

Community Assessment, 2017



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

Early Head Start & Head Start

Evanston/Skokie Community Consolidated School District 65

Research, Accountability, & Data
November 20, 2017

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Glossary

	Term	Definition
Acronyms	ACS	American Community Survey
	CCAP	Child Care Assistance Program
	CNE	Childcare Network of Evanston
	CTA	Chicago Transit Authority
	DCFS	Department of Children and Family Services
	DHS	Department of Human Services
	District 65	Evanston/Skokie School District 65
	EHS	Early Head Start
	ECSE	Early Childhood Special Education
	GED	General Education Diploma
	HAMFI	HUD (Housing and Urban Development) Area Median Family Income
	HS	Head Start
	HSPPS	Head Start Program Performance Standards
	IDEA	Individuals with Disabilities Education Act
	IECAM	Illinois Early Childhood Asset Map
	ISBE	Illinois State Board of Education
	IWSE	Infant Welfare Society of Evanston
	NAEYC	National Association for the Education of Young Children
	OHS	Office of Head Start
	PARCC	Partnership for the Assessment of Readiness for College and Careers
	PFA	Preschool for All
	SNAP	Supplemental Nutrition Assistance Program
	WIC	Women, Infant, and Children Supplemental Nutrition Program
Terms	Income-eligible for Head Start	A household with an income less than 100% of the federal poverty guideline. We use this term to describe households that are income eligible for both Early Head Start and Head Start.
	Childcare Sessions	Space for one child in either a part-time or full-time childcare classroom. Used by IECAM.
	Childcare Slots	Space for one child in a program, not discounting whether the child attends part-time, full-time, or two part-time sessions. This differs from the definition of capacity that IECAM uses (Childcare Sessions: please see above).
	Service Area	The geographic area identified in an approved grant application within which a grantee (and delegate) may provide (Early Head Start and) Head Start services, according to the Head Start Program Performance Standards. [HSPPS 1305.2: Definitions]
	Recruitment Area	The geographic locality within which a Head Start program seeks to enroll Head Start children and families. The recruitment area can be the same as the service area or it can be a smaller area or areas within the service area. [HSPPS 1305.2: Definitions]

Introduction

Evanston/Skokie Community Consolidated School District 65 (District 65) was awarded the Early Head Start (EHS) and Head Start (HS) grant in July 2015. This report includes an environmental scan of the communities served by the program. These communities are ethnically, racially, linguistically and culturally diverse. This report also fulfills the community assessment requirements as mandated by the Head Start Program Performance Standards.

District 65 is unique among the Chicago metropolitan area's educational environment. Evanston and Skokie families are especially diverse in their countries of origin, religious affiliation, and racial/ ethnic identity compared to neighboring suburban municipalities. Among K-8 students, students with Black, Hispanic, and White identities each make up more than 15 percent of the population. The community also includes many young people with Asian, multi-racial and other racial and ethnic identities. The Evanston and Skokie communities also include recent immigrants and refugees from multiple racial/ethnic backgrounds. The City of Evanston has a wide variety of educational programming for its residents; the Village of Skokie, however, has few Early Head Start and Head Start services or state funded early childhood programs.

District 65 has a total of 259 Early Head Start and Head Start slots. Direct services are provided to 204 Early Head Start and Head Start families by District 65, while 55 Early Head Start slots are delegated to a local NAEYC (National Association of the Education of Young Children) accredited agency, Infant Welfare Society of Evanston (IWSE). As an Early Head Start/ Head Start grantee, District 65's service area includes the city of Evanston and Village of Skokie in their entirety. Legally, District 65 is only allowed to directly serve children and families within school district boundaries. As a delegate agency, IWSE has the flexibility to provide services for Skokie families that reside outside of the school district's boundaries. District 65 also provides Early Childhood services for the state funded Preschool for All program (PFA) and Early Childhood Special Education program (ECSE) which is mandated by the Illinois State Board of Education (ISBE)

To ensure that Evanston and Skokie families with young children are well served, this community assessment provides information on the specific geographic and social context in which District 65 operates, as well as addresses the strengths and needs of the community.

How will the Community Assessment be used by the program?

The Head Start leadership team will use the community assessment to modify its plans for Early Head Start and Head Start program operations and improvement. Specifically, the team will use the community assessment to:

- Assess new or underserved opportunities in the service area;
- Determine newly identified community assets or resources;
- Assess service delivery priorities;

- Review program options based on results;
- Prioritize program plans to meet identified needs; and
- Develop and/or revisit strategic plans to respond to any new federal regulations or initiatives.

This analysis was conducted in concert with Early Head Start and Head Start grantee and delegate agency frontline and leadership staff, as well as with District 65 staff from the Office of Research, Accountability, and Data. This comprehensive approach allows for deeper analysis, and thus, a more cohesive service model for the district's early childhood programs which include Early Head Start, Head Start, Preschool for All, and Early Childhood Special Education.

Executive Summary

Topics Addressed in This Report

This report includes information on the strengths and needs of Early Head Start and Head Start-eligible families in Evanston and Skokie, Illinois. Per the Head Start Program Performance Standards, this community assessment contains information surrounding the following questions:

- What are the demographics of Head Start-eligible children and families?
- What are the other childcare providers in the service area that serve Head Start-eligible children?
- How many children with disabilities live in the service area, what are their types of disabilities, and what resources are available for them?
- What are the needs of Head Start-eligible children and families related to education, health, nutrition, and social services, as identified in the assessment?
- What are the needs of Head Start-eligible children and families related to education, health, nutrition, and social services- as defined by the families and local institutions?
- What are the community resources that are available to address the needs of Head Start-eligible children and families?

Findings

Findings are based on the data presented in this report. They include answers to the following questions:

What are the demographics of children enrolled in Head Start?

- District 65's grant award allows the district to provide services for a total of 259 children. 204 children are served in the Early Head Start and Head Start programs managed by District 65. 55 Early Head Start children are served by the delegate agency, Infant Welfare Society of Evanston.
- District 65 serves a more diverse group of children than the populations of Evanston and Skokie at large:
 - Of the 24 Early Head Start-eligible children served by District 65 at the end of this academic year, 18 Black children were served (75 percent). Three White children were served (13 percent).¹

¹ ChildPlus, the student information system used by District 65 Early Childhood Programs, does not differentiate between White Hispanic and White non-Hispanic identities. 29 percent of children served this year identified as Hispanic.

- Of the 173 Head Start-eligible children served by District 65 at the end of this academic year, 73 Black children (42 percent) and 44 White children (25 percent) were served.¹

What are the demographics of Head Start-eligible children and families?

- The population that is income-eligible for Head Start in Evanston and Skokie is not dominated by one specific racial/ethnic identity. However, a disproportionate amount of Black, Hispanic, and Asian families are income-eligible for Head Start compared to the make-up of Evanston and Skokie.
- Poverty is localized in Evanston and Skokie. High poverty has persisted in Evanston's fifth ward, as well as within the Western and Southern edges of the service area.
- In Evanston and Skokie, most renters, making less than half of the Department of Housing and Urban Development's (HUD) area median family income (HAMFI), are severely cost burdened due to residential costs. This is not the case for home-owners, the vast majority of whom are not cost burdened.

What are the other childcare providers in the service area that serve Head Start-eligible children?

- Current capacity of childcare federal and state run programs, as well as licensed and license-exempt childcare providers covers about half of all children in the service area (both income-eligible and income-ineligible children). There are a total of 4,788 sessions available for 8,913 total children ages 0 to 5 in the service area.
 - District 65's enrollment data shows that over 95 percent of incoming kindergarteners have some type of pre-kindergarten experience (Godard, 2016, 6).
- The majority of childcare capacity is provided by licensed childcare centers, accounting for 62 percent of the sessions available. Head Start, Early Head Start, and state-funded programs provide 21 percent of childcare capacity in the service area.

How many children with disabilities live in the service area, what are their types of disabilities, and what resources are available for them?

- There are 164 children ages three and under receiving early intervention services in Evanston. In Skokie, 139 children ages three and under receive early intervention services. District 65 estimates there are approximately 315 children with disabilities ages 3-5 in the service area. District 65 directly served 16 of these students ages 0-2 and 150 ages 3-5 this year.
- The most common types of disabilities served for ages 0-5 in District 65 are Developmental Delay (45 percent), Speech and Language Impairment (53 percent), Autism (1 percent), and Hearing Impairment (1 percent).

- There are five organizations that provide services specifically for children with disabilities. Seven organizations provide services for adults with disabilities. Additionally, the majority of childcare providers in the service area serve children with disabilities.

What are the needs of Head Start-eligible children and families related to education, health, nutrition, and social services based on available data?

- In Evanston, almost 50 percent of residents who are income-eligible for Head Start have attained a bachelor's degree or higher. In Skokie, almost 27 percent of residents who are income-eligible for Head Start have attained a bachelor's degree or higher.
- 13 percent of Evanston residents (of all ages) that are income-eligible for Head Start and 25 percent of Skokie residents (of all ages) that are income-eligible for Head Start do not have health insurance.
- The percent of residents receiving Supplemental Nutrition Assistance Program (SNAP) benefits in the service area has increased over the last five years. 7 percent of Evanston residents and 12 percent of Skokie residents receive SNAP benefits.
- Unemployment for income-eligible Head Start families is slightly greater in Evanston than in Skokie. Unemployment among income-eligible Head Start families is 11 percent in Evanston and 10 percent in Skokie, compared to city-wide figures of 8 percent in Evanston and 9 percent in Skokie.
- Affordable housing is a challenge for income-eligible Head Start families. 41 percent of all families in Evanston and 43 percent of all families in Skokie are cost burdened, spending 30 percent or more of their income on housing. The majority of these families make less than 80 percent of the Department of Housing and Urban Development Area Median Family Income (HAMFI).

What are the strengths and needs of Head Start-eligible children and families according to the Head Start program, the families themselves, and local agencies?

- Head Start staff, families, and providers identified a range of strengths in the area including existing diversity in the community and the existence of Evanston Cradle to Career, an organization dedicated to collective impact around early childhood outcomes.
- Head Start staff, families, and local agencies all identified access to affordable, convenient childcare and opportunities for early childhood education as important educational needs for Head Start-eligible children. Parenting supports to promote children's social emotional development was also identified as a need.
- Head Start eligible children read and are read to less frequently than ineligible children.
- The most common health-related needs that each group identified were access to mental health services

- The most common nutrition-related needs that each group identified were access to affordable food and health education around nutrition.
- While each group identified a range of social service needs, they all identified affordable housing and access to childcare as a top need for families that are eligible for Head Start.

What resources are available in the community to address the needs of Head Start-eligible children, and specifically, what resources are available for childcare and early childhood programs?

- Almost half of the 82 currently operating childcare centers and homes in the service area offer cost-assistance options, including the Child Care Assistance Program (CCAP), for low-income families.
- There are nine health organizations, out of a total 66 recorded by Evanston Cradle to Career, that offer services to low-income or uninsured residents in the service area.
- There are 13 organizations in the service area that provide nutrition-related services for low-income families. These organizations provide services ranging from emergency food assistance to food pantries.
- There are 20 agencies that provide social services related to affordable housing in the service area. These agencies provide services ranging from rental assistance to permanent supportive housing.
- There are eight organizations that provide services specifically for individuals with disabilities, five of which serve children. Additionally, the majority of childcare providers in the service area serve children with disabilities.
- Current capacity of childcare federal and state run programs as well as licensed and license-exempt childcare providers cover about half of all of the children in the service area. There is a total of 4,788 sessions available for 8,913 children (both income eligible and income ineligible) ages 0 to 5.
- The majority of childcare capacity is provided by licensed childcare centers, accounting for 62 percent of the sessions available. Early Head Start, Head Start and state-funded programs provide 21 percent of childcare capacity in the service area.

What are the Head Start Program's recommendations based on the findings from this report?

- **Key Issues**
 - A changing service area population
 - Increasing refugee populations
 - Increasing number of Asian families
 - Known challenges within the service area
 - Access to childcare and early childhood education
 - Access to nutritious and healthy food
 - Food insecurity
 - Affordable housing and housing insecurity

- Employment
- Dental follow-up

- **Recommendations**

- **Philosophy and Objectives of the Program:** The program goals described in the continuation application for FY 17-18 and the overall program philosophy will remain the same.
- **Services Offered:** The data presented in this community assessment suggests that expanding our program options would allow us to better meet the needs of children in the service area. To do this, District 65 applied and was approved for the Extended Duration supplemental grant funding opportunity offered by the Office of Head Start (OHS). This supplemental grant will allow District 65 to provide 1020 annual hours of service to 44 income-eligible children and families.
- **Recruitment Area:** Data presented on areas in Evanston and Skokie with high percentages of residents living in poverty suggest that there may be newly identified geographic areas in Evanston and Skokie that are not currently being targeted for recruitment. We will further investigate how to ensure that residents from these areas are included in our grantee and delegate recruitment strategies.
- **Recruitment Area of Delegate Agency:** While the results from this assessment do not indicate that the recruitment area of the delegate agency needs to be changed, the district plans to consider ways to make the current recruitment and outreach plans more strategic for the area District 65 can legally serve.
- **Locations for Centers and Home-Based Programs:** District 65 will maintain the current center-based locations.
- **Recruitment and Selection Criteria:** The data presented in this community assessment do not indicate a need for changing our recruitment and selection criteria at this time.

Overview of Grantee

What are the demographics of children enrolled in Head Start?

- District 65's grant award allows the district to provide services for a total of 259 children. 204 children are served in the Early Head Start and Head Start programs managed by District 65. 55 Early Head Start children are served by the delegate agency, Infant Welfare Society of Evanston.
- District 65 serves a more diverse group of children than the populations of Evanston and Skokie at large:
 - Of the 24 Early Head Start-eligible children served by District 65 at the end of this academic year, 18 Black children were served (75 percent). Three White¹ children were served (13 percent).
 - Of the 173 Head Start-eligible children served by District 65 at the end of this academic year, 73 Black children (42 percent) and 44 White¹ children (25 percent) were served.

Brief History

In the cities of Evanston and Skokie, there are two grantee agencies that provide services for Early Head Start and Head Start. District 65 provides center-based programming, while Childcare Network of Evanston provides center-based, home-based and Family Child Care services.

District 65 is the public school district for the City of Evanston as well as for a small segment of the Village of Skokie and has provided Early Childhood services for over 50 years. School Year 2016-2017 was District 65's second year of the 5-year project period as a Head Start grantee agency. Currently, services are being provided by District 65 for children and families enrolled in Early Head Start, Head Start, Preschool for All and Early Childhood Special Education. By law, school districts are mandated to provide special education services to all students who qualify.

In 1965, project Head Start was launched as an eight week summer program by the Office of Economic Opportunity. Following the success of the summer program, Head Start was authorized by Congress in 1966 as a nine month, part day program, with Early Head Start launched in 1994. From 1965 to 2009, District 65 provided Head Start services to the community as a delegate agency under the Community Economic Development Association (CEDA) grantee. In 2009, District 65 transitioned to a delegate agency under Childcare Network of Evanston (CNE). This same year, District 65 added Early Head Start to its roster of early childhood programs, providing these services alongside Head Start. Additionally, District 65's delegate agency, Infant Welfare Society of Evanston (IWSE) partnered with CNE in 1997 to

provide Early Head Start Services to the community. District 65 became an Early Head Start/Head Start grantee in 2015.

In the 1990's, locally funded Community Childcare and state funded Pre-K at Risk programs were added to the District's Early Childhood menu. In the 2000's, Pre-K at Risk was revamped by the state to include a larger population of children and families, often those which were just above the poverty guidelines but still needed assistance based on income and other pertinent risk factors. This program is now called Preschool for All.

Under the current model, with District 65 as the grantee, Early Head Start and Head Start center-based programming is offered at the Joseph E. Hill Education Center (JEH) along with additional early childhood services through Preschool for All and Early Childhood Special Education. A portion of Early Head Start services are delegated to IWSE, with services provided at both their Baby Toddler Nursery (BTN) and their Teen Baby Nursery (TBN) facilities. The delegate agency is NAEYC accredited and has a history of providing quality childcare services within the community and of collaborating with center directors in Evanston and Skokie on projects relating to early childhood education.

For reference, all sources of additional funding are described in the Appendix in Table A-1, as reported in the annual Continuation Application. This does not include state funded programs such as PFA and ECSE which are also delivered at The Joseph E. Hill Education Center.

Area Served

Under the Early Head Start and Head Start grant, District 65 serves areas of the City of Evanston and the Village of Skokie, Illinois. Specifically, the District 65 service area includes all of Evanston and Skokie within the following borders: McCormick Boulevard to the east, Crawford Avenue to the west, Greenleaf Street to the south and Wilmette Avenue to the north. The boundaries as outlined above define the service area for direct Early Head Start and Head Start operations. Due to the requirements of local school services, District 65 is not allowed to provide direct services to children and families who do not reside within District 65's boundaries.

To address this limitation, District 65 contracts with a delegate agency, IWSE, thus extending the service area outside of the school district's boundaries, allowing additional children and families to receive Early Head Start comprehensive services at delegate agency centers. While District 65's EHS/HS service and recruitment areas encompass Evanston and Skokie in their entirety, families registering to receive services at District 65's Joseph E. Hill Education Center must reside within school district boundaries.

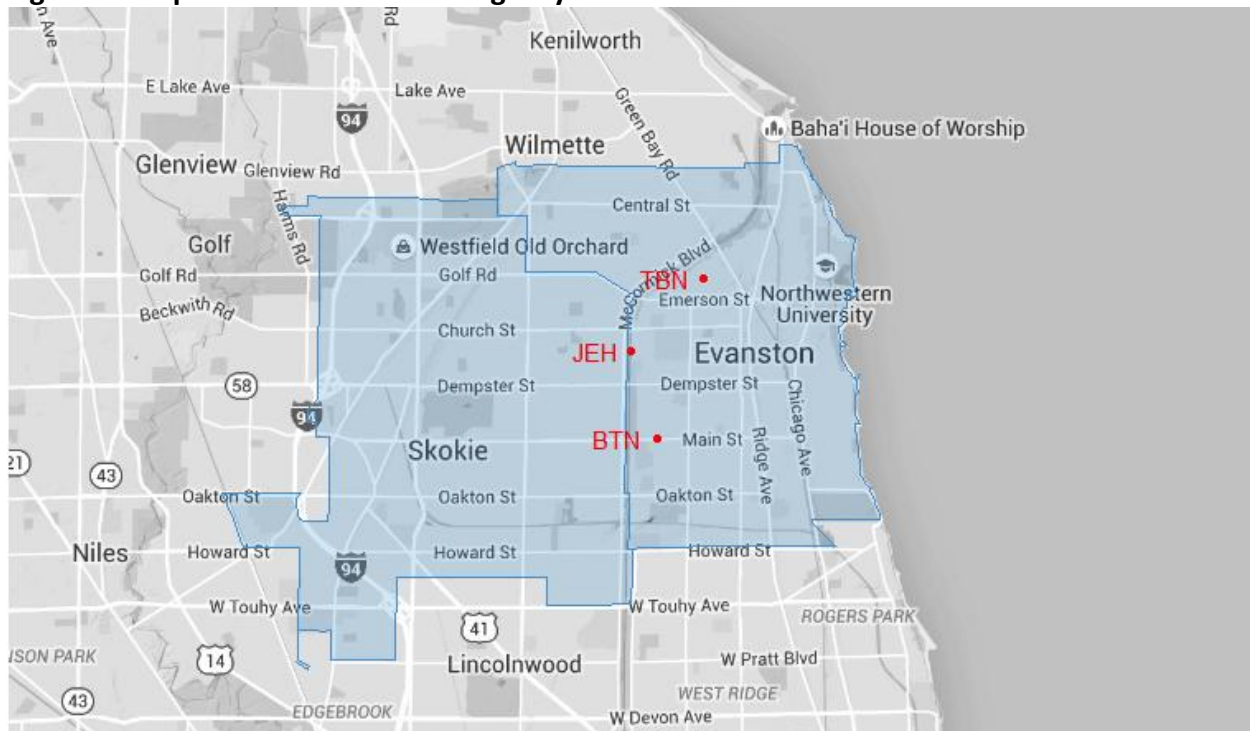
As a delegate, IWSE serves the entirety of Evanston and Skokie, expanding the program's service beyond the area District 65 is legally permitted to serve as a local school district. Both

the Joseph E. Hill Education Center and Teen Baby Nursery facilities are located near areas of high need in Evanston, while Baby Toddler Nursery is located near the Evanston/Skokie border. Teen Baby Nursery offers services for teen parents. At the Joseph E Hill Education Center, transportation services are available to families that live far away from the area and who qualify for services, as transportation spaces are limited. The District 65 Head Start program was designed to focus resources in strategic locations around the service area, each with a rich history of quality service delivery. This concentration of effort engages the community and improves efficiency by placing resources in closest proximity to need.

Figure 1 depicts the area served. The locations of centers and administrative offices follow:

- [JEH] Joseph E. Hill Education Center: 1500 McDaniel Ave., Evanston, IL 60201; also houses District 65's administrative offices
- [BTN] Baby Toddler Nursery: 2200 Main St., Evanston, IL 60202; also houses Infant Welfare Society of Evanston's administrative offices
- [TBN] Teen Baby Nursery: 2010 Dewey Ave., Evanston, IL 60201

Figure 1: Map of Service Area with Agency Locations



Population Served

The population served by District 65's Early Had Start and Head Start programs is composed of families that are especially diverse in their countries of origin, religious affiliation, race and ethnicity. *Section 3: Description of Service Area Population* contains further analysis of the service area.

The capacity of each location is based on the funding received by the grant. Table 1 shows the capacity by program. There are a total of 259 center-based spaces available in the Early Head Start and Head Start programs for children in Evanston and Skokie.

Table 1: Capacity by Program

Program	Agency	Location	Capacity	
			2016	2017
HS	D65	JEH	180	180
	Total		180	180
EHS	D65	JEH	24	24
	IWSE	BTN	39	39
	IWSE	TBN	16	16
	Total		79	79
Grand Total			259	259

On May 18th, 2017, the actual number of enrolled children in Head Start was 173. District 65 Early Head Start was fully enrolled on the same date. At the end of the academic year, IWSE reported all 55 program enrollment slots were filled. Due to high mobility rates, actual enrollment fluctuates in both Early Head Start and Head Start. The breakdown of enrolled students by racial/ethnic identity follows in Table 2. The majority of students served are children of color. This is also displayed in Figure 2. Note that the ChildPlus report does not differentiate between White Hispanic and White non-Hispanic identities. Twenty nine percent of children served this year identified as Hispanic.

