>A. Support program staff to utilize screening results to influence the structure of classroom environments and routines.</p> <p>A. Participate in the development of a community-wide awareness campaign around the importance of early learning, developmental screening, parent engagement, and resources available in the community.</p>	<p>A. Developmental Screening Coordinator and committee members</p> <p>A. Child care and preschool directors</p> <p>A. Family child care providers</p> <p>A. Physicians</p> <p>A. Director of Early Learning and Professional Development staff / contractors</p> <p>A. Parenting Resource Program Coordinator</p>	<p>A. Our Developmental Screening Program will continue to grow although at a much slower rate. Mostly smaller programs remain to be engaged.</p> <p>A. An increasing number of parents, although still low in number, are not participating in the screening program. Partner program staff report that this is occurring due to reduced parent responsiveness in returning forms and documents in general.</p> <p>A. These activities speak to the value of screening completion to inform classroom practices to support optimal learning environments and experiences for all children.</p>
Sub-measure 1b. Number (percent) of children screened who score at the level that indicates they should be referred for assessments have received appropriate follow-up services.			
<p>B. 75% of children who score “refer” in at least one area of development on the ASQ-3 and/or ASQ:SE-2 have documentation of follow-up action: referral, parent refused referral, child’s development is being monitored in at least one area of development, or child is currently receiving</p>	<p>B. Monitor utilization of, and adapt structure and placement of, ASQ Online follow-up action fields (as well as those fields which document services the child is currently receiving), as needed to elicit cleaner and more accurate responses.</p>	<p>B. Developmental Screening Coordinator</p>	<p>B. This will continue to be the focus through June 2018 as this is the second milestone to ensuring that children are receiving beneficial services as early as possible.</p> <p>B. We are close to having a system which will allow us to accurately determine this number from such a large data set.</p>

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<p>services for that area of development or referral is not warranted due to one of six pre-determined reasons.</p>	<p>B. Support programs to utilize ASQ Online fields to record follow-up action determined appropriate as a result of screening results and child environmental factors.</p> <p>B. Support program participants in making referrals to Early intervention, (EI) Early Childhood Special Education, physicians, or private providers. Focus on process and increasing comfort with this activity during coaching and mentoring visits.</p> <p>B. Monitor referrals to make sure referral and fax back forms are being used by the referring program and the agency providing the evaluations.</p>		<p>B. We have compiled a list of reasons that would discount the need for follow-up.</p>
<p>Sub-measure 1c: Number (percent) of children referred who receive assessments.</p>			
<p>C. This past year, we established a baseline of 84 children who were referred, and 48 children (57%) received an assessment to determine eligibility for further services. We will monitor and record the number/percent of children referred who receive assessments until we can reach a progress target of 90%.</p>	<p>C. Encourage the participating programs to follow- up with parents to make sure they follow through on the referral for their child or determine the reason why they did not follow through with the referral for their child.</p> <p>C. Consider the feasibility of adding a new database field to track how many families do not follow through on the referral, and the reason why.</p> <p>C. Follow up with referral entities to remain abreast of the status of referrals made.</p> <p>C. Assist participating programs with follow-up with referral entities as much as possible to obtain the status of referrals made.</p> <p>C. Monitor participating sites to ensure that they record the status of referrals they make into the</p>	<p>C. Developmental Screening Coordinator</p> <p>C. Participating programs</p>	

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	database appropriately as they progress through the referral process.		
Sub-measure 1d: Number (percent) of children who are assessed as eligible for services receive them.			
<p>D. This past year, we established a baseline of 68 children who were determined to be eligible for services, and 52 (76%) children who were eligible received services. We will monitor and record the number/percent of children who are eligible and receiving services until we can reach a progress target of 90%.</p>	<p>D. Coaching participating programs to ensure that they stay in touch with families and referral entities so that they know the outcome of the assessments and that they support families through the referral and evaluation process.</p> <p>D. Monitor participating sites to ensure that they record the determinations resulting from assessments and whether or not children are receiving needed services.</p>	<p>D. Developmental Screening Coordinator</p> <p>D. Participating programs</p>	<p>D. Record information about why services were declined.</p> <p>D. The process used to calculate the number of children referred who receive assessments is currently being improved and once the new process is in place we will confirm the baseline numbers.</p>

