



Collaboration for
Early Childhood
Strong Start, Bright Future



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 are 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 is pleased to present this report to the IGA Governing Board to show the results of activity during the 2017-2018 school year. This marks the fifth year of data collection for most of the eleven outcomes. This is the fourth report about our progress on the indicators and corresponding data collection since contract initiation. We issued the initial report in May 2015.

Submitted October 24, 2018

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Executive Summary

The Collaboration for Early Childhood submits this report on progress for our contractual indicators to the Intergovernmental Agreement (IGA) Governing Board each year in the Fall.

This report provides a fifth point in our longitudinal data series. The three most recent years of data are the most consistent in their methodology, following the first two years of program start-up. While all five years of data are available in our [online repository here](#), we are limited by space in this format and as such, you will generally see the three most recent years of data in this report.

The [IGA Progress Report](#) that accompanies this document provides a rich description of the Collaboration's program activities for this same reporting period. This report aligns with the measurement outcomes outlined in the IGA Contract for Services with the Collaboration for Early Childhood.

Each of these outcomes are guided by the work of program committees, which are comprised of partners from around the community. The data in these outcomes will now feed into our program committees over the next few months and those teams will use the findings to inform their goals and activities for the coming year. We also use this report to improve the data collection methods themselves as part of our continuous cycle of improvement.

As our work progresses, we are able to paint a more complete picture of the early experiences of our youngest children in Oak Park and River Forest.

Progress Highlights

Our parent outreach activities have grown tremendously this year. Our Parent Resource Program is in full swing, with regular community partners meeting to plan and implement activities together and share resources with a common goal of making our community a place that supports families. Community outreach efforts inform parents and caregivers about home visiting services, they provide guidance to families looking for free, public preschool options, and they drive home the importance of looking for high-quality in a child care provider. Feedback from families engaged with our home visiting provider, Easterseals, report a high level of satisfaction with the program, and we continue to look for even more referrals to this program or the other home visiting programs. The new process of coordinated intake makes it easier for families to end up in a program that meets their needs best.

Now that Chapin Hall has data from the State's Early Intervention system, we are starting to know more about what early experiences children with IEPs have prior to entering District 97 kindergarten. Given that this year there are more children with IEPs, it's important to understand their history of early intervention services. This year we have maintained a high developmental screening rate, which aims to identify issues early on in a child's life so that further assessment and referrals can be made as needed. Our modifications to the developmental screening software system provide us with the ability to track follow up activities better. We estimate that this year our developmental screening program is reaching 38% of the total population of children age 0-5 in Oak Park or River Forest.





Progress Highlights Continued

Our long history of providing professional development to local child care providers means that about half of all licensed child care providers recognize the importance of engaging in the state's quality rating system, ExceleRate, even in a market with a high demand for child care. And 37% of all District 97 kindergarteners attended a local, high-quality preschool program regardless of their income status, meaning that the same rate of low-income students attended a local, high-quality program as the general population.







This year saw a significant increase in how many children took a common kindergarten readiness test, known as the KRT, due to extensive summer outreach efforts by District 97 staff. Collaboration staff ensured that all children in the local public preschool programs also took the KRT. Now that we have a higher, ideal, rate of completion, we assume that the scores that we can act on are a more accurate representation of our students. The number of low income students in particular who took the KRT this year is much higher than in the past so we have a more complete understanding of what enrichment children may need even before Day 1 of kindergarten. We look forward to linking these more complete KRT results with other assessments (KIDS, BAS) and preschool history to improve services to families prior to elementary school.

Data Scorecard

This data scorecard is meant as a quick reference for progress made in two distinct areas: progress on the measure itself, and progress on data collection efforts.

-  A green circle conveys solid progress and/or stability on both the measure and data collection.
-  A green circle with a hole in the center indicates that the measures are in the range of where we'd like them or that a slight backward movement needs to be understood or addressed. For data collection, it indicates that we have advanced our efforts as far as we can at this time.
-  A yellow circle conveys room for improvement in either the measure or data collection.
-  A transparent circle is a placeholder for data that will be reported on in November, as scheduled.

Since this reporting period has seen steady program activities, with a dramatic growth in the area of parent outreach, most circles stayed the same as the previous year. In Service Delivery 4, we moved from a green circle with a hole to a solid green circle since we have more Early Intervention data. System Level 1 also increased in the same manner, due to stronger partner relationships that provide richer data on outreach activities. In System Level 4, we made enough progress on engaging providers in ExceleRate that we moved the measure from yellow to green with a hole.

	Measure	Source	Progress on Measure	Progress on Data Collection
Child #1	Percent of children identified through screening as needing assessment or services that receive them.	IDHS		
	<ul style="list-style-type: none"> • The Developmental Screening program has maintained its high number of screenings. • There will always be Early Intervention data that we are not able to access (i.e. private insurers). We believe that data collection is as good as we can achieve in the foreseeable future. 			
Child #2	Percent 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"> • Changes in GOLD proficiency scores went up slightly, by 2%, but we continue to pursue a 95% proficiency rate over the next five years. • More students have scores, however we know there are more low-income children who could benefit from enrolling in PFA/HS. 			
Child #3	Percent of children entering kindergarten demonstrating age-appropriate proficiency in the Kindergarten Readiness Test (KRT).	D97		
	<ul style="list-style-type: none"> • While overall proficiency has decreased, we have more accurate scores now that the participation rate has increased. • Data collection is strong, with 95% of all D97 kindergartners having KRT scores, and there are more low income students with KRT scores. 			