Table 2: Enrolled Students at District 65, 5/18/2017

	2016		2017	
	EHS	HS	EHS	HS
Asian	0	11	0	17
Black	20	74	18	73
Native American	0	0	0	2
Pacific Islander	0	0	0	1
White*	2	51	3	44
Other*	1	28	3	27
Multi-racial	1	12	0	9
Total	24	176	24	173

Source: ChildPlus, 2017

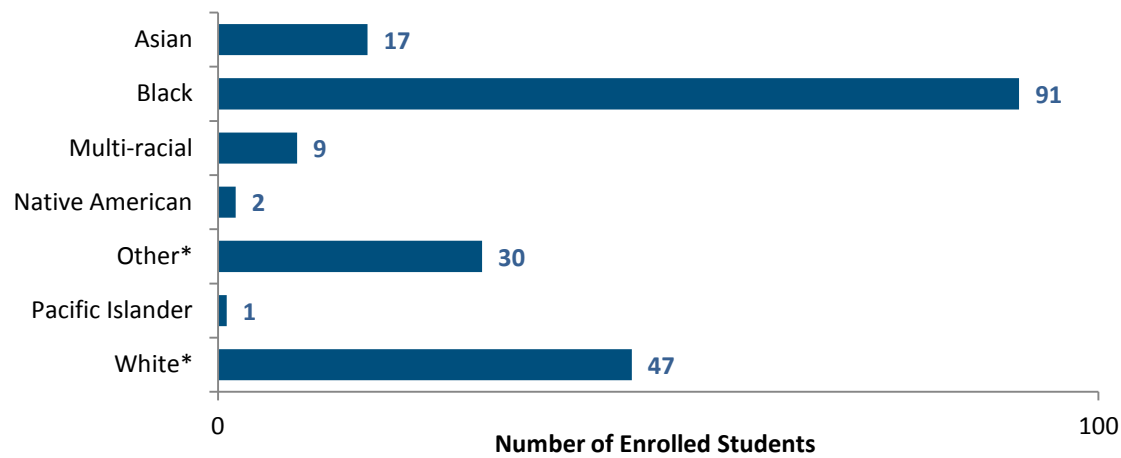
Figure 2: Race of Enrolled Students at District 65: Combined EHS/HS Enrollment, 5/18/2017

Table 3 indicates the percentage of children who received English language learner services in Head Start at District 65. Thirty four percent of students received these services in 2017.

Table 3: English Learner Status of District 65 Enrolled Children, Head Start 2017

	2016	2017
Not English Language Learner	55%	66%
English Language Learner	45%	34%

Source: Teaching Strategies, 2017

Tables 4a and 4b indicates disability status for students enrolled in EHS and HS in District 65 and IWSE. Almost 70 percent of disabilities served by EHS are for Developmental Delay. Speech or Language Impairment is the other major type of disability served in EHS programs, which accounts for 19 percent of disabilities served. More students with disabilities were served by EHS in 2017 than in 2016.

Table 4a: Disabilities Served by Early Head Start Program Location

	2016			2017		
	JEH	BTN	TBN	JEH	BTN	TBN
Speech/ Language Impairment	0	0	0	2	1	0
Autism	0	0	0	0	0	0
Hearing Impairment	0	1	0	0	1	0
Specific Learning Disability	0	0	0	0	1	0
Development Delay	0	5	0	5	5	1
Multiple	0	2	0	0	0	0
Total	0	8	0	7	8	1

Source: ChildPlus, 2017

Almost 58 percent of disabilities served by HS are for Speech or Language Impairment, Developmental Delay is the other major type of disability served in HS programs, which accounts for 39 percent of disabilities served. More students with disabilities were served by HS in 2017 than in 2016.

Table 4b: Disabilities Served by Head Start Program

	2016	2017
Speech/ language Impairment	12	19
Autism	1	1
Hearing Impairment	0	0
Specific Learning Disability	1	0
Development Delay	12	13
Multiple	1	0
Total	27	33

Source: ChildPlus, 2017

Program Options

District 65 is currently approved to provide center-based, full-day, full-year Early Head Start five days per week, and half-day Head Start four days per week. It was also approved to begin providing full-day Head Start five days per week during the 2017-18 school year. All Head Start options are offered nine months per year. Early Head Start program options target services for working families, and the Head Start program option allows District 65 to reach a greater number of children and families. To help accommodate Head Start families who need full day, wrap-around care, transportation services are available to transport children to and from Head Start, to babysitters, and to other local providers.

To better serve families, an analysis is currently being conducted to determine whether full-day, full year Head Start for five days per week could fill an important need in the community. Table 5 summarizes existing and proposed program options.

Table 5: District 65 Program Options, 2017

Program	Duration	Session	Days/ Week
EHS	12 months	Full day	5
HS	9 months	Half Day	4
	9 months	Full Day	5
	<i>12 months*</i>	<i>Full Day</i>	<i>5</i>

*Reflects proposed program

Regarding staff-child ratio, both grantee and delegate centers ensure the most stringent Early Head Start 1:4 staff-child ratio is maintained at all times. District 65 chose to implement the most stringent ratio because it increases student safety and meets the individual needs of

children, including those with disabilities, behavioral concerns and other special needs. District 65 Early Head Start has two infant classrooms and two toddler classrooms. State funding from the Prevention Initiative and the Child Care Assistance Program (CCAP) help subsidize a portion of the school day to provide wrap-around services for working and school bound families. The maximum number of students enrolled in each infant classroom is four children with two adults. The maximum number of students enrolled in each toddler classroom is eight children with three adults.

IWSE, the delegate agency, has nine classrooms between two centers which consist of four infant and five toddler classrooms, which include a mix of Early Head Start, state-funded and full-tuition children. The maximum number of students enrolled in each classroom is eight, with an overall student: teacher ratio of 8:3. Approximately three to six Early Head Start students are enrolled in each classroom.

Numerous staff members at both agencies speak more than one language. Table 6 indicates the number of staff members by non-English language fluency. This reflects both specific skills sought to service existing populations as well as other languages spoken by staff members. District 65 employs over 70 Early Head Start and Head Start staff members. All staff have English language fluency, regardless of additional language competencies.

Table 6: Languages Spoken by EHS/HS Staff

Language	Number of Staff Members					
	2016			2017		
	JEH	IWSE Sites	Total	JEH	IWSE Sites	Total
Spanish	20	5	25	20	3	23
French	3		3	3		3
American Sign Language	2		2	2		2
German	2		2	2		2
Hebrew	2		2	2		2
Italian	2		2	2		2
Urdu		2	2		2	2
Arabic		1	1		1	1
Bangal		1	1		1	1
Ebira		1	1		1	1
Hausa		1	1		1	1
Hindi		1	1		1	1
Polish	1		1	1		1
Russian	1		1	1		1
Yoruba		1	1		1	1

Source: Child Plus, 2017

Eligibility Criteria

The Final Rule for eligibility, derived from the Head Start Program Performance Standards (HSPPS), was published in the Federal Register February 10, 2015. This rule went into effect March 12, 2015, and was made part of the new monitoring protocols that went into effect October, 2016. This final rule outlines the necessary requirements programs need to determine eligibility for Early Head Start and Head Start families.

Selection criteria used for both grantee and delegate families include five categories, based on the current final rules which are now incorporated in the 2016 Head Start Program Performance Standards. Program staff must verify each family's status in the following areas: income, age, disability, parental status and "other". The "other" category encompasses a variety of family circumstances identified in the self and community assessments. These categories are scored based on a weighted scale. This point system allows families with the greatest need to be prioritized in selection and enrollment, allowing them to receive program services first.

District 65's recruitment strategy includes a variety of methods such as door-to-door canvassing, website postings, flyer distribution, participation in community events, and other techniques used as applicable. Additionally, the program maintains multiple well-established partners with a variety of community-based resources, which regularly refer families to district programs. District 65 currently receives referrals year-round from Lutheran Family Services, mental health agencies, shelters and other social service entities, who assist the homeless and other families in need of these services.

For children with disabilities, District 65 collaborates with Child Find, which locates, identifies, and regularly refers children with disabilities. Children from birth to three are referred to Early Identification, while children from three to five are referred to Early Childhood Special Education, services in compliance with the Individuals with Disabilities Education Act (IDEA). In addition, approximately every three months, Child and Family Connections Region 6 sends District 65's Early Childhood Special Education department a list of all children in the service area who have received Early Intervention services. The program also receives referrals through ongoing partnerships with other birth to three childcare providers within the program's service area.

Challenges for Service

The City of Evanston and Village of Skokie are diverse communities located just north of the city of Chicago. The needs of the residents of these communities vary significantly from one area of each community to another.

We can, however, report the following data about challenges that affect the entire service area. In Evanston, 41 percent of residents are considered cost burdened for housing, spending 30 percent or more of their income on housing. In Skokie, 43 percent are cost burdened. Access to services is a challenge as well. In Evanston, 7 percent of households receive SNAP, and 13 percent of families below 138 percent² of the poverty line do not have medical insurance. In Skokie, 12 percent of households receive SNAP, and 25 percent of families below 138 percent of the poverty line do not have medical insurance.

While these statistics compare somewhat favorably to the figures for the nearby City of Chicago, there is tremendous disparity between residents based on racial/ethnic identity. For example, in Evanston, the poverty level of Black and Hispanic families is triple the rate for White families. In Skokie, the poverty rate among Black families is twice that of White families. *Section 4: Strengths and Needs of Head Start-eligible Children* contains further information on the needs of families in the service area.

The high need of these families is compounded by the lack of centralized information on services. Currently, Evanston has created the Evanston Cradle to Career initiative to identify gaps in services and coordinate service implementation. *Section 5: Access and Availability of Community Resources* contains a description of specific services and areas of need for specific services.

² This figure is used by the American Community Survey to describe income status of residents in relation to health coverage status.

Methodology

Community Assessment Process

The District 65 Office of Research, Accountability, and Data (RAD) led this assessment process. Three analysts were assigned to support the Early Head Start and Head Start leadership in these efforts. Additionally, the analysts worked with Evanston Cradle to Career (EC2C) to gather data on services available for eligible families.

All work was guided by the Department of Human Services (DHS) manual: A Workbook for Head Start Programs Serving Hispanic and Other Emerging Populations, Version 1. Required data formed the base of this report.

Conversations with Early Head Start and Head Start Leadership and frontline staff, as well as leadership in EC2C informed our 2016 Assessment. In writing this 2017 update, we also spoke with social service providers in the Evanston/ Skokie community and launched two surveys to collect data from (1) early childhood education and daycare providers and (2) families with children ages 5 and under. Following data collection, these findings were presented to the Early Head Start and Head Start frontline and leadership staff. They used their experience to interpret the trends identified for this report. This information will be used to both strengthen existing services, as well as to expand understanding regarding areas of need.

Sources and Limitations

ACS, IECAM, and District 65 Student Information

Most of the analysis in this report uses the Census' American Community Survey (ACS) and the Illinois Early Childhood Asset Map (IECAM). Both the ACS and IECAM allow us to define many facets of the surveyed population about which we would otherwise lack information. IECAM last reported demographic data in 2014 and data about childcare in 2015. All IECAM data used in this report was pulled on June 21, 2017. ACS has most recently released their estimates for 2015 at the time of the writing of this report. All ACS data used in this report was pulled on March 17, 2017. Analysis of demographic trends indicates that this slight lag should not significantly affect accuracy for this report.

Information about District 65 early childhood and school aged children is housed on ChildPlus and SISK12, respectively. Prior to the 2015-16 school year, Early Head Start and Head Start student information was managed by different entities and housed by both ChildPlus and PROMIS, a result of District 65's dual role as Early Head Start partner and Head Start delegate agency. During the first year of the five year project period for the Head Start and Early Head Start grant, District 65 selected ChildPlus as the main information system for its early childhood education programs. This new system, now managed solely by District 65, combines both Early

Head Start and Head Start data and allows greater flexibility and depth in data collection of families served. However, this transition came at the cost of longitudinal data. For this community assessment, we relied on a combination of in-depth qualitative and quantitative research conducted in Evanston and Skokie and current data from ChildPlus to define how our services match the needs of the population that is income-eligible for Head Start. Information for school-aged children is housed on District 65's SISK12 Student Information System.

Previous Community Assessments

Community assessments conducted by Evanston and Skokie city agencies are a rich source of detail on available services and needs of specific areas. For example, NorthShore University Health System produces a yearly health community assessment, which describes services of area hospitals and the health-related needs of the community. This provides additional information that neither District 65 nor delegate agencies are equipped to gather.

Primary Data Collection Activities

Recognizing the need for further data to fully understand the strengths and needs of families in the service area, RAD collaborated with EC2C to launch four primary data collection efforts.

1. A facilitated data review with social service providers in the Evanston/ Skokie community allowed collection of insights on service provider perceptions of community needs and strengths. This data review used a modified World Café format.
2. The 2017 Head Start Self- Assessment event also provided an opportunity to collect updated insights from Head Start staff as well as other related District 65 staff. This year's self- assessment incorporated the perspectives of all Head Start staff, more than 80 individuals.
3. In addition, two surveys were created to survey (1) early childhood education and daycare providers about their capacity and the services they provide and (2) families with children under age 5 about their strengths and needs. Copies of these surveys can be found in Appendix F.

Social Service Provider Data Review

To gather the perceptions of social service providers on the strengths and needs of families in Evanston and Skokie, RAD collaborated with EC2C to host a data review event. Invitees were randomly selected from a list of social service organizations provided by EC2C, and invitations and letters explaining the purpose and aims of the event were sent electronically to leaders within social service organizations in September. The event was hosted on October 27, 2016 at Joseph E. Hill Education Center. .

The organizations invited to attend represented a wide range of service areas and organization sizes. Of the 64 organizations that received an invitation, 17 individuals representing 14 organizations attended.

Table 7: Social Service Organization Participation Rate

	Invited	Participated
Education	16	7
Health	5	0
Mental Health	7	0
Food Security	1	0
Housing	3	1
Refugee Services	8	0
General	5	0
Religion	12	2
Other	7	4
Total	64	14

Drawing upon years of experience working with families in Evanston and Skokie, providers identified strengths and needs of families around five areas: housing, transportation, interpretation/ refugee services, health, and education. The event followed a modified World Café format to facilitate discussion around data selected from the 2016 community assessment.

The figures used in this conversation are given in Appendix C.

Early Childhood Education and Daycare Provider Questionnaire

To better understand the early childhood programs available to infants, toddlers, and preschoolers in the service area, RAD collaborated with EC2C to create a survey for early childhood education program providers. Following several conversations with providers to explain the purpose of the data collection process, the survey was distributed online in October 2016, with data pulled in January 2017. To maintain consistency between organizations, respondents were asked to describe their programs during the 2015-16 school year.

A copy of the survey is available in Appendix F1.

Requests to complete the survey were sent out electronically to all known early childhood education providers and daycare centers in Evanston and Skokie. In total, 80 individual organizations received the survey. According to data available through IECAM, 103 total childcare programs are operated in Evanston and Skokie (see Table A-3). However, organizations can operate more than one program at any given time (such as District 65's PFA, Head Start, and Early Head Start programs), suggesting that most early childhood education providers in the service area received the survey. In total, 37 early childhood education

providers and 41 daycare centers received the request. In addition, the District 65 early childhood program and its Head Start delegate agency, Infant Welfare Society of Evanston (IWSE), were asked to fill out the survey. It is important to note that both District 65 and IWSE operate other early childhood programs in addition to Early Head Start and Head Start: the data reported here reflect their entire program offerings.

The overall response rate to the survey request was just over 46 percent. This rate was lower among daycare centers than among early childhood education providers. Several daycare program owners reported that they would be more willing to fill out a paper survey; this is a potential avenue to explore in future data collection efforts. Both District 65 and IWSE responded to the online request.

Table 8: Provider Questionnaire Response Rate

	Childcare Center	Home Daycare	JEH/ IWSE	Total
Survey Requests Sent	37	41	2	80
Survey Respondents	22	13	2	37
Response Rate	59.5%	31.7%	100%	46.3%

There are several early childhood education programs that are known to serve relatively large portions of the children in the service area that did not complete the survey. As a result, the data presented here are not reflective of the overall service area. While it is not possible to generalize the data obtained to the service area as a whole, the results presented here nonetheless provide valuable insight into the early childhood programs that serve families with young children in Evanston and Skokie.

The provider questionnaire was answered predominantly by Program or Organization Directors, regardless of whether the organization was an early childhood education program or a home daycare center. As leaders in their organizations, the respondents had a high degree of knowledge about their organizations, suggesting a high degree of confidence in the accuracy of the data provided.

Table 9: Role of Respondents at Early Childhood Organizations

	Childcare Center	Home Daycare	JEH/ IWSE	Total
Owner	0	3	0	3
Program/ Organization Director	20	10	2	32
Program Staff	2	0	0	2
Administrative Staff	0	0	0	0

EC2C & District 65 Head Start Community Assessment Early Childhood Family Survey 2017

To better understand the strengths and needs of families with children ages 5 and under in the Evanston and Skokie communities, the RAD collaborated with EC2C to create a survey for families with children ages 0-5. The survey asked families questions regarding their current

childcare arrangements, their child's development, and the social service needs they might have. The survey was distributed in both online and paper formats in April 2017, with data pulled in June 2017.

A copy of the survey is available in Appendix F2.

This survey was made available in both English and in Spanish. For those wishing to complete the survey online, links were provided in both languages. Consent was obtained prior to survey administration. Paper survey respondents were instructed to destroy surveys if they chose not to participate or withdraw consent at any time, while online survey respondents were asked to indicate consent on the first page and given the option to revoke consent at any time. Those that completed the survey online but neither provided nor denied consent were omitted from analysis.

District 65 partnered with early childhood education providers as a primary means of survey distribution. As previous analyses have shown that as many as 96 percent of incoming District 65 Kindergarteners have some organized pre-Kindergarten experience, this allowed the survey to be distributed to a significant portion of families with young children in Evanston and Skokie. Links to the online surveys were sent via email in early April, with a request that the early childhood education providers distribute the survey to the families they served. Providers were also asked to indicate whether they felt their families would benefit from survey administration in paper format. Paper copies of the survey were provided with early childhood education providers in mid-April. In addition, surveys were sent electronically to all District 65 families with a child in grade 3 or under. They were also distributed at District 65's Kindergarten Registration event. Although this was a preliminary version of the survey, wording of any questions did not change substantively before the official release.

Given the deadline to complete this Community Assessment, the online survey records were pulled for analysis on June 12, 2017. As of this date, 253 individuals with children ages 0-5 consented to survey participation and answered more than 6 percent of the survey questions. Given IECAM estimates that nearly 9,000 children ages 0-5 live in Evanston and Skokie, this response rate is quite low, even accounting for families with multiple children. As a result, the results of this survey should not be taken to be representative of the service area as a whole. As evidenced by responses to several of the questions, participants of a handful of ECE programs are overrepresented in this data. The survey window will remain open until sufficient data are collected and District 65 will revise this needs assessment in 2017-18 based on the additional data collected.

Table 10: Survey Respondents

	Respondents
EHS/HS Eligible	30
EHS/HS Ineligible	174
Unknown	49
Total	253

In this report, survey respondents are classified as Early Head Start/ Head Start eligible, Early Head Start/ Head Start ineligible or Early Head Start/ Head Start eligibility status unknown. Early Head Start/ Head Start eligibility was estimated based on reported family size and household income level. Of 253 survey respondents, 30 were determined to be eligible (11.8 percent), 174 ineligible (68.7 percent), and 49 did not provide enough information to determine eligibility.

Description of Service Area Population

What are the demographics of Head Start-eligible children and families?

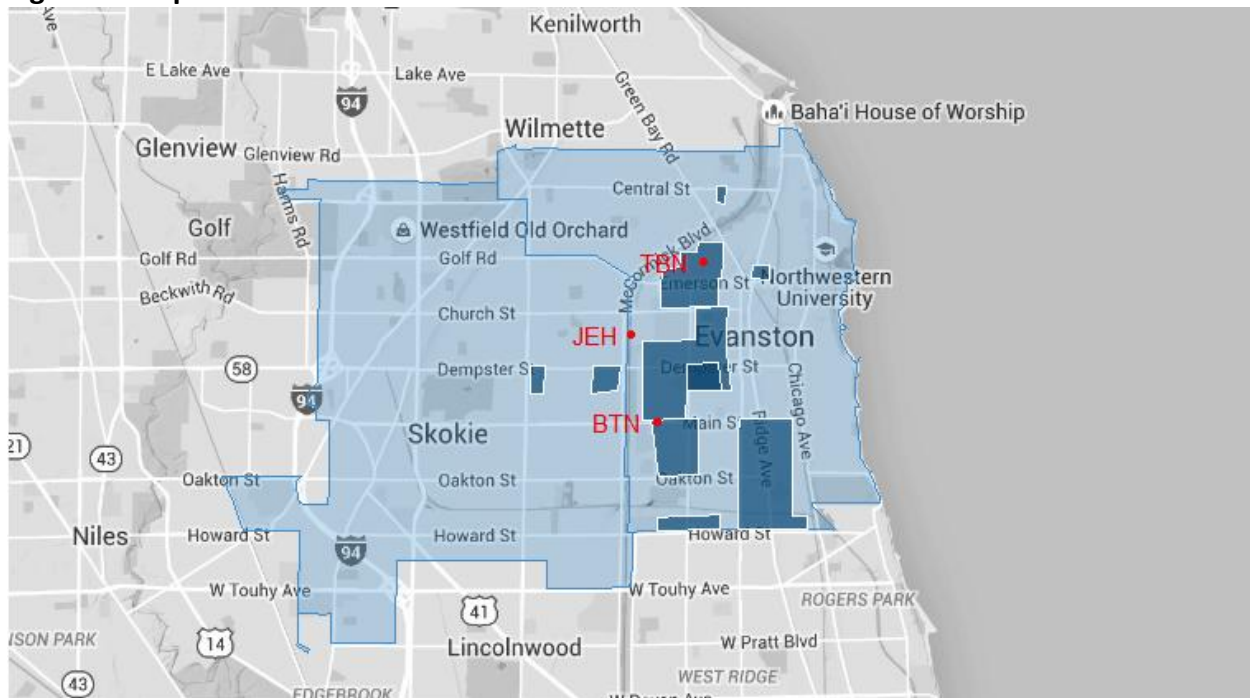
- The population that is income-eligible for Head Start in Evanston and Skokie is not dominated by one specific racial/ethnic identity. However, a disproportionate amount of Black, Hispanic, and Asian families are income-eligible for Head Start compared to the make-up of Evanston and Skokie.
- Poverty is localized in Evanston and Skokie. High poverty has persisted in Evanston's fifth ward, as well as the Western and Southern edges of the service area.
- Most renters making less than half of the Department of Housing and Urban Development-defined area median family income are severely cost burdened due to residential costs. This is not the case for home-owners, the vast majority of whom are not cost burdened.