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PROGRESS TARGET	ACTIVITIES	RESPONSIBLE	CONTEXT AND COMMENT
CHILD OUTCOME 2: Percent of children in Oak Park and River Forest Preschool for All (PFA) and Head Start programs who demonstrate age-appropriate proficiency in each domain of development in accordance with the Illinois Early Learning Standards.			
<p>A. The Preschool for All and Head Start programs will work to make certain that over a five-year period we will see 95% or more of the children meet or exceed proficiency standards.</p>	<p>A. Analyze individual child scores to modify curriculum and instruction to best meet the child’s needs and create a developmental profile of each child to answer the questions, "What does this child know? What is he or she able to do?" that can be used to scaffold each child’s learning by creating individualized and group plans.</p> <p>A. Assess children using GOLD and its online tools to gather authentic assessment observations into each child’s online portfolio.</p> <p>A. Generate comprehensive GOLD reports that can be customized easily and shared with family members and other stakeholders.</p> <p>A. Provide support to PFA families who are chronically late or absent for school.</p> <p>A. Staff will maintain current Teaching Strategies GOLD inter-rater reliability certification.</p> <p>A. Review the GOLD data with staff to determine areas for professional development coaching and training and provide that training.</p>	<p>A. Director of Early Learning</p> <p>A. PFA Directors / Teacher Leaders</p>	<p>A. Preschool for All and Head Start programs are free. However, they are funded for only two and one-half hours to three hours of the day during a regular academic year. Many lower income working families require wrap around child care for the remaining portion of the work day and the work year. Lower income working families are challenged to afford child care, even with support from CCAP. This situation has worsened with the CCAP rule changes of August of 2016 and low income working families may opt not to enroll their children in the preschool programs with wrap around child care at higher rates.</p> <p>A. Different cohorts of children with differing risk factors participate in the preschool programs each year. This can lead to variability in each cohort’s scores on proficiency standards.</p>
<p>B. Increase the number of students who have complete GOLD records to a target of 100% complete.</p>	<p>B. Review the 10 GOLD objectives used to determine proficiency to ensure they are the best measures for this outcome.</p> <p>B. Ensure that students have complete records for the 10 GOLD priority objectives.</p>	<p>B. Director of Early Learning</p> <p>B. PFA Directors / Teacher Leaders</p> <p>B. PFP Committee</p>	<p>B. If there are changes in the curriculum/instruction and/or in the general opinion of what the best priorities are, the PFA committee may select different priority objectives. (Historical note: Since the GOLD has so many objectives, the committee determined 10 priority ones that are to be completed for all children. These are what are used to determine overall proficiency for Child Outcome 2.)</p> <p>B. If a student is missing any one of the priority objectives, their entire record is not counted in the proficiency rating.</p>

