

**IGA Governing Board
Contract for
Early Childhood Educational Services
Regular Meeting
Wednesday, September 17, 2014
7:00 p.m. – 9:00 p.m.
D97 School District
970 W. Madison St.
Oak Park, Illinois**

Agenda

1. Call to Order
2. Approval of Agenda
3. Approval of Minutes: May 7, 2014
4. Public Comment
5. Progress Report – Collaboration for Early Childhood
6. Fiscal Year 2014 Financial Review – Collaboration for Early Childhood
7. Early Development Instrument/ Transforming Early Childhood Community Systems (EDI/TECCS) Ann Opportunity through the Erikson Institute
7. Administrative Update on the IGA
 - a. Finance
 - b. Proposed agenda topics November, February meetings.
8. Adjourn

IGA Governing Board Regular Meeting
Contract for Collaboration for Early Childhood
Wednesday, February 5, 2014

The meeting was called to order at 7:15 pm

Present: Peter Barber, Amy Felton, Steven Isoye, Ralph Lee, Colette Lueck, Al Roberts, Robert Spatz, Jeff Weissglass, Cara Pavlicek

Absent: None

Others Attending: CEC Board members Carolina Song, Ann Courter, Gordon Hellwig, Catherine Amato, Susie Breitenstein, Chris Miller, Bernadette Hicks
CEC Founding Board members Eric Gershenson and Joan White
Diana Rosenbrock, Carolyn Newberry Schwartz, David Weindling, Kathy Kern, David Boulanger, Tom Cofsky, David Schwartz, Rupa Datta, Robert Goerge

The agenda was approved as presented.

Minutes of the September 25, 2013, and February 5, 2014, meetings were approved unanimously as presented.

There was no public comment.

DATABASE DEVELOPMENT AND ESTABLISHING BENCHMARK (BASELINE) MEASURES

Mr. Barber announced that the Database report would be presented first. Ms. Newberry-Schwartz introduced Debbie McCann, Chair of the Measurement and Evaluation Committee, to present information about the development of the Unified Early Childhood Database and establishment of baseline measures. Also introduced were Rupa Datta from the committee and Bob Goerge from Chapin Hall.

Ms. McCann presented an overview of the process of database development to date. In this first year and the next year the goal is to ramp up, determine how the outcomes will be measured, agree to definitions and identify needed data sources, secure permission and access to use those data sources. A memorandum of understanding has been signed with District 97 and the group is meeting with the State of Illinois next week.

Ongoing activities include integration of data sources, refining data and tools and recommendations. Major focus is establishment of baseline data for each outcome. Annual reports will identify trends and patterns and provide information to practitioners and policy makers.

Mr. Goerge introduced Chapin Hall's history and current mission and referenced partner history with governments at all levels – federal, state and local. A key goal for the database is quick turnaround, not "stale data", such as the four year lag time to get lists of births from the State of Illinois data. Also critical is linking data across domains to follow a child and family over time in order to ascertain the impact of the programs and services on a child's trajectory.

The Chicago Community Assessment is the largest database. It includes state data and has helped to identify under- and over-served areas for early childhood services for fairer allocation of resources. An example of analysis of use of out of school programs showed consistent patterns correlating with school achievement. Mr. Goerge expressed interest in studying the use of suburban child care services by residents of the West Side of Chicago who may be employed in the suburbs and the impact of this "spillover" on use of services. He also expressed interest in analyzing the impact of Oak Park or suburban children obtaining services in the West Side of Chicago. This made the Oak Park project attractive to Chapin Hall. Data will help describe, track capacity and monitor the programs supported by the Collaboration for Early Childhood and their impact on children's development over time.

Mr. Goerge expressed his appreciation at the level of public interest compared to other arenas, where Chapin Hall works primarily with staff rather than the public, policy makers and volunteers.

Mr. Goerge discussed a data model for birth to five years. For special education, the state has an assessment in development, and Illinois is in the process of compiling statewide Head Start data. He touched on Collaboration and pre-kindergarten data and noted the challenges of getting current birth data. The Federal Census provides interim estimates which are good in the aggregate but less reliable at the local level. However, WIC and SNAP programs are quite accurate and are updated monthly, while Medicaid is a bit more difficult for reporting to governments. These data sets are important to understanding the child population of Oak Park and River Forest.

Ms. Newberry Schwartz referred to the presentation and noted that all data sources noted are needed to prepare reports; some are hard to come by and it can be challenging to find children in the system. Ms. McCann noted that WIC can serve as a substitute for birth data.

Mr. Weissglass asked how data from various sources are linked. Mr. Goerge mentioned name, address and birthdate to verify that all data is about the same child; several programs also use common IDs and low income data tends to be accurate.

Ms. McCann noted that while collection is by individual, reporting is always in the aggregate, and the size of tables can avoid inadvertent identification by individual. Mr. Goerge noted that SNAP, Medicaid and Head Start Chicago data are reported monthly; schools report semi-annually.

Ms. Pavlicek asked about correlation of law enforcement data to identify stressors which may impact a child's ability to learn, such as domestic violence. The presenters noted that out of school programs tend to correlate with reduced arrest records but this area is not within the scope of the current program. They acknowledged its importance and expressed a desire to obtain the information in the future.

Ms. Pavlicek noted that a goal of the Village's investment is to reduce juvenile misconduct and police involvement. Mr. Goerge noted that school readiness has been negatively correlated with long-term criminal behavior. Ms. Newberry-Schwartz referred to a study on child trauma and noted that the Collaboration receives referrals from police for the home visiting program.

Ms. McCann noted building of capacity to address this. Ms. Pavlicek noted that the Youth Interventionist program also addresses youth and families in crisis.

Mr. Barber asked what could be done if state data is not available. Mr. Goerge noted that state data is available (except for birth data) but early intervention data is protected and thus presents obstacles to addressing. Ms. McCann added that some of the data is a scheduling issue rather than pushback from agencies.

Mr. Goerge noted that agencies have been very supportive of this project and see it as part of the "Race to the Top" building systems such as the SAY Cradle to Career initiative. Ms. Newberry Schwartz added that the state is interested in identifying issues local early childhood systems confront in obtaining data and in identifying what data would best support their work. The 3-5 age data from schools is easier to obtain than earlier years through IDHS.

Ms. Lueck asked about screening. Ms. Datta discussed screening and access to services and the balance of focus between the two. Ms. Newberry-Schwartz noted that the aggregate data is the current focus for a baseline and drilling down will come later. She noted that D90 and D97 have already sent some data for early intervention. Ms. Pavlicek asked that D90 data be included where available, even if full participation is still in development for better comparability with future results.

Ms. Lueck noted that screening does not always include resolving problems, but may identify chronic conditions which will need ongoing support for quality of life improvements.

Ms. McCann noted that reporting in some cases is only for publicly funded services; privately paid developmental services remain unreported. Ms. Datta noted that compiling alternate sources of screening is more labor-intensive, less complete and more erratic, but can be obtained by building relationships. Better data can be developed over time through time series even if not directly comparable.

The committee's role is to determine what data is needed, where it is available and to develop priorities for each of the eleven (11) outcome measures. Ms. Newberry Schwartz noted that these are well-aligned with the Illinois Race to the Top initiative.

Mr. Lee asked how priorities are established. Ms. McCann said that the first step is to determine how to get data as established by the contract, or to find alternate sources. Ms. Pavlicek noted that it might be appropriate to tweak the list, but all agreed that stability of the data is important, too.