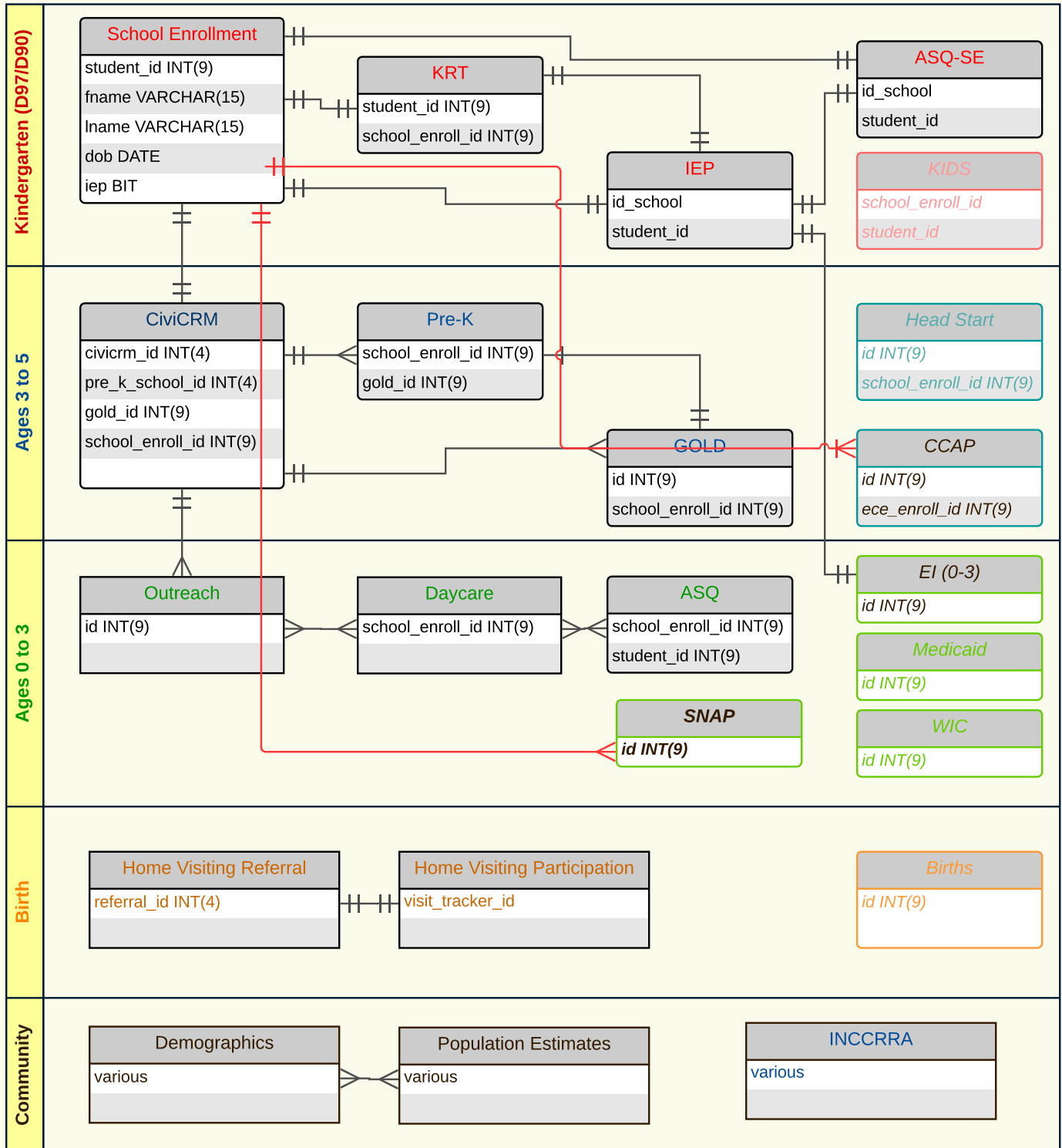
Data Scorecard Continued

	Measure	Source	Progress on Measure	Progress on Data Collection
Service Delivery #1	Kindergarteners receiving free/reduced lunch have attended a PFA/HS/NAEYC accredited program, or program in ExceleRate GOLD Circle of Quality	D97		
	<ul style="list-style-type: none"> The percent of low income students who attended preschool in OP/RF remained steady and there is still room to improve the percent of low income students who attend high-quality preschool. Data collection for preschool history is strong, thanks to D97's registration system with input from the Collaboration. 			
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"> The three home visiting programs increased their own recruitment capacity and the Village Nurse handled coordinated intake. However, there is still a paucity of referrals from social service agencies and WIC. We do not have a solid source for the number of births to teen moms or children enrolled in All Kids. 			
Service Delivery #3	Percent of referred parents choosing to participate in the intensive parent education program.	Home Visiting Agencies		
	<ul style="list-style-type: none"> The rate of new families who engaged after being referred increased. Data on home visiting from two of three programs comes to the Collaboration in aggregate rather than with detail on referrals and engagement. 			
Service Delivery #4	Percent 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"> A low percentage of children with IEPs in kindergarten is neither positive nor negative. We are not looking to influence the number of IEPs. Data provides a useful history of early childhood services, with a breakout of speech/language services, as well as pre-school experience. 			
System Level #1	Number of families with kids under 5 who are in the voluntary database.	Collaboration		
	<ul style="list-style-type: none"> We continue to increase the number of families who receive parent information. Strong relationships with partners have increased data collection of outreach efforts. 			
System Level #2	Percent of teachers and directors in Oak Park early childhood programs who exceed minimum state educational requirements for their role.	INCCRRA and Collaboration		
	<ul style="list-style-type: none"> Chapin Hall is expecting data from INCCRRA, the State's professional development system. 			
System Level #3	Percent of teachers and child care providers reporting more than the state-mandated 20 hours of continuing professional education each year.	INCCRRA and Collaboration		
	<ul style="list-style-type: none"> Chapin Hall is expecting data from INCCRRA, the State's professional development system. 			
System Level #4	Percent of preschools, child care centers, and homes engaged in the Illinois Quality Rating System (ExceleRate), and improve their scores each year	ExceleRate and Collaboration		
	<ul style="list-style-type: none"> The percent of centers that engaged in ExceleRate increased but it continues to be difficult to encourage family child care providers to engage. Data is collected via self-reports from centers and family child care providers. The state agency that oversees ExceleRate share very only publicly available information on scores. We do not anticipate that this will change in the near future. 			

Integrated Database Schema

Oak Park Collaboration for Early Childhood

Integrated Database Schema 2018



Portrait of Children Ages 0-5 in Oak Park and River Forest

Census Figures

Since 2009, it is clear that the number of children age 0-5 in Oak Park is decreasing through 2016 (see ACS tables, next page). This is true for both white and African-American children, with the most notable decrease in recent years being with African-American children. Given the small numbers, pinpointing the exact size of the decrease is difficult, but the trend is clear. Although still small at about 8% of all children age 0-5 years old, the Latino 0-5 population is growing.

The number of children living below the federal poverty line, and at multiple levels of the federal poverty line up to 400%, is decreasing (see next page, table Ratio of Income to FPL for Children, ages 0-5). It is also apparent that the number of African-American children age 0-5 in Oak Park living below the poverty line has decreased from 2013 to 2016.

Similar patterns can be seen in River Forest, although the numbers are smaller and similar conclusions are less certain. When Oak Park and River Forest are combined, the same conclusions made for Oak Park in the paragraphs above hold.

Children Ages 0 - 5, Oak Park	2014	2015	2016	% Change 2013-2016
White	2,503	2,704	2,575	-6.0%
Black/African-American	680	493	413	-40.2%
American Indian/Alaskan Native	0	0	0	NA
Asian	233	208	190	-18.8%
Hawaiian / Pacific	0	0	0	NA
Other Race ¹	143	127	126	-18.9%
Two or More races	426	381	359	-20.4%
Total Children, 0-5	3,985	3,913	3,663	-13.2%
Of Which, Hispanic / Latino ²	338	293	331	10.3%

Children Ages 0 - 5, Oak Park	% below FPL 2014	% below FPL 2015	% below FPL 2016	% Change 2013-2016
White	4.1%	5.7%	4.8%	3.3%
Black/African-American	20.9%	10.1%	9.9%	-16.1%
American Indian/Alaskan Native	NA	NA	NA	NA
Asian	21.5%	8.2%	8.9%	-18.0%
Hawaiian / Pacific	NA	NA	NA	NA
Other Race ¹	22.4%	23.6%	26.2%	-0.2%
Two or More races	5.9%	13.1%	28.7%	22.9%
Total Children, 0-5	8.8%	7.7%	8.7%	0.7%
Of Which, Hispanic / Latino ²	14.8%	12.6%	10.0%	-5.3%

Children Ages 0 - 5, River Forest	2014	2015	2016	% Change 2013-2016
White	541	548	483	-7.3%
Black/African-American	55	91	78	-33.3%
American Indian/Alaskan Native	0	0	0	NA
Asian	42	36	32	-15.8%
Hawaiian / Pacific	0	0	0	NA
Other Race ¹	0	0	40	NA
Two or More races	59	129	111	158.1%
Total Children, 0-5	697	804	744	3.5%
Of Which, Hispanic / Latino ²	16	59	58	NA

Children Ages 0 - 5, River Forest	% below FPL 2014	% below FPL 2015	% below FPL 2016	% Change 2013-2016
White	0.0%	0.0%	0.0%	0.0%
Black/African-American	0.0%	0.0%	0.0%	0.0%
American Indian/Alaskan Native	NA	NA	NA	NA
Asian	35.7%	41.7%	28.1%	-3.5%
Hawaiian / Pacific	NA	NA	NA	NA
Other Race ¹	NA	NA	0.0%	NA
Two or More races	0.0%	0.0%	0.0%	0.0%
Total Children, 0-5	2.2%	1.9%	1.2%	-0.5%
Of Which, Hispanic / Latino ²	0.0%	0.0%	0.0%	NA

¹ "Other Race" includes all other responses not included in the White, Black or African-American, American Indian or Alaskan 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.

² Children identified as Hispanic/Latino may be from any of the race categories above.

Children Ages 0 - 5, Oak Park and River Forest	2014	2015	2016	% Change 2013-2016
White	3,044	3,252	3,058	-6.2%
Black/African-American	735	584	491	-39.2%
American Indian/Alaskan Native	0	0	0	NA
Asian	275	244	222	-18.4%
Hawaiian / Pacific	0	0	0	NA
Other Race	143	127	166	56.6%
Two or More races	485	510	470	-4.9%
Total Children, 0-5	4,682	4,717	4,407	-10.8%
Of Which, Hispanic / Latino	354	352	389	29.7%

Children Ages 0 - 5, Oak Park and River Forest	% below FPL 2014	% below FPL 2015	% below FPL 2016	% Change 2013-2016
White	3.4%	4.7%	4.0%	2.8%
Black/African-American	19.3%	8.6%	8.4%	-13.9%
American Indian/Alaskan Native	NA	NA	NA	NA
Asian	23.6%	13.1%	11.7%	-15.9%
Hawaiian / Pacific	NA	NA	NA	NA
Other Race	22.4%	23.6%	19.9%	-6.5%
Two or More races	5.2%	9.8%	21.9%	16.6%
Total Children, 0-5	7.8%	6.7%	7.4%	0.3%
Of Which, Hispanic / Latino	14.1%	10.5%	8.5%	-6.8%

Ratio of Income to FPL for Children Ages 0 - 5¹ Oak Park	2014	2015	2016	% Change 2013-2016
Children below 125% of FPL	405	332	351	-10.0%
Children below 185% of FPL	618	492	500	-17.9%
Children below 400% of FPL	1,369	1,141	1,112	-16.8%
All Children, ages 0-5	3,985	3,913	3,663	-13.2%

Ratio of Income to FPL for Children Ages 0 - 5¹ River Forest	2014	2015	2016	% Change 2013-2016
Children below 125% of FPL	23	25	19	-9.5%
Children below 185% of FPL	23	25	26	23.8%
Children below 400% of FPL	194	221	150	-3.8%
All Children, ages 0-5	697	804	744	3.5%