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PROGRESS TARGET	ACTIVITIES	RESPONSIBLE	CONTEXT AND COMMENT
CHILD OUTCOME 3: Percent of Children entering kindergarten demonstrating age-appropriate proficiency in the kindergarten readiness assessment administered by District 97.			
A. We will target a 10% increase in proficiency overall among children enrolling in D97 in Fall 2020.	A. All of the activities of the Collaboration, including program activities in other outcomes, impact this measure.	A. Director of Early Learning A. Publicly Funded Preschool Directors & Teacher Leaders, District 97 administration	A. 83% of children in the 2016/17 kindergarten class took the KRT and 83% of them received a proficient score. The proficiency rate increased by 3% that year and by 2% the year prior.
B. Increase KRT participation rates of students who attended any preschool in Oak Park or River Forest by 10%.	B. Implement a strategy to improve the rate at which students take the KRT.	B. Director of Early Learning B. District 97 administration B. Collaboration Administration	
C. Continue to ensure that 95% of children in the PFA/HS programs who plan to enroll in District 97 complete the KRT.	C. Implement a strategy to improve the rate at which PFA/HS students take the KRT.	C. Director of Early Learning C. Publicly Funded Preschool Directors & Teacher Leaders, District 97 administration	C. In spring 2016 and 2017 the Collaboration helped to ensure that all eligible children planning to register for District 97 took the KRT by administering the instrument on site. We will continue to do this.
D. Increase the KRT proficiency score of students enrolled in PFA/HS by 10% for those enrolling in D97 in Fall 2020.	D. All of the activities of the Collaboration, including program activities in other outcomes, impact this measure.	D. Director of Early Learning D. Publicly Funded Preschool Directors & Teacher Leaders, District 97 administration	D. In the last 4 years, PFA/HS proficiency on the KRT has gone from 74% to 68% to 72% to 68%. Keep in mind that the # of PFA students taking the KRT has gone from 77% to 77% to 91% to 96%. More PFA students taking the KRT in the last 2 years may be showing a more accurate picture.
E. Look at attendance and tardiness data from the PFA/HS programs and tie to KRT scores.	E. Gather attendance and tardiness data for students in the publicly funded preschool programs and review its impact on the child's KRT scores. E. Provide support to PFA families who are chronically late or absent for school.	E. Director of Early Learning E. Publicly Funded Preschool Directors & Teacher Leaders, District 97 administration E. Collaboration Administration	E. The 2016/17 school year was the first year we have attendance data for the PFA/HS programs. Tardy data is available for Head Start and Day Nursery. D97 does not collect tardy data.

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F. Align preschool and kindergarten program expectations and curriculum.	F. Determine process for aligning preschool and kindergarten program expectations and curriculum.	F. Director of Early Learning F. District 97 administration	F. This new target is included in the responsibilities of the Collaboration's new staff position, the Director of Early Learning.
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PROGRESS TARGET	ACTIVITIES	RESPONSIBLE	CONTEXT AND COMMENT
SERVICE DELIVERY OUTCOME 1: Percent of children with Free and Reduced Price Lunch (FRPL) have a history of participation in a Preschool for All (PFA), Head Start (HS), or NAEYC accredited program or a program meeting the Illinois Quality Rating System (ExceleRate) Gold Circle of Quality.			
<p>Increase the percent of children in D97 kindergarten with FRPL who have attended a high-quality program from 39% to 55% by FY19.</p>	<p>Continue coordinated intake screening for all families wanting to enroll their children in District 97’s PFA program to help ensure that children with the greatest need are enrolled in the programs during spring 2018.</p> <p>Expand coordinated intake to all publicly funded preschool programs.</p> <p>Work with District 97 to make sure that they fully inform all families who may have school age children about the PFA and Head Start opportunities, e.g. review FRPL application for preschool age children in the classroom, request that all principals, front office staff, social workers and classroom teachers are knowledgeable about the programs and refer families who meet eligibility criteria to PFA and Head Start.</p> <p>Support D97’s efforts to modify their program to be full day/full year to meet the needs of working, low-income families if ISBE funds their request.</p> <p>Develop and implement a community organizing program to reach hard-to-engage families by spring 2018 to inform them about the publicly funded preschool programs.</p> <p>Increase promotion of programs through our social media and our partners’ digital outlets.</p> <p>Participate in the development of a community-wide awareness campaign around the importance of high-quality early learning programs, developmental screening, parent engagement, and resources available in the community.</p>	<p>Director of Early Learning</p> <p>Collaboration Executive Director</p> <p>Parenting Resource Coordinator</p> <p>PRP Committee</p> <p>Parent ambassadors</p> <p>Publicly Funded Preschool Directors/Teacher Leaders</p> <p>District 97 administration</p>	<p>This entire effort depends on the level of funding for Preschool for All by ISBE. Determination of funding is expected in April 2018.</p>