Evanston and Skokie are geographically and demographically similar. Both cities have a sizable higher-income and majority White population. These characteristics reflect the suburban environment of Northern Chicago suburbs. Unlike most other North suburbs, however, Evanston and Skokie remain diverse in racial/ethnic identity and income. The majority of low-income residents are people of color, particularly Black and Hispanic people.

In comparison to higher income residents, this low-income population also differs substantially in many life and demographic characteristics reported below. Therefore, this section will first describe the general demographics and then describe the population that is income-eligible for EHS/HS.

Figure 3 below indicates the service area with target recruitment locations set by the EHS/HS administration based on the most concentrated areas of income-eligible families. These recruitment areas are based on the high need for low-cost early childhood education. Additionally, the providers are marked on the map in red. Again, The Joseph E. Hill Education Center (JEH) is the District 65 managed site. Teen Baby Nursery (TBN) and Baby Toddler Nursery (BTN) are managed by IWSE, the District 65 delegate agency. Both grantee and delegate sites are located near target areas.

Figure 3: Map of Service Area with Recruitment Areas Indicated



Demographics of Evanston and Skokie

Tables 11ai through 11bii indicate the age of residents in the service area. Approximately 6 percent of residents are age-eligible for EHS/HS. This is approximately 9,000 children. However, due to the demographics of Evanston, the majority of these 9,000 children would not be income-eligible for EHS/HS. Tables 38a and 38b portray the number of residents that are income-eligible for Head Start by age using census data. There are 346 children under five years old in Evanston who are income-eligible and 517 children in Skokie who are income-eligible. This is a total of 863 children in the service area who are income-eligible for Head Start. However, this does not include the number of children who are eligible based on disability status. For information on the number of children in the service area with disabilities, please see page 51.

Table 11ai: Age of Residents, Evanston

Age Group	2011	2012	2013	2014	2015
Under 5	4665	4698	4448	4315	4413
5 to 19	14119	15097	15238	15254	15003
20 to 29	13232	13270	13290	13611	13527
30 to 39	10327	10071	9752	9647	9707
40 to 49	9561	9630	9661	9698	9799
50 to 59	9581	9641	9233	9321	9298
60 to 64	3905	3749	4104	4112	4247
65 and Over	8723	8462	9196	9330	9591
Total	74114	74618	74922	75288	75585

Source: ACS, 2011-15

Table 11aii: Age of Residents by Percent of Population, Evanston

Age Group	2011	2012	2013	2014	2015	National Average (2015)
Under 5	6.3%	6.3%	5.9%	5.7%	5.8%	6.2%
5 to 19	19.0%	20.2%	20.3%	20.3%	19.8%	19.5%
20 to 29	17.8%	17.8%	17.7%	18.1%	17.9%	13.9%
30 to 39	13.9%	13.5%	13.0%	12.8%	12.8%	13.1%
40 to 49	12.9%	12.9%	12.9%	12.9%	13.0%	12.8%
50 to 59	12.9%	12.9%	12.3%	12.4%	12.3%	13.6%
60 to 64	5.3%	5.0%	5.5%	5.5%	5.6%	6.0%
65 and Over	11.8%	11.3%	12.3%	12.4%	12.7%	14.8%

Source: ACS, 2011-15

Skokie has similar age demographics to Evanston, shown in Tables 11bi and 11bii. An important difference is the larger elderly population. Compared to Evanston, 6 percent more residents are above the retirement age in Skokie. However, without data disaggregated by income, this cannot inform service because it does not accurately reflect residency patterns of EHS/HS families. This is reported in the subsection *Demographics of the Income-eligible for Head Start Population*.

Table 11bi: Age of Residents, Skokie

Age Group	2011	2012	2013	2014	2015
Under 5	3510	3265	3683	3478	3526
5 to 19	11748	11871	11833	12136	11500
20 to 29	8435	8280	8176	7841	7798
30 to 39	7341	7388	7514	7959	7784
40 to 49	9332	8804	8425	8493	8390
50 to 59	10517	10811	10940	10815	10819
60 to 64	4306	4780	5006	5261	5425
65 and Over	12066	12526	12478	12172	12667
Total	67255	67725	68056	68156	67910

Source: ACS, 2011-15

Table 11bii: Age of Residents by Percent of Population, Skokie

Age Group	2011	2012	2013	2014	2015	National Average (2015)
Under 5	5.2%	4.8%	5.4%	5.1%	5.2%	6.2%
5 to 19	17.5%	17.5%	17.4%	17.8%	16.9%	19.5%
20 to 29	12.5%	12.2%	12.0%	11.5%	11.5%	13.9%
30 to 39	10.9%	10.9%	11.0%	11.7%	11.5%	13.1%
40 to 49	13.9%	13.0%	12.4%	12.5%	12.4%	12.8%
50 to 59	15.6%	16.0%	16.1%	15.9%	15.9%	13.6%
60 to 64	6.4%	7.1%	7.4%	7.7%	8.0%	6.0%
65 and Over	17.9%	18.5%	18.3%	17.9%	18.7%	14.8%

Source: ACS, 2011-15

Tables 12a and 12b indicate the number of children in the EHS/HS-eligible age range in Evanston and Skokie. In Evanston, there are 2,456 children in the eligible age range for Early Head Start. There are 2,509 children in the eligible age range for Head Start in this area. The majority of residents of Evanston would not be EHS/HS-eligible due to the income requirements (See Table 38a).

Table 12a: Number of Residents by Age, Evanston

Age	Population
2 years and under	2,456
3-5 years	2,509
Total	4,965

Source: IECAM, 2014

In Skokie, there are 1,953 children in the eligible age range for Early Head Start. There are 1,995 children in the eligible age range for Head Start in this area. In Skokie, the majority of residents would not be EHS/HS -eligible due to the income requirements (see Table 38b). Income-eligible children in the eligible age range are reported in the subsection *Demographics of the Income-eligible for Head Start Population*.

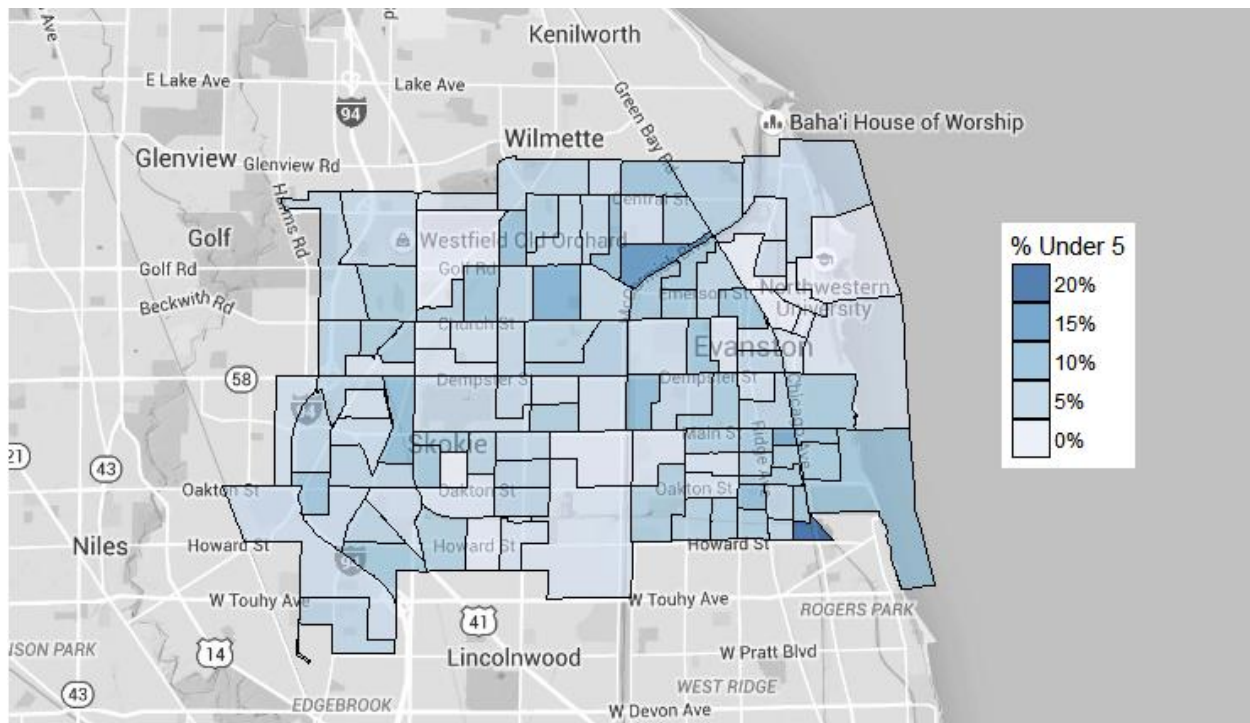
Table 12b: Number of Residents by Age, Skokie

Age	Population
2 years and under	1,953
3-5 years	1,995
Total	3,948

Source: IECAM, 2014

In Evanston, there are 2.1 percent fewer children ages two and under than children ages three to five. In Skokie there are 2.1 percent fewer children ages two and under than children ages three to five.

Figure 4 indicates the locations of children five years of age and under in Evanston and Skokie. There is a relatively uniform distribution of residents less than five years old. West Evanston and West Skokie have slightly higher densities of children five years and under. Additionally, the south tip of Evanston has a small, but very high-density area of children less than five years old. The number of children 18 years and under is also reported by this data. Figure A-1 in the Appendix displays this information. Similar trends are seen in this data as in Figure 4, below.

Figure 4: Percent of Residents Under Five Years of Age by Location, 2015

Source: ACS, 2015

Tables 13a and 13b indicate the family composition of age-eligible children in Evanston and Skokie. In Evanston, the majority of children live with two parents. Of these families, more than 60 percent have two working parents. For children living with one parent, nearly 80 percent live with a parent who works.

Table 13a: Number of Children 5 Years and Younger by Family Composition, Evanston

Family Composition	# of Children	% of Children
Living with two parents	4,629	
Living with two working parents	2,909	63%
One or more non-working	1,720	37%
Living with one parent	1,004	
Living with one working parent	797	79%
Living with one non-working parent	207	21%

Source: IECAM, 2014

Skokie shows similar trends to Evanston. However, the percentage of students living in families with one single working parent is larger. Over 60 percent of children in two family households have two parents who work. Over 90 percent of children in single parent families have a working parent.

Table 13b: Number of Children 5 Years and Younger by Family Composition, Skokie

Family Composition	# of Children	% of Children
Living with two parents	2,813	
Living with two working parents	1,759	63%
One or more non-working	1,054	37%
Living with one parent	727	
Living with one working parent	670	92%
Living with one non-working parent	57	8%

Source: IECAM, 2014

Tables 14a and 14b describe the household composition of Evanston and Skokie. In Evanston, the majority of households are two parent households, with two to four members. Over 20 percent of households are single parent households with two to four members. There have not been substantive changes in household composition in the past five years.

Table 14a: Household Composition, Evanston

	2011	2012	2013	2014	2015
Two Parent Households					
2 to 4 members	66.4%	65.6%	65.7%	66.3%	67%
5 or more members	10.1%	10.2%	9.8%	9.1%	8.2%
Single Parent Households					
2 to 4 members	21.7%	22.5%	22.7%	22.8%	23.2%
5 or more members	1.8%	1.7%	1.8%	1.9%	1.6%

Source: ACS, 2011-15

In Skokie, the household composition is similar to Evanston's. Over 60 percent of households are two parent households with two to four members. Over 20 percent of households are single parent households with two to four members. There have not been substantive changes in household composition in the past five years.

Table 14b: Household Composition, Skokie

	2011	2012	2013	2014	2015
Two Parent Households					
2 to 4 members	66.7%	65.4%	64.7%	63%	63.3%
5 or more members	12.1%	12.2%	12.3%	13.6%	12.2%
Single Parent Households					
2 to 4 members	20%	20.9%	21.1%	21.5%	22.7%
5 or more members	1.2%	1.5%	1.9%	1.9%	1.8%

Source: ACS, 2011-15

Tables 15a and 15b indicate the relationship of children under age 18 to the head of the household in Evanston and Skokie. The majority of children in Evanston were the biological

children of the head of household. Nearly 5 percent of children lived with their grandparents, while 3 percent were adopted. Less than 1 percent of children were foster children or otherwise unrelated to the head of household. However, the number of foster children in the area has been increasing slightly over the past four years.

Table 15a: Relationship of Children Under Age 18 to Head of Household, Evanston

	2012	2013	2014	2015
Biological child	13525	13424	13458	13342
Adopted child	405	456	463	491
Stepchild	101	112	186	181
Grandchild	759	665	665	683
Other relative	244	229	154	161
Foster child or other unrelated child	79	75	100	119
Total	15113	14961	15026	14977

Source: ACS, 2012-15

Similar to the trends seen in Evanston, 88 percent of children in Skokie were the biological children of the head of household. More than 6 percent of children lived with their grandparents, while 2 percent were otherwise related and 2 percent were adopted. Less than 1 percent of children were foster children or otherwise unrelated to the head of household. Unlike in Evanston, the number of foster children in the area has been decreased dramatically over the past four years.

Table 15b: Relationship of Children Under Age 18 to Head of Household, Skokie

	2012	2013	2014	2015
Biological child	11930	12328	12412	12211
Adopted child	326	308	282	279
Stepchild	247	133	143	157
Grandchild	736	751	930	893
Other relative	198	285	366	333
Foster child or other unrelated child	139	50	13	16
Total	13576	13855	14146	13889

Source: ACS, 2012-15

Table 16 describes the number of children placed into foster or institutional/ group care by the Illinois Department of Children and Family Services (DCFS) as of June 30, 2017. There are a total of 82 children in the service area in the foster care system, ranging in age from newborn to 18 or older. The children in foster care are relatively evenly distributed throughout the service area, with two exceptions. There is a large population of children in the 60202 zip code area in

an institutional or group home. In addition, just one foster child was placed in the 60203 zip code area, although it should be noted that this area is significantly smaller than the others.

Table 16: Children in Foster Care by Placement Zip Code, June 30, 2017

Zip Code	City	Foster Care	Relative Foster Care	Institutional/Group Care
60201	Evanston	8	9	0
60202	Evanston	5	7	33
60203	Evanston & Skokie	0	1	0
60076	Skokie	6	6	0
60077	Skokie	4	3	0
Grand Total		23	26	33

Source: DCFS

Tables 17a and 17b indicate the racial/ethnic identity of residents of Evanston and Skokie. Unlike the data reported earlier, Hispanic is included as a separate racial/ethnic identity. Nearly 60 percent of Evanston residents identify as White; this percentage has remained steady over the past five years. The Black population is decreasing; 16.8 percent of residents identify as Black, a 2.8 percent decrease since 2011. The Black community is historically established in Evanston's 5th Ward, an area in the middle of North Evanston. In contrast, the Hispanic population has increased by 1.3 percent and the Asian population has increased by 1.8 percent over the past five years. Evanston's total population has increased during this time.

Table 17a: Racial/Ethnic Identity of Residents, Evanston

	2011	2012	2013	2014	2015
Asian	6.3%	7.5%	8%	7.8%	8.1%
Black	19.6%	18.4%	18.2%	17.5%	16.8%
Hispanic	9%	9.9%	9.4%	10%	10.3%
Native American	0%	0%	0.2%	0.2%	0.1%
White	59.8%	59.1%	59.6%	59.6%	59.4%
Pacific Islander	0%	0%	0%	0%	0%
Multi-racial	2.7%	2.8%	2.8%	3.2%	3.2%
Other	2.5%	2.2%	1.8%	1.8%	2%

Source: ACS, 2011-15

Slightly more than half of Skokie residents identify as White. In contrast to Evanston's steady White population, over the past five years Skokie's population of White residents has decreased by 4.5 percent. More than 26 percent of Skokie residents identify as Asian, a 2.3 percent increase since 2011. Like Evanston, the Hispanic population of Skokie has fluctuated around 10 percent during this time, and has increased by approximately 1 percent since 2011. The Black population of Skokie has remained relatively steady over this time, hovering around 6 percent.

Table 17b: Racial/Ethnic Identity of Residents, Skokie

	2011	2012	2013	2014	2015
Asian	24.3%	24.8%	24.1%	26.5%	26.6%
Black	6.5%	6.9%	5.5%	6%	6.3%
Hispanic	8.3%	8.3%	10.5%	10.2%	9.3%
Native American	0%	0.1%	0.1%	0.1%	0.2%
White	57.5%	56.4%	56%	53.0%	53%
Pacific Islander	0%	0%	0%	0%	0%
Multi-racial	1.9%	1.9%	2.3%	2.6%	3.2%
Other	1.5%	1.6%	1.6%	1.6%	1.5%

Source: ACS, 2011-15

Data about eligibility for free or reduced price lunches provides a snapshot of the correlation of race and income in Evanston and Skokie. Students eligible for a free or reduced price lunch live in households below 180 percent of the federal poverty guidelines. A District 65 Department of Research, Accountability, and Data report indicated that less than 10 percent of the White students in District 65 were eligible for free or reduced price lunch. Almost 80 percent of Black students in District 65 were eligible for free or reduced price lunch (Godard, 2016, 11). Nearly 67 percent of Hispanic students in District 65 were eligible for free or reduced price meals (Godard, 2017, 6).

Education in Evanston and Skokie

Educational Attainment

Tables 18a and 18b report the educational attainment of Evanston and Skokie residents. Slightly over 66 percent of Evanston residents have a Bachelor's degree or higher, while 6 percent of residents attained less than a high school diploma. These proportions have remained relatively stable over the past five years.

Table 18a: Educational Attainment of Residents, Evanston

	2011	2012	2013	2014	2015
Less than high school	6.4%	6.1%	5.7%	6.2%	6%
High school or equivalent	11.8%	11.6%	10.8%	10.7%	11.6%
Some College or Associates	16.4%	16.9%	17.5%	16.7%	16.1%
Bachelor's or Higher	65.4%	65.4%	66%	66.4%	66.4%

Source: ACS, 2011-15

Skokie residents tend to be less educated than Evanston residents. More than 10 percent of Skokie residents attain less than a high school diploma, and nearly 19 percent have a high school diploma or GED. Notably, the percent of residents with a high school diploma or equivalent degree has increased by 1.1 percent over the past five years. Across the past five

years, 46 percent of Skokie residents have had a bachelor's degree or higher, and approximately 25 percent have had some college or an associate's degree.

Table 18b: Educational Attainment of Residents, Skokie

	2011	2012	2013	2014	2015
Less than high school	10.7%	11%	11%	10.9%	10.4%
High school or equivalent	17.8%	19%	18.7%	18%	18.9%
Some College or Associates	25%	24.4%	24.2%	24.5%	24.8%
Bachelor's or Higher	46.4%	45.6%	46.2%	46.6%	46%

Source: ACS, 2011-15

School Information in Evanston, Skokie, and Surrounding Area

Table 19 depicts demographic patterns over the past five years in school districts in the service area. This presents a picture similar to that of the previous reported census demographics. Of note are the large differences in spending seen in the Skokie school districts. In peer districts with similar demographics, size, and location, almost 80 percent of funding comes from property taxes at the local level (5Sight, 2016). In addition, a larger percentage of the District 65 students are homeless compared to the other public school districts in the area.

Table 19: Demographics of Service Area Public Schools

	Evanston CCSD 65	Skokie SD 68	Skokie SD 69	Fairview SD 72	East Prairie SD 73	Skokie SD 73.5
Total Enrollment						
SY 2015-2016	7,805	1,832	1,690	701	521	1,076
Five Year Change	13.5%	3.3%	-1.8%	6.9%	-6.5%	-1.5%
Per Student Spending						
SY 2015-2016	\$14,150	\$15,358	\$12,181	\$16,142	\$13,749	\$16,050
Five Year Change	-3.5%	5.8%	6.1%	9.4%	18.9%	20.9%
% Low Income						
SY 2015-2016	37.8%	46.3%	52.2%	23.0%	28.8%	36.3%
Five Year Change	-3.2%	-1.7%	-0.8%	-2.0%	5.8%	6.3%
% with Disabilities						
SY 2015-2016	13.2%	14.8%	10.7%	16.4%	15.4%	15.2%
Five Year Change	0.2%	-1.2%	-1.3%	1.4%	1.4%	0.2%
% Homeless Students						
SY 2015-2016	3.0%	1.0%	2.0%	0.0%	1.0%	1.0%
Three Year Change	-1.0%	0.0%	-1.0%	0.0%	1.0%	0.0%

Source: Illinois State Report Card, 2016

Table 20 depicts the racial composition of the same districts and changes within the last five years. Although white students remain the plurality of students served in each district, public schools in the service area serve minority students as the majority of their populations. Black and Hispanic students make up more than a quarter of the students served in District 65, Skokie SD 68, and Skokie SD 69. For a map of school district boundaries in Evanston and Skokie, see Figure A-2 in the Appendix.

Table 20: Racial/Ethnic Identity of Students in Evanston and Skokie

	Evanston CCSD 65	Skokie SD 68	Skokie SD 69	Fairview SD 72	East Prairie SD 73	Skokie SD 73.5
White						
SY 2014-2015	43.9%	36.5%	36.6%	48.9%	38.8%	40.4%
Five Year Change	0.9%	-0.5%	0.6%	-0.1%	-2.2%	-0.6%
Black						
SY 2014-2015	23.5%	10.2%	10.9%	1.7%	4.4%	8.5%
Five Year Change	-3.5%	0.2%	-1.1%	0.7%	0.4%	-1.5%
Hispanic						
SY 2014-2015	19.3%	16.3%	18.5%	13.1%	9.8%	11.9%
Five Year Change	0.3%	0.3%	0.5%	-1.9%	1.8%	-1.1%
Asian						
SY 2014-2015	4.4%	31.9%	27.6%	32.1%	42.2%	33.0%
Five Year Change	-0.6%	-0.1%	-1.4%	2.1%	-0.8%	2.0%
Two or More						
SY 2014-2015	8.5%	4.8%	6.1%	3.7%	4.6%	5.8%
Five Year Change	1.5%	0.8%	1.1%	-1.3%	0.6%	0.8%
Other						
SY 2014-2015	0.3%	0.3%	0.2%	0.4%	0.2%	0.5%
Five Year Change	0.3%	0.3%	0.2%	0.4%	-0.8%	0.5%

Source: Illinois State Report Card, 2016

Table 21 indicates the percent of students meeting and exceeding standards on the Partnership for the Assessment of Readiness for College and Careers (PARCC) test, Illinois' accountability assessment. All districts considered have more students that met or exceeded standards than the state average. In District 65, 48 percent of students met or exceeded PARCC standards.