Mr. Barber asked if there were any concerns or if the governing board supporting continuing as described. The Board expressed support. Ms. Lueck left the meeting.

PROGRESS REPORT FROM THE BOARD OF THE COLLABORATION FOR EARLY CHILDHOOD

Ms. Song, chair of the CEC Board, provided a progress report. One priority is board recruitment, balancing expertise in early childhood and other necessary skills; Ms. Song introduced board members with their backgrounds.

Ms. Song reported that Parenthesis, the CEC contractor, has hired two parent educators and a program manager and outreach has begun. Professional development for childcare workers and directors is ongoing and a new focus will monitor tardiness and absences in the publicly funded preschool programs provide prompt follow-up for high absence and tardy rates.

She discussed development of the developmental screening program and coordination with state and physician initiatives. She also noted synergies among all of these programs that help to make them more effective.

Finally, she reported on SB 3092, which addresses data sharing and could have a negative impact on the ability of the Collaboration to gather necessary information, efforts of groups represented at the table to discuss this with state leaders and urged everyone present to contact their state senators and representatives about the importance of data to improve early childhood systems while balancing privacy and data-sharing.

FINANCE REPORT

Ms. Newberry-Schwartz reviewed the March report and the Board's annual appeal to raise private funds.

2014-2015 SCHEDULE

Mr. Barber reviewed the calendar for the coming year. Meetings will be as follows at 7:00-9:00 p.m.

September 17 at Village Hall

November 19 at OPRFHS

February 25 at Village Hall

May 6 at Village Hall

TOPICS FOR SEPTEMBER MEETING

The next IGA President and Ms. Newberry-Schwartz will coordinate plans and draft an agenda for review to be circulated by August 17, one month before the next meeting.

IGA members are asked to submit any topics of interest by mid to late July.

It was noted that no data for reporting will be available until June, 2015.

THANK YOU

Thanks were extended to Peter Barber for his leadership and to the staff and Board of the CEC, and to Teresa Powell for handling minutes.

Others recognized were the Database Development Committee, especially to Rupa Datta and Bob Goerge. Mr. Gershenson thanked David Boulanger of the Oak Park Township for attending the meeting as well and for his advocacy for the database.

2014-2015 OFFICERS

The officers for the next fiscal year as approved by the Board are:

President Amy Felton

Vice President Jeff Weissglass

Secretary Colette Lueck (pending her consent, as she had left the meeting)

District 97 will provide a minutes and records person for the coming year.

The meeting was adjourned at 9:08 pm

SUBMITTED AND RECORDED IN THE OFFICE OF:

Teresa Powell, Village Clerk



Collaboration for
Early Childhood
Strong Start. Bright Future

Report to the Governing Board for the Intergovernmental Agreement
Pertaining to Early Childhood Services
September 17, 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. 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 its 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.

Parenthesis Family Center was awarded a contract to implement a model-fidelity Parents as Teachers to expand home visiting services to families with children under age three who meet risk criteria. Three staff members were hired and trained, program protocols developed and referral relationships established. As of June 30, 2014, 27 families were actively engaged and by the end of August 40 families were participating in the program. Parenthesis, as part of its contract also launched a parenting information and support program, Parenting Resource Program that reached 453 families.

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. A data model was developed, sources of data identified, measures were defined and data transfers to Chapin Hall began.

The following are highlights of the accomplishments in each strategic areas, the database development and organizational growth and influence in the region and in the state.

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.
- Hired a full-time Developmental Screening Coordinator in January 2014. The position description is attached.
- In collaboration with partner providers, identified Ages and Stages Questionnaire-3 (ASQ-3) Ages and Stages – Social Emotional (ASQ: SE) as the preferred screening tool.
- Engaged in outreach to individual medical practices, family child care providers and center-based providers and preschools to determine the extent to which they are screening children and consistently use the Standardized Illinois Early Intervention Referral Forms; identified barriers to screening during well-child visits, and at child care sites and preschools; identified communication successes and breakdowns between medical providers, centers and Early Intervention and Early Childhood Special Education.
- 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 a proposal to pilot the Enterprise based implementation of ASQ-3 amongst 20 different sites in the Oak Park and River Forest community. The proposal was endorsed by the Collaboration Board of Directors at its April meeting. The working document is attached to this report.
- Secured participation of 18 child care centers/preschools, one community agency and one medical practice in the pilot of ASQ-3 (total of 20 sites). 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.
- Continued to work with Early Intervention and Early Childhood Special Education to ascertain ways to support the successful transition of children between the programs, to maximize screening efforts through the Child Find process and to identify ways to obtain de-identified information about the disposition of every referral to their programs. This information will be utilized to better understand the referral, assessment and program placement process and ensure children are not slipping through the cracks.
- 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.
- Ran a competitive process to identify a contractor to (a) expand home visiting services for families meeting risk criteria; and (b) provide an array of parent information and support services for all families living in Oak Park and River Forest with children prenatal- three years old. Engaged the support of the Governor's Office of Early Childhood Development and the Bureau of Child and Adolescent Health in the Illinois Department of Human Services to

provide consultation on the process and to participate in the selection process. Four proposals were received.

- Selected Parenthesis Family Center as the contractor and executed a contract specifying the scope of services, performance standards and benchmarks to measure impact of the services.
- Three staff members were by Parenthesis hired in January. They completed a week-long training in the Parents as Teachers Program Foundation and Model 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 identify if domestic violence is a concern and to make appropriate referrals when needed.
- 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 and referral relationships with a total of 28 agencies for all of its programs provided through the contract. 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.
- Parenthesis Family Center engaged 27 families in the Parents as Teachers home visiting program as of June 30, 2014 and 40 were engaged as of August 31, 2014. Contractual targets for engagement were met for the first fiscal year of the contract. The Parenthesis staff and Board, Collaboration Board and Collaboration Council are fully engaged in working to ensure that all families meeting eligibility criteria are found and engaged in the program over the next two years.
- 453 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, a parent café, developmental screening, information about parenting and child development tailored to individual requests, and welcome baby visits for the broader Oak Park and River Forest community of families with children birth to age three with limited risk factors.

Workshop topics included:

Benefits of Play, Large Motor Play with Ramps and Cars, The Doctors In-Question/Answer with Allergist, ER doctor, Retired Pediatrician and Pediatric, Gardening with Love- (Discussed the growth of plants and how it applies to parenting), Setting limits and establishing Routines, Summer Discovery and Fun-presented activities and ideas in the areas of music, literacy, physical development and science to do over the

summer, Understanding your infant/toddler: Early child development, children's temperament, and positive guidance techniques. Meals and Munchies on the Go: Healthy snacks and meals for Summertime Schedules.

Professional Development and Public Preschool Coordination

- One hundred and six staff member 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. One of the sessions focused on the Illinois Social Emotional Early Learning and Development Standards adopted by Illinois State Board of Education in June 2013. Staff earned two hours of approved professional development credits for each workshop.
- Nineteen staff members completed the 2-hour ASQ: SE training and began development of their ASQ: SE systems or assessment of their existing systems. Of these, seven were family child care providers and 12 were new employees from centers who are in the second-year of implementation of the ASQ: SE.
- The nineteen sites completed two rounds of screening using the ASQ: SE. The Collaboration provided considerable time supporting the implementation and supporting referrals for additional assessments when the screening results indicated this need.
- "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 and 10 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 as programs engage in the accreditation process and are informed of program requirement changes in the state systems.
- All staff at the 19 sites are receiving professional development advising in order to enable them to meet new requirements for in-service hours and educational attainment that the state is promulgating as part of the Race to the Top – Early Learning Challenge Grant. This support is also provided to staff at other centers/preschools and family child care home providers upon request.
- Roundtables continue for child care directors (16 regular participants) and family child care providers (13 regular participants). Three of these bimonthly meetings provided two hours of professional development credit. Topics included: Emergency Preparedness in the Early Childhood Setting, Promoting Social Emotional Development in Young Children, Behavioral Screening and Making Effective Referrals, The Licensing Review Process, Finding and Retaining Quality Staff from advertising, to interviewing to hiring, Ensuring Families are the right fit for Your Family Childcare Program.