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PROGRESS TARGET	ACTIVITIES	RESPONSIBLE	CONTEXT AND COMMENT
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.			
<p>The Collaboration cannot establish a target on this measure until it obtains improved data to derive the number of teen parents and families receiving All Kids Level 1 insurance. However, through increased outreach efforts, we expect to see an increased number of families referred to the home visiting programs during 2017-2018.</p>	<p>Through the contract for services with the Village of Oak Park, establish a coordinated intake process for home visiting with a single point of entry for families through the Family Nurse Case Manager.</p> <p>If contract is awarded in fiscal year 2018-2019, work with Oak Park Health Department's Family Case Manager to ensure that 100% of families receiving nurse family case management services are referred to home visiting programs.</p> <p>Develop and implement a community organizing program to reach hard-to-engage families in spring 2018 and inform them about the home visiting programs.</p> <p>Continue to work to establish strong referral connections to agencies that have contact with low income and vulnerable families.</p> <p>Work with referring agencies to establish referral practices that include more than a first name and a cell phone number.</p> <p>Utilize peer recruitment to help identify families who meet the eligibility criteria of the program.</p> <p>Establish an outreach and recruitment strategy with the Oak Park Housing Authority to reach families in their buildings and those receiving Section 8 vouchers.</p>	<p>Executive Director</p> <p>Easterseals, Hephzibah, New Moms, Village Nurse Family Case Manager</p>	<p>Chapin Hall continues to work to receive permission from the state to use data about teen parents and children birth to three years of age receiving Medicaid in Oak Park. This will help to establish a denominator for this measure.</p> <p>It is difficult to determine how many of the families referred meet the qualifications in the denominator. A number of referred families do not follow up on the referral and engage in the program. When this occurs, we often only have a first and last name and a cell phone number or email address. Referring agencies are reluctant to share income or health insurance status with home visiting agencies when making a referral.</p> <p>The staff position of the Nurse Family Case Manager for the Village of Oak Park opened in December 2014. The Village does not hold a contract with the State for these services. The Village plans to submit a proposal for a contract in spring 2018 for the 2018-2019 fiscal year. This person has traditionally been the strongest referral source for the home visiting program because the position is funded through a contract with the Illinois Department of Public Health and benefits from referral relationships established through that contract.</p>

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SERVICE DELIVERY OUTCOME 3: Percent of referred parents who choose to participate in the intensive parent education program.			
<p>Increase the number of families who elect to participate in home visiting programs by 20% over 2016-2017 levels by June 2019 and at a minimum maintain a 50% enrollment rate.</p>	<p>Continue to work to establish strong referral connections that help families transition to the home visiting program.</p> <p>Identify and implement peer recruitment strategies to increase the rate at which families choose to engage in the program.</p> <p>Identify strategies that provide flexibility for families to engage such as alternative meeting spaces and so on.</p>	<p>Executive Director</p> <p>Easterseals, Hephzibah, New Moms, Village Nurse Family Case Manager</p>	<p>The staff position of the Nurse Family Case Manager for the Village of Oak Park has been open since December 2014. This person has traditionally been the strongest referral source for the home visiting program because of the position is funded through a contract with the Illinois Department of Public Health and benefits from referral relationships established through that contract. The Village plans apply for a contract for this service by FY 2018-2019.</p>