Table 21: PARCC Results in Service Area Schools, 2015-16

District	% Meeting/Exceeding Standards on PARCC
Evanston CCSD 65	48%
Skokie SD 68	40%
Skokie SD 69	36%
Fairview SD 72	59%
East Prairie SD 73	52%
Skokie SD 73.5	53%
State	34%

Source: Illinois State Report Card, 2016

Table 22 describes the students qualifying for English language learner services in service area school districts. Skokie school districts serve more English language learner students than District 65. Although District 65 serves areas of high need in Skokie, areas with high needs for English language learner services are not localized to District 65's K-8 catchment.

State law requires District 65 to ask all families if 1) their child speaks another language at home and 2) if they have language competency other than English. If the answer to either question is "yes," the student must be assessed for English language competency. Therefore, the percentages reported below reflect a very accurate measure of English language learner status.

Table 22: Percent of Students Qualifying for English Language Learner Services in Service Area School Districts, 2015-16

School District	% Qualifying for English Language Learner services	5-year change
Evanston CCSD 65	11.6%	0.6%
Skokie SD 68	16.5%	1.5%
Skokie SD 69	22.8%	1.8%
Fairview SD 72	11.0%	-2.0%
East Prairie SD73	22.3%	-0.7%
Skokie SD 73.5	17.8%	3.8%

District 65's Department of Research Accountability and Data reports on the most common language spoken by English language learner students each year. Table 23 reports this information and demonstrates that the vast majority of English language learners are Spanish speakers. However, there are also a sizable number of French, Haitian Creole, and Mandarin speaking English learners. There are many additional students in District 65 who speak a language other than English or have a language other than English spoken in the home. These additional students are not reported as English learner students because they have an English proficiency level such that English learner services are not required. Notably, the Skokie school districts have greater five year changes compared to minimal changes seen at District 65.

Table 23: District 65 Most Common Languages Spoken, K-8

Language	# of Students	% of Students
English	5,915	73.3%
Spanish	1,238	15.3%
French	78	1.0%
Mandarin (Chinese)	63	0.8%
Haitian- Creole	53	0.7%
Russian	41	0.5%

Source: District 65, 2016

Health in Evanston and Skokie

Tables 24a and 24b depict the percent of Evanston and Skokie residents without health insurance of some kind. Almost 7 percent of Evanston residents do not have health insurance. These uninsured residents are generally 18 to 64. The percentage of residents younger than 65 that are uninsured has been decreasing over the past three years and dropped substantially in 2015.

Table 24a: Percent of Residents without Health Insurance, Evanston

	2012	2013	2014	2015
Under 18	2.7%	1.8%	1.1%	0.79%
18 to 64	11.4%	11.3%	10.9%	9.6%
65 and over	0.6%	0.6%	0.8%	1.0%
Total	8.4%	8.1%	7.7%	6.8%

Source: ACS, 2012-15

In Skokie, the proportion of residents that are uninsured is almost twice that of Evanston. Over 18 percent of residents between 18 and 64 are uninsured. However, the percentage of residents of all ages that are uninsured has been decreasing steadily over the past three years.

Table 24b: Percent of Residents without Health Insurance, Skokie

	2012	2013	2014	2015
Under 18	5.9%	3.0%	2.9%	2.4%
18 to 64	20.5%	21.9%	20.5%	18.5%
65 and over	3.5%	3.5%	2.9%	2.4%
Total	14.5%	14.7%	13.7%	12.3%

Source: ACS, 2012-15

Nutrition in Evanston and Skokie

The Chicago Food Depository published a report on food insecurity in Cook County in 2012. Food security is defined as having reliable access to sufficient quantities of affordable, nutritious food. Its findings are reproduced below in Table 25. Both Evanston and Skokie have food insecurity at similar rates, 12 and 11 percent respectively (Chicago Food Depository, 2012). Food insecurity has large negative effects on student development of academic and social skills, even from a young age (Jyoti et. al., 2005).

Information reported in Tables 44a and 44b (p. 59) shows that SNAP rates have increased over the past five years in both Evanston and Skokie. These data provide evidence that food insecurity may have increased such that more families require assistance. An alternative explanation is that the level of food insecurity is similar but that service outreach has improved to existing, struggling families.

Table 25: Percent of Food Insecure Residents in Evanston and Skokie, 2012

	Food Insecurity Rate	# of Residents
Evanston	12.0%	8,866
Skokie	11.1%	7,084

Source: Chicago Food Depository, 2013

Social Services in Evanston and Skokie

Employment

Tables 26a and 26b indicate the industries in which employed residents of Evanston and Skokie work. Overall, the vast majority of residents in Evanston and Skokie are employed in white-collar industries. In both municipalities, the majority of the population is employed in the management, art, science, business, and sales/office industries.

In Evanston, over 60 percent of residents are employed in the management, art, science and business fields. This has not changed substantively in the past five years. Less than 20 percent of residents are employed in blue-collar industries. The majority of blue-collar employees work in the service industry.

Table 26a: Industry of Employment for Employed Residents 16 and Over, Evanston

Industry	2011	2012	2013	2014	2015
Management, art, science and business	61.1%	61.5%	61.8%	61.7%	61.4%
Sales/Office	20.0%	19.2%	19.6%	19.8%	19.5%
Service industry	11.5%	11.7%	11.6%	11.7%	11.5%
Production and transportation	4.6%	4.3%	4.4%	4.8%	5.3%
Construction, maintenance, natural resources	2.7%	3.2%	2.6%	2.0%	2.3%

Source: ACS, 2011-15

There are similar employment trends in Skokie. Almost 45 percent of residents are employed in the management, art, science and business fields. This has not changed substantively in the past five years. Less than 30 percent of residents are employed in blue-collar jobs. The majority of these residents work in the service industry. Nearly 17 percent fewer residents are involved in management, art, science, and business industries in Skokie compared to Evanston. More Skokie residents work in the service industry, as well as in production and transportation.

Table 26b: Industry of Employment for Employed Residents 16 and Over, Skokie

Industry	2011	2012	2013	2014	2015
Management, art, science and business	45.2%	45.4%	45.4%	44.6%	44.5%
Sales/Office	26.0%	25.4%	25.7%	25.7%	25.8%
Service industry	13.2%	14.0%	14.7%	15.8%	15.6%
Production and transportation	9.8%	9.9%	9.4%	8.6%	8.8%
Construction, maintenance, natural Resources	5.8%	5.3%	4.9%	5.2%	5.2%

Source: ACS, 2011-15

Table 27a and 27b indicate the five largest employers in Evanston and Skokie. In Evanston, Northwestern University and NorthShore University Health System are the largest employers. This matches the industries seen in Table 26a. Given the number of employed persons, it is reasonable to conclude that many of Evanston residents work at employers in nearby Chicago.

Table 27a: Top Employers in Evanston, 2016

Organization/Company	# of Employees
Northwestern University	7,333
NorthShore University Health System	4,114
District 65	1,137
St. Francis Hospital	1,000
City of Evanston	824

Source: Evanston CAFR, FY16

Although the employers listed in Table 27b are Skokie's largest employers, they employ less people than Evanston's largest employers. However, the same caveat about proximity to

Chicago applies: given the number of employed persons reported here, it is reasonable to conclude that many of Skokie residents work at employers in nearby Chicago.

Table 27b: Top Employers in Skokie, 2016

Organization/Company	# of Employees
NorthShore University Health System	2,296
FederalMogul	1,279
Niles Township High School District 219	950
Macy's	910
Georgia Nut	700

Source: Skokie CAFR, FY16

Transportation

Evanston and Skokie have two major transportation agencies that provide rail transportation: Metra, a commuter rail system into Chicago, and the Chicago Transit Authority (CTA) elevated train. The CTA also provides bus transportation in the service area along with the Pace suburban bus system.

The Metra rail runs north to Wisconsin and South to Chicago. It is primarily a train for commuters. Table 8 area are located on the east side of Evanston. A Metra line also runs just to the west of the service area. In Evanston, the majority of riders board at stations on the north side of Evanston. This provides some evidence for Metra's usage as a commuter rail. Over 4,000 people ride the Metra in both directions every day.

Table 28: Evanston Metra Daily Ridership, 2014

Station:	#of Trains		#of Riders	
	Inbound (South)	Outbound (north)	Inbound (South)	Outbound (north)
Central	33	27		
Boarding			1,150	60
Alighting			58	1,111
Davis	34	32		
Boarding			1,631	439
Alighting			414	1,646
Main	29	27		
Boarding			914	179
Alighting			146	997
Boarding total			3,695	678
Alighting total			618	3,754
Total	96	87	4,313	4,432

Source: RTA, 2015

The CTA runs two elevated trains (colloquially referred to as ‘L’ trains) from Chicago into Evanston and Skokie. Daily ridership is substantially higher than the Metra train. Table 29 reports the ridership of the CTA trains. Over 14 thousand riders board CTA trains in Evanston and Skokie every day. The majority of these riders ride the Purple Line. The CTA does not report the number of passengers exiting trains at its stations, but it is a reasonable assumption that this number is similar to the number of boardings.

Table 29: Daily Service Area CTA Ridership, 2016

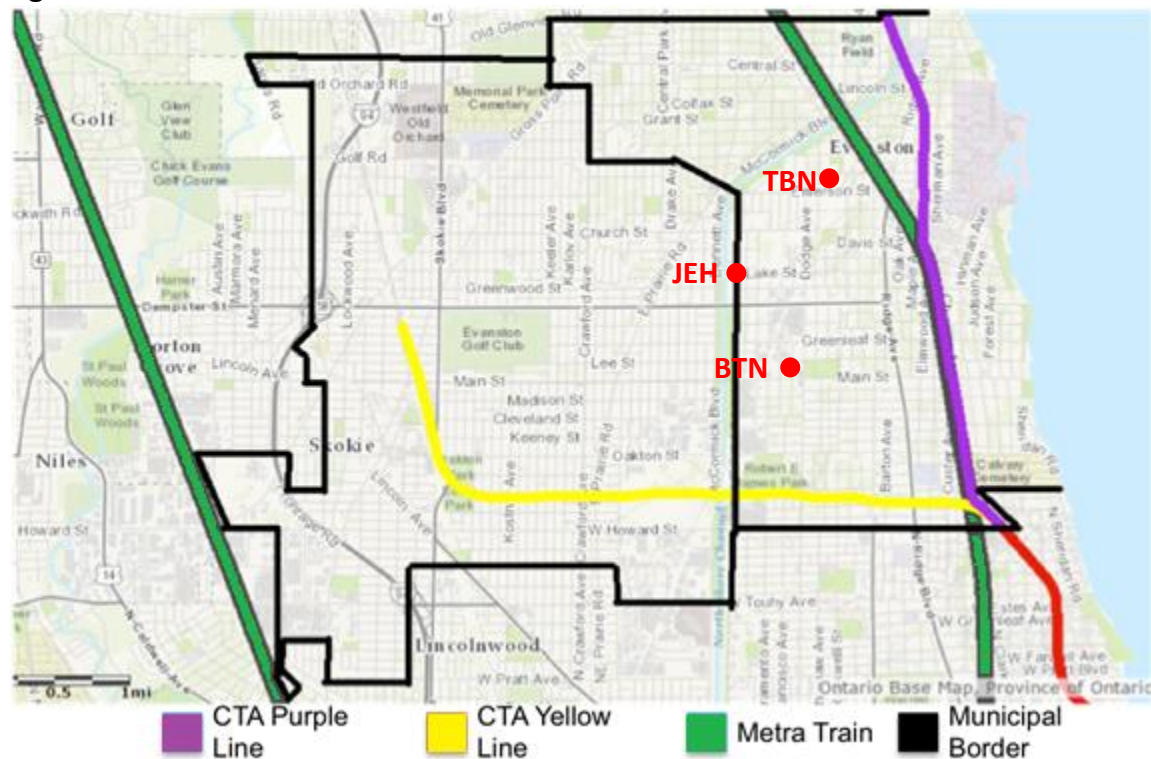
Train Line	Station	Average # of Boardings
Purple Line	Evanston	10,930
Yellow Line	Skokie	3,184
Total		14,114

Source: CTA, 2016

Figure 5 displays the CTA and Metra routes in relation to the service area. The yellow and purple lines represent the Yellow and Purple ‘L’ trains.³ The green lines represent the two Metra routes that travel north of the city. A wide area of Evanston and Skokie, especially our target areas, do not have easy, direct access to commuter rail or the CTA train.

³ Note, that the yellow line has two stops. The approximate locations of the stops are at the apex of the curve and at the end of the line.

Figure 5: Train Routes in Evanston and Skokie



Source: RTA, 2015

Grantee Centers:

- [JEH] Joseph E. Hill Education Center
- [BTN] Baby Toddler Nursery
- [TBN] Teen Baby Nursery

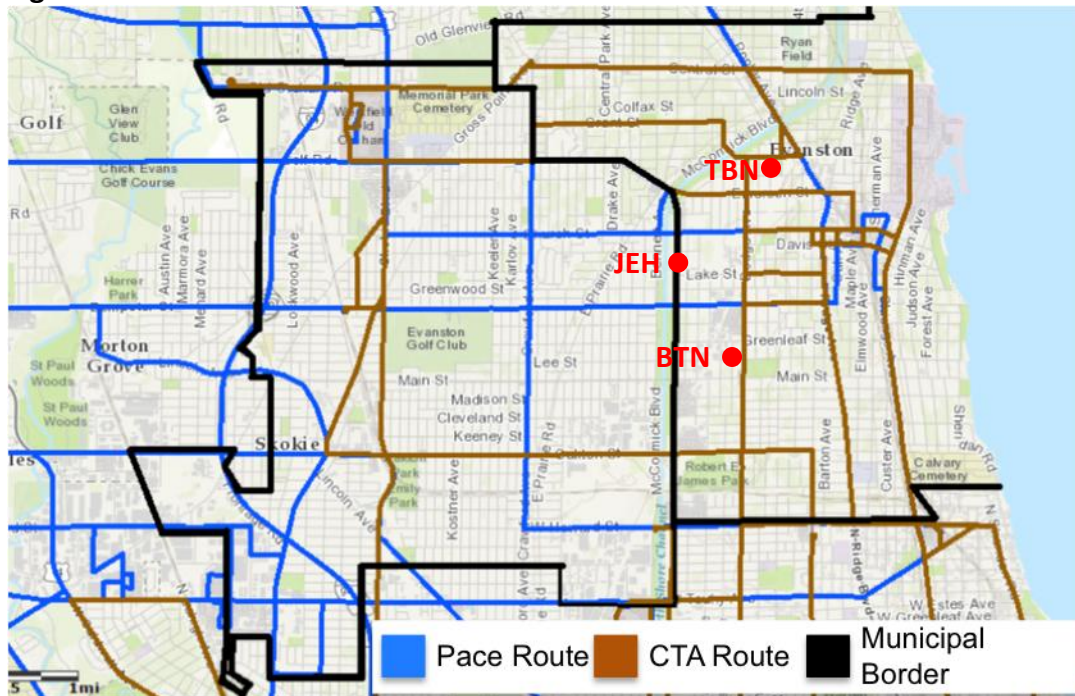
Figure 6 shows the bus routes within Evanston and Skokie. These bus routes leave many residents without an easily accessible bus route. The frequency and high variance in bus arrival times further inconvenience users of bus transportation.⁴

A report on transportation in Evanston in 2009 surveyed residents about their use of public transit. The majority of residents believed that public transportation was currently a viable mode of transportation (City of Evanston, 2009). They also agreed that more frequent service and more expansive routes would increase ridership (Ibid). In all cases, the availability of information regarding routes and schedules was not an issue for public transportation (Ibid).

⁴ Anecdotally, both primary authors of this report have attempted to use bus transportation in Evanston/Skokie for time-sensitive engagements; it is not a reliable or efficacious method of reaching a destination.

Additionally, the schedule of these bus routes does not directly benefit consumers because buses do not run frequently or on time. Most buses operate at least twice per hour. A full time-table of bus routes is available in the Appendix in Table A-2. Additionally, most trips require a transfer due to the geographic locations of each bus route. Due to the infrequency and lack of timeliness of buses, residents must factor in additional time for the total trip.

Figure 6: Bus Routes in Evanston and Skokie



Source: RTA, 2015

Grantee Centers:

- [JEH] Joseph E. Hill Education Center
- [BTN] Baby Toddler Nursery
- [TBN] Teen Baby Nursery

Languages Spoken in the Service Area

Tables 30a and 30b describe linguistically isolated⁵ households in Evanston and Skokie. Based on data reported in Table 23 (p. 37), Spanish has the largest single non-English language speakership. However, in the service area, Spanish-language households do not make up the majority of linguistically isolated households. In Evanston, around one in three linguistically isolated households speaks Spanish. This is indicative of the diverse populations in Evanston.

⁵ IECAM defines linguistic isolation as having no member of a household over the age of 14 self-report that they speak English “very well.”

Table 30a: Number of Linguistically Isolated Households, Evanston

Language	# of Households
Spanish	462
Other non-English languages	874
Total	1,336

Source: IECAM, 2015

Skokie shows a different pattern. The total number of linguistically isolated households in Skokie is more than twice that of Evanston, although Skokie is a slightly smaller municipality. However, Spanish language linguistically isolated households in Skokie are not common. They comprise less than 5% of the total number of linguistically isolated households, and 29% as many as are reported in Evanston. This, again, shows the diverse population in the service area.

Table 30b: Number of Linguistically Isolated Households, Skokie

Language	# of Households
Spanish	133
Other non-English languages	2,892
Total	3, 025

Source: IECAM, 2015

Nativity and Refugee Children

Tables 31a and 31b show the nativity and citizenship status of Evanston and Skokie residents. The two municipalities have large differences. In Evanston, over 80 percent of residents are native US citizens, 8 percent are naturalized US citizens, and 11 percent of residents are not US citizens. The percentage of Foreign Born residents has increased modestly over the past five years. Since 2011, the percentage of native-born citizens has decreased by 2.2 percent. This reflects some of the change in the service area population that Early Head Start/ Head Start service providers are aware of.

Table 31a: Nativity of Residents, Evanston

	2011	2012	2013	2014	2015
Native	83.0%	82.2%	81.3%	81.0%	80.8%
Born in state	47.9%	48.1%	48.2%	47.6%	47.4%
Born out of state/ country	35.1%	34.1%	33.1%	33.3%	33.4%
Foreign Born	17.0%	17.8%	18.7%	19.0%	19.2%
Naturalized	7.0%	7.0%	7.7%	7.9%	8.1%
Not a citizen	10.0%	10.8%	11.0%	11.1%	11.1%

Source: ACS, 2011-15

Skokie has a much smaller native-born population. Less than 60 percent of residents were born in the US. However, Skokie has a similar percentage of non-naturalized residents as Evanston. Just under 13 percent of residents in 2015 were not US citizens. The percentage of naturalized Skokie residents has increased modestly over the past five years, while the percentage of those born in the country has decreased slightly.

Table 31b: Nativity of Residents, Skokie

	2011	2012	2013	2014	2015
Native	60.0%	58.8%	58.8%	58.5%	58.6%
Born in state	49.1%	47.9%	47.5%	47.4%	47.1%
Born out of state/country	10.9%	10.9%	11.4%	11.2%	11.6%
Foreign Born	40.0%	41.2%	41.2%	41.5%	41.4%
Naturalized	26.2%	28.1%	27.5%	28.1%	28.8%
Not a citizen	13.8%	13.1%	13.7%	13.3%	12.6%

Source: ACS, 2011-15

According to District 65 data, there was an increase in the number of refugee students in recent years. Although there is anecdotal evidence that this has been due to an increase in refugee families moving into the District's enrollment area, a number of these enrollments may be from adopted refugee children. We have attempted to contact an international adoption placement agency in the service area and have not yet received exact information. For example, District 65 had 83 refugee students enrolled in the district in preschool through eighth grade in 2016-17. However, only 8.4 percent of these students attended the Joseph E. Hill Education Center for preschool services during this time. The majority of refugee students are older, thus not enrolled in District 65's early childhood services.

Most of these students have high needs for social services and English language services. Of these students, 58 percent are considered homeless by District 65. Additionally, District 65's refugee students represent a variety of countries throughout the world and speak many different languages. Table 32 shows the most common languages spoken by refugees in the district.

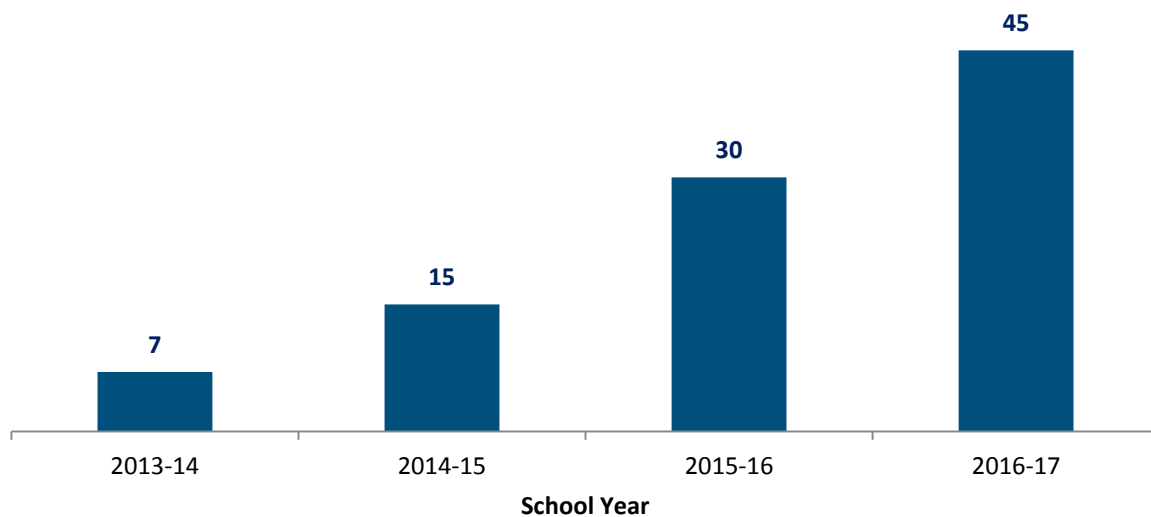
Table 32: Most Common Languages Spoken by PK-8 Refugee Students in District 65, 2016-17

Languages Spoken at Home*	% of Students
Arabic	57.8%
Swahili	11.1%
French	8.9%
Farsi	8.9%
Spanish	2.2%
Other	11.1%

Source: District 65, 2017

Moreover, the refugee population in District 65 has seen significant increases in recent years. Figure 7 indicates the number of new refugee students registering in District 65 each year for the past three years. In the 2016-17 school year, 45 new refugee students registered in the district, 16 percent of these students registered in a preschool program. Please note that this data differs from that of the 2016 Community Needs Assessment. The definition of “refugee” used here is more conservative, resulting in fewer new students reported for 2013-2016.