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 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 linked to 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

- Ran a competitive process to identify a contractor to build a Unified Early Childhood Database and provide expertise and guidance in quantifying progress on key indicators and developing additional research questions.
- Ten proposals were received and Chapin Hall was selected as the contractor. A contract specifying the scope of work, performance measures and budget was enacted in November 2013. 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 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.
- Data from the Collaboration's data collection database, CiviCRM, for the public preschool coordination work has been transferred to Chapin Hall. This transfer enabled the development

of basic report forms for the database and the beginning of the development of baseline data for at-risk preschool children in Oak Park and River Forest.

- Based on feedback from the database committee and Chapin Hall, the intake and eligibility screening forms for the public preschool programs have been revised to improve the accuracy and relevance of data collection and the ease of data entry into the database. The data forms in the database were developed in June and July to conform to revised format. The individual sites were also given the capacity to enter the data directly into a secure area that was walled off from other sites.
- Members of the Measurement and Evaluation Committee provided consultative services to Parenthesis Family Center in an effort to determine the best data collection tool for the Parenting Resource Program. Visit Tracker will be used for the Parents as Teachers Program.
- Data from District 97 identified in the MOU described above was sent to Chapin Hall in June 2014 and the data was loaded into the Integrated Early Childhood Database.

Increasing and Improving Organizational Infrastructure

The budget developed for the fully integrated early childhood system provided for increased infrastructure costs along with the required program and support staff. As part of the Contract, the Collaboration is also charged with increasing private funding to support the programs and operations of the Collaboration. As part of the ramping up effort the Collaboration has accomplished the following 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.
- Insurance coverage was expanded to meet the requirements specified in the contract.
- The Collaboration established a relationship with West 40 to conduct the Criminal Background investigations to ensure that they conformed to Illinois School Code (105ILCS 5/10-21.9). Background checks on Collaboration staff and contractors and their employees funded through contract with the three parties to the IGA have undergone criminal background checks.

Serving as a Model to Other Communities

The Collaboration has participated in the early childhood community across the state of Illinois in the following ways since October 1, 2013:

- The Professional Development Coordinator participates in the Illinois Professional Development Advisory Council of the Illinois Department of Human Services, co-chairs the Family Child Care Providers Credential Development Committee for the State of

Illinois, and is involved with the state's Credential Advisory Committee for early childhood educators.

- A board member and committee member of the Collaboration drafted the knowledge, skills and dispositions requirements for the Illinois Family Child Care credential.
- The Professional Development Coordinator participated in the development of the ExceleRate benchmarks for Family Child Care Providers and the revision of the Early Childhood Credential.
- The Professional Development Coordinator also sits on the advisory board to Illinois Action for Children's Central, North Chicago and Northwest Suburbs Area to guide professional development training activities for the region.
- The Executive Director participates in the Erikson Institute's Envisioning Change: Improving Education and Developmental Outcomes of Young African American Students in Illinois and presented the Collaboration model to the group in December 2013.
- The Executive Director is participating in the Consortium for Community Systems development led by Illinois Action for Children as part of the Race to the Top – Early Learning Challenge grant. She also sits on the Illinois Early Learning Council.
- A Collaboration board member and a Collaboration Council member continue to work for Illinois Action for Children providing technical assistance to communities building local Collaborations.
- The Collaboration's founding convener participated in a panel responding to the keynote address and describing the Collaboration's work on April 10, 2014 at the Governor's Birth to Third Grade Symposium, "*College and Career Readiness Begins at Birth: Connecting the Dots for Student Success.*"
- The Collaboration's work on developmental screening was featured in a *Promising Practices* paper published and distributed by Illinois Action for children as part of its Partner, Plan, Act program.
- The Collaboration's working document on developmental screening attached to this report was shared with East St. Louis to facilitate their work in implementing a community-wide developmental screening.
- The Collaboration's executive director and members involved in the founding and development of the Collaboration were interviewed by BUILD, a national group specializing in early childhood systems development. The interview will lead to a white paper featuring the Collaboration on website of the Governor's Office of Early Childhood Development. This was an outgrowth of the Collaboration's participation in the Birth to 3rd Grade Symposium held in April and described above.

PLANS FOR YEAR TWO

The ongoing activities described above will continue into Year Two. Those activities that are foundational, such as the data model of the Unified Early Childhood Database, establishment of referral relationships and processes and so on will be evaluated and refined as part of the development process. 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. Add fields to the ASQ -3 online system to allow for tracking and accurate understanding of the number of children referred for additional assessments and whether they received the assessments, and services they may need.
3. Working with Districts 97 and District 90, finalize the adaptation of the Illinois Standard Referral Form used for Early Intervention for use in making referral and receiving feedback on the referrals with the two school districts.

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, and strategies that promote voluntary provision of this information to the Collaboration. Finding newborns and children under age three continues to be the biggest challenge.
2. Expand the number of families actively engaged in the home visiting, Parents as Teachers, program to 75-90. As of August 31, 40 families are actively engaged. Expand the number of families engaged in the Parenting Resource Program to 480 families 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 data collection tool for the Parenting Resource Program for 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 participation of nine family child care providers participation 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 May 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 by the end of October 2014.

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 enable members to meet the funding needs of the organization, to ensure adequate fiduciary and program oversight and to 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 and practices 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 role of the Village and District 97 and 200 in addressing 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
Strategy 1: Establish and manage a Developmental Screening and Referral System	1. Develop consensus on the screening approach for reaching all children.	Ages and Stages Questionnaire - 3 (ASQ-3) and ASQ: SE identified as the preferred screening tool
	2. Promote, and where appropriate, purchase the screening tool and develop training strategies to reach all early childhood providers and interested health care providers.	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. Pilot will be evaluated for expansion in year 2.
	3. Develop outreach strategies to reach all children (in conjunction with all aspects of the integrated early childhood system).	Parentthesis Family Center provides screening for children birth to three 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. The pilot screening program is expanding the number of children who will be routinely screened and will serve as a parent education effort.
	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.	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.
	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.	Studying the transition between early intervention and early childhood special education is planned for year 2. 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.