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SERVICE DELIVERY OUTCOME 4: Percent of kindergarten and 1st grade children with Individual Education 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).			
<p>Demonstrate a trend of increasing numbers of children with IEPs/504 plans whose developmental delays were identified in early childhood. These children have received developmental support services prior to kindergarten entry yet maintain or regain the need for supports.</p>	<p>Coordinate an information campaign about the importance of developmental screening to ensure that parents are asking the children’s medical provider or child care provider or preschool to conduct developmental screenings.</p> <p>Establish a method for collecting information about whether or not children received developmental support services in early childhood but “graduated” from the services OR were no longer eligible for services due to differences in eligibility criteria across evaluating entity types.</p> <p>Look back at the children who are enrolled in special education or RTI during K-3rd grade to determine if these children received developmental support services previously.</p>	<p>Developmental Screening Coordinator (lead) and committee members, Parenting Resource Program Coordinator</p> <p>Developmental Screening Coordinator</p> <p>District 97 District 90</p>	<p>This measure will take some time to show an impact because the developmental screening program is being fine-tuned to collect the necessary information, and children need to grow to kindergarten age.</p> <p>It is important to note that it is not expected that birth to 5 developmental interventions will totally eliminate the need for additional education supports in later school years. Children do experience diagnoses and challenges which do not appear or cannot be determined until later school years or will require ongoing supports beyond early childhood. It is expected that early interventions will address children’s needs sooner and will serve to reduce the need for, cost of and length of time children need to utilize these services.</p> <p>Early Intervention and Special Education data from District 97 will provide a deeper understanding of services and how determinations about service eligibility play out for children. We will seek the following data: # of children referred from EI to Special Education for an Evaluation; # of children evaluated (EI referral and Child Find); # of children with EI referral found eligible; # of children participating in Child Find found eligible; # of children in both categories whose parents refused services; # of children in both categories receiving services; # of children receiving RTI services; # of children receiving RTI services and subsequently referred for evaluation; # of children receiving RTI services who end up with an IEP; # of children receiving RTI services who end up with a 504 plan.</p>

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<p>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:</p> <ul style="list-style-type: none"> • Direct: Number of families reached through collaboration-sponsored outreach activities and services who provide information voluntarily and are included in our database. • Indirect: Counts of information distributed, subscribers to information (social media, other open distribution channels). 			
<p>A. (Direct) Increase the number of families with children under five who voluntarily provide their contact information by 15% by June 2019.</p>	<p>A, B. Grow our reach to expand ways that families are able to connect to the Collaboration by:</p> <p>A. Participate in 2-3 community events with committee partners; B. Send bimonthly parent e-newsletter; B. Distribute parent resource bags throughout the community.</p> <p>A, B. Host two parent resource fairs each year: A, B. Early Childhood Resource Fair (Oct.) A, B. Child Care Meet and Greet (late Jan/early Feb.)</p>	<p>A. Parenting Resource Program Coordinator</p> <p>A. Parenting Resource Program Committee</p> <p>A. Parent Committee</p> <p>A. Collaboration partners and contractors</p>	
<p>B. (Indirect) Increase the number of families who receive early childhood information and support by 15% by June 2019.</p>	<p>B. Continue to grow new social media outlets (Facebook, Instagram, Pinterest, Twitter).</p> <p>B, C. Participate in the development of a community-wide awareness campaign around the importance of high-quality early learning programs, developmental screening, parent engagement, and resources available in the community; support the ongoing communication strategy around the campaign.</p>	<p>B. Parenting Resource Program Coordinator</p> <p>B. Parenting Resource Program Committee</p> <p>B. Parent Committee</p> <p>B. Collaboration partners and contractors</p>	