Figure 7: Change in Number of New Refugee Students per School Year in District 65, PK-8



Homelessness

Evanston has a significant homeless population. A 2012 report from the Evanston Homelessness Task force estimated that 10 percent of Evanston’s population was homeless, around 7,500 residents. In 2014 Connections for the Homeless, a Chicago-area agency that provides services for the homeless, estimated that 500 families in Evanston were either couch surfing or doubled up with another family (City of Evanston, 2015). This is consistent with public school demographic trends, as 3 percent of all District 65 students were homeless during the 2015-16 school year (Illinois State Report Card, 2016).

The homeless population of Skokie is smaller than that of Evanston. According to a proposal for a community block grant submitted by the Village of Skokie in 2015, the official number of homeless residents in Skokie is zero. It was noted that city staff knew of three homeless individuals who had been in Skokie for at least part of the previous year (City of Skokie, 2015). However, data from public school districts in Skokie show that 1.2 percent of students were considered homeless during the 2015-16 school year (Illinois State Report Card).

The difference between Skokie's official homeless population and the percent of students who are homeless may be due to a difference in the definition of homelessness used by city governments and school districts. The McKinney-Vento act, which defines homelessness for public school students, describes homelessness in a manner more similar to what these municipal governments would describe as a situation in which a student's current housing situation is neither fixed, regular, nor adequate.

Affordable Housing

Tables 33a and 33b indicate the income distribution of households in Evanston and Skokie based on whether or not occupants are owners or renters. In Evanston, the percent of households that own or rent is almost evenly split, with 55 percent owning and 45 percent renting. In Skokie, 73 percent of households own property. In Evanston and Skokie, the majority of owners have incomes greater than the Department of Housing and Urban Development Area Median Family Income (HAMFI). The distribution of income for renters in Evanston and Skokie is more even.

The two largest groups of renters in both cities are those who make less than 30 percent of HAMFI and those who make greater than 100 percent of HAMFI. This indicates a wide disparity in household ownership and renting within these communities.

Table 33a: Household Income Distribution in 2014, Evanston

Household Income	Owner	Renter	Total
Less than 30% of HAMFI	710	3,255	3,965
30% to 50% of HAMFI	1,010	2,020	3,030
50% to 80% of HAMFI	1,355	2,675	4,030
80% to 100% of HAMFI	1,260	1,310	2,570
Greater than 100% of HAMFI	11,695	3,660	15,355
Total	16,025	12,915	28,940

Source: HUD CHAS, 2014

Table 33b: Household Income Distribution in 2014 , Skokie

Household Income	Owner	Renter	Total
Less than 30% of HAMFI	1,365	1,720	3,085
30% to 50% of HAMFI	1,585	1,200	2,785
50% to 80% of HAMFI	2,365	1,055	3,420
80% to 100% of HAMFI	1,610	505	2,115
Greater than 100% of HAMFI	9,505	1,620	11,125
Total	16,430	6,100	22,530

Source: HUD CHAS, 2014

HUD defines cost burdened households as those that spend more than 30 percent of their income on housing. Households are severely cost burdened if they spend more than 50 percent of their income on housing. Tables 34a and 34b show the income distribution of cost burdened households in Evanston and Skokie compared to all households in each municipality. In Evanston, 41 percent of households are cost burdened. In Skokie, 43 percent of households are cost burdened. In both Evanston and Skokie, over half of the cost burdened households are severely cost burdened.

Table 34a: Income Distribution by Cost Burden in 2014, Evanston

Household Income	Cost burden > 30%	Cost burden > 50%	All Households
Less than 30% of HAMFI	2,980	2,820	3,965
30% to 50% of HAMFI	2,740	1,835	3,030
50% to 80% of HAMFI	2,735	755	4,030
80% to 100% of HAMFI	1,180	325	2,565
Greater than 100% of HAMFI	2,365	415	15,350
Total	12,000	6,150	28,940

Source: HUD CHAS, 2014

Table 34b: Income Distribution by Cost Burden in 2014, Skokie

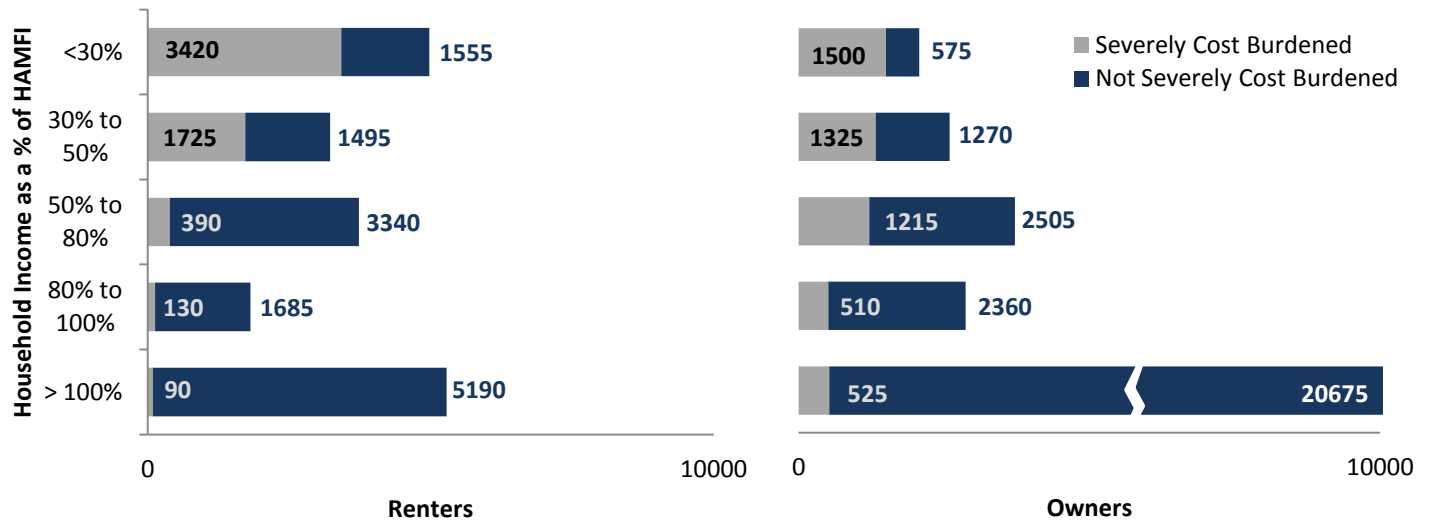
Household Income	Cost burden > 30%	Cost burden > 50%	All Households
Less than 30% of HAMFI	2,440	2,105	3,080
30% to 50% of HAMFI	2,505	1,215	2,785
50% to 80% of HAMFI	2,135	855	3,420
80% to 100% of HAMFI	880	315	2,115
Greater than 100% of HAMFI	1,750	200	11,130
Total	9,710	4,690	22,530

Source: HUD CHAS, 2014

The majority of cost burdened households in Evanston and Skokie make less than 80 percent of HAMFI/ However, there is a large group of households in Evanston making more than 100 percent of HAMFI that are cost burdened.

Figure 8 summarizes the trend of cost burdened households between renters and owners. The majority of residents in the service area are homeowners and are not severely cost burdened. However, a large proportion of the residents that make less than 50 percent of HAMFI are renters. Regardless of whether they rent or own their home, the majority of those households that make less than 50 percent of HAMFI are severely cost-burdened.

Figure 8: Cost Burden by Housing Type and Income as a Percent of HAMFI, 2014



Tables 35a and 35b show the income distribution of cost burdened households that rent compared to the total number of renting households for each income bracket in Evanston and Skokie. In Evanston, 53 percent of renters are cost burdened, and 61 percent of cost burdened renters are severely cost burdened. In Skokie, 57 percent of renters are cost burdened, while 46 percent of cost burdened renters are severely cost burdened. The majority of cost burdened renters in both Evanston and Skokie make less than 50 percent of HAMFI.

Table 35a: Income Distribution by Cost Burden for Renters Only in 2014, Evanston

Household Income	Cost burden > 30%	Cost burden > 50%	All Renters
Less than 30% of HAMFI	2,420	2,320	3,255
30% to 50% of HAMFI	1,915	1,310	2,020
50% to 80% of HAMFI	1,845	345	2,675
80% to 100% of HAMFI	375	120	1,310
Greater than 100% of HAMFI	340	80	3,660
Total	6,895	4,175	12,915

Source: HUD CHAS, 2014

Table 35b: Income Distribution by Cost Burden for Renters Only in 2014, Skokie

Household Income	Cost burden > 30%	Cost burden > 50%	All Renters
Less than 30% of HAMFI	1,280	1,100	1,720
30% to 50% of HAMFI	1,180	415	1,200
50% to 80% of HAMFI	640	45	1,055
80% to 100% of HAMFI	195	10	505
Greater than 100% of HAMFI	175	10	1,620
Total	3,470	1,580	6,100

Source: HUD CHAS, 2014

Tables 36a and 36b show the income distribution of cost burdened households that own property compared to the total number of households that own property for each income bracket in Evanston and Skokie. In Evanston, 32 percent of owners are cost burdened, and 39 percent of cost burdened owners are severely cost burdened. In Skokie, 38 percent of owners are cost burdened, while 50 percent of cost burdened owners are severely cost burdened. In Evanston, the majority of cost burdened owners make more than 100 percent of HAMFI. In Skokie, the distribution of income is more even. While there are more owners who are cost burdened that make more than 100 percent of HAMFI, the majority of cost burdened households make between 30 percent and 80 percent of HAMFI.

Table 36a: Income Distribution by Cost Burden for Owners Only in 2014, Evanston

Household Income	Cost burden > 30%	Cost burden > 50%	All Owners
Less than 30% of HAMFI	560	500	710
30% to 50% of HAMFI	820	525	1,010
50% to 80% of HAMFI	885	405	1,355
80% to 100% of HAMFI	805	205	1,260
Greater than 100% of HAMFI	2,025	335	11,695
Total	5,095	1,970	16,025

Source: HUD CHAS, 2014

Table 36b: Income Distribution by Cost Burden for Owners Only in 2014, Skokie

Household Income	Cost burden > 30%	Cost burden > 50%	All Owners
Less than 30% of HAMFI	1,155	1,000	1,365
30% to 50% of HAMFI	1,320	800	1,585
50% to 80% of HAMFI	1,495	810	2,365
80% to 100% of HAMFI	690	305	1,610
Greater than 100% of HAMFI	1,580	190	9,505
Total	6,240	3,105	16,430

Source: HUD CHAS, 2014

Children with Disabilities

Child and Family Connections, Region 6 reports quarterly information on the number of children receiving early intervention services in the service area to the Head Start program at District 65. In 2016 they reported that Evanston has 164 children three years of age and under receiving early intervention services. Skokie has 139 children in the same age range receiving early intervention services. Thirteen percent of the students served in Early Head Start and 11 percent served in Head Start during the 2016-17 school year were children with disabilities. These percentages exceed the HSPPS mandate to serve a minimum of 10 percent.

We requested information on the number of children with disabilities from all local providers of 3-5 services. A low response rate from those organizations makes any estimation from that data inaccurate. District 65 Research, Accountability, and Data estimates from ACS data that approximately 315 children ages 3-5 have a disability in the service area.

Table 37 describes the types of disabilities served directly by District 65's Early Childhood Center. These services are provided in compliance with EHS/HS guidelines, as well as state funded programs such as Early Childhood Special Education and Preschool for All at the Joseph E. Hill Education Center. It is important to note that the data in this table reflect the children served by all of District 65's Early Childhood Education programs, rather than just EHS/ HS. District 65 has the capacity to serve students with a wide variety of disabilities. The disabilities reported in Tables 4a and 4b (p.13) do not fully describe District 65's capacity to serve disabilities in early childhood. However, over 99 percent of special education students served at District 65 in programs for children ages 3 to 5 had a Developmental Delay and/or a Speech or Language Impairment.

Table 37: Types of Disabilities Served in District 65 Early Childhood Education Programs

Types of Disabilities	2015-16	2016-17
Autism	10%	1%
Developmental Delay	41%	46%
Emotional Disability	1%	0%
Hearing Impairment	1%	1%
Other Health Impairment	5%	11%
Physical Impairment	1%	0%
Speech or Language Impairment	45%	53%
Visual Impairment	2%	5%
More than 1	5%	0%

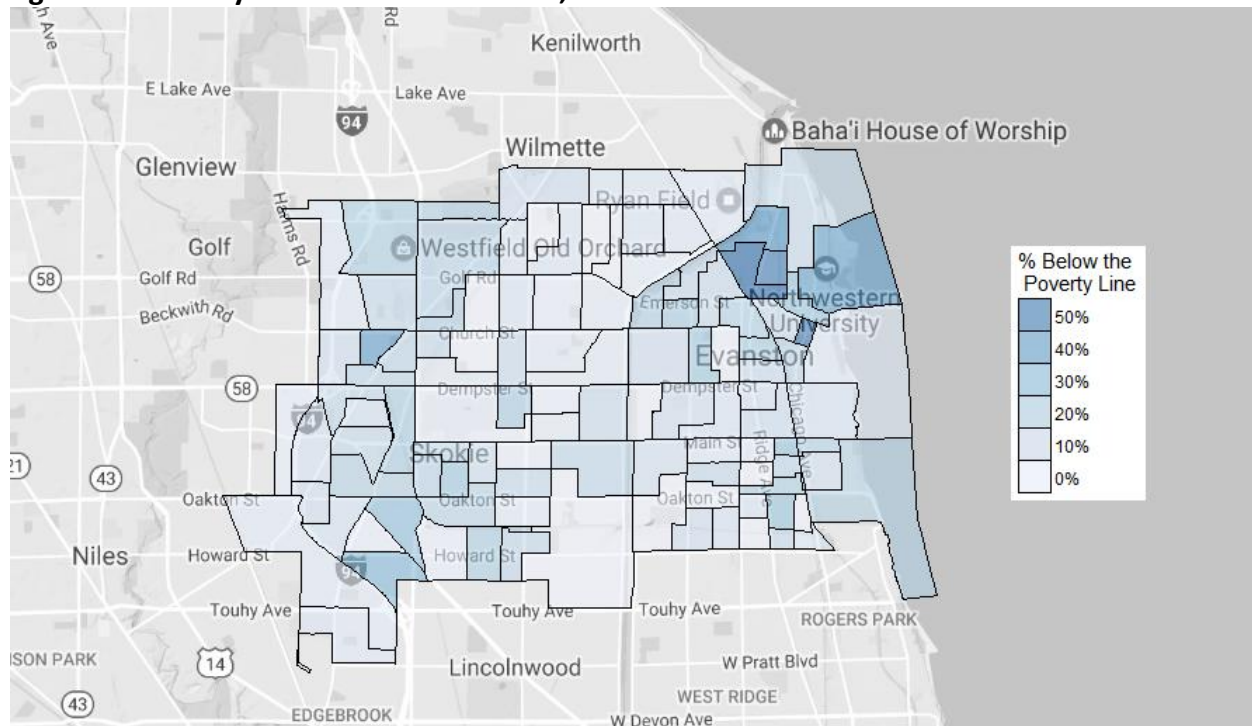
Source: District 65, 2017

Demographics of the Income-eligible for Head Start Population

The population that is income-eligible for Early Head Start and Head Start is defined as residents below the poverty level for the purposes of this analysis. It allows us to use ACS data to directly identify eligible populations. However, factors that determine eligibility for Early Head Start and Head Start are more complex than income alone (89 ILCS 337). Using the poverty level to identify the Head Start-eligible population in the service area does not perfectly identify all eligible families and children. This definition is used because it is the only estimate that is easily comparable and accurate. Throughout this section and the rest of this report, this population will be referred to as “income-eligible for Head Start.” Please note that this includes not only those who are income-eligible for Head Start, but also those income-eligible for Early Head Start.

Evanston and Skokie exhibit a high variance in poverty rates based on location. Figure 9, below, depicts the percent of residents below the poverty level in each ACS 2015 Block Group. Note the high concentrations of poverty in District 65’s service area.

Figure 9a: Poverty in Evanston and Skokie, 2015



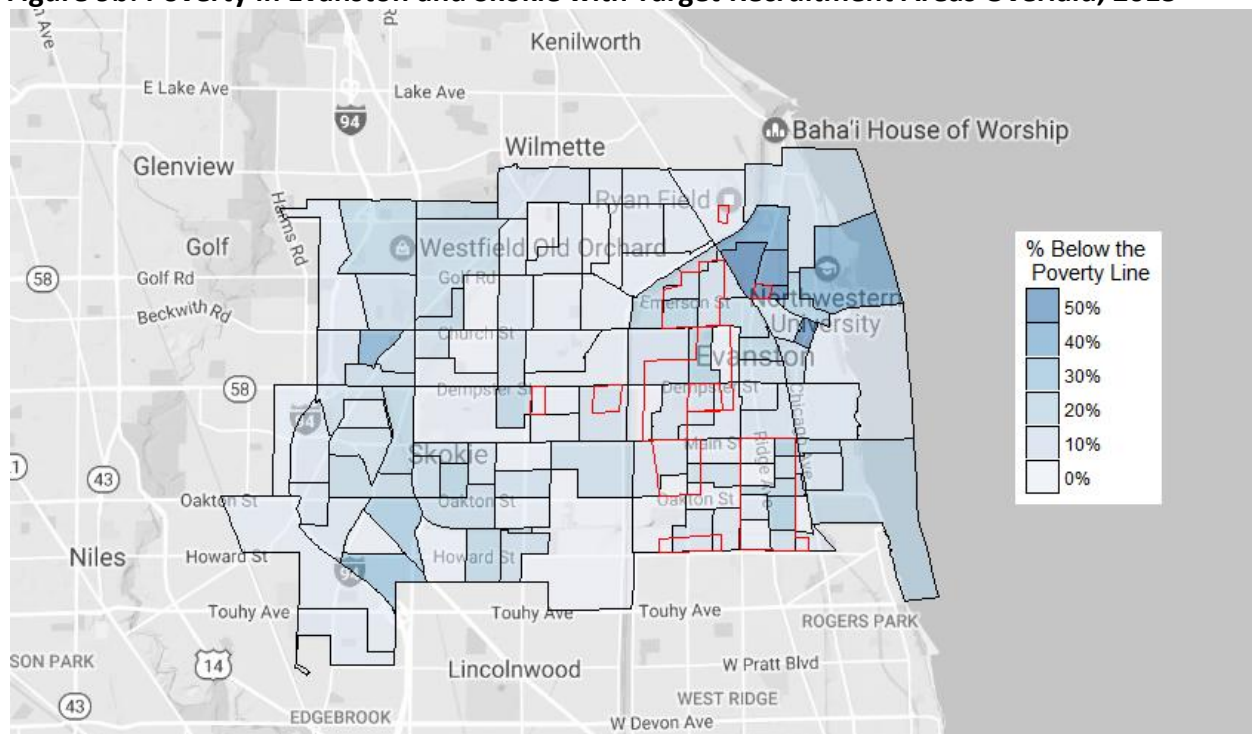
Source: ACS 2015

Figure 9b displays the locations with high concentrations of poverty in each block group that are depicted in Figure 9a with the Early Head Start and Head Start programs’ current target recruitment areas overlaid in the map. The map indicates that while our current target

recruitment areas consist of areas with high concentrations of poverty, there are additional areas in Evanston and Skokie with high concentrations of poverty. These areas include areas in West and Southwest Skokie, North-central Evanston, and Southeast Evanston. The area with a high concentration of poverty around Northwestern University is likely due to the concentration of students who live on or near Northwestern's campus.

The ACS data used can obscure block-level differences seen in Evanston and Skokie. There may be high building-level concentrations of poverty in low-poverty areas, not reflected in census block-group-level information.

Figure 9b: Poverty in Evanston and Skokie with Target Recruitment Areas Overlaid, 2015



Source: ACS 2015

Tables 38a and 38b depict the ages of residents who are income-eligible for Head Start in Evanston and Skokie. These are different from the numbers reported in Tables 11ai and 11bi (p.26). In Evanston, more than one in three residents who are income-eligible for Head Start are between 18 and 24. Less than 4 percent are ages five and below. In the past five years, these statistics have trended slightly younger, but have not changed substantively.

Table 38a: Age of Residents Income-eligible for Head Start, Evanston

Age Group	2011	2012	2013	2014	2015	Change
Under 5	321	476	382	383	346	25
6 to 17	1168	1201	1028	1214	1208	40
18 to 24	2630	2947	3277	3525	3532	902
25 to 34	1450	1525	1453	1563	1382	-68
35 to 44	844	1057	981	1075	936	92
45 to 54	482	491	540	650	568	86
55 to 64	460	439	517	491	668	208
65 and Over	624	544	651	628	570	-54
Total	7979	8680	8829	9529	9210	1231

Source: ACS, 2011-15

In Skokie, there is a different trend. Almost 7 percent of residents who are income-eligible for Head Start residents are five years old or younger. However, nearly 20 percent of income eligible residents are between six and seventeen, compared to over 13 percent in Evanston. In the past five years the number of residents that are income-eligible for Head Start between 18 and 24 has decreased by 5.7 percent.

Table 38b: Age of Residents Income-eligible for Head Start, Skokie

Age Group	2011	2012	2013	2014	2015	Change
Under 5	346	286	521	616	517	171
6 to 17	953	1241	1547	1644	1441	488
18 to 24	685	619	644	508	489	-196
25 to 34	688	765	839	769	832	144
35 to 44	517	603	835	1097	1075	558
45 to 54	527	637	826	914	828	301
55 to 64	710	799	855	911	928	218
65 and Over	1158	1294	1421	1313	1381	223
Total	5584	6244	7488	7772	7491	1907

Source: ACS, 2011-15

Tables 39a and 39b indicate the number of children in the EHS/HS-eligible age range in Evanston and Skokie that are also income eligible for EHS/HS. In Evanston, there are 192 children income and age eligible for Early Head Start, 7.8 percent of all children in this age range. There are 192 children income and age eligible for Head Start in this area— 7.6 percent of all children in this age range.