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>Relationships with CFC 7, District 97, 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>7. Disseminate widely the procedures for referrals to Early Intervention and District 97 and District 90 Early Childhood Special Education.</p>	<p>Procedures are included in the Developmental Resources Services Directory, training provided to child care center/preschool directors at Round Table meetings, processes reviewed with physicians at breakfast meetings. Additional work needs to be done regarding the school districts.</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>Standard Referral form under development with appropriate permission for school districts to provide this feedback to referring agencies, physicians. 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>

STRATEGY	ACTIVITY	Status
<p><i>Strategy 2: Develop Parent Information and Support Programs</i></p>	<ol style="list-style-type: none"> 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. 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. 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. 4. Review available materials for parent education, and promote for local use. 	<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>Strategy 2: Develop Parent Information and Support Programs (continues)</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>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</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. 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)</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 Childcare. 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 development domain. Nineteen providers were trained to use 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>4. Implement Head Start Preschool for All Coordination</p>	<ol style="list-style-type: none"> 1. Convene monthly meetings of the directors of the publicly funded preschools to coordinate all activities and ensure children's needs are being met. 2. Develop cross-program recruitment to coordinate outreach and recruitment of children and families. 3. Develop common set of recruitment materials describing available options. 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. 5. Develop common set of eligibility screening criteria and scoring, and implement common assessment tools. 6. Develop a tracking system to ensure that hard to reach families are engaged in programs. 	<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 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. Implement Head Start Preschool for All Coordination (continued)</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>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 Parentthesis to families with children birth- three and through strategies to collect contact information at all outreach activities and through distribution of materials.</p>
<p>Develop an Information System that:</p> <ul style="list-style-type: none"> • Describes Oak Park's very youngest children and leads to a consent-based data collection effort; • Tracks service delivery levels; • Allows for the assessment of the impact of the Collaboration's programs. 	<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><i>Develop an Information System that:</i></p> <ul style="list-style-type: none"> • <i>Describes Oak Park's very youngest children and leads to a consent-based data collection effort;</i> • <i>Tracks service delivery levels;</i> • <i>Allows for the assessment of the impact of the Collaboration's programs.</i> 	<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"> • Children enrolled in publicly funded preschools including qualifying criteria and assessments • Families engaged in Parents as Teachers, qualifying criteria and assessments • Families engaged in Parenting Resource Program, children's age, contact information and if they receive additional services, risk information. • Ages and Stages Developmental Screening data from the 20 pilot sites • Professional development records and higher education credits for staff and family child care providers by conducting surveys. <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"> • Medicaid Data • Birth Estimates • Child Care Assistance Program Data • Women Infant Children (WIC) nutrition program Data • Professional development and high education data through the Illinois Gateways program for all staff and providers in Oak Park and River Forest <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>
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**Collaboration for Early Childhood
Budget vs. Actual 2013-2014**
July 2013 through June 2014

	June 2014	Jul '13 - Jun 14	Budget	% of Budget
Ordinary Income/Expense				
Income				
4000 · Public Support				
4010 · Individual Contributions (1)	15,800.00	92,517.82	75,000.00	123.36%
4020 · Foundations	0.00	15,000.00	15,000.00	100.0%
4030 · Corporate Income	108.00	1,866.00	1,500.00	124.4%
4040 · Organizational Donations	0.00	4,152.00	3,500.00	118.63%
4060 · Fees	0.00	10,263.65	8,800.00	116.63%
4095 · Donated Services	3,801.25	3,801.25	0.00	100.0%
4080 · Fundraising Event	0.00	551.00	3,000.00	18.37%
Total 4000 · Public Support	19,709.25	128,151.72	106,800.00	119.99%
4200 · Government Contracts				
4210 · Village of Oak Park	0.00	161,554.00	161,544.00	100.01%
4220 · Oak Park Township	4,714.00	9,814.00	10,200.00	96.22%
4230 · District 97	0.00	233,354.00	233,354.00	100.0%
4240 · District 200	0.00	203,438.00	203,438.00	100.0%
4250 · Park District of Oak Park	0.00	5,000.00	5,000.00	100.0%
4260 · Oak Park Library	0.00	1,000.00	1,100.00	90.91%
4280 · Illinois Dept of Public Health	0.00	4,956.00	4,600.00	107.74%
Total 4200 · Government Contracts	4,714.00	619,116.00	619,236.00	99.98%
4800 · Bank Interest	26.06	503.23	270.00	186.38%
4990 · Temporarily Restricted Net Asst				
4991 · Released From Temporarily Restr	26,547.31	66,566.08	81,920.00	81.26%
Total 4990 · Temporarily Restricted Net Asst	26,547.31	66,566.08	81,920.00	81.26%
Total Income	50,996.62	814,337.03	808,226.00	100.76%
Gross Profit	50,996.62	814,337.03	808,226.00	100.76%
Expense				
5000 · Wages				
5001 · Executive Director	7,858.32	78,885.43	78,582.00	100.39%
5002 · Administrative Assistant	4,298.73	25,160.89	21,000.00	119.81%
5003 · Prof. Development Coordinator	5,695.30	57,172.05	56,984.00	100.33%
5004 · Clerical Support	608.73	6,031.68	7,839.00	76.95%
5007 · Developmental Screening Coordir	5,000.01	24,230.81	25,000.00	96.92%
5005 · Payroll Expenses-Taxes	1,794.79	14,644.35	15,025.00	97.47%
5006 · Employee Benefits (3)	4,119.48	9,051.24	23,500.00	38.52%
Total 5000 · Wages	29,375.36	215,176.45	227,930.00	94.41%

Collaboration for Early Childhood
Budget vs. Actual 2013-2014
July 2013 through June 2014

	June 2014	Jul '13 - Jun 14	Budget	% of Budget
5100 - Contracted Services				
5115 - Home Visiting Program	33,348.34	152,971.71	205,000.00	74.62%
5110 - Training Specialist	2,467.00	15,413.50	19,600.00	78.64%
5120 - Grantwriter	1,650.00	1,650.00	20,000.00	8.25%
5130 - Bookkeeper	675.00	7,548.75	13,000.00	58.07%
5140 - Outreach Worker	5,259.00	5,368.22	5,000.00	107.36%
5210 - Program Facilitators	375.00	7,075.00	10,000.00	70.75%
5215 - Database Development/Analyst	8,921.38	41,505.65	80,000.00	51.88%
5220 - Accounting/Audit	0.00	5,509.42	9,500.00	57.99%
5230 - General Consulting	0.00	743.97	6,000.00	12.4%
5245 - Compu Consultant/Tech Support	0.00	7,947.27	15,000.00	52.98%
5250 - Legal Fees (6)	0.00	0.00	7,000.00	0.0%
5270 - Audiology Technician	0.00	13,189.00	18,000.00	73.27%
5280 - Web Development	0.00	700.00	5,500.00	12.73%
5285 - Graphic Design	250.00	1,755.00	3,500.00	50.14%
5290 - Communications	0.00	0.00	3,500.00	0.0%
5295 - Donated Services	3,801.25	3,801.25		100.0%
Total 5100 - Contracted Services	56,746.97	265,178.74	420,600.00	63.05%
5300 - Insurance				
5315 - Dishonesty Assurity	34.28	171.40		
5314 - Volunteer Accident Insurance	35.00	420.00	420.00	100.0%
5305 - General Liability	464.67	7,519.06	7,519.06	100.0%
5310 - Directors and Officers	116.83	1,492.40	1,500.00	99.49%
5312 - Workers Comp Insurance (7)	-22.53	854.99	2,000.00	42.75%
5313 - Unemployment Insur Prg (8) Fees	0.00	448.00	2,500.00	17.92%
Total 5300 - Insurance	628.25	10,905.85	13,939.06	78.24%
5500 - Operating Expenses				
5501 - Service Charges	0.00	309.75	50.00	619.5%
5503 - Program or Workshop Supplies	5,716.49	10,101.98	10,500.00	96.21%
5504 - Program Food	1,298.35	6,783.51	12,250.00	55.38%
5505 - Office Supplies	1,485.77	4,776.64	3,300.00	144.75%
5506 - Site Rental	0.00	1,053.20	1,600.00	65.83%
5508 - Office Equipment	171.63	189.74	2,000.00	9.49%
Total 5500 - Operating Expenses	8,672.24	23,214.82	29,700.00	78.16%
6100 - Telephone/Telecommunications				
6101 - Telephone	257.96	3,069.72	3,300.00	93.02%
6103 - Webhosting	0.00	1,800.00	2,800.00	64.29%
6105 - Internet	0.00	1,043.90	1,050.00	99.42%
Total 6100 - Telephone/Telecommunications	257.96	5,913.62	7,150.00	82.71%