400% of FPL = income bracket for Preschool for All

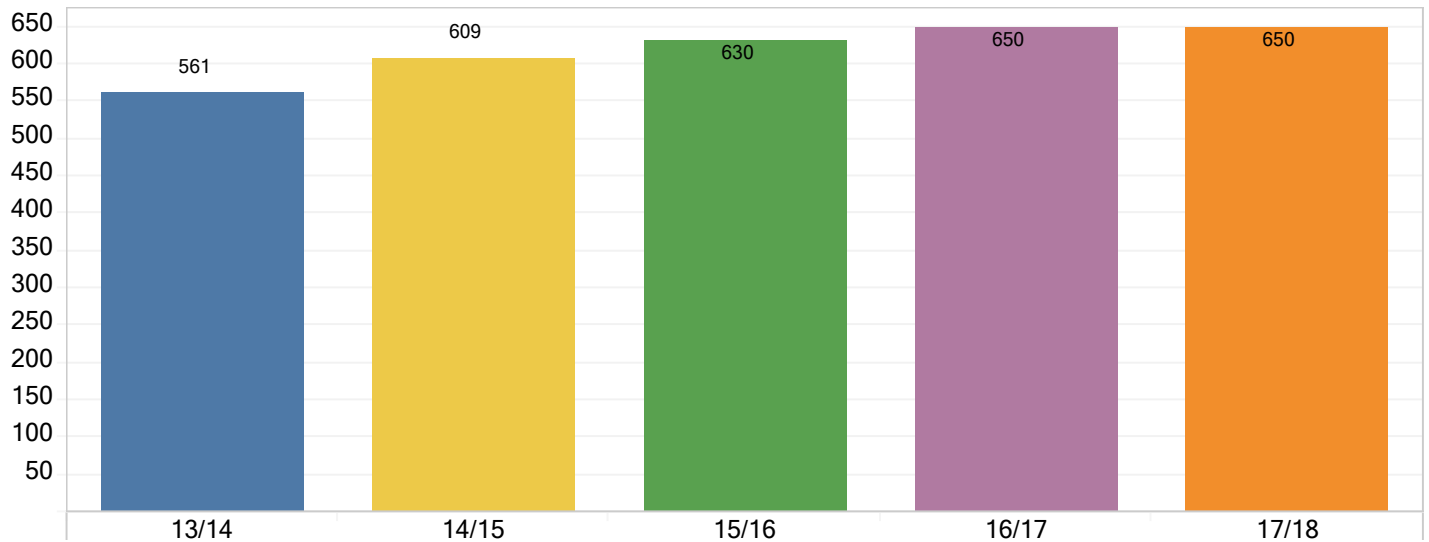
185% of FPL = qualification for Free/Reduced Price Lunch

125% of FPL = qualification for state subsidies such as the Supplemental Nutrition Assistance Program (formerly known as food stamps)

¹ The ratio of the household income to the 2015 poverty threshold

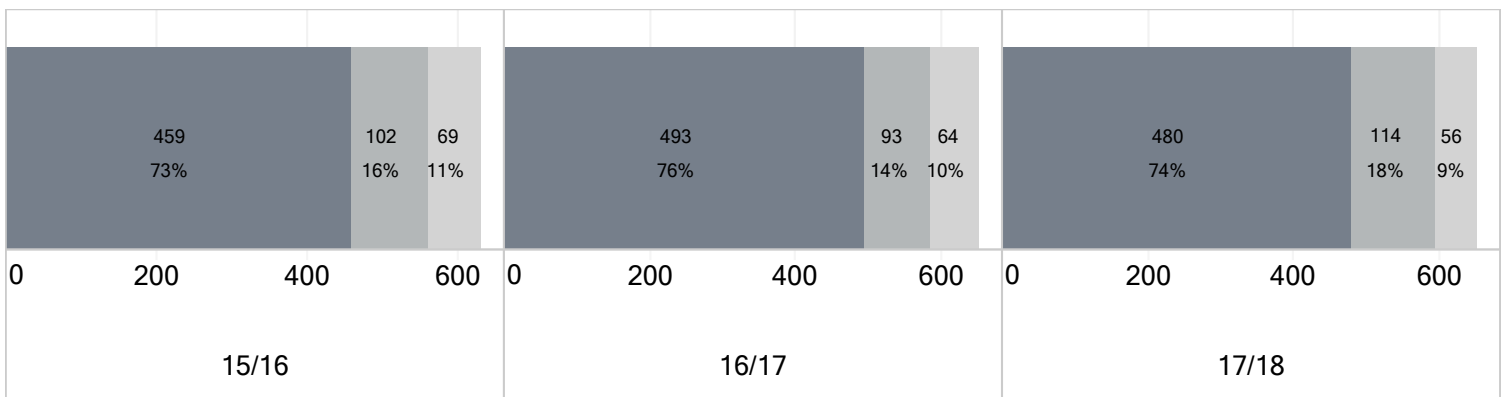
Kindergarten Enrollment Oak Park District 97	% Change 2016-2017	% Change 2013 to 2017
Kindergarten Students	0%	16%

District 97 Kindergarten Enrollment



Early Childhood Experiences

Knowing the early childhood experiences of incoming kindergarten students helps frame the influence of Collaboration activities on the youngest children of Oak Park and River Forest. During the District 97 registration process, families are asked about their child’s preschool history. Overall, the percent of children who attend preschool in Oak Park or River Forest has not changed significantly over the past few years. In general, from year to year, we see child care facilities both open and close, with the total capacity remaining steady.

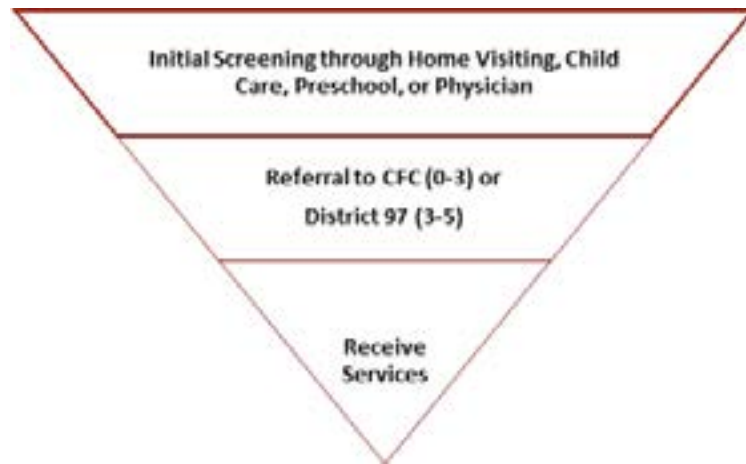


- Kindergartners who attended preschool in OP/RF
- Kindergartners who attended preschool outside OP/RF
- Kindergartners with no preschool history information

For those kindergartners with no preschool history, they either did not provide it during enrollment or they did not have an early learning experience.

In charts throughout the outcomes in this report, there is more detail about subgroups of students who attended preschool in Oak Park or River Forest, and about the quality of those programs.

Child Outcome 1: Children identified through screening as needing assessment or services receive them.



Submeasure 1: Number of children screened

- Screenings take place at a variety of locations. Some children receive them at their early childhood program, some at their doctor’s office or during a home visit, and some happen at community locations like the library. This year, there were less screens (55 fewer) at early childhood programs, likely due to the closing of two centers, and there was an increase (65 more) in screenings that occurred at locations such as medical practices, home visits, community locations and by the Collaboration as part of District 97’s Longfellow PKP intake process, which began last year.
- Overall, our screening rate of 38% of the total population of children age 0-5 is higher than the national average of 30%.¹

	2015-16	2016-17	2017-18
Total children receiving ASQ-3 <i>or</i> ASQ: SE-2	1,586	1,806	1,787
Total children receiving ASQ-3 <i>and</i> ASQ: SE-2	N/A	1,524	1,509
Total children receiving ASQ-3	1,508	1,726	1,711
Total children receiving ASQ:SE-2	1,310	1,604	1,585
Hearing screenings	1,249	1,353	1,313
Vision screenings	1,311	1,411	1,367

1. JAMA Pediatrics, September 2018, Volume 172, Number 9.

Child Outcome 1 Continued

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

- 90% of programs participating in the ASQ use the Collaboration's follow-up fields in the ASQ web application to monitor activities for children in response to screenings, including the number of referrals made to Early Intervention and Early Childhood Special Education. Two of the three medical practices are also using these fields.
- Collaboration documentation shows that 26 children were referred to Early Intervention for further evaluation.
 - 608 children scored as "monitor" or "refer" for follow-up services.
 - 289 of the 608 children have some form of follow-up response documented in the ASQ online system.
 - 268 of the 608 children were screened by medical practice partners, yet only 22% of the children who scored as "monitor" or "refer" were screened by our medical practice partners.
 - The Developmental Screening Coordinator continues to encourage our medical practice partners to share follow-up documentation in the online system so we can close the loop on following up with families.
 - Of the remaining 340 children screened by our early childhood and community program partners, 66% have documentation recorded in the ASQ online system, which indicates that they are receiving appropriate follow-up services in response to their individualized needs.
- 61% of the children who were referred for assessments due to concerns identified through the hearing screening were assessed and received treatment.