Table 39a: Number of Residents by Age, Evanston

Age	Population
2 years and under	192
3-5 years	192
Total	384

Source: IECAM, 2014

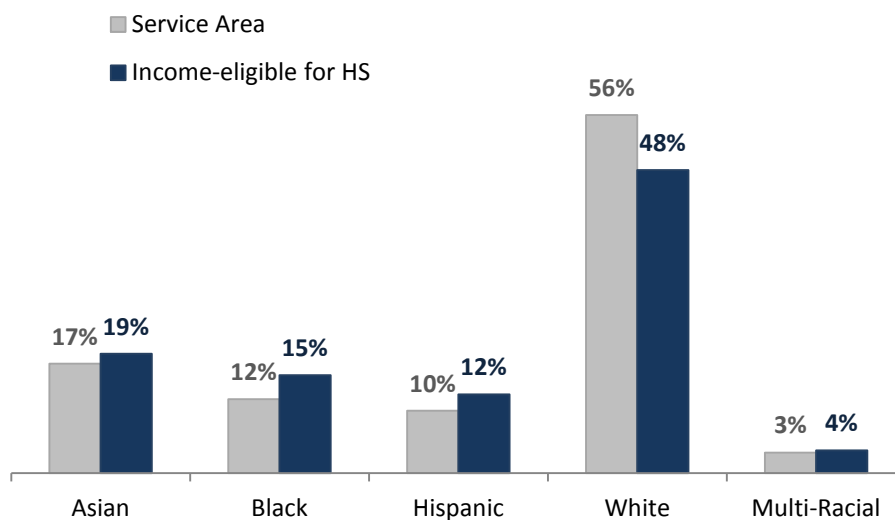
In Skokie, there are 305 children income and age eligible for Early Head Start, 15.6 percent of all children in this age range. There are 312 children in the eligible age range for Head Start in this area, 15.6 percent of all children in this age range. In Skokie, there are more children income eligible for Head Start and Early Head Start than in Evanston, despite Skokie having a smaller population of children ages 0-5 than Evanston.

Table 39b: Number of Residents by Age, Skokie

Age	Population
2 years and under	305
3-5 years	312
Total	617

Source: IECAM, 2014

Figure 10 below describes the racial/ethnic identity of service area residents by income eligibility. This compares the racial/ethnic identity of the groups that are income-eligible to the general population. White residents make up 8 percent less of the income-eligible population. Black, Hispanic and Asian residents make up 7 percent more of the income-eligible population.

Figure 10: Racial/Ethnic Identity of Service Area Residents, by Income Eligibility

Tables 40a and 40b depict the racial/ethnic identity of families that are income-eligible for Head Start in Evanston and Skokie. Approximately 19 percent of Black residents are income-eligible for Head Start in Evanston, a 3.5 percent drop compared to 2014. There are slightly fewer Asian residents that are income-eligible for Head Start than Black residents. The trends in the past five years show an increase in the Asian population that is income-eligible for Head Start by 5.3 percent, and a decrease in the Black population that is eligible for Head Start.

Table 40a: Racial/Ethnic Identity of Residents Income-eligible for Head Start, Evanston

	2011	2012	2013	2014	2015
Asian	12.5%	16.7%	18.3%	17.7%	17.8%
Black	25.3%	23.0%	21.0%	22.4%	18.9%
Hispanic	14.5%	15.3%	12.1%	13.0%	13.8%
Native American	0.1%	0.0%	0.0%	0.0%	0.1%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
White	41.4%	40.1%	41.5%	41.3%	42.8%
Multi-racial	2.0%	3.0%	4.7%	4.4%	4.0%
Other	4.2%	2.0%	2.4%	1.2%	2.5%

Source: ACS, 2011-15

Skokie has similar trends as Evanston, but these trends suggest more residential mobility. The ACS estimates show significantly more year-to-year variance than Evanston's. In Skokie, more than 50 percent of the residents who are income-eligible are White. Twenty percent of Asian families are income-eligible. The percentage of Black residents who are income-eligible has remained around 11 percent over the past five years. Similarly, the percentage of Asian families that are income-eligible has remained around 20 percent in that time period.

Table 40b: Racial/Ethnic Identity of Residents Income-eligible for Head Start, Skokie

	2011	2012	2013	2014	2015
Asian	20.7%	19.6%	18.4%	24.5%	20.0%
Black	11.1%	11.0%	9.6%	11.0%	10.9%
Hispanic	16.7%	17.0%	17.5%	13.4%	10.5%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
White	44.6%	48.1%	50.7%	47.7%	53.7%
Multi-racial	2.7%	1.6%	1.4%	1.5%	3.1%
Other	4.3%	2.7%	2.3%	1.9%	1.9%

Source: ACS, 2011-15

Tables 41a and 41b indicate the household composition of income eligible for Head Start families in Evanston and Skokie. In Evanston, nearly 57 percent of income eligible families are single parent households with two to four members. While a small population, single parent households of five or more members make up 4.3 percent more families in Evanston since 2011. More than 27 percent of households are two parent households with two to four

members, a 4.8 percent increase since 2011. Just 6.4 percent of Evanston families are two parent households with five or more members, an 8.4 percent decrease compared to 2011.

Table 41a: Household Composition of Households Income-eligible for Head Start, Evanston

	2011	2012	2013	2014	2015
Two Parent Households					
2 to 4 members	22.6%	23.8%	22.6%	24.4%	27.4%
5 or more members	14.8%	12.0%	12.9%	12.2%	6.4%
Single Parent Households					
2 to 4 members	57.3%	54.7%	56.3%	54.0%	56.7%
5 or more members	5.3%	9.5%	8.2%	9.4%	9.6%

Source: ACS, 2011-15

Skokie has a different household composition for families that are income-eligible for Head Start than Evanston. The majority of families that are income-eligible live in two parent households. More than 40 percent of families live in two parent households with two to four members. Single parent households made up 41.7 percent of families that are income-eligible. Most of these households had two to four members. Household size has decreased in the past five years among both two and single parent households.

Table 41b: Household Composition of Households Income-eligible for Head Start, Skokie

	2011	2012	2013	2014	2015
Two parent households					
2 to 4 members	38.3%	35.3%	41.4%	42.9%	44.8%
5 or more members	12.9%	15.6%	17.2%	16.7%	13.6%
Single parent households					
2 to 4 members	46.2%	46.3%	39.3%	38.7%	40.4%
5 or more members	2.5%	2.8%	2.0%	1.7%	1.3%

Source: ACS, 2011-15

Education of the Income-eligible for Head Start Population

Tables 42a and 42b indicate the education of families that are income-eligible for Head Start in Evanston and Skokie. In Evanston, educational attainment is high. Nearly 50 percent of income-eligible residents have a bachelor's degree or higher and 19 percent have an associate's degree or attended some college.

In some cases, the income levels of graduate students at Northwestern classify them as Head Start-eligible. Our Head Start program has received applications from Northwestern graduate students in recent years. This may partially explain the trends seen in Table 42a. Further research on Northwestern graduate students' reporting status could provide more insight.

Table 42a: Education of Residents Income-eligible for Head Start, Evanston

	2011	2012	2013	2014	2015
Less than high school	14.2%	12.0%	12.8%	16.0%	16.2%
High school or equivalent	18.3%	18.2%	16.9%	14.9%	16.6%
Some college or associates	21.3%	21.6%	22.5%	20.8%	18.9%
BA or higher	46.2%	48.1%	47.7%	48.4%	48.3%

Source: ACS 2011-15

Skokie residents who are income-eligible for Head Start have slightly lower levels of education compared to income-eligible Evanston residents. Nearly 27 percent of residents below the poverty line have a bachelor's degree or higher. Almost 25 percent have a college or professional degree.

Table 42b: Education of Residents Income-eligible for Head Start, Skokie

	2011	2012	2013	2014	2015
Less than high school	24.5%	28.0%	26.0%	21.7%	21.4%
High school or equivalent	17.3%	18.6%	21.8%	25.7%	27.7%
Some college or associates	24.2%	21.8%	18.4%	23.3%	24.3%
BA or higher	34.1%	31.7%	33.8%	29.4%	26.6%

Source: ACS, 2011-15

Health of the Income-eligible for Head Start Population

Tables 43a and 43b depict the percent of residents with health insurance by income level. The ACS data only report the percentage of residents with health insurance below 138 percent of the poverty line, not 100 percent of the poverty line. This prohibits us from maintaining consistency with the rest of the data presented in this section, which reports data for families with income below 100 percent of the poverty line.

In Evanston, almost double the percentage of residents below 138 percent of the poverty line do not have health insurance compared to those above 138 percent of the poverty line. This has decreased for both groups since 2012.

Table 43a: Percent of Residents without Health Insurance by Income Status, Evanston

	2012	2013	2014	2015
Above 138% of the poverty line	7.0%	6.6%	6.3%	5.9%
Below 138% of the poverty line	17.4%	17.1%	15.8%	12.7%

Source: ACS, 2012-15

In Skokie, a similar trend occurs. However, more residents are uninsured. Almost 25 percent of residents with incomes below 138 percent of the poverty line are uninsured. This has decreased by 5.4 percent since 2012.

Table 43b: Percent of Residents without Health Insurance by Income Status, Skokie

	2012	2013	2014	2015
Above 138% of the poverty line	11.9%	11.9%	10.8%	9.4%
Below 138% of the poverty line	29.9%	28.0%	25.8%	24.5%

Source: ACS, 2012-15

Nutrition for Low-income Families

Tables 44a and 44b depict the percentage of all families receiving benefits from the Supplemental Nutrition Assistance Program in Evanston. Since SNAP eligibility is dependent on income, many of these families are eligible for Early Head Start and Head Start services. In 2015, 7 percent of Evanston families received SNAP. This has increased by 1.2 percent in the past 5 years.

Table 44a: Percent of Households Receiving SNAP, Evanston

	2011	2012	2013	2014	2015
Not receiving SNAP	94.5%	93.8%	93.2%	93.0%	93.3%
Receiving SNAP	5.5%	6.2%	6.8%	7.0%	6.7%

Source: ACS 2011-15

In Skokie, almost double the percentage of families receives SNAP as in Evanston. In 2014, 12 percent of families received SNAP. This has increased by 3.3 percent in the past five years.

Table 44b: Percent of Households Receiving SNAP, Skokie

	2011	2012	2013	2014	2015
Not receiving SNAP	91.3%	90.2%	88.4%	87.2%	88.0%
Receiving SNAP	8.7%	9.8%	11.6%	12.8%	12.0%

Source: ACS 2011-15

Social Services for the Income-eligible for Head Start Population

The ACS defines employment as residents ages 16 years or older who worked for 15 hours or more, paid or unpaid during the time in which they were surveyed. Unemployed is defined as residents ages 16 years or older who were not at work, were actively looking for work, or were available to start a job. Those that were not in the labor force were defined as residents 16 years or older who were unemployed and not looking for work, or working less than 15 hours per week. This could include retirees and students.

Tables 45a and 45b indicate the employment characteristics of families that are income-eligible for Head Start in Evanston and Skokie. Both municipalities show similar rates of employment.

Nearly 30 percent of Evanston families are considered employed and 11 percent are unemployed. In the past five years, employment has decreased in Evanston for Head Start eligible families.

Table 45a: Employment of Residents Income-eligible for Head Start, Evanston

	2011	2012	2013	2014	2015
Employed	31.1%	32.2%	31.6%	30.1%	27.3%
Unemployed	10.1%	10.6%	12.5%	11.6%	11.4%
Not in Labor Force	58.8%	57.2%	56.0%	58.2%	61.3%

Source: ACS, 2011-15

Less than 30 percent of Skokie families that are income-eligible for Head Start are employed. Nearly 10 percent are unemployed. In the past five years, employment for families that are income-eligible for Head Start has increased by 1.2 percent, while unemployment has dropped by 2.1 percent.

Table 45b: Employment of Residents Income-eligible for Head Start, Skokie

	2011	2012	2013	2014	2015
Employed	25.6%	23.7%	28.0%	28.4%	26.8%
Unemployed	12.0%	11.8%	10.2%	12.0%	9.9%
Not in Labor Force	62.3%	64.5%	61.9%	59.7%	63.3%

Source: ACS, 2011-15

Strengths and Needs of Head Start-eligible Children

What are the strengths and needs of Head Start-eligible children and families according to the Head Start program, the families themselves, and local agencies?

- Head Start staff, families, and providers identified a range of strengths in the area including existing diversity in the community and the existence of Evanston Cradle to Career, an organization dedicated to collective impact around early childhood outcomes.
- Head Start staff, families, and local agencies all identified access to affordable, convenient childcare and opportunities for early childhood education as important educational needs for Head Start-eligible children. Parenting supports to promote children's social emotional development was also identified as a need.
- Head Start eligible children read and are read to less frequently than ineligible children.
- The most common health-related needs that each group identified were access to mental health services.
- The most common nutrition-related needs that each group identified were access to affordable food and health education around nutrition.
- While each group identified a range of social service needs, they all identified affordable housing and access to childcare as a top need for families that are eligible for Head Start.

It is important to include the perspectives of families and the local agencies that serve them in order to understand how our community successfully serves families and where there are areas for improvement. This section presents strengths and needs identified by Head Start leadership during a review of data from this report, and survey results from Head Start eligible families and local agencies and institutions. Throughout this section, results are presented according to four service areas that each group was asked about: education, nutrition, health, and social services. Additionally, Head Start leadership identified needs around equity, which are included in the section that details results from Early Head Start and Head Start leadership.

Survey results indicate that families need more opportunities for, and better access to, early childhood education program. Head Start leadership identified capacity of early childhood programs and equity in education to be areas of high need for families that are income-eligible for Head Start. Families also identified adult education as an area of high need, and local agencies rated the quality of adult education as poor. Additionally, families and local agencies identified services for identifying disabilities as an area of need.

Mental health care for low-income families was the primary area for improvement related to health that families, Early Head Start and Head Start leadership, and local agencies identified.

Families need more access to physical health care services, as well as health insurance. Local agencies rated access to services and health insurance poorly, signaling a need for improvement in access and quality. Families also need more access to services for diagnosing disabilities. Local agencies also rated prenatal care poorly. This can have negative effects on the life outcomes of Early Head Start and Head Start-eligible families and children.

In regards to nutrition, families need more access to affordable foods. Families also need more opportunities for education about nutrition. Families and local agencies both identified nutrition awareness and decrease in childhood consumption of fruit juice and sugar- sweetened beverages as an area for improvement.

Families identified needs for a variety of social services including those related to domestic violence, affordable housing, and neighborhood engagement. The survey results also indicate that there is room for improvement with regard to accessibility of these services. Early Head Start and Head Start staff highlighted affordable housing as a key issue facing Head Start-eligible families. Local agencies also identified affordable housing as an area for improvement. Additionally, they identified room for improvement in the quality of programs for special populations, such as refugees, those with a disability, and English language learners.

Assessment from Head Start

Using the data that was collected for the 2017 community assessment update and drawing upon experience working with Head Start families, Head Start leadership identified strengths and needs of head start eligible families around five areas: equity, education, nutrition, health, and social services. Following a discussion of these strengths and needs on June 2, 2016, three key issues were identified. The issues that Early Head Start and Head Start frontline and leadership staff felt were most important were equity, education, and affordable housing. These same three key issues hold true for the 2017 update as well. The following tables contain a summary of the strengths and needs that were identified in each area.

Equity

HS leadership identified equity as a key issue facing Head Start eligible families in the service area. Issues of equity in the community impact many aspects of the lives of Head Start-eligible families, and often make it difficult for families to receive the services they need. Table 45 lists the strengths and needs relating to equity that Head Start leadership identified. The needs identified include representation in policy making and improvements to how low-income residents are treated.

Table 46: Strengths and Needs Relating to Equity as Identified by Staff, 2016

Strength	Need
	Representation of eligible families in policy making
	Higher quality treatment and more respect for people receiving services
	Easier access to services

Education

HS leadership identified early education as a key issue for Head Start-eligible families. Table 46 lists the strengths and needs that Head Start leadership identified. Staff identified capacity as both a strength and a need in the service area, noting that while class size is a strength, there is not enough available space to serve Evanston and Skokie children who are in need of comprehensive services. Leadership also identified educational equity as a need in the service area.

Table 47: Strengths and Needs Relating to Education as Identified by Staff, 2016

Sub-Category	Strength	Need
Capacity	Class sizes	More capacity for early childhood education
		More program locations
		Additional outreach to families enrolled in the program
		Increase in length and frequency of HS program
		Full day, full year, programs across the service area
		Increase in all types of affordable programming
Equity		More racial/ethnic integration in classrooms
		Availability of dual-language programs for Hispanic students
		All children have chance to be kindergarten ready, as compared to higher income peers
		Classroom teachers and other program staff that reflect the students they serve

Health

Table 48 lists the strengths and needs relating to health that Head Start staff identified. They identified access to health insurance as both a strength and a need of families that are income-eligible for Head Start. Around 2 percent of children 18 years or under lack health insurance in

the service area. A higher percentage of the population that is income-eligible for Head Start lacks insurance. It is possible that family members of Head Start-eligible children lack health insurance. Access to dental care and health care providers were identified as needs.

Table 48: Strengths and Needs Relating to Health as Identified by Staff, 2016

Strength	Need
Health insurance availability (for children)	Access to health insurance for children/families
	More health care providers
	Access to Dental care
	Equity in the healthcare system

Nutrition

Table 49 lists the strengths and needs that Head Start frontline and leadership staff identified related to nutrition. Staff did not identify nutrition as a key issue for families that are income-eligible for Head Start. However, they identified a need for more access to, and options for, healthy food.

Table 49: Strengths and Needs Relating to Nutrition as Identified by Staff, 2016

Strength	Need
	More healthy options for families

Social Services

Table 50 lists the strengths and needs related to social services that Head Start frontline and leadership staff identified. Affordable housing was identified as a key issue. They noted that the lack of affordable housing in the service area affects recruitment and funded enrollment of families currently enrolled in the program. They also identified needs around employment, job training, and transportation.

Table 50: Strengths and Needs Relating to Social Services as Identified by Staff, 2016

Sub-Category	Strength	Need
Housing		Affordable Housing
Employment & Job Training	Service area continues to be attractive to new residents- perhaps because of job opportunities	Job training and employment readiness services
		Jobs with higher salaries and better benefits
Transportation	CTA/Pace stops are accessible and near schools/workplaces	Childcare centers could be more accessible
	There are two bus routes families can use to access District 65's HS location	More frequent service
	District 65 offers transportation services to families who qualify for these services, although space is limited	Better options for families that don't have cars
		Scattered childcare sites that are more accessible without need for transportation

Assessment from Social Service Providers

Using data selected from the 2016 community assessment and drawing upon years of experience working with families in Evanston and Skokie, social service providers identified strengths and needs of families around five areas: housing, transportation, interpretation/refugee services, health, and education. Through this discussion, resources for social service providers, affordable housing, and access to childcare were identified as critical needs. Strengths identified included existing diversity in the community and the existence of Evanston Cradle to Career, an organization dedicated to collective impact around early childhood outcomes. The following tables contain a summary of the strengths and needs that were identified by service providers.

Structural Needs/ Resources for Social Service Organizations

Social service providers identified a need for more resources to support struggling families, as well as a greater degree of collaboration among service providers. Service organizations face constraints in time, facilities, and financial resources, limiting the number of Head Start- eligible families they are able to serve. When these organizations fail to collaborate, these already constrained resources may be inefficiently used. A lack of collaboration among organizations

also makes it confusing and difficult for families to access information and existing resources. As one provider noted, struggling families “most at risk don’t have the kinds of jobs where they can easily miss a day of work to take care of issues related to qualifying for... services.” To truly help families, the services available and criteria to qualify must be easily understood and accessible. Service providers noted the particular need for collaboration between Evanston and Skokie school districts in providing wrap-around services for young children with special needs.

In an effort to address this need for collaboration, Evanston Cradle to Career was launched in 2013. This community collective aims to mobilize community assets to improve the lives of Evanston children. Evanston Cradle to Career was identified by social service providers to be among our community’s greatest strengths. Service providers also described a need for clear, high quality data to inform decision-making. Table 51 lists the strengths and needs relating to organization needs that Social Service Providers identified.

Table 51: Strengths and Needs Relating to Organizations as Identified by Providers, 2016

Strength	Need
Evanston Cradle to Career organization	Increased resources for organizations that work to assist struggling families
Strong community-wide desire to assist struggling families	Increased staff diversity
Community-wide commitment to community and diversity	Improved collaboration among organizations
Resilience, resourcefulness, and self-advocacy of families	Clear data to understand forthcoming demographic shifts and inform decisions

Housing

Service providers identified housing to be another area of need for Head Start eligible-families. Affordable low-income housing, in particular, emerged as a significant need. As noted in Tables 34a and 34b, in 2014 41 percent of households in Evanston and 43 percent of households in Skokie were cost burdened by their housing costs. Service providers also highlighted a need for assistance for families that might not quite qualify for government benefits but who are still cost-burdened by their housing. Providers noted that high housing costs in the service area are largely driven by the strong reputation of area public schools and the perception of Evanston as a safe area in which to live. Table 52 lists the strengths and needs relating to housing that social service providers identified.

Table 52: Strengths and Needs Relating to Housing as Identified by Providers, 2016

Strength	Need
Attractive community to live in for individuals with children based on school reputations	Affordable low-income housing
Safety	Resources for cost-burdened families that may not qualify for benefits

Education

Early childhood education was identified by service providers as another area of need among Head Start-eligible families. In particular, providers identified full day early childhood programming is a significant need. Currently, many programs in Evanston and Skokie, including District 65's Head Start program, provide separate morning and afternoon half day sessions for less than 6 hours per day. Even among programs that offer "full day" programming, the hours are not necessarily aligned to the work hours of the families they serve, with some programs ending in the mid-afternoon. As a result, it is not uncommon for families to make arrangements for their children to attend two or more early childhood programs. Apart from presenting scheduling and transportation difficulties for families, attending multiple programs can subject children to inconsistent expectations and procedures, creating confusion. Interestingly, several providers noted that Skokie pre-school slots were not filled to capacity while many Evanston providers have wait-lists, suggesting a need for greater communication between providers in the two cities. Another, related, need identified was that for facilities to identify extended day sessions. Converting part day to full day slots will potentially double the amount of children the expanding programs serve. Larger facilities, particularly for our Head Start program, will be needed to accommodate this increase in slots if all children currently served are to continue to be served.

Another education- related area of need identified was the need for transportation between part day early childhood program sessions. Solutions to fill this need would be necessary at least in the short term even if part day programs intend to expand their program hours. Additionally, there are situations that may arise that require families to enroll their child in multiple programs even if full day options are available. For example, many children with special needs attend District 65's SPED program in order to receive IEP, RIT, or IFSP services. Providers specifically noted that transportation and communication was an issue for children of various districts.

Other needs identified include financial assistance for families that do not qualify for the state Child Care Assistance Program (CCAP), and resources and supports for parents to promote their children's social-emotional development. Social-emotional skills have been associated with improved academic and non-academic outcomes for children. Table 53 lists the strengths and needs relating to early childhood education that Social Service Providers identified.