**Collaboration for Early Childhood
Budget vs. Actual 2013-2014
July 2013 through June 2014**

	June 2014	Jul '13 - Jun 14	Budget	% of Budget
6201 - Postage and Delivery	106.39	1,546.82	2,705.00	57.18%
6250 - Printed Materials				
6251 - Printing/Film Development	3,425.71	13,807.97	15,000.00	92.05%
6252 - Subscriptions & Dues	0.00	498.95	400.00	124.74%
Total 6250 - Printed Materials	3,425.71	14,306.92	15,400.00	92.9%
6290 - Rent	0.00	3,000.00	5,000.00	60.0%
6291 - Computer Hardware & Software		613.98	300.00	204.66%
6300 - Staff Volunteer Development				
6310 - Staff/Volunteer Travel	36.22	268.89	3,000.00	8.96%
6320 - Staff/volunteer Training	0.00	401.78	1,500.00	26.79%
Total 6300 - Staff Volunteer Development	36.22	670.67	4,500.00	14.9%
6400 - Licenses and Filing Fees	0.00	245.00	200.00	122.5%
6500 - Agency Advertising	0.00	505.00	1,000.00	50.5%
6900 - Miscellaneous Expense	371.93	1,087.53	8,500.00	12.79%
Total Expense	99,621.03	542,365.40	736,924.06	73.6%
Net Ordinary Income	-48,624.41	271,971.63	71,301.94	381.44%
Other Income/Expense				
Other Expense				
7200 - Capital Expense	0.00	2,999.30	8,865.00	33.83%
Total Other Expense	0.00	2,999.30	8,865.00	33.83%
Net Other Income	0.00	-2,999.30	-8,865.00	33.83%
Net Income	-48,624.41	268,972.33	62,436.94	430.79%

1. Revenue in the individual contributions line item comes from board donations received at the end of the fiscal year. A \$15,000 donation designated for fiscal year 2015 was received at the end of June. It is recorded in the June statement and is restricted for use in FY 2015.

2. The amount shows use of restricted reserves in FY 2014 from grants that run on a different calendar than the Collaboration's fiscal year. Funds from the Grand Victoria general operating grant and the Communityworks grant from the Oak Park River Forest Community Foundation were released in June to support grant related expenses through June 30 and are shown on this line item. The balance in the line item is carried into fiscal year 2015.

**Collaboration for Early Childhood
Budget vs. Actual 2013-2014
July 2013 through June 2014**

June 2014	Jul '13 - Jun 14	Budget	% of Budget
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3. The Board established a policy of stipulating that unspent employee benefit funds be moved into a board designated fund for use in the future for health insurance benefits. In the event that these costs increase at a faster rate than the Board can support, these funds will be drawn on to help support the increased costs. \$16,000 will be directed to that fund after fiscal year 2013-2014. Two employees eligible for the health benefit stipend of up to \$8,000 did not make use of the benefit during fiscal year 2014-2015.

4. Parenthesis Family has not used the full amount awarded on their contract for the year. Additionally, because a \$25,000 payment at the beginning of the contract to help relieve stress on the Parenthesis budget has not been used, that amount was moved out of expenditures and onto the balance sheet as an advance. Parenthesis has been asked to continue to show the amount in a footnote on the budget to actual comparison reports they submit to the Collaboration each month and to show it as an advance (liability) on their contract with the Collaboration on their balance sheet.

5. Chapin Hall used \$37,100 less than the amount allowed on the contract with the Collaboration for 2013 -2014 due to savings earned through the leveraging of volunteer resources. The invoice for the quarter ending June 30 was \$13,079 lower than projected due to delays in the database work that are now occurring in the first and second quarter of fiscal year 2015. The scope of work for year two allows for Chapin Hall to take on additional work and costs will increase by the unused amount. This amount will be reflected in the 2014-2015 budget under both income from restricted reserves and expenses in the database contractual line item after the fiscal year closes on June 30, 2014.

6. The Board has also created a Board designated reserve fund for unspent dollars allocated for legal counsel. The \$7,000 per year does not approach the true cost for legal services and the Collaboration wishes to build a reserve fund in the event that it requires significant legal counsel in the future and can not obtain that counsel on a pro bono basis.

7. Workers Comp. expenses look low because the Collaboration changed its carrier and received a significant refund on the first premium, offsetting prior monthly expenses. Expenses are shown based on the monthly cost, however, the payments are made annually and recorded as a prepaid expense on the balance sheet.

7. Unemployment Insurance costs appear low on this report because most of the payments show up on the balance sheet as an asset - a "savings" account for potential future claims.

8. Net Income reflects \$95,704 in restricted funds that will be carried into fiscal year 2014-2015. Included in this amount is the \$15,000 donation received at the end of fiscal year 2014 that is designated for use in 2015, the carryover amount from the Chapin Hall contract, \$8750 carryover from a grant from the Grand Victoria Foundation and \$9854 from a Communityworks grant from the Oak Park River Forest Community Foundation. Both of the latter amounts will be expended by the end of the grant period, September 30, 2014. Also included in the \$95,704 are the \$25,000 paid to Parenthesis Family Center as an advance on their contract that is being carried as an asset on our balance sheet (see note 4 above). Additionally, \$16,000 will be held in a board designated fund for health insurance and \$7,000 will be held in a board designated fund for legal services on the Collaboration's balance sheet.

Collaboration for Early Childhood
Balance Sheet
As of June 30, 2014

	<u>Jun 30, 14</u>
ASSETS	
Current Assets	
Checking/Savings	
1100 - Cash	
1120 - Community Bank Checking Acct	179,132.41
1151 - Community Bank Money Mkt	304,938.91
1152 - PayPal	100.00
Total 1100 - Cash	<u>484,171.32</u>
1153 - First NonProfit	
1156 - First Noprofit Investment Inc.	100.03
1154 - Claims	2,000.00
1155 - Reserves	500.00
Total 1153 - First NonProfit	<u>2,600.03</u>
Total Checking/Savings	486,771.35
Accounts Receivable	
1500 - Accounts Receivable	3,417.00
Total Accounts Receivable	<u>3,417.00</u>
Other Current Assets	
1130 - Charles Schwab Account	3,844.38
Total Other Current Assets	<u>3,844.38</u>
Total Current Assets	494,032.73
Fixed Assets	
1400 - Furniture & Fixtures	871.15
1401 - Office & Computer Equipment	9,737.08
1410 - Less Accumulated Depreciation	-3,274.00
Total Fixed Assets	<u>7,334.23</u>
Other Assets	
1300 - Prepaid Expenses	
1310 - Prepaid Insurance	
1311 - Workman's Comp	1,098.13
1312 - D&O Insurance	853.85
1313 - Gen Liability	3,104.35
1310 - Prepaid Insurance - Other	1,062.65
Total 1310 - Prepaid Insurance	<u>6,118.98</u>
1340 - Prepaid Maintenance Expense	567.43
1350 - Advance on Contract to Parenth.	25,000.00