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<p>C. Establish baseline of parents engaged across the range of resources and programs supported by the Collaboration during 2018-2019 and work to increase the number during subsequent years.</p>	<p>C. Establish method for collecting participation data across programs supported by the Collaboration.</p> <p>C. Identify and ensure implementation of an evidence-based and research-informed parenting skills workshop series training.</p> <p>C. Promote adaptation of the Strengthening Families 5 protective Factors across the early childhood sector.</p> <p>C. Support child care programs to build stronger parent engagement within their program.</p> <p>C. Develop a Parent Leadership Council to represent parents of young children throughout the community.</p>	<p>C. Developmental Screening Coordinator</p>	
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SYSTEM LEVEL OUTCOME 2: Percent of teachers and directors in Oak Park early childhood programs who have above minimum state educational standards.			
<p>10% of the early childhood workforce in Oak Park will either obtain or increase their credential level over 2017-2018.</p>	<p>Review and assess available face to face and online trainings (number of, location and time, delivery method).</p> <p>Identifying content areas needed for credentials.</p> <p>Trainings on the professional development record (PDR): how to access, review and plan professional development and develop a professional development plan (PDP).</p> <p>Provide professional development advising (PDA) to support review of PDR and whether next steps are trainings or transition to college course work.</p> <p>Offer computer classroom time (Main OP Library computer classroom) on a regular basis (a certain time each month) to create credential and ExceleRate cohorts to apply/obtain a credential or increase a level.</p> <p>Create a “training” page at Collaboration website with links to sites with available trainings.</p>	<p>Director of Early Learning</p> <p>Collaboration Administration</p>	<p>Working towards, obtaining or maintaining a credential, or moving up a credential level requires additional training hours or coursework (i.e. “moving above minimum state educational standard”).</p> <p>Without an Illinois budget, training opportunities were limited. With the current budget we are not sure what has been reinstated and available to providers (StarNet, Action for Children etc.), thus there is a need for review.</p> <p>Gateways has lost their funding for Professional Development Advisors (PDAs). There is only one PDA for the whole state of Illinois. This PDA resides at the Gateways office in Bloomington, IL.</p> <p>Teachers with lack of access to technology can use the library and cohort as support.</p>

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SYSTEM LEVEL OUTCOME 3: Percent of teachers and directors in Oak Park early childhood programs who have above minimum state educational standards.			
A. Increase the number of early childhood workforce members, at DCFS licensed centers, who report 15 hours of credit by 20%. This would pertain to people who reported less than 15 hours on a previous survey.	<p>A. Collaboration offered trainings (15 hours) plus developmental screening trainings (6) and Symposium (5.5 hours) = 26.5 hours</p> <p>A. Create a “training” page at Collaboration website with links to sites with available trainings.</p> <p>A. Identify those respondents who have less than 15 hours and provide technical support where needed.</p>	Director of Early Learning	<p>A. Need to make comparisons of information of respondents who have completed more than one year’s survey.</p> <p>A. Need to screen respondents who are at DCFS licensed and licensed exempt programs.</p>
B. Increase the number of early childhood workforce members who report 16 or more professional development hours by 15%.	<p>B. Collaboration offered trainings (15 hours)</p> <p>B. Create a “training” page at Collaboration website with links to sites with available trainings.</p> <p>B. Access Development screening trainings where applicable.</p>	<p>Director of Early Learning</p> <p>Developmental Screening Coordinator</p>	
C. Monitor and engage license-exempt providers receiving CCAP monies to complete the latest IDHS credential/training requirements.	<p>C. Bimonthly, request contact list of license-exempt CCAP providers from Action for Children.</p> <p>C. Contact these providers with updates of IDHS training/credential requirements and deadlines.</p> <p>C. When needed, schedule and offer library time, for computer access, and technical support for Credential 1 training.</p> <p>C. Offer IDHS content specific trainings required after acquiring credential and/or include exempt providers regularly scheduled trainings.</p>	Director of Early Learning	<p>C. Currently there is no definitive date of completion for Credential 1 for license-exempt CCAP providers. Once published, this needs to be communicated to the providers repeatedly.</p> <p>C. As these license exempt providers complete Credential 1 there will be a yearly requirement of trainings (content and hours yet to be announced).</p>
D. Maintaining current email list of early childhood professionals.	D. Include change of email address request at: training registrations, trainings, Symposium, roundtables and other ECE professional gatherings.	Director of Early Learning; Collaboration Administration	D. Variables that impact the email list: change of email, turnover, new staff.