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

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

- These are not submeasures where we should be setting a target. We monitor and record this number, which varies from year to year.
- This year, Chapin Hall has numbers from the state's Early Intervention system, which provide a more complete look at these submeasures. This is new information that we will continue to look into.
- As shown in Service Delivery Outcome 1, the number of kindergartners with IEPs in District 97 increased from 55 to 74 from 2016/17 through 2017/18.
 - More than half (42) had IEPs in District 97 prior to kindergarten (and 26 of these students were in a District 97 preschool program.) However, slightly less than half (34) did not have IEPs known to District 97 prior to kindergarten.
 - Only 11 of the 34 students participated in the Early Intervention program while age 0-3.
- Therefore, there are a fair number of children who were not known to special education prior to kindergarten, although more data could be accessed from the state on these children from outside of District 97.
- Half of the kindergartners with an IEP who were in District 97 preschool programs were identified as needing Early Intervention from the ages of 0-3.

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

Proficiency is measured using the Teaching Strategies GOLD assessment system, which is administered by teachers in fall, winter, and spring in Preschool for All and Head Start classrooms. It is an observation-based portfolio assessment. The scores discussed in this report are based on spring scores. The GOLD assessment has 38 objectives across 8 domains. The Preschool for All committee, with the guidance of a researcher at Loyola University who studies preschool transitions to kindergarten, identified 10 of these objectives as representative of proficiency in the different domains.

The GOLD assessment is used by teachers to adjust their instruction at regular intervals, and Collaboration staff analyze it to identify topics for professional development. For example, the GOLD was used to determine the need for a training series with Erikson Institute’s Early Math Collaborative on how to teach math concepts to preschoolers.

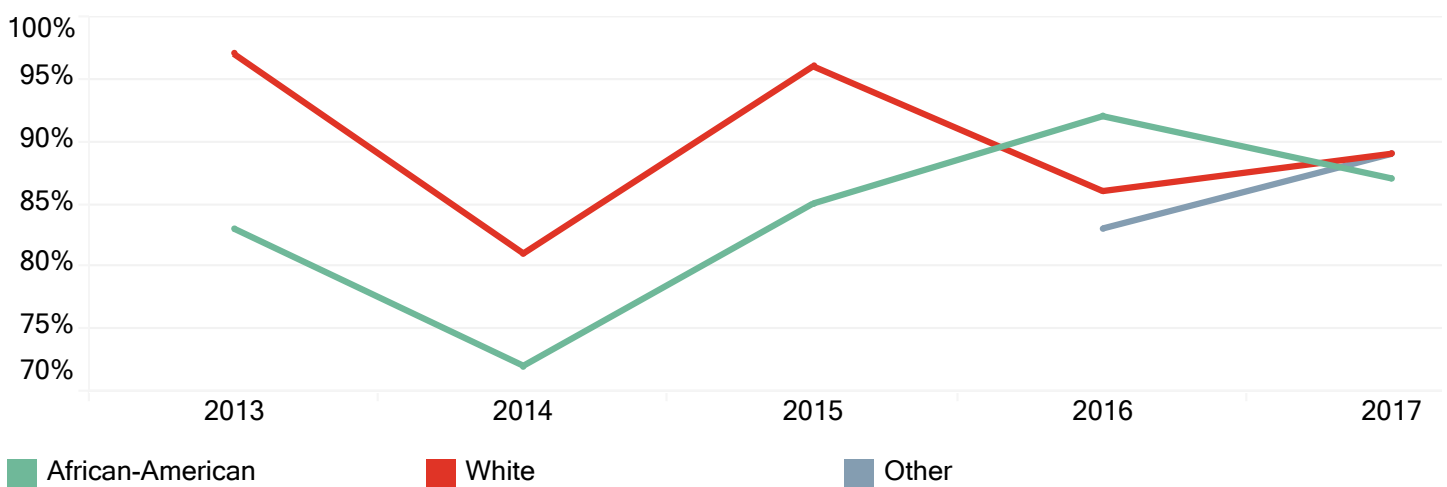
In Spring 2017, the number of students with complete assessments increased by 16%, from 82 in Spring 2016 to 95 in Spring 2017. As the Collaboration has coached the teaching staff on the importance of completing scores for all 10 of the target objectives, the number of completed assessments has increased.

Low income children as a group are doing as well (88% proficient) as the total group of children enrolled in PFA/HS children for whom we have complete scores.

Proficiency on Teaching Strategies GOLD

PFA/HS Children Enrolled in District 97 Kindergarten	Spring 2015	Spring 2016	Spring 2017
% (number) of Students Proficient or Advanced	89% (of 47 students)	87% (of 82 students)	89% (of 95 students)
% (number) of FRPL Students Proficient or Advanced	NA	89% (of 24 students)	88% (of 25 students)

Percent of PFA/HS Students Proficient on Teaching Strategies GOLD, By Race



* “Other” could not be broken out due to small number (under 10 in previous years. “Other” includes all other responses not included in the White, Black or African-American, American Indian or Alaskan 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.

Child Outcome 2 Continued

- 95 out of 110 PFA/HS students (86%) had complete GOLD scores. While this rate has gone up significantly each year, we continue to have a goal of 100% of all students having complete GOLD scores.
- Compared to last year, of all students who took the GOLD, the percent of white children increased significantly from 43% to 56%, the percent of African-American, and “Other” race category slightly decreased from 29% to 24% and from 28% to 20% respectively. This may be a result of fewer African-American children in Oak Park.
- White students had a proficiency rate of 89%, up from 86% the previous year, while the proficiency of African-American students dropped from 92% to 87%. In part, this may be due to the increased number of children who have complete records, which may have led to a more complete picture of children in the program.
- The Collaboration has a goal that over a five-year period (by 2022), we will see 95% or more of all students meet or exceed proficiency standards.

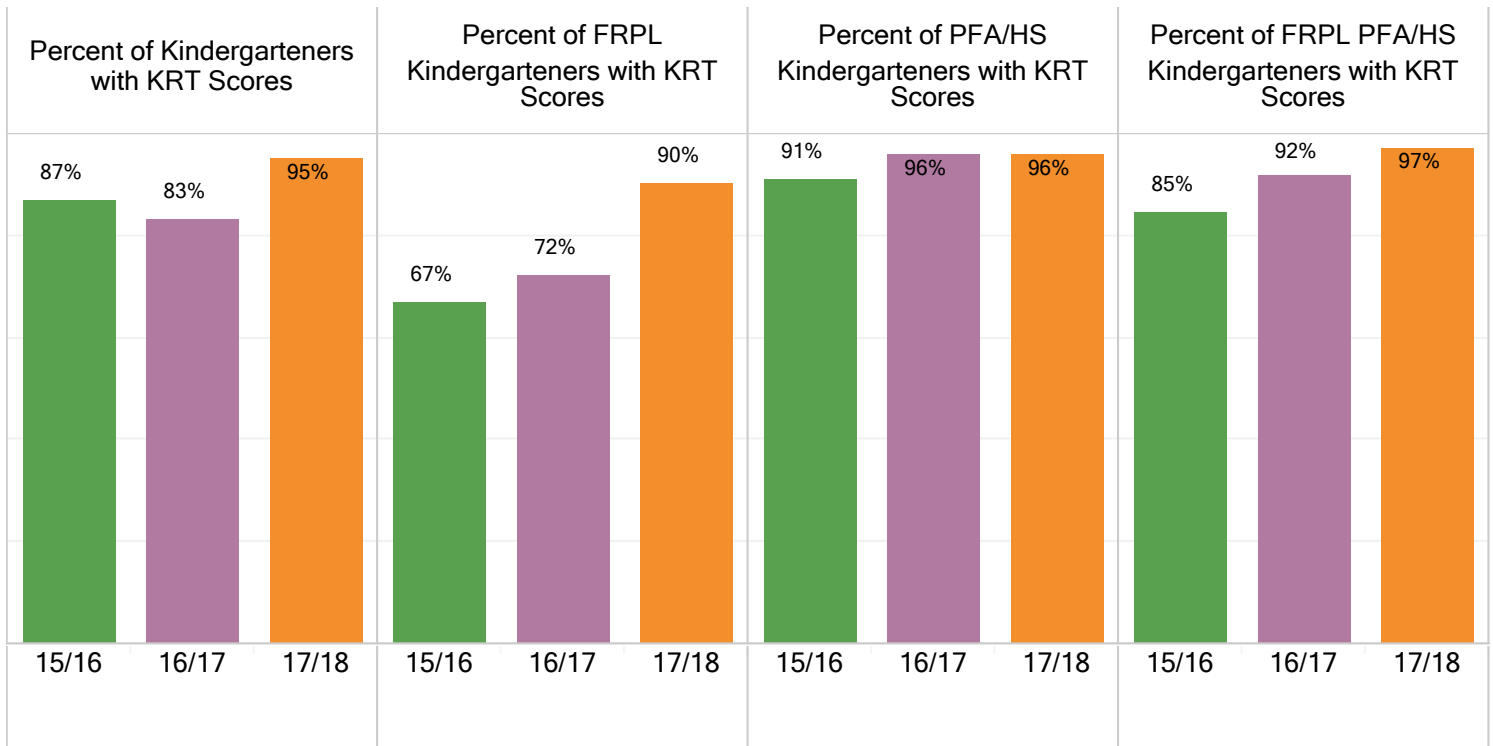
Child Outcome 3: Percent of children entering kindergarten demonstrating age-appropriate proficiency in the kindergarten readiness assessment administered by District 97.