Collaboration for Early Childhood
Balance Sheet
As of June 30, 2014

	Jun 30, 14
Total 1300 - Prepaid Expenses	<u>31,686.41</u>
Total Other Assets	<u>31,686.41</u>
TOTAL ASSETS	<u>533,053.37</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 - Accounts Payable	<u>46,692.95</u>
Total Accounts Payable	<u>46,692.95</u>
Other Current Liabilities	
2120 - Accrued Vacation	3,226.22
2150 - Accrued Wages	5,697.10
1502 - Temporarily Restricted Funds 2	81,033.09
2100 - Payroll Liabilities	<u>888.97</u>
Total Other Current Liabilities	<u>90,845.38</u>
Total Current Liabilities	<u>137,538.33</u>
Total Liabilities	137,538.33
Equity	
1140 - Designated Health Insurance	16,000.00
9999 - Compilation Adj To Reconcile	30.00
1110 - Unrestricted Net Assets (R/E)	159,613.41
Net Income	<u>219,871.63</u>
Total Equity	<u>395,515.04</u>
TOTAL LIABILITIES & EQUITY	<u>533,053.37</u>

Collaboration for Early Childhood
Balance Sheet
As of August 31, 2014
Aug 31, 14

ASSETS

Current Assets

Checking/Savings

1100 - Cash

1120 - Community Bank Checking Acct 382,574.23

1151 - Community Bank Money Mkt 491,262.90

1152 - PayPal 100.00

Total 1100 - Cash 873,937.13

1153 - First NonProfit

1156 - First Noprofit Investment Inc. 100.03

1154 - Claims 2,200.00

1155 - Reserves 550.00

Total 1153 - First NonProfit 2,850.03

Total Checking/Savings 876,787.16

Accounts Receivable

1500 - Accounts Receivable 550.00

Total Accounts Receivable 550.00

Other Current Assets

1130 - Charles Schwab Account 3,844.38

Total Other Current Assets 3,844.38

Total Current Assets 881,181.54

Fixed Assets

1400 - Furniture & Fixtures 871.15

1401 - Office & Computer Equipment 9,737.08

1410 - Less Accumulated Depreciation -3,274.00

Total Fixed Assets 7,334.23

Other Assets

1300 - Prepaid Expenses

1310 - Prepaid Insurance

1311 - Workman's Comp 865.79

1312 - D&O Insurance 620.19

1313 - Gen Liability 1,173.67

1310 - Prepaid Insurance - Other 994.09

Total 1310 - Prepaid Insurance 3,653.74

1340 - Prepaid Maintenance Expense 567.43

1350 - Advance on Contract to Parenth. 25,000.00

Total 1300 - Prepaid Expenses 29,221.17

Balance Sheet

As of August 31, 2014

Aug 31, 14

Total Other Assets	29,221.17
TOTAL ASSETS	917,736.94
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 - Accounts Payable	4,057.37
Total Accounts Payable	4,057.37
Other Current Liabilities	
2120 - Accrued Vacation	3,226.22
1502 - Temporarily Restricted Funds 2	81,033.09
2100 - Payroll Liabilities	898.08
Total Other Current Liabilities	85,157.39
Total Current Liabilities	89,214.76
Total Liabilities	89,214.76
Equity	
1140 - Designated Health Insurance	16,000.00
9999 - Compilation Adj To Reconcile	30.00
1110 - Unrestricted Net Assets (R/E)	379,485.04
Net Income	433,007.14
Total Equity	828,522.18
TOTAL LIABILITIES & EQUITY	917,736.94

Collaboration for Early Childhood
Collaboration 2014-15 Budget vs. Actual
July through August 2014

	August 2014	Jul - Aug 14	Budget	% of Budget
Ordinary Income/Expense				
Income				
4000 - Public Support				
4010 - Individual Contributions	0.00	765.36	53,000.00	1.44%
4020 - Foundations	0.00	0.00	45,000.00	0.0%
4030 - Corporate Income	0.00	0.00	2,000.00	0.0%
4040 - Organizational Donations	0.00	15,000.00	17,000.00	88.24%
4060 - Fees	0.00	0.00	9,600.00	0.0%
4080 - Fundraising Event	0.00	0.00	5,000.00	0.0%
Total 4000 - Public Support	0.00	15,765.36	131,600.00	11.98%
4200 - Government Contracts				
4210 - Village of Oak Park	0.00	131,289.00	262,577.00	50.0%
4220 - Oak Park Township	0.00	0.00	10,400.00	0.0%
4230 - District 97	0.00	189,639.00	379,277.00	50.0%
4240 - District 200	0.00	165,326.00	330,652.00	50.0%
4250 - Park District of Oak Park	0.00	0.00	6,000.00	0.0%
4260 - Oak Park Library	0.00	0.00	1,100.00	0.0%
4280 - Illinois Dept of Public Health	0.00	0.00	4,800.00	0.0%
Total 4200 - Government Contracts	0.00	486,254.00	994,606.00	48.89%
4800 - Bank Interest	46.75	75.37	500.00	15.07%
4990 - Temporarily Restricted Net Asst				
4991 - Released From Temporarily Restr	0.00	0.00	80,704.00	0.0%
Total 4990 - Temporarily Restricted Net Asst	0.00	0.00	80,704.00	0.0%
Total Income	46.75	502,094.73	1,207,410.00	41.58%
Gross Profit	46.75	502,094.73	1,207,410.00	41.58%
Expense				
5000 - Wages				
5001 - Executive Director	6,319.52	10,743.18	82,154.00	13.08%
5002 - Administrative Assistant	2,884.62	4,903.85	37,500.00	13.08%
5003 - Prof. Development Coordinator	4,471.06	7,600.80	60,124.00	12.64%
5004 - Clerical Support	526.47	592.67	10,000.00	5.93%
5007 - Developmental Screening Coordin	3,923.08	6,669.24	51,000.00	13.08%
5005 - Payroll Expenses-Taxes	1,386.54	2,333.99	18,280.00	12.77%
5006 - Employee Benefits	893.26	1,786.52	36,312.00	4.92%
Total 5000 - Wages	20,404.55	34,630.25	295,370.00	11.72%
5100 - Contracted Services				
5115 - Home Visiting Program	23,962.00	23,962.00	447,000.00	5.36%
5110 - Training Specialist	1,508.75	1,508.75	19,600.00	7.7%
5120 - Grantwriter	0.00	0.00	45,000.00	0.0%
5130 - Bookkeeper	956.25	1,710.00	16,000.00	10.69%
5140 - Outreach Worker	112.00	112.00	10,000.00	1.12%

Collaboration for Early Childhood
Collaboration 2014-15 Budget vs. Actual
July through August 2014