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<p>E. Maintain and/or increase by 5% the participation rate of the Collaboration's annual workforce survey.</p>	<p>E. Continue to provide \$5.00 gift card at completion of each survey.</p> <p>E. Identify and recognize people who took the survey in previous years, encouraging their continued participation.</p> <p>E. Where possible, seek alternative sources to collect staff data from other systems.</p> <p>E. Compare data we include on our surveys to what is collected by the Gateways Registry; is the data in the Registry comprehensive enough for our needs.</p>	<p>Director of Early Learning</p>	<p>E. Certainly we would like to continue to increase the number of surveys collected but also of importance we need to focus on making sure that previous survey respondents continue to complete surveys.</p>
<p>F. Reduce the number of survey participants who say they did not attend Collaboration workshops due to circumstances within our control.</p>	<p>F. Collaboration offered trainings (15 hours).</p> <p>F. Create a "training" page at Collaboration website with links to sites with available trainings.</p>	<p>Director of Early Learning</p>	<p>F. Circumstances within our control include topic, location, and frequency, unaware or new to the workplace.</p>

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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.			
Preschools and Child Care Centers			
<p>A. Increase the number of providers (preschools & child care centers) that engage in ExceleRate from 15 sites to 19 sites. This is an increase of 27% from the number of centers participating in 2016-2017 to 2018-2019.</p>	<p>A. Communicate with directors to develop a cohort of 4-5 centers to work on ExceleRate.</p> <p>A. Use a cohort to develop/support skills around the use of ASQ screening process.</p> <p>A. Encourage providers to engage in Developmental Screening Project to advance into Silver and Gold levels of ExceleRate.</p> <p>A. Provide technical support, where needed, for centers already engaged in ExceleRate; development or maintenance of CQIP.</p> <p>A. Connect center directors to Action for Children ExceleRate Quality Specialists (engage/support).</p> <p>A. Create a rubric of engagement in ExceleRate for center/director/teacher to track ExceleRate engagement.</p> <p>A. Partner with Action for Children to offer ECERS-3 face to face training in Oak Park/River Forest.</p> <p>A. Provide technical assistance on specific rubric points of ExceleRate engagement.</p>	<p>Director of Early Learning Developmental Screening Coordinator</p>	<p>A. Engaging and maintaining an ExceleRate Circle of Quality is complex and multifaceted. Intentional support and scaffolding is paramount to sustained engagement in ExceleRate. Cohorts are a proven method of this kind of support. Action for Children offers this type of cohort; it is important to negotiate for an Oak Park/River Forest cohort along with the required prerequisite trainings for ExceleRate.</p>

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Plan for Progress 2017-2018**

Family Child Care Providers (FCCPs)

<p>B. Increase the number of providers (FCCP) that actively engage in ExceleRate from 1 home provider to 5 home providers by June 2019. This is an increase from the number of providers participating over 2016-2017 levels.</p>	<p>B. Communicate with FCCPs to develop a cohort of 2-3 centers to work on ExceleRate.</p> <p>B. Use cohort to develop/support skills around the use of ASQ screening process.</p> <p>B. Encourage providers to engage in Developmental Screening Project to advance into Silver and Gold levels of ExceleRate.</p> <p>B. Connect FCCPs to Action for Children ExceleRate Quality Specialists (engage/support)</p> <p>B. Create a rubric of engagement in ExceleRate for Family Child Care Providers.</p> <p>B. Provide technical assistance on specific rubric points.</p> <p>B. Offer computer classroom time (Main OP Library computer classroom) on a regular basis (a certain time each month) to create credential and ExceleRate cohorts to apply/obtain a credential or increase a level.</p>	<p>Director of Early Learning Developmental Screening Coordinator</p>	<p>B. Engaging and maintaining an ExceleRate Circle of Quality is complex and multifaceted. Intentional support and scaffolding is paramount to sustained engagement in ExceleRate. Cohorts are a proven method of this kind of support. Action for Children offers this type of cohort for center-based providers; it is important to work with Action for Children to negotiate for an Oak Park/River Forest cohort, for Family Child Care Providers, along with offering required prerequisite trainings for ExceleRate.</p>
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