We rely on the Kindergarten Readiness Test (KRT) for assessing the proficiency of children entering kindergarten. The KRT is administered to incoming kindergarten students over the summer and goes through the third week of school.

The KRT assessment rate for children enrolled in Preschool for All and Head Start programs has reached 96% due to the Collaboration’s onsite assessment in these programs, and the rate for all kindergarten children is at 95%.

The 95% KRT assessment rate should be seen as significant. District 97 staff have made a concerted effort to reach out to families over the summer and then to follow up at the start of the school year with students who have not yet taken the KRT. Results are shared with parents and guardians. For students attending Preschool for All or Head Start, the Collaboration administers the KRT during the spring before kindergarten and these results inform additional interventions like summer enrichment activities with District 97.

Kindergarten Readiness Test (KRT) Participation Rates

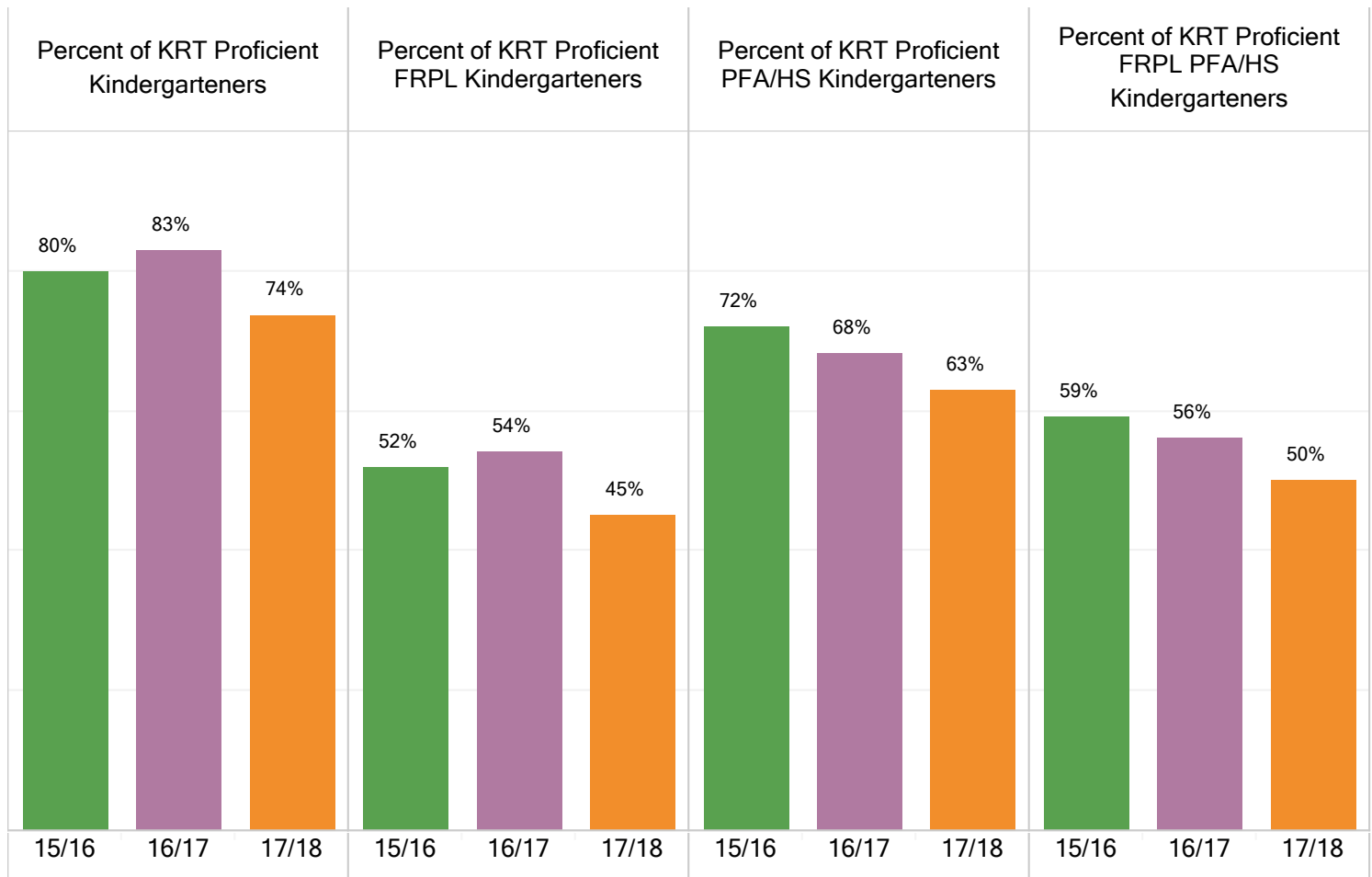


Total kindergarten class size: 15/16 - 630; 16/17 - 650; 17/18 - 650
 Total number of FRPL kindergarteners: 15/16 - 80; 16/17 - 94; 17/18 - 111
 Total PFA/HS kindergarteners : 15/16 - 95; 16/17 - 108; 17/18 - 110
 Total FRPL PFA/HS kindergarteners : 15/16 - 26; 16/17 - 37; 17/18 - 37

- With 95% of the kindergarten students having a KRT assessment, we have achieved the goal of having over 90% compliance. There are often good reasons that there may not be a KRT assessment for a child. For example, of the 32 students who did not take the KRT, 50% had an IEP.
- The percentage of children enrolled in the Preschool for All and Head Start programs who took the KRT remained at 96%, reaching our goal.

Child Outcome 3 continued

Kindergarten Readiness Test (KRT) Proficiency Rates



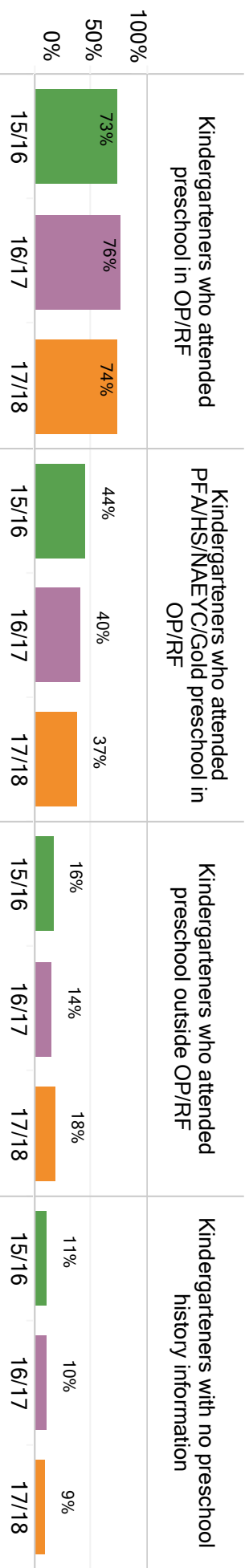
Total kindergarten class size: 15/16 - 630; 16/17 - 650; 17/18 - 650
 Total number of FRPL kindergarteners: 15/16 - 80; 16/17 - 94; 17/18 - 111
 Total PFA/HS kindergarteners : 15/16 - 95; 16/17 - 108; 17/18 - 110
 Total FRPL PFA/HS kindergarteners : 15/16 - 26; 16/17 - 37; 17/18 - 37

- The percent of children entering kindergarten proficient on the KRT decreased by 9% from last year.
- In past years, we have had participation in the mid-80's and in 2017/18 participation increased to 95%. We believe that the additional subgroup of students missing KRTs, which was difficult to assess in previous years, is also one that has lower proficiency than those assessed in previous years.
- The number of kindergarteners eligible for Free/Reduced Price Lunch (FRPL) with KRT scores increased from 72% to 90%. Their average lower proficiency accounts for part of the decrease in proficiency for all kindergarteners.
- As with the complete cohort of children who received a proficient score on the KRT, the percentage of children who were proficient, participated in Free/Reduced Price Lunch, and who attended PFA/HS decreased - from 56% to 50%, but this only represents a 1 child difference. This decline aligns with the proficiency scores of all children enrolled in the PFA/ Head Start programs from 68% to 63%.