	August 2014	Jul - Aug 14	Budget	% of Budget
5210 - Program Facilitators	250.00	250.00	13,400.00	1.87%
5215 - Database Development/Analyst	0.00	0.00	144,930.00	0.0%
5220 - Accounting/Audit	0.00	0.00	13,000.00	0.0%
5230 - General Consulting	0.00	0.00	7,000.00	0.0%
5245 - Compu Consultant/Tech Support	0.00	0.00	10,000.00	0.0%
5250 - Legal Fees	0.00	0.00	10,000.00	0.0%
5270 - Audiology Technician	0.00	0.00	19,500.00	0.0%
5280 - Web Development	0.00	0.00	10,000.00	0.0%
5285 - Graphic Design	0.00	0.00	8,000.00	0.0%
5290 - Communications	0.00	0.00	8,500.00	0.0%
Total 5100 - Contracted Services	26,789.00	27,542.75	781,930.00	3.52%
5300 - Insurance				
5315 - Dishonesty Assurity	34.28	68.56	415.00	16.52%
5314 - Volunteer Accident Insurance	35.00	70.00	475.00	14.74%
5305 - General Liability	930.34	1,860.68	9,000.00	20.67%
5310 - Directors and Officers	116.83	233.66	2,000.00	11.68%
5312 - Workers Comp Insurance	116.17	232.34	3,000.00	7.75%
5313 - Unemployment Insur Prg Fees	0.00	116.25	5,000.00	2.33%
Total 5300 - Insurance	1,232.62	2,581.49	19,890.00	12.98%
5500 - Operating Expenses				
5501 - Service Charges	0.00	0.00	500.00	0.0%
5503 - Program or Workshop Supplies	0.00	506.57	12,000.00	4.22%
5504 - Program Food	179.08	969.51	14,750.00	6.57%
5505 - Office Supplies	155.49	327.99	5,000.00	6.56%
5506 - Site Rental	0.00	0.00	2,000.00	0.0%
5508 - Office Equipment	0.00	0.00	2,000.00	0.0%
Total 5500 - Operating Expenses	334.57	1,804.07	36,250.00	4.98%
6100 - Telephone/Telecommunications				
6101 - Telephone	30.00	60.00	4,000.00	1.5%
6103 - Webhosting	0.00	0.00	2,800.00	0.0%
6105 - Internet	79.90	239.70	1,200.00	19.98%
Total 6100 - Telephone/Telecommunications	109.90	299.70	8,000.00	3.75%
6201 - Postage and Delivery	0.00	0.00	3,220.00	0.0%
6250 - Printed Materials				
6251 - Printing/Film Development	50.97	237.80	12,000.00	1.98%
6252 - Subscriptions & Dues	0.00	0.00	750.00	0.0%
Total 6250 - Printed Materials	50.97	237.80	12,750.00	1.87%
6290 - Rent	250.00	500.00	5,000.00	10.0%
6291 - Computer Hardware & Software	0.00	498.31	7,000.00	7.12%

Collaboration for Early Childhood
Collaboration 2014-15 Budget vs. Actual
July through August 2014

	August 2014	Jul - Aug 14	Budget	% of Budget
6300 - Staff Volunteer Development				
6310 - Staff/Volunteer Travel	22.22	22.22	4,100.00	0.54%
6320 - Staff/Volunteer Training	900.00	900.00	4,500.00	20.0%
Total 6300 - Staff Volunteer Development	922.22	922.22	8,600.00	10.72%
6400 - Licenses and Filing Fees	0.00	0.00	300.00	0.0%
6500 - Agency Advertising	0.00	0.00	1,500.00	0.0%
6900 - Miscellaneous Expense	0.00	71.00	10,000.00	0.71%
Total Expense	50,093.83	69,087.59	1,189,810.00	5.81%
Net Ordinary Income	-50,047.08	433,007.14	17,600.00	2,460.27%
Net Income	-50,047.08	433,007.14	17,600.00	2,460.27%



Collaboration for
Early Childhood
Strong Start. Bright Future

Memo

To: Governing Board for the IGA to Purchase Early Childhood Education Services
From: Collaboration for Early Childhood Board of Directors
Date: September 12, 2014
Subject: Net Revenue for Fiscal Year 2013 -2014

Preliminary Year to Date, Budget Comparison Reports show that the Collaboration closed its fiscal year ending June 30, 2014 with \$268,972 in net revenue. This report is considered preliminary because the audit has not been completed and the numbers for fiscal year 2014 may require adjustment. After the audit for fiscal year 2013-2104 is completed, the Collaboration will have a final number for the net revenue. A portion of this revenue is restricted and designated for use in the future as noted in the June 30, 2014 report:

\$ 8,750	Grand Victoria Foundation grant
\$9,854	Communityworks grant from the Oak Park River Forest Community Foundation
\$37,100	Restricted carry over funds for the work on the integrated early childhood database – Chapin Hall contract
\$15,000	Individual donation restricted for use in 2014-2015
\$25,000	Advance Payment to Parenthesis on it contract. While the funds have been sent to Parenthesis, the Collaboration cannot deduct it as an expense until Parenthesis fully utilizes the advance. The transaction is recorded on the Collaboration's balance sheet as an asset and on Parenthesis's balance sheet as a liability.
\$16,000	Designated by Collaboration Board for a health insurance fund
\$7,000	Designated by Collaboration Board for a legal services fund
\$118,704	TOTAL RESTRICTED and DESIGNATED FUNDS

After deducting \$118,704 from the total net revenue, the Collaboration should have \$150,268 remaining as net revenue, based on the preliminary report.

The Collaboration recognizes that a portion of this revenue belongs to the jurisdictions since it is unspent contractual funds. The Collaboration contributed 26% of total revenue this past year and the portion of revenue earned as a result of the contract with the Village of Oak Park, District 200 and District 97 was 74%. We propose that 74% of the net revenue after the audit be moved into an escrow fund either on the Collaboration's balance sheet or placed in an account under the supervision of the

administrator for the IGA. The Collaboration would seek approval for any use of the funds. This would allow for use of the funds for fulfillment of contractual obligations that require additional activity, enable the Collaboration to take advantage of unanticipated opportunities, or to support expenses that exceed the budgeted amounts projected in 2012 for specific line items when the plan for ramping up to a fully integrated early childhood system was finalized for the contract.

The Collaboration provided a best estimate of what expenditures might look like in 2012 and the Early Childhood Working Group that developed the IGA and the contract understood that the work and the costs would be subject to variables that could not be anticipated, especially during the ramp-up phase. The Collaboration may experience the opposite of this past fiscal year over the next 2-3 fiscal years as it continues to establish the fully integrated early childhood system of programs and would like to be able to draw upon the reserved revenue if necessary and appropriate. Additionally, year one presents a skewed picture because of the approval of the contract occurring in April 2014 rather than early November 2012 as originally planned. After three to four years of operation there will be a clearer sense of annual costs.



Collaboration for
Early Childhood
Strong Start. Bright Future

MEMO

To: Governing Board for the Intergovernmental Agreement to Purchase Early Childhood Educational Services

From: Carolyn Newberry Schwartz, Executive Director, Collaboration for Early Childhood

Subject: Early Development Instrument/ Transforming Early Childhood Community Systems

Date: September 12, 2014

This past summer Geoff Nagle, PhD., President of Erikson Institute asked the Collaboration to consider piloting the Early Development Instrument (EDI) in Illinois. Neal Halfon, MD at UCLA is helping to lead the implementation of the EDI across the US. Dr. Nagle had experience with it in Louisiana prior to arriving at Erikson this past winter. The EDI is helpful not only in describing how children are developing, but also in predicting health, education, and social outcomes. EDI results are reported at a population level as the percentage of children vulnerable in each of five domains. It has more than 10 years of use and research behind it and is used across Canada and Australia, in Great Britain and other countries around the world.

The pilot that Dr. Nagle proposes provides an overlay of socioeconomic data, community assets with the child development data to provide an analysis related to geographical distribution of an entire population of children and how they score on EDI. The Collaboration is enthused about the opportunity to participate in the pilot project. It provides a snapshot of the population in its entirety. We will not get that with our databases because they do not include the entire population of children and use different tools for children depending on the program they are in and their age. The Collaboration does not have access to the entire Kindergarten population to assess their development.