Table 53: Strengths and Needs Relating to Education as Identified by Providers, 2016

Strength	Need
Significant capacity for 3-5 year olds	Full day programming
Parent interest in children's well-being	Facilities to accommodate extended programming
	Transportation options between part-day programming, especially for children with special needs
	Assistance for families that do not qualify for CCAP
	Parenting supports for social-emotional development

Transportation

Social service providers identified transportation as a need for Head Start-eligible families, though few felt it was as critical as the needs around housing, education, or service organization resources. Public transportation in Evanston and Skokie is highly inefficient, with families often forced to take multiple buses to get to their destination. This presents a significant barrier to accessing community resources when families are already constrained on time. Lack of efficient transportation also limits families' childcare options. Citing Figure C-4, Figure C-5, and Figure C-6, service providers noted that transportation options are particularly constrained in areas with the highest populations of young children.

Specifically, providers noted that based on Figure C-6 and personal experience, there were no Main Street bus stops, limited transportation services on Howard Street, and a lack of Sunday bus service to the Davis CTA Purple Line stop. Notably, these are busy areas with high populations of children that providers noted would benefit from increased public transportation services. In addition, they commented that an additional stop along the CTA Yellow Line would be beneficial. Table 54 lists the strengths and needs relating to transportation that Social Service Providers identified.

Table 54: Strengths and Needs Relating to Transportation as Identified by Providers, 2016

Strength	Need
Public transportation available	Improved efficiency
	Sunday routes
	Heated bus stops
	More routes in areas with highest populations of children

Health

Social service providers also identified several needs and strengths related to physical and mental health. Access to mental health resources, in particular, was identified as an area of need, both for individuals and families. Given the growing population of refugees and non-English speakers in the service area, there is also a need for translators for those seeking mental health services. In addition, providers remarked on the sizable portion of the population in our service area that remains uninsured. However, providers also noted that the proportion of uninsured residents was decreasing over time, positing that this trend resulted from implementation of the Affordable Care Act. Table 55 lists the strengths and needs relating to health that social service providers identified.

Table 55: Strengths and Needs Relating to Health as Identified by Providers, 2016

Strength	Need
	Mental health services
	Insurance
	Translators for mental health services

English Language Learner Services

Finally, social service providers identified several needs and strengths of English language learning families. Pointing to the growing number of refugees in our service area, as well as the diverse populations of Evanston and Skokie, interpretation services were described as a significant need. As discussed above, these services are particularly necessary in the mental health arena. Another need described was professional development and training to promote cultural understanding at local organizations. Providers noted that there is a growing awareness in these language barriers in the community and a widespread “will” to remove them. Table 56 lists the strengths and needs relating to equity that Social Service Providers identified.

Table 56: Strengths and Needs Relating to Equity as Identified by Providers, 2016

Strength	Need
Growing awareness of language barriers and desire (will) to remove them	Improved cultural understanding
	Increased interpretation services to address language barriers
	Professional development/sensitivity training

Assessment from Families, 2017

To better understand the strengths and needs of families with children ages 5 and under in the Evanston and Skokie communities, the District 65 Office of Research, Accountability, and Data

collaborated with Evanston Cradle to Career (EC2C) to create a survey for families with children ages 0-5. The survey asked families questions regarding their current childcare arrangements, their child's development, and the social service needs they might have. The following sections contain a summary of the strengths and needs that were identified by families.

Information about the survey respondents is available in Appendix D. A copy of the survey is available in Appendix F2.

Childcare Experiences and Satisfaction

After specifying the number and ages of their children, in order to ensure a random distribution of children across age groups, survey respondents were prompted to identify one of their children within the 0-5 age range that would next have a birthday. The distribution of ages in Table 57 suggests that this approach was relatively successful. Importantly, fewer children ages 0-1 were selected through this process; thus, the answers to the following questions generally reflect the experiences of children that are ages 2-5.

Table 57: Ages of Children Specified by Survey Respondents

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	48	252
Age 5	13.3%	23.6%	14.6%	20.6%
Age 4	16.7%	24.7%	35.4%	25.8%
Age 3	33.3%	23%	25%	24.6%
Age 2	23.3%	17.8%	10.4%	17.1%
Age 1	6.7%	5.7%	4.2%	5.6%
Age 0	6.7%	5.2%	10.4%	6.3%
Male	56.7%	50.6%	43.8%	50%
Female	43.3%	49.4%	56.3%	50%

Table 58 describes the childcare experiences of the families with the children selected using the method above. Children of Head Start ineligible families were slightly more likely to regularly receive care from a nanny or babysitter, and slightly less likely to receive care from a relative. They were also slightly less likely to receive Home Visiting services. Approximately 7 percent of Head Start eligible respondents attended center-based programs at District 65. The Head Start ineligible families that attended District 65 programs were likely enrolled in Preschool for All (PFA) or Early Childhood Special Education (ECSE). Less than 5 percent of either Head Start eligible or Head Start ineligible attended a home daycare. The majority of survey respondents had their child enrolled in a private center-based program.

Table 58: Early Childhood Care Experiences

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Care from a nanny/ babysitter	16.7%	20.7%	22.4%	20.6%
Care from a relative	23.3%	19.5%	24.5%	20.9%
Home Visiting Services	6.7%	4%	6.1%	4.7%
District 65 Center-based program	6.7%	2.9%	6.1%	4%
Other Center-based program	70%	65.5%	42.9%	61.7%
Home-based or family child care outside of the child's home	3.3%	2.3%	6.1%	3.2%

Nearly 50 percent of all survey respondents paid the full fee for their center-based childcare services. Nearly 27 percent of Head Start eligible families paid the full fee at their childcare program, while 36.7 percent received a subsidy through the Child Care Assistance Program. A small fraction of Head Start eligible families also received assistance through their employer or through other means. No Head Start eligible families reported receiving a scholarship to offset childcare costs.

It should be noted that Head Start is provided to eligible families at no cost. Early Head Start must generally be operated with an additional funding source, often CCAP. The additional funding source covers a portion of the day; parents are asked for a copayment based on a sliding scale related to family size and income. Such co-pays are generally minimal. Scholarships are usually reserved for families who are just over the poverty guideline and still need assistance because they are required to pay the full fee. Head Start eligible respondents that indicated they paid for their program in some way may be enrolled in Early Head Start, or not be enrolled in either Early Head Start or Head Start, despite their eligibility.

Table 59: Childcare Fees

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Full Fee	26.7%	52.9%	40.8%	47.4%
CCAP	36.7%	8%	8.2%	11.5%
Scholarship	0%	3.4%	0%	2.4%
Employer pays part of childcare costs	3.3%	2.3%	2%	2.4%
Other	10%	3.4%	0%	3.6%
None Specified	23.3%	32.2%	49%	34.4%

Table 60a summarizes the number of days that the children of survey respondents attended their childcare program. The majority of respondents whose children were enrolled in an early

childhood program had their child enrolled five days per week. Compared to 54.6 percent of Head Start ineligible families, 60 percent of eligible families had their child enrolled five days per week. Families of Head Start ineligible children were slightly more likely to have their children enrolled for 1-4 days per week.

Table 60a: Early Childhood Program: Days Attended

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
5	60%	54.6%	40.8%	52.6%
4	16.7%	4.6%	2%	5.5%
3	3.3%	8.6%	10.2%	8.3%
2	0%	2.9%	2%	2.4%
1	0%	0%	0%	0%
Not Enrolled	20%	29.3%	32.7%	28.9%
Not Specified	0%	0%	12.2%	2.4%

When asked how often they would like their child to attend an early childhood program, 56.5 percent of families specified five days per week. This is 3.9 percent greater than those already attending. This holds true for both Head Start eligible families, (+10 percent) and Head Start ineligible families (+4.6 percent). The percent of respondents that indicated they were not interested in their child attending an early childhood program was also lower than the percentage of families whose child was not enrolled in an early childhood program, suggesting there is a need for greater access.

Table 60b: Early Childhood Program: Days Desired

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
5	70%	59.2%	38.8%	56.5%
4	16.7%	7.5%	2%	7.5%
3	6.7%	12.1%	4.1%	9.9%
2	0%	6.3%	2%	4.7%
1	3.3%	1.7%	2%	2%
Not Interested	3.3%	12.1%	10.2%	10.7%
Not Specified	0%	1.1%	40.8%	8.7%

Table 61a describes the amount of hours children of the survey respondents spend at their early childhood programs. Over 45 percent of Head Start eligible children and 42 percent of children overall attend their program(s) for a total of 7-9 hours. Comparatively, just 20 percent of Head Start eligible families enroll their children in care for 0-6 hours, and only 21.8 percent of Head Start ineligible families enroll their children for 6 or fewer hours per day.

Table 61a: Early Childhood Program: Hours Attended

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
0-3 hours	6.7%	14.9%	8.2%	12.6%
4-6 hours	13.3%	6.9%	8.2%	7.9%
7-9 hours	46.7%	43.1%	32.7%	41.5%
10-12 hours	13.3%	5.2%	6.1%	6.3%
13+ hours	0%	0.6%	0%	0.4%
Not Enrolled	20%	29.3%	32.7%	28.9%
Not Specified	0%	0%	12.2%	2.4%

Table 61b describes the amount of hours respondents would prefer that their children spend in childcare. Interestingly, while 47 percent of Head Start eligible children are enrolled in childcare for 7-9 total hours, only 40 percent of families would prefer their child to be enrolled in care for this amount of time. In contrast, 20 percent more Head Start eligible and 21.3 percent more Head Start ineligible families would prefer to enroll their child in care for 0-6 hours. More specifically, both groups would rather their child be enrolled for 4-6 hours than 0-3 hours per day. However, the majority of respondents across eligibility groups preferred their child to be enrolled 7-9 hours.

Table 61b: Early Childhood Program: Hours Desired

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
0-3 hours	10%	18.4%	14.3%	16.6%
4-6 hours	30%	24.7%	10.2%	22.5%
7-9 hours	40%	39.7%	20.4%	36%
10-12 hours	13.3%	2.9%	4.1%	4.3%
13+ hours	3.3%	0.6%	0%	0.8%
Not Interested	3.3%	12.1%	10.2%	10.7%
Not Specified	0%	1.7%	40.8%	9.1%

Families that responded that they wished their children to be enrolled in care for 7 or more hours a day were asked which of the following program choices they preferred. Over 35 percent of Head Start eligible and 28 percent of Head Start ineligible families responded that they would prefer their child to attend childcare from 9am-3:30pm. In contrast, just 3 percent of eligible families and 10 percent of ineligible families preferred that their child attend childcare from 8:30- 2:30pm.

Table 62: Head Start Full Day Hours

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
8am-2:30pm	3.3%	9.8%	10.2%	9.1%
9am-3:30pm	36.7%	27.6%	4.1%	24.1%
No preference	23.3%	2.3%	2%	4.7%
Not interested	13.3%	28.2%	16.3%	24.1%
Not Specified	23.3%	32.2%	67.3%	37.9%

Families were also asked whether their child attended childcare year-round, and whether there were times when childcare was needed but not offered by their current program. 43.1 percent of children described in the survey attended childcare all year. Head Start eligible children were slightly more likely to have their child enrolled in year-round childcare than Head Start ineligible families. Of the 32 percent of respondents that indicated their childcare needs were not being fully met, most specified that they needed childcare during the major winter holidays, thanksgiving, and on holidays during which their childcare program was closed. These parents often had to ask relatives or friends to watch their children when they had to work on these days.

Table 63: Childcare Details

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Attends Childcare Program Year-Round	50%	43.7%	36.7%	43.1%
Childcare needed during times when program closed	26.7%	36.8%	18.4%	32%

Table 64 describes the special education resources the children described in this survey receive at their childcare program. Among Head Start eligible children, 3.3 percent have an IFSP (Individual Family Service Plan) and 10 percent have an IEP (Individual Education Plan). A slightly smaller percentage of non-eligible children have IFSPs and IEPs. No children described had an RTI (Response to Intervention) plan.

Table 64: Special Education Services

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
IFSP	3.3%	2.3%	4.1%	2.8%
RTI	0%	0%	0%	0%
IEP	10%	2.3%	2%	3.2%
Other	3.3%	1.1%	0%	1.2%
I don't know	13.3%	4%	0%	4.3%
None	53.3%	57.5%	42.9%	54.2%
Not Specified	23.33%	33.33%	512%	35.57%

Survey respondents were provided with a list of factors they may have considered when selecting their childcare program, and asked to indicate how important each factor was. Table 65 summarizes which of the factors respondents indicated were “very important,” as opposed to “somewhat important” or “not at all important”. Among Head Start eligible families, the convenience of the location, followed by the ease of transporting the child to and from the program, were by far the most important factors in choosing an early childhood program. While there was less consensus among Head Start ineligible families, these two factors were also the most important to this population. Interestingly, a lack of open slots elsewhere was rarely reported as “very important.” This lack of importance in making choices may suggest that there are sufficient childcare slots in the service area.

Table 65: Childcare Priorities

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	21	122	22	165
The cost of the program	66.7%	48.8%	40.9%	50%
The convenience of the location	90.9%	66.4%	72.7%	70.5%
The ease of transporting your child to and from the program	85.7%	56.2%	86.4%	64%
Other programs did not have open slots	25%	11.8%	4.5%	12.4%
The staff speak your native language	38.1%	27.6%	13.6%	27%
The program offered services for your child's special-needs	45%	16.1%	13.6%	19.4%
Other	14.3%	18%	18.2%	17.6%

Table 66 summarizes the strengths of families regarding early childhood educational services. The percentages provided indicate the percent of families that indicated they agreed or

strongly agreed with each of the statements. The primary needs illuminated in Table 66 are the need for bilingual center staff that speak the languages of the families they serve, and the need for more affordable childcare. Compared to nearly 100 percent agreement on many of the other questions, just 76.2 percent of Head Start eligible respondents indicated that the staff of their childcare program speak their native language. Given the diversity of primary languages reported in Table D7, this is unsurprising. Both Head Start eligible and ineligible families desire less expensive childcare; just 83.3 percent of Head Start eligible and 71.1 percent of ineligible families agree that their childcare is affordable.

Table 66: Childcare Strengths

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	24	121	23	168
My child's primary early childhood program is scheduled at a convenient time.	95.8%	94.2%	100%	95.2%
My child's primary early childhood program is located at a convenient place.	95.8%	96.7%	95.7%	96.4%
My child's primary early childhood program allows me to attend to my other responsibilities	100%	91.7%	100%	94%
My child's primary early childhood program is affordable.	83.3%	71.1%	73.9%	73.2%
My child's primary early childhood program allows me to communicate in my native language.	76.2%	94.2%	95.7%	92.1%
My child's primary early childhood program will prepare my child for kindergarten.	91.7%	97.5%	100%	97%
I always have the transportation I need to get my child to his or her primary early childhood program on time every day.	95.7%	96.7%	91.7%	95.8%

Table 67a summarizes the additional services families participate in at their current childcare center. Nearly 30 percent of all respondents engage in volunteer opportunities in their child's classroom, and over 25 percent engage in opportunities to connect parents with one another. Head Start eligible families are significantly less likely than ineligible families to participate in these activities. However, they are about twice as likely to participate in parenting classes.

Table 67a: Additional Services at Current Childcare Program

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Volunteer opportunities in child's classroom	16.7%	35.6%	14.3%	29.2%
Opportunities for leadership	6.7%	9.2%	4.1%	7.9%
Opportunities to connect parents with one another	10%	33.3%	14.3%	26.9%
Parenting classes	13.3%	6.9%	2%	6.7%
Health education information (e.g. cooking healthy meals, nutrition information)	6.7%	0.6%	0%	1.2%
Access to health related services	0%	0%	0%	0%
Adult mental health services	3.3%	0%	0%	0.4%
English as a Second Language (ESL) courses	3.3%	0%	0%	0.4%
Career support (e.g., resume, interview, job search)	3.3%	0%	0%	0.4%
Support going to college	0%	0%	0%	0%
Adult basic education and skill training (e.g. GED courses)	0%	0%	0%	0%
Technology training (e.g., computer classes)	0%	0%	0%	0%
Financial coaching	0%	0%	0%	0%
Help with access to social services (e.g., TANF, housing assistance, health insurance)	3.3%	0.6%	0%	0.8%
Other	6.7%	0.6%	4.1%	2%

Table 67b describes the additional services families wish to participate in through their childcare program, which they are not currently participating in. Interestingly, 40 percent of Head Start eligible respondents indicated that they would participate in volunteer opportunities at their children's childcare center. In addition, over 20 percent of Head Start eligible respondents said they would be interested in help with accessing social services. Respondents that were both Head Start eligible and ineligible were also interested in opportunities to connect parents with one another and parenting classes, as well as access to health education information.

Table 67b: Desired Additional Services

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Volunteer opportunities in child's classroom	40%	19%	16.3%	20.9%
Opportunities for leadership	13.3%	13.2%	6.1%	11.9%
Opportunities to connect parents with one another	20%	22.4%	6.1%	19%
Parenting classes	16.7%	13.8%	6.1%	12.6%
Health education information (e.g. cooking healthy meals, nutrition information)	16.7%	12.1%	2%	10.7%
Access to health related services	6.7%	5.2%	6.1%	5.5%
Adult mental health services	10%	4%	4.1%	4.7%
English as a Second Language (ESL) courses	0%	3.4%	2%	2.8%
Career support (e.g., resume, interview, job search)	13.3%	4%	6.1%	5.5%
Support going to college	13.3%	5.2%	4.1%	5.9%
Adult basic education and skill training (e.g. GED courses)	10%	1.1%	4.1%	2.8%
Technology training (e.g., computer classes)	10%	2.3%	2%	3.2%
Financial coaching	20%	6.3%	6.1%	7.9%
Help with access to social services (e.g., TANF, housing assistance, health insurance)	23.3%	2.3%	4.1%	5.1%
Other	0%	2.3%	0%	1.6%

Child Development

Survey respondents were also asked to describe their child's developmental progress. Table 68a summarizes the frequency with which Head Start eligible parents engage in a variety of interactions with their children. While 92 percent of parents talk to their child and answer their child's questions every day, just 43 percent play games with their child every day. Seven percent of Head Start eligible respondents infrequently read or take a walk with their child.

Table 68a: Early Head Start/ Head Start Eligible (Number of Respondents = 28)

	Every Day	At Least Once a Week	Less Frequently
Talk to your child	92.3%	3.8%	3.8%
Answer your child's questions	92.9%	7.1%	0%
Read with your child	60.7%	32.1%	7.1%
Sing with your child	67.9%	28.6%	0%
Eat a meal with your child	85.7%	14.3%	0%
Compliment your child	89.3%	7.1%	0%
Take a walk with your child	46.4%	39.3%	7.1%
Play games with your child	42.9%	50%	3.6%

* "Less Frequently" defined as once a month or less

Table 68b summarizes the frequency with which Head Start ineligible parents engage in these activities with their children. A larger percentage of these families engage in all of these activities with their child every day compared to Head Start eligible families, with the exception of taking a walk with their child. Only 44.4 percent take a walk with their child every day, compared to 46.4 percent of eligible families. However, 99.4 percent of respondents take a walk with their child at least as frequently as once a week, compared to 92.9 percent of eligible families.

Table 68b: Early Head Start/ Head Start Ineligible (Number of Respondents = 172)

	Every Day	At Least Once a Week	Less Frequently
Talk to your child	99.4%	0%	0.6%
Answer your child's questions	96.5%	0%	0%
Read with your child	86.5%	12.9%	0.6%
Sing with your child	70.8%	28.1%	1.2%
Eat a meal with your child	95.3%	4.1%	0%
Compliment your child	95.9%	4.1%	0%
Take a walk with your child	44.4%	55%	0.6%
Play games with your child	63.4%	36%	0%

* "Less Frequently" defined as once a month or less

Table 68c summarizes the frequency with which the remaining respondents engage in a variety of interactions with their children. Of all of the activities listed, these parents are least likely to take a walk or play games with their child every day. In contrast, 100 percent of respondents indicated they talk to their child and 95.5 percent indicated they answer their child's questions every day.

Table 68c: Unknown (Number of Respondents = 23)

	Every Day	At Least Once a Week	Less Frequently
Talk to your child	100%	0%	0%
Answer your child's questions	95.5%	0%	4.5%
Read with your child	87%	8.7%	4.3%
Sing with your child	69.6%	26.1%	4.3%
Eat a meal with your child	91.3%	8.7%	0%
Compliment your child	100%	0%	0%
Take a walk with your child	47.8%	47.8%	4.3%
Play games with your child	68.2%	27.3%	4.5%

* "Less Frequently" defined as once a month or less

Table 69a describes frequency with which Head Start eligible survey respondents engage in educational activities with their child. 18 percent of parents visit the library with their child at least once a week. However, 32 percent visit the library only infrequently. Encouragingly, 82 percent of parents take their child with them to run errands at least once a week, thereby exposing their child to a variety of different experiences.

Table 69a: Early Head Start/ Head Start Eligible (Number of Respondents = 28)

	At Least Once a Week	At Least Once a Month	Infrequently
Visit the library?	17.9%	32.1%	32.1%
Visit a museum, art gallery, historical site, or any other local resource?	0%	42.9%	46.4%
Visit the grocery store or out to run other errands with a family member?	82.1%	17.9%	0%

A slightly larger percentage of Head Start ineligible families take their child to the library at least once a week. They are also more likely to visit a museum, art gallery, or historical site with their child.

Table 69b: Early Head Start/ Head Start Ineligible (Number of Respondents = 172)

	At Least Once a Week	At Least Once a Month	Infrequently
Visit the library?	23.3%	55.2%	16.3%
Visit a museum, art gallery, historical site, or any other local resource?	8.1%	57%	32.6%
Visit the grocery store or out to run other errands with a family member?	87.7%	10.5%	1.8%

The remaining respondents are about as likely to visit a historical site with their child as a Head Start eligible respondent. Just 13 percent visit the library with their child at least once a week, and as many as 30 percent visit the library infrequently. However, 87 percent of families take their child to run errands with them at least once a week.

Table 69c: Unknown (Number of Respondents = 23)

	At Least Once a Week	At Least Once a Month	Infrequently
Visit the library?	13%	52.2%	30.4%
Visit a museum, art gallery, historical site, or any other local resource?	4.3%	47.8%	43.5%
Visit the grocery store or out to run other errands with a family member?	87%	13%	0%

Table 70a summarizes the frequency with which Head Start eligible children engage in a variety of educational activities. Nearly 75 percent of children look at or hold books every day, and 100 percent of them do so at least once a week. With the exception of a few activities, 80 percent or more of these children engage in these activities at least once a week. However, 13 percent of these children read to themselves or to someone else once every two weeks or less frequently. Approximately 17 percent of children pick out their clothes or dress themselves about this frequently as well. Perhaps due to the infrequency with which the Head Start eligible families visit the library, 52 percent of children obtain a new book every two weeks or less often.