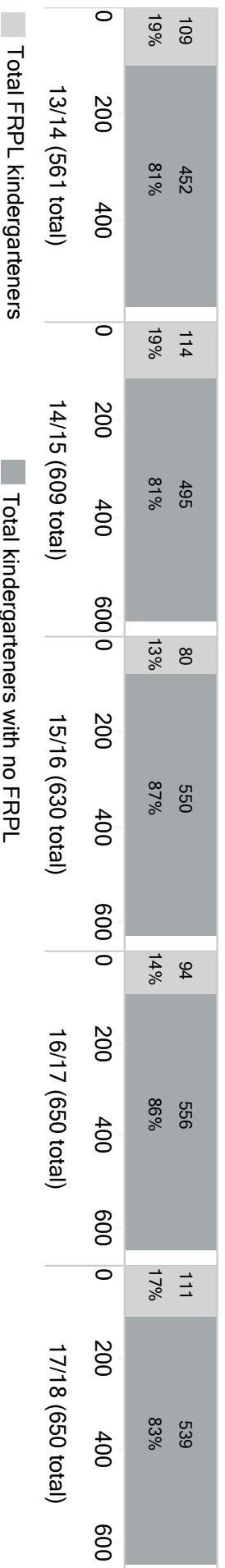
Service Delivery Outcome 1: Kindergarten students with Free and Reduced Price Lunch (FRPL) assistance have a history of participation in a PFA/HS/NAEYC accredited program, or a program meeting the Illinois Quality Rating System (ExceleRate) Gold Circle of Quality.

Sub-measure: What percent of kindergarten students with an IEP were enrolled in one of the programs described above?

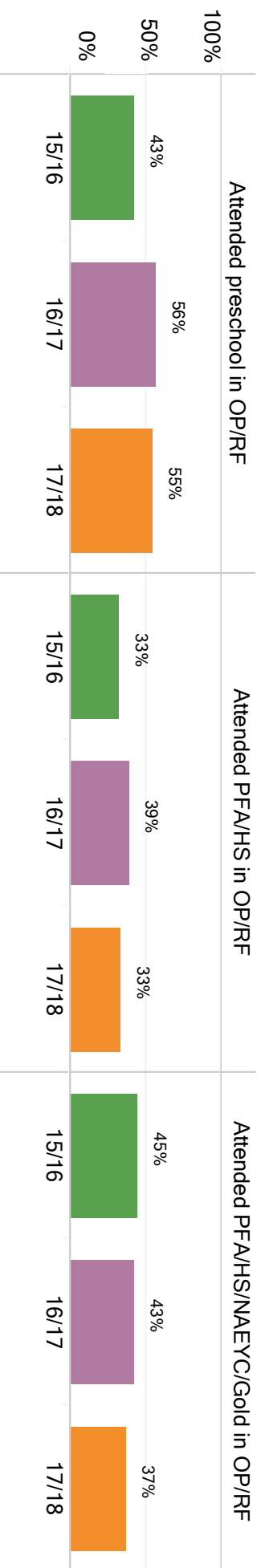
Preschool History and Quality Program Participation



Free/Reduced Price Lunch (FRPL) Status



FRPL Preschool History



Service Delivery Outcome 1 continued

- Thirty seven percent of all kindergarten students attended a high-quality preschool in Oak Park or River Forest – either Preschool for All or Head Start or a NAEYC-accredited program or a program with ExceleRate Gold status.
- While the number of students receiving Free/Reduced Price Lunch who had an early learning experience in Oak Park or River Forest slightly decreased from 56% to 55%, we also note that there are more students receiving Free/Reduced Price Lunch compared to last year.
- Thirty seven percent of kindergarten students receiving Free/Reduced Price Lunch attended a high-quality preschool in Oak Park or River Forest – either Preschool for All or Head Start or a NAEYC-accredited program or a program with ExceleRate Gold status. While there has been a decrease in the percentage of children receiving Free/Reduced Price Lunch in high-quality preschool programs, there is a slight increase in the number of children attending PFA/HS/NAEYC/Gold programs (40 to 41).
- The 41 students receiving Free/Reduced Price Lunch who attended a PFA/HS/NAEYC/Gold program is unduplicated in that some PFA/HS sites also have NAEYC/Gold accreditation. In years past, this number was a combination of PFA/HS students and students from NAEYC/Gold programs.
- The number of students receiving Free/Reduced Price Lunch who attended PFA/HS remained the same, 37 students, but in percent this number decreased by 6% from last year. We are placing a greater emphasis on outreach for the Preschool for All and Head Start programs by implementing a parent leadership and engagement program to ensure we are reaching as many low income children as possible. We also need to better understand whether and why low income families are choosing not to attend these programs.

Kindergarten Students with IEPs

	2015/16	2016/17	2017/18
# of students with IEPs	55	55	74
# of students with IEPs who attended high quality preschool (PFA/HS/NAEYC/GOLD)	19	24	35
# of FRPL students with IEPs	17	15	24
% of students with IEPs	8%	8%	11%
% of students with IEPs who attended high quality preschool (PFA/HS/NAEYC/GOLD)	34%	43%	47%
% of FRPL students with IEPs	21%	16%	22%

- The number of children with IEPs in kindergarten has increased by 19 (from 8 to 11 percent).
- The percent of students with IEPs who had a history of attending a high-quality preschool increased from 43% to 47%, even with the increase in the number of children with IEPs.

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 measure continues to be difficult to obtain due to the limitations of available data on the number of parenting teens and the number of families receiving All Kids health insurance. However, we now have three programs operating in Oak Park, and all are providing some level of reporting to the Collaboration about the number of families who have been referred to their programs. These numbers are currently aggregated and are counted manually by two of the three programs.

Teen or Non-Teen Parents	Teen June 2016	Non-Teen June 2016	Teen June 2017	Non-Teen June 2017	Teen June 2018	Non-Teen June 2018
Number of families in Oak Park and River Forest receiving up through All Kids Level 1*	Not avail	Not avail	Not avail	Not avail	Not avail	Not avail
Number of families referred to Easterseals, Hephzibah or New Moms for parenting support	Not avail	36	*	63	*	47

*Also includes families who qualify for All Kids Assist and All Kids Share, which is managed by the Illinois Department of Healthcare and Family Services. To qualify, families must meet income requirements based on their family size.

- We do not have a good source of data for the number of teen parents, or the number of families participating in All Kids Level 1 health insurance. Further, we have few referrals from service agencies and those that do refer often will not disclose the family income.
- The Village of Oak Park’s Nurse Family Case Manager has traditionally been our main source of referrals, however, this position was vacant from December 2014 until summer 2017. From January through June 2018, nine families have been referred through coordinated intake to our community partners.
- Nurse family case management services were not offered during fiscal year 2016/17. This reduced the number of low income families that were referred to the programs. Nurse Family Case Management historically has been the primary source of referrals for low income families.

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

Easterseals, Hephzibah and New Moms offer the Parents as Teachers parent education model program. The Easterseals program, funded by the Collaboration, combines Parents as Teacher program requirements with Maternal, Infant, and Early Childhood Home Visiting (MIECHV) requirements and standards.

Easterseals became our contractor as of January 2016 and they started enrolling families in March 2016. Easterseals has accomplished tasks related to family engagement, community leadership, and program growth. Home visiting staff monitor child development and parenting effectiveness, offering resources and guidance to families.

The numbers reported in the chart below are aggregated and are counted manually by two of the three programs.