The EDI is a tool that is easily used by schools: it takes 12-15 minutes to complete the EDI, requires no interruption of instructional time and involves 2 hours of training for the teacher. It is best conducted after the holidays when teachers know their students and occurs every 2-4 years. The Collaboration has approached District 90 and District 97 about participating and they are reviewing the tool and determining whether implementation this winter is feasible. The Collaboration will approach private schools about participating to ensure that as many children as possible are included in the EDI survey. The Collaboration believes that EDI/TECCS will also provide an important indicator for the Oak Park River Forest Community Foundation's Success of

All Youth effort. Thus far, an indicator of children's development at kindergarten entry has not been identified. Districts 90 and 97 use different tools and the private schools may not use any tool to assess kindergarten readiness. The EDI would address this problem.

Dr. Nagle estimates the cost at \$75,000 - \$100,000. He has asked that the Collaboration to work to obtain community buy-in and, at a minimum, to bear the cost of training the teachers and paying teachers a stipend to complete the EDI for each child in their classroom. We project that these costs will be between \$10,000 and \$20,000. Dr. Nagle has identified an anonymous donor who wants to leverage their funding with community support and at least one other donor. The Collaboration would like to use a portion of the net revenue from fiscal year 2014 to cover the costs related to teacher training and payment and supplement local funding if needed, up to an amount determined by the Governing Board.

The Collaboration believes that this is an important opportunity to leverage additional resources into Oak Park and River Forest through the highly regarded Erikson Institute, and to integrate the effort with Success of All Youth.

Attachments

EARLY DEVELOPMENT INSTRUMENT OVERVIEW

The Early Development Instrument (EDI¹) is a validated, population measure of how young children are developing in communities. It has been implemented widely in Canada and Australia, as well as in approximately 50 communities throughout the U.S. by the Center for Healthier Children, Families and Communities at the University of California at Los Angeles (UCLA). The EDI is a 104-item questionnaire filled out by kindergarten teachers on each child in their class in the spring of the school year. It holistically measures groups of children in five key domain areas:

- 1) Physical health and well-being
- 2) Social competence
- 3) Emotional maturity
- 4) Language and cognitive development, and
- 5) Communication skills and general knowledge.

The EDI is helpful not only in describing how children are developing, but also in predicting health, education, and social outcomes. EDI results are reported at a population level as the percentage of children vulnerable in each of the five domains. Children who score at or above the 75th percentile of the national EDI population are considered “very ready.” Those who score at or below the 10th percentile in any domain are considered “developmentally vulnerable.”

The data is displayed on geographic maps that show the percentage of children in local communities who are developmentally vulnerable on the EDI domains. Other important indicators or factors that may influence health and well-being can be mapped on top of community-level EDI results. No data is ever reported on individual children or teachers. Rather, confidential school reports provide data to participating teachers and their school administrators about how the children in a school are doing developmentally. This helps schools implement programs that will help children succeed as they progress through the school years.

The EDI data maps allow community members and leaders to:

1. Compare the strengths and weaknesses in children’s development and school readiness across communities and EDI domains;
2. Understand the relationship between children’s EDI results and other important factors that may influence their health and well-being (e.g. poverty rates, resident mobility, and the availability of community assets like preschools, family support providers, libraries, and health providers);
3. Motivate action and advocacy efforts to help children reach their potential;
4. Plan interventions and resource investments; and
5. Track progress over time to see how changes in investments, policies, or other factors influence children’s health and well-being.

The EDI offers communities the opportunity to identify, prioritize and implement improvements in early childhood development and direct finite resources toward the best early childhood outcomes and school readiness.

¹ Janus, M., et al. (2007). The Early Development Instrument: A Population-Based Measure for Communities: A Handbook on Development, Properties and Use. www.affordcentre.com/readiness/pubs/publications.html

Examples of How Communities Have Used EDI Results

Informed strategic planning or decision making

- Twelve counties within Texas funded by the Early Childhood Advisory Council and the Maternal Infant and Early Childhood Home Visiting (MIECHV) program (San Antonio, Southern Cameron County, Wichita Falls, and El Paso, Ector, Gregg, Potter, Nueces, Dallas, Hidalgo/Willacy, Cherokee). All used EDI and TECCS approach to mobilize and strengthen coalitions, inform strategic plans and initiate set of community level actions to improve local early childhood systems. State level TECCS learning network supporting innovation and share lessons.

Developed new (or improved existing) initiatives, projects, strategies or programs for young children, families or providers

- Calhoun MI:
 - EDI data is being used to determine the placement of new preschool programs and expanded programming within existing preschools.
 - PNC Bank used EDI to develop music and science classes and playgroups for families at the Music center, local zoo and museum.
 - Partnership developed training series for licensed home child care providers based on EDI results and targeted highest risk neighborhoods.
- Petal MS: In response to high vulnerability in the social and emotional domains, trained parent educators doing home visits, early educators and Head Start, and public school teachers in "Conscious Discipline" curriculum
- S Cameron County, TX: EDI data showed that physical health was the area of greatest vulnerability. In response, 45 child care directors received training and a full set of curriculum focused on this domain area for their centers.
- San Antonio, TX has had a wide dissemination of the EDI results throughout community which has led to a wide variety of individual programs and organizations taking actions that are informed by data
 - EDI results inform take home tools for parents that are being distributed in child care, home visiting, focused on areas with highest developmental vulnerability
 - Private sector is targeting their volunteer efforts
 - Community fairs targeting five domains
 - STEM students learning to share EDI results in the community (good for them, good for community dissemination and engagement)

Increased community awareness on the importance of early childhood development

- Wichita Falls, TX: Used EDI to help inform a marketing campaign to promote discussion of early childhood and school readiness and to help people understand how this data applies and affects them.

Improved collaboration or integration across organizations, sectors, programs or systems

- S Cameron County TX: Using EDI to guide them, collaboration developed between local early childhood association, local United Way, and the university (UTB) to provide professional development to child care professionals that aren't normally reached through other trainings.
- Cincinnati, OH: Ensuring every infant starts life with a medical home. Clinics to develop birth registry to ensure well child care and collaborating with home visiting, and developmental services to develop streamlined referral and information sharing processes.
- Cincinnati, OH: EDI has spurred two focused initiatives: Literacy: stakeholders from the worlds of home visiting, health care, child care and libraries came together to test different approaches. Also developed reading advocates GED students have been trained to train parents.
- Cincinnati, OH: Improved collaboration between public and parochial schools. Many kindergarten teachers had never met before the EDI training and follow up provided an opportunity for them to gain a better understanding of each other's challenges and opportunities.

Supported funding applications and/or brought in new resources

- Westbury Long Island: Rauch Foundation provided \$75,000 for the Ready, Set, Achieve fund that will provide grants to local agencies working on reducing EDI identified vulnerabilities
- Wichita Falls, TX: EDI data helped attract \$1.2M to expand community asset based community engagement initiative
- Tulsa, OK: Supported their Promise Neighborhood application and informed where and how to structure its early childhood school readiness initiative

Developed new strategies with schools

- In Tulsa, OK: EDI data informed discussions that has resulted in:
 - Mentoring for schools with high vulnerability in emotional maturity
 - More physical activities in pre-k and K classes
 - Focusing on teacher turnover in pre-K
- Westbury Long Island, EDI results showed many children vulnerable in gross motor skills – response was to fund an outdoor nature explore classroom in a local park