	June 2016	June 2017	June 2018
Number of families referred for home visiting	36	63	47
Number of families who actively engaged as <i>new families</i> in the home visiting program funded through the Collaboration.	20	35	32
Percentage of referred families who engaged in the program.	56%	56%	68%
Total number of families engaged in the home visiting programs in Oak Park and River Forest.	72	86	66

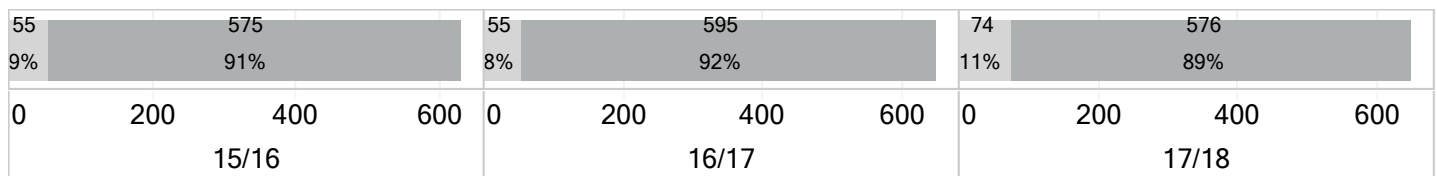
- The number of referrals include two of the three home visiting programs.
- The number of new families who engaged in home visiting includes all three programs.
- The total number of families engaged in home visiting includes the families who engaged in home visiting via the new coordinated intake process since it began in January 2018, as well as via direct contact with families. Coordinated Intake is an initiative of the Collaboration for Early Childhood, Easterseals, Hephzibah and New Moms that is designed to make it easy for social service providers, physicians, hospitals and child care providers to refer families by providing a single point of entry for home visiting programs in Oak Park.
- We had a goal to maintain at least 50% of engaged families year to year. While we did not increase the rate of new families, we did continue to engage 77% of families from last year.
- Of those who were referred to the program but did not enroll, the reasons why people declined services included being ineligible due to residency, declining home visiting services already engaging with another home visiting agency, or generally deciding they don't want home visiting services. There are many factors that affect how many families who are referred actually participate in home visiting, including trust, functional status, and parenting confidence.
- The programs' largest challenge continues to be receiving referrals from diverse sources. Program staff have continued to meet formally with agencies, hang-up marketing material throughout the community, particularly in places where likely clients might visit such as laundromats, and provide information packets and incentives to potential referral sources.

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).

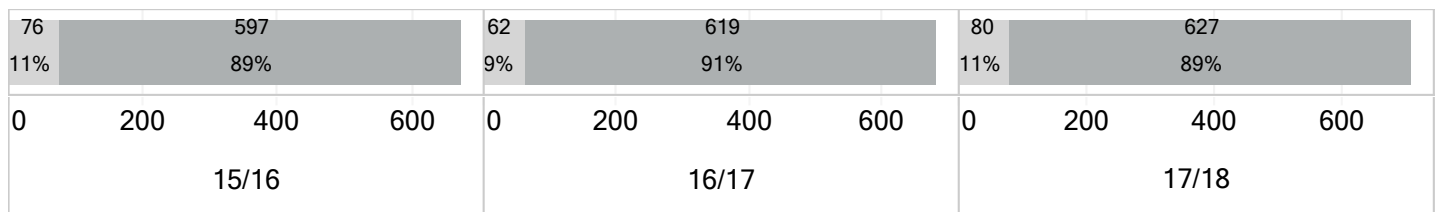
The data collection in this area has improved significantly over the last three years and we will work with District 97 to ensure this progress continues.

The goal of the special education system is to serve all children who need special services. A low percentage of children with IEPs in kindergarten does not indicate success or failure to provide services to children. We analyze the children who received IEPs or Early Intervention support prior to kindergarten to determine if they do in fact have fewer IEPs as they progress through elementary school.

Kindergarten Students with IEPs



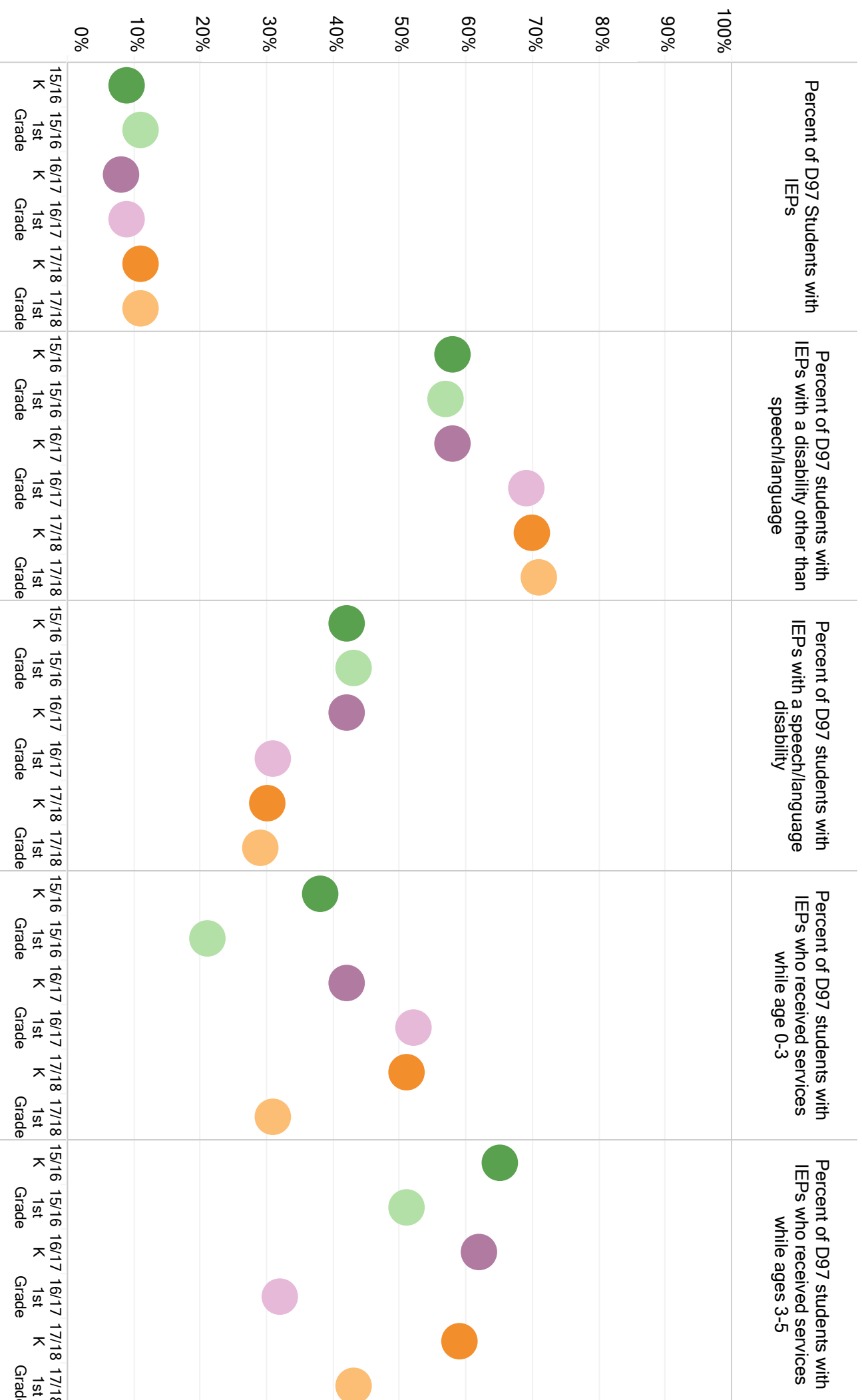
First Grade Students with IEPs



■ Number of students without IEPs
 ■ Number of students identified with IEPs in D97

- The number of students with IEPs for the 2016/17 incoming kindergarten class grew from 55 in kindergarten to 80 in first grade. However, the total number of students in this class also grew so that the percentage of students in this cohort with IEPs slightly increased about from 8% to 11%.
- Of the kindergarten students with an IEP who received services due to a developmental delay when they were age 0-5, 100% attended preschool and 65% of these children attended a program run by District 97.

Service Delivery Outcome 4 continued



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

Estimated percent of families with children under five touched by Collaboration services:

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

	June 2016	June 2017	June 2018
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*
Direct: Oak Park/River Forest participants in the voluntary database:			
Number of children enrolled in publicly funded preschool (Preschool for All and Head Start)	202	212	199
Number of children participating in the developmental screening program	1,586	1,806	1,787
Number of families participating in the Parents As Teachers home visiting parent education program	67	53	44
Indirect: Families receiving information or support through the Collaboration’s efforts**:			
Number of families receiving outreach materials from the Parenting Resource Program	912	2,700**	7,500**
Number of people on the Collaboration’s email list who receive early childhood information	942	1,808	2,577
Number of unduplicated visitors to the Collaboration’s website	5,911	7,925	9,213
Number of people following the Collaboration’s Facebook page for parenting resources and information about early childhood	309	465	616
Number of printed Early Childhood Resource Directories distributed	10,000	2,500	10,000

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

**Many of the indirect counts are duplicated since people encounter our materials in many ways.

Easterseals, the Collaboration’s provider of Partnering with Parents, actively engaged 14 new families in home visiting services, for a total of 44 families participating as of June 2018. Since the Easterseals program administers the Parents As Teachers home visiting parent education program with fidelity, we are being conservative by only including the number for this one home visiting provider, plus the number of families from an additional home visiting provider. There are three home visiting providers in Oak Park and they all meet regularly on a Home Visiting Task Force.

Parent outreach activities have grown tremendously over the past year, as evidenced by the increase of “indirect” counts of information to families.

- The number of unique visitors to our website has increased by 56% over the last two years.
- Our Facebook followers have essentially doubled in the last two years.
- The number of people we regularly email about Collaboration programs and activities has increased by 174% over the last two years.
- We published the bi-annual Early Childhood Resource Directory, which went out to places around town where families visit.

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 2018 IGA report.

All survey respondents	2015 #	2016 #	2017 #	2015 Above minimum requirements	2016 Above minimum requirements	2017 Above minimum requirements
Number (%) of directors	24	21	26	15 (63%)	14 (67%)	19 (73%)
Number (%) of assistant directors	18	16	6	10 (56%)	10 (63%)	<10
Number (%) of teachers	107	127	125	81 (76%)	95 (75%)	113 (90%)
Number (%) of assistant teachers	61	57	75	51 (84%)	52 (91%)	66 (88%)
Number (%) of early childhood professionals in Oak Park & River Forest responding to survey	210	221	232	157 (76%)	171 (77%)	201 (87%)

Calendar Year 2013 Results Completed by Site Directors*	2014 #	2014 Above minimum requirements	20 or more hours
Directors	21	15 (71%)	13
Teachers	12	8 (67%)	62
Assistant teachers	105	54 (49%)	24
Assistant directors	63	27 (43%)	<10
Number (%) of early childhood professionals in Oak Park and River Forest responding to survey	202	104 (52%)	107 (53%)

* The 2013 survey was completed by site directors, which was different from the 2015, 2016 and 2017 self-reported surveys.

System Level Outcome 2 continued

Illinois Early Childhood Credentials	2015	2016	2017
Have submitted a Gateways Credential Application	126 people 58%	136 people 59%	142 people 59%
Have a Gateways Illinois Director's Credential	20 people Level 1 5% Level 2 3% Level 3 1%	21 people Level 1 5% Level 2 2% Level 3 2%	23 people Level 1 4% Level 2 2% Level 3 2%
Have a Gateways Infant Toddler Credential	13 people Level 2 4% Level 3 1% Level 4 0.5% Level 5 0%	24 people Level 2 7% Level 3 2% Level 4 0.4% Level 5 2%	23 people Level 2 5% Level 3 1% Level 4 2% Level 5 1%
Have a Gateways Early Childhood Education Credential	48 people Level 1 7% Level 2 2% Level 3 1% Level 4 2% Level 5 7% Level 6 1%	86 people Level 1 10% Level 2 3% Level 3 6% Level 4 5% Level 5 13% Level 6 0.4%	104 people Level 1 13% Level 2 4% Level 3 5% Level 4 7% Level 5 12% Level 6 2%
Have an Illinois State Board of Education Professional Educators License (PEL)	62 people 28%	59 people 25%	63 people 26%

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 2018 IGA report.

All License Categories	Number			Less than 15 hours			15-19 hours	15 hours	16-19 hours		20 or more hours				
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Directors	24	21	26	<10	<10	<10	<10	<10	<10	<10	<10	<10	14	14	15
Assistant directors	18	16	6	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Teachers	107	127	125	29	37	29	30	22	17	25	20	48	43	59	
Assistant teachers	61	57	75	24	25	33	20	10	<10	<10	<10	17	19	28	
Total	210	221	232	(30%)	(31%)	(28%)	(28%)	(17%)	(13%)	(15%)	(13%)	(42%)	(37%)	(46%)	

Licensed Centers Only	Number			Less than 15 hours			15 hours	16-19 hours		20 or more hours		
	2016	2017	2017	2016	2017	2017	2016	2017	2016	2017	2016	2017
Directors	19	21		<10	0	0	<10	<10	<10	<10	14	14
Assistant directors	15	6		<10	0	0	<10	<10	<10	0	<10	<10
Teachers	109	89		26	16	16	20	12	24	16	39	45
Assistant teachers	44	57		12	16	16	<10	<10	<10	<10	19	28
Total	187	173		(22%)	(18%)	(18%)	(18%)	(13%)	(18%)	(16%)	(42%)	(53%)

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

	June 2016	June 2017	June 2018
Center-Based Programs			
Number of licensed and exempt preschools and child care centers.	44	46	44
Number of licensed preschools and child care centers.	27	29	27
A. Number (%) of licensed and exempt preschools and child care centers that engaged in the ExceleRate program.	24 (55%)	20 (43%)	21 (48%)
B.1 Number (%) of licensed and exempt preschools and child care centers engaged in ExceleRate and have received a score.	12 (27%)	15 (33%)	14 (32%)
B.2 Number (%) of licensed preschools and child care centers engaged in ExceleRate and have received a score. ¹	10 (37%)	15 (52%)	13 (48%)
C. Number (%) of licensed and exempt preschools and child care centers involved in ExceleRate that improved their scores.	0 (0%)	4 (9%)	6 (14%)
D. Number (%) of centers initially involved with ExceleRate and choosing NAEYC-accreditation	--	4 (9%)	4 (9%)
Family Child Care Providers			
Number of licensed family child care homes. ²	36	34	34
A. Number (%) of licensed family child care homes that engaged in ExceleRate.	19 (53%)	10 (29%)	14 (41%)
B. Number (%) of licensed family child care homes engaged in ExceleRate who received a score.	0	2 (6%)	2 (6%)
C. Number (%) licensed family child care homes engaged in ExceleRate who improved their scores.	1 (3%)	1 (3%)	0 (0%)

1. Licensed half-day programs were not eligible to participate in the system in 2013-14. 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.

2. The number of unlicensed family child care providers is unavailable.

System Level Outcome 4 continued

It is important to note that District 97's Longfellow PKP program received an ExceleRate Gold rating in August 2018. Previously they held a Silver rating. They are counted in the improvement numbers here since their activity was done within the reporting period. Given the timing of the official award, the quality of the program itself was on par with Gold status during this past academic year and we have counted them here as having a Gold Circle of Quality.

Two centers closed this year. Collaboration staff provided coaching and recommendations to a new center that opened just after the reporting period. That new center will be included here next year and staff there have expressed a strong interest in pursuing a higher level ExceleRate rating. While this year no new family child care providers decided to engage in the extensive process of ExceleRate, 24 home providers did engage with the Collaboration by attending professional development opportunities such as the Symposium, trainings and our regular Family Child Care Providers Roundtables.

This year, the Collaboration worked with Illinois Action for Children (the training organization for the state ExceleRate system in Cook County) to encourage providers to attend the required in-person trainings, which were held in Oak Park. Previously, providers expressed that the distant location of these trainings is a barrier to participation.

Engaged in ExceleRate

A program that maintains a Bronze, Silver or Gold Circle of Quality in the Illinois ExceleRate System or NAEYC Accreditation, within a given fiscal year, is counted as engaged for that year.

Engaging in ExceleRate while having a Green Circle of Quality¹

Within a given fiscal year, a program that is engaged in ExceleRate must accomplish 50% of the following items:

- Complete and submit the "ExceleRate Licensed Center Application."
- Connect with an Action for Children Quality Specialist.
- Attend ExceleRate Illinois Orientation. (This is required for the program administrator.)
- Attend ECERS-3. (This is attended by the administrator and 50% of staff.)
- All staff are able to pull up and review their Illinois Gateways Professional Development Record (PDR) to create a Professional Development Plan (PDP).
- All staff submit official transcripts to Gateways to Opportunity.
- All staff complete and submit applications for Gateways credentials.
- Help staff attain Credentials and trainings based on program needs for Circle of Quality (Professional Development Advising).
- 50% of staff must complete 50% of Bronze Circle trainings.

For a non-licensed program to be counted as engaged in ExceleRate they must apply and receive a DCFS license within the fiscal year.

1. A Green rating means a center has had a DCFS license for at least one year. This is a requirement for engagement in ExceleRate.

System Level Outcome 4 continued

Engaging in ExceleRate while having a Bronze Circle of Quality

Once a program receives a Bronze Circle of Quality, a program can be counted as engaged by completing the yearly required report called a Continuous Quality Improvement Plan (CQUIP).

Programs that achieve the Bronze Circle of Quality can hold it for three years. During the three years, the program will need to complete an annual report every 12 months, updating program information and working towards achieving the Silver Circle of Quality. The Bronze Circle of Quality cannot be renewed.

Engaging in ExceleRate while having a Silver or Gold Circle of Quality

Working towards and/or maintaining an ExceleRate Silver or Gold Circle of Quality is a process with too many parts to describe here. Once a program has a Silver or Gold rating, it can be counted as engaged if a minimum of 50% of requirements are completed within a fiscal year. Programs receive a checklist of requirements that cover the areas of teaching & learning, family & community engagement, leadership & management, and qualifications & continuing education.

Family Child Care Providers

The same percentages apply to Family Child Care Programs using the Family Child Care Program ExceleRate checklists.