Table 70a: Early Head Start/ Head Start Eligible (Number of Respondents = 30)

	Every Day	At Least Once a Week	Less Frequently
Look at or hold books?	73.3%	23.3%	0%
Practice identifying letters?	56.7%	43.3%	0%
Practice letter sounds?	60%	33.3%	6.7%
Read to him or herself?	46.7%	20%	13.3%
Read to someone else?	34.5%	24.1%	13.8%
Color or paint?	36.7%	56.7%	3.3%
Practice writing (including through play)?	50%	40%	10%
Use a computer or tablet?	41.4%	41.4%	13.8%
Use a smartphone?	30%	36.7%	23.3%
Receive a new book?	0%	40.7%	51.9%
Practice counting (including through play)?	56.7%	40%	3.3%
Practice shapes (including through play)?	51.7%	48.3%	0%
Practice identifying colors (including through play)?	58.6%	41.4%	0%
Ask questions?	90%	0%	0%
Pick out his or her own clothes?	56.7%	16.7%	16.7%
Dress him or herself?	51.7%	13.8%	17.2%
Help in the kitchen?	13.3%	50%	16.7%
Play with musical instruments (including homemade)?	30%	36.7%	13.3%
Play outside?	20%	80%	0%
Play with other children?	63.3%	36.7%	0%

Table 70b summarizes the frequency with which Head Start ineligible children engage in a variety of educational activities. Encouragingly, 93 percent of these children look at or hold books every day, an increase compared to Head Start eligible children. Nearly 90 percent ask questions every day and 68 percent play with other children every day as well. Interestingly, 75.3 percent of children obtain a new book every two weeks or less often. Like the Head Start eligible children, 80 percent or more of these children engage in most of these activities at least once a week.

Table 70b: Early Head Start/ Head Start Ineligible (Number of Respondents = 172)

	Every Day	At Least Once a Week	Less Frequently
Look at or hold books?	93%	5.8%	0.6%
Practice identifying letters?	59.1%	21.6%	5.8%
Practice letter sounds?	50.6%	25.6%	9.3%
Read to him or herself?	41.9%	25.6%	5.2%
Read to someone else?	23.3%	23.8%	13.4%
Color or paint?	43.3%	48.5%	3.5%
Practice writing (including through play)?	32.7%	42.7%	5.3%
Use a computer or tablet?	24.4%	42.4%	18%
Use a smartphone?	17%	37.8%	25.9%
Receive a new book?	1.2%	21.2%	75.3%
Practice counting (including through play)?	62.6%	28.1%	1.8%
Practice shapes (including through play)?	41.3%	49.4%	5.2%
Practice identifying colors (including through play)?	60%	33.5%	1.8%
Ask questions?	88.9%	1.2%	1.8%
Pick out his or her own clothes?	37.2%	45.3%	5.2%
Dress him or herself?	42.4%	32.6%	9.9%
Help in the kitchen?	21.2%	54.1%	11.8%
Play with musical instruments (including homemade)?	22.1%	54.7%	19.2%
Play outside?	49.1%	48%	2.3%
Play with other children?	68.4%	29.2%	0.6%

Table 70c summarizes the frequency with which the children of other respondents engage in a variety of educational activities. Similar to the other two groups, approximately 80 percent of children engage with these activities at least once a week. While 30 percent of children read to someone else infrequently, 83 percent read to themselves at least once a week. More of these children look at or hold books every day compared to Head Start eligible children.

Table 70c: Unknown (Number of Respondents = 18)

	Every Day	At Least Once a Week	Less Frequently
Look at or hold books?	88.9%	11.1%	0%
Practice identifying letters?	72.2%	11.1%	11.1%
Practice letter sounds?	77.8%	5.6%	5.6%
Read to him or herself?	55.6%	22.2%	16.7%
Read to someone else?	35.3%	23.5%	29.4%
Color or paint?	61.1%	33.3%	0%
Practice writing (including through play)?	55.6%	27.8%	11.1%
Use a computer or tablet?	38.9%	50%	11.1%
Use a smartphone?	12.5%	31.3%	43.8%
Receive a new book?	5.9%	29.4%	64.7%
Practice counting (including through play)?	77.8%	16.7%	5.6%
Practice shapes (including through play)?	50%	44.4%	5.6%
Practice identifying colors (including through play)?	66.7%	27.8%	5.6%
Ask questions?	94.4%	0%	0%
Pick out his or her own clothes?	55.6%	38.9%	5.6%
Dress him or herself?	44.4%	50%	0%
Help in the kitchen?	22.2%	61.1%	16.7%
Play with musical instruments (including homemade)?	22.2%	55.6%	22.2%
Play outside?	55.6%	33.3%	11.1%
Play with other children?	72.2%	27.8%	0%

Table 71a describes nine skills that allow children to be successful when they enter Kindergarten and the proficiency of Head Start eligible children. A greater percentage of Head Start ineligible children are able to understand positional words and respond to simple questions compared to eligible children. Of all of these activities, ineligible children seem to struggle with completion of one activity before progressing to another and calming oneself when upset.

Table 71a: Early Head Start/ Head Start Eligible (Number of Respondents = 30)

	Almost Always	Most of the Time	Sometimes	Not Yet
Understand positional words such as up, down, over, under, next to?	56.7%	30%	13.3%	0%
Respond to simple questions?	62.1%	27.6%	6.9%	3.4%
Follow one step directions without having them repeated (e.g. Please hand me the cup)?	53.3%	26.7%	20%	0%
Follow multi-step directions without having them repeated (e.g. Please sit down in your chair and then raise your hand)?	43.3%	30%	13.3%	10%
Share with others?	37.9%	27.6%	31%	3.4%
Take turns with others?	37.9%	27.6%	31%	3.4%
Work independently?	44.8%	27.6%	13.8%	13.8%
Finish one activity before starting another?	14.3%	39.3%	25%	17.9%
Calm self when upset?	27.6%	20.7%	41.4%	10.3%

Table 71b describes nine skills that allow children to be successful when they enter Kindergarten and the proficiency of Head Start ineligible children. 80 percent of children almost always respond to simple questions and 79 percent understand positional words. Like the Head Start eligible children, the ineligible children seem to struggle with completion of one activity before progressing to another and calming oneself when upset.

Table 71b: Early Head Start/ Head Start Ineligible (Number of Respondents = 171)

	Almost Always	Most of the Time	Sometimes	Not Yet
Understand positional words such as up, down, over, under, next to?	78.8%	5.9%	7.6%	5.9%
Respond to simple questions?	80.1%	9.4%	4.7%	4.1%
Follow one step directions without having them repeated (e.g. Please hand me the cup)?	67.1%	20%	7.1%	4.1%
Follow multi-step directions without having them repeated (e.g. Please sit down in your chair and then raise your hand)?	44.4%	33.3%	9.9%	9.4%
Share with others?	34.5%	39.8%	19.9%	4.1%
Take turns with others?	32.9%	41.2%	17.1%	6.5%
Work independently?	42.7%	31.6%	17.5%	5.8%
Finish one activity before starting another?	17.5%	38%	33.3%	8.2%
Calm self when upset?	13.5%	31.6%	42.7%	11.1%

Table 71c describes the proficiency of respondents' children on these 9 skills for respondents whose Head Start eligibility was unknown. Seventy five percent of children almost always respond to simple questions and understand positional words. Like the both Head Start eligible and ineligible children, the children with unknown eligibility seem to struggle with completion of one activity before progressing to another and calming oneself when upset. Just 25 percent almost always complete an activity before beginning another and 27 percent are able to almost always calm themselves when upset.

Table 71c: Unknown (Number of Respondents = 12)

	Almost Always	Most of the Time	Sometimes	Not Yet
Understand positional words such as up, down, over, under, next to?	75%	16.7%	0%	0%
Respond to simple questions?	75%	25%	0%	0%
Follow one step directions without having them repeated (e.g. Please hand me the cup)?	66.7%	16.7%	16.7%	0%
Follow multi-step directions without having them repeated (e.g. Please sit down in your chair and then raise your hand)?	58.3%	25%	16.7%	0%
Share with others?	50%	25%	16.7%	8.3%
Take turns with others?	50%	25%	25%	0%
Work independently?	58.3%	16.7%	16.7%	8.3%
Finish one activity before starting another?	25%	33.3%	33.3%	0%
Calm self when upset?	27.3%	27.3%	45.5%	0%

Health

Table 72 describes the percent of respondents that indicated they “strongly agreed” or “agreed” with the following statements around health strengths and needs. Respondents across all groups indicated that their children received check-ups at least once a year and had access to dental and medical services when they were needed. However, mental health seemed to be an area of relative need among respondents. Just 86.2 percent of Head Start eligible respondents indicated they could access mental health services if they were needed, with 91.9 percent of all respondents agreeing. Similarly, as many as 23 percent of total respondents indicated they often had symptoms of depression or anxiety; this percentage was similar across groups.

Table 72: Strengths of Families Related to Health

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	10	212
My child gets health check-ups at least once a year.	96.7%	100%	90%	99.1%
I can access dental services when I need them.	93.3%	97.1%	100%	96.7%
I can access health services when I need them.	93.3%	98.8%	100%	98.1%
I can access mental health services (e.g. counseling, therapy, medicine, psychiatry services) when I need them.	86.2%	93%	88.9%	91.9%
I often feel down, overwhelmed, or anxious.	20.7%	23.4%	22.2%	23%
Someone in my home smokes cigarettes, e-cigarettes, cigars, or other tobacco products.	13.8%	7.6%	0%	8.1%

Table 73 describes the percentage of respondents that indicated they or someone that regularly interacted with their child struggled with substance abuse in the past 12 months. About three times the number of Head Start eligible respondents reported struggling with substance abuse, although this measure was still relatively low at just over 6 percent.

Table 73: Health Related Experiences of Individuals Close to Child in Past 12 Months

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	7	209
Struggled with substance abuse	6.7%	2.9%	0%	3.3%

Nutrition

Table 74 describes the percent of respondents that indicated they “strongly agreed” or “agreed” with the following statements around nutrition strengths and needs. Over 93 percent of Head Start eligible respondents and 99 percent of total respondents indicated they could conveniently purchase fresh produce, suggesting that availability of fresh fruits and vegetables to families in the service area is a strength. However, just 77 percent of Head Start eligible and 87 percent of total respondents indicated they had no trouble affording groceries every week. Further, 33.3 percent of Head Start eligible and 22.7 percent of total respondents indicated that their child drank fruit juice or sugar sweetened beverages three times per week or more, suggesting that knowledge around the nutritional value of certain foods or beverages may be a need in the service area.

Table 74: Strengths of Families Related to Nutrition

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	10	212
I have no trouble affording groceries every week.	76.7%	88.2%	90%	86.7%
I am able to buy fresh fruits and vegetables conveniently (e.g. near your home, within driving distance if you have a car).	93.3%	99.4%	100%	98.6%
My child drinks fruit juice or sugar sweetened beverages (e.g. soft drinks, sports drinks) three times per week or more.	33.3%	19.9%	40%	22.7%

Table 75 describes the percentage of respondents that indicated they or someone that regularly interacted with their child received food-related assistance in the past 12 months. Over 63 percent of Head Start eligible and 23.4 percent of total respondents indicated they or someone close to their child received food assistance, food stamps, SNAP, or WIC in the past 12 months. Similar to the findings reported in Table 103, affordability of food in the service area emerged as a significant need.

Table 75: Nutrition Related Experiences of Individuals Close to Child in Past 12 Months

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	7	209
Received Food Assistance/ food stamps/ SNAP/ WIC	63.3%	16.3%	28.6%	23.4%

Housing and Safety

Table 76 describes the percent of respondents that indicated they “strongly agreed” or “agreed” with the following statements around housing and safety strengths and needs. Both Head Start eligible and ineligible respondents indicated that they struggled to afford their housing costs. Interestingly, 40 percent of Head Start eligible respondents indicated that worried about their children’s safety when their children played outside compared to 82.6 percent of Head Start ineligible respondents. This could suggest that Head Start eligible families tend to live in safer neighborhoods or that they are more likely to perceive their neighborhoods to be safe. Just 41.1 percent of Head Start eligible and 65.1 percent of total respondents knew who to talk to in order to get changes made in their neighborhoods. These findings suggest that affordable housing, neighborhood safety, and neighborhood engagement are all areas of need in the service area.

Table 76: Strengths of Families Related to Housing and Neighborhood Safety

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	10	212
I have no trouble affording my housing costs (e.g. rent, mortgage, utilities, and/or taxes).	63.3%	87.6%	100%	84.8%
My child can play outside in my neighborhood without my having to worry about their safety.	40%	82.6%	88.9%	76.8%
I know who to talk to in order to get changes made in my neighborhood.	41.4%	68.6%	75%	65.1%

Table 77 describes the housing and safety experiences of respondents or individuals that regularly interacted with their child in the past 12 months. About twice as many Head Start eligible respondents as ineligible respondents reported knowing a victim of domestic violence, although this measure was still relatively low at nearly 7 percent. 20 percent of Head Start eligible and nearly 10 percent of total respondents indicated they received rent or housing assistance, and over 10 percent of Head Start eligible respondents indicated they had been without a permanent and fixed residence, the McKinny Vento definition of homelessness. A slightly larger percentage of total respondents indicated that they had stayed with a friend or family member without paying rent, while very few respondents indicated they had spent at least one night in a homeless shelter or sleeping outdoors. These findings suggest that affordable housing and housing security in the service area is a need, although few respondents found themselves in need of a homeless shelter or without a place to sleep.

Table 77: Housing Related Experiences of Individuals Close to Child in Past 12 Months

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	7	209
Was a victim of domestic violence	6.7%	2.9%	0%	3.3%
Received Rent/ Housing Assistance	20%	7%	14.3%	9.1%
Been without permanent and fixed residence	10.3%	2.4%	0%	3.4%
Stayed with a friend/ family member but did not pay rent	10%	4.7%	0%	5.3%
Spent 1+ nights in a homeless shelter	3.3%	0%	0%	0.5%
Slept 1+ nights outside (by necessity)	0%	0.6%	0%	0.5%

Social Services

Table 78 describes the percent of respondents that indicated they “strongly agreed” or “agreed” with the following statements around social service strengths and needs. Over 53 percent of Head Start eligible respondents and 35 percent of total respondents indicated they would not know where to go for help if their family needed help with housing, food, or employment, suggesting that information and education regarding available social services is a need. While 85.7 percent of Head Start eligible respondents and 93 percent of all respondents felt that the local police department responded to their needs, just 63 percent of Head Start eligible and 82.7 percent of total respondents felt that the city government responded to their needs.

Table 78: Strengths of Families Related to Social Services

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	10	212
I would not know where to go for help if my family needed food, housing, or help finding a job.	53.3%	32.5%	25%	35.3%
I feel that my local police department responds to my needs.	85.7%	94%	100%	93%
I feel that the city government responds to my needs.	63%	85.9%	85.7%	82.7%

Table 79 describes the percentage of respondents that indicated they or someone that regularly interacts with their child accessed unemployment/ SSI benefits in the past 12 months. About half as many Head Start eligible respondents as ineligible respondents reported knowing someone who received unemployment benefits. However, even among Head Start ineligible individuals, just 6 percent received or knew someone who received unemployment benefits, suggesting it is not a major need in the service area.

Table 79: Social Service Related Experiences of Individuals Close to Child in Past 12 Months

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	7	209
Received unemployment/ SSI benefits	3.3%	5.8%	0%	5.3%

Language and Translation Services

Table 80 describes the experiences of respondents or individuals close to their child related to language and translation services. Few respondents indicated that language barriers impeded their ability to access resources or services, and fewer respondents accessed translation or interpretation services. While not necessarily reflective of the service area as a whole, among survey respondents language and translation services was not a significant need.

Table 80: Language Related Experiences of Individuals Close to Child in Past 12 Months

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	7	209
Language barrier impeded resource/ service access	3.3%	1.2%	0%	1.4%
Accessed English translation/ interpretation services	0%	1.2%	0%	1%

Public Transportation

Table 81 describes the percent of respondents that indicated they “strongly agreed” or “agreed” with the following statements around transportation strengths and needs. Nearly 17 percent of Head Start eligible respondents and 10 percent of ineligible respondents felt that public transportation was not affordable. While 91.7 percent of Head Start eligible respondents felt that public transportation was easily accessible and got them to their destination, just 79.6 percent of Head Start ineligible respondents agreed. These findings suggest that public transportation accessibility is a moderate need among survey respondents.

Table 81: Strengths of Families Related to Transportation

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	172	10	212
I feel that public transportation is affordable.	83.3%	90.7%	100%	89.7%
I feel that public transportation is easily accessible and gets me where I need to go.	91.7%	79.6%	100%	82.1%

Summary of Strengths Identified

Table 82 indicates an overview of the strengths identified by Head Start staff, families, and local agencies. Unlike the summary of needs, which follows, this section was not based on open-ended questions. For each service category, strengths identified by one group could not be

validated by another group, because the survey did not ask other groups for ratings on these specific services. An asterisk indicates this data limitation in the chart below.

There were identified strengths for each category that match data reported in the service area. For education, these include access to childcare and early childhood education services. For health, the availability of pediatric services was identified as a strength by both families and HS staff. No health providers were queried. For nutrition, the accessibility of WIC services was found to be a strength by served families. Additionally, Social Service Providers found that the quality of services for special populations, and for employment were strengths of the service area.

Please note that while providers identified employment as a strength, they also identified a gap in employment services. Families and Head Start staff also identified employment as a need in the community. While providers may think that employment services are high quality, this does not necessarily mean that there are enough employment programs or that they are accessible to residents.

Table 82: Summary of Strengths Identified by Head Start Staff, Families, and Local Agencies

Strength	Families	Providers	HS Staff	Service Providers
Education				
Accessibility of educational resources	X			
Class size		*	X	X
Special education		X		
Health				
Pediatric Services	X	*	X	X
Nutrition				
Accessibility of WIC	X			
Nutrition education	*	X		*
Social Services				
Accessibility of public transportation			X	
Bilingual services	*	X		
Quality of employment services	*	X		*
Financial assistance	*	X		X
Legal services	*	X		*
Service area attracts new residents	*	*	X	X

*Indicates no data received, due to the format of the strength surveys.

Summary of Needs Identified

Table 83 indicates an overview of the needs identified by Head Start staff, families, and local agencies. For each service category, there was at least one thing that each group identified as a need of Head Start-eligible families. For education, these include access to childcare and early childhood education services. For health, each group identified access to medical care and health insurance as an important need. In regards to nutrition, each group identified access to healthy foods as a key need of eligible families. Additionally, for social services each group identified affordable housing and employment services as important needs for residents in the service area.

Table 83: Summary of Needs Identified by Head Start Staff, Families, and Local Agencies

Need	Families	Providers	HS Staff	Service Providers
Education				
Access to childcare	X	X	X	
Early childhood education	X	X	X	
Access to preschool	X		X	X
Childcare capacity			X	
Full day childcare programs			X	X
Quality programs			X	
Parent education	X			X
Identifying disabilities		X		
Educational equity			X	
Health				
Access to doctors and medical care	X	X	X	
Access to health insurance	X	X	X	X
Access to dentists	X		X	
Access to mental health services	X			X
Services for diagnosing disabilities	X			
Medical transportation		X		
Improved prenatal care		X		
Equity in health care system			X	X
Nutrition				
Access to nutritious and healthy food	X	X	X	*
Obesity awareness and prevention	X	X		*
Access to food assistance programs		X		
Nutrition education	X			*

Need	Families	Providers	HS Staff	Service Providers
Social Services				
Affordable housing	X	X	X	X
Employment services	X	X	X	*
Transportation		X	X	X
Domestic violence	X			*
Substance abuse services	X			*
Legal assistance		X		*
Sex education for parents		X		*
Bilingual service providers		X		X

Access and Availability of Community Resources

What resources are available in the community to address the needs of Head Start eligible children, and specifically, what resources are available for childcare and early childhood programs?

- Almost half of the currently operating childcare centers in the service area offer services/referrals to low-income families.
- There are nine health organizations out of the total 66 health organizations recorded by Evanston Cradle to Career that offer services to low-income or uninsured residents in the service area.
- There are 13 organizations in the service area that provide nutrition-related services for low-income families. These organizations provide services ranging from emergency assistance to food pantries.
- There are 20 agencies that provide social services related to affordable housing in the service area. These agencies provide services ranging from rental assistance to permanent supportive housing.
- There are eight organizations that provide services specifically for individuals with disabilities. However, the majority of childcare providers in the service area serve children with disabilities.
- Current capacity of childcare federal and state run programs, as well as licensed and license-exempt childcare providers covers about half of the children in the service area. There are a total of 4,788 sessions available for 8,913 children. However, these sessions are not all necessarily accessible for low-income families due to different fee structures.
- The majority of childcare capacity is provided by licensed childcare centers, accounting for 62 percent of the sessions available. Head Start, Early Head Start, and state-funded programs provide 21 percent of childcare capacity in the service area.

Community Programs that Serve Head Start Eligible Children

The following tables present the community services and resources available to Head Start-eligible children and families in Evanston and Skokie. This information is presented for each of the four service areas that Head Start staff, families, and local agencies were surveyed in: education, health, nutrition, and social services.

The following tables only report services for areas of need that were identified by all three groups of stakeholders. These needs are presented in Table 83. They include access to childcare, early childhood education, access to medical care, access to health insurance, access to nutritious food, affordable housing, and employment services. Additionally, the following

tables report services that serve or have options for low income residents, with the possible exception of Table 84: Education Resources for Head Start-eligible children and families. This table includes all childcare and education programs in the service area. However, some of these organizations did not provide information or responded to our requests for information about their options for low-income families. Table 84 has a separate column to denote whether or not the organization listed has options for low-income families that we are aware of. A longer list of all of the resources in the service area that have been catalogued by the Evanston Cradle to Career Initiative is in Appendix E.

Education

Table 84 shows the different preschool, childcare, and early childhood programs offered in the service area. Of the 47 childcare programs that currently operate in the area, 26 offer options for low-income families in the form of tuition assistance, scholarships, or sliding scale fees. Additionally, many of the childcare centers listed below accept subsidies from the state like Illinois' Child Care Assistance Program. However, it is unclear how affordable these options are, especially because there is typically a finite amount of scholarships or funds for tuition assistance, and the amount given may not be enough to make a program fully accessible to families.

The education needs that Head Start staff, families, and local agencies identified were access to childcare and early childhood education services. The majority of the services listed below fit either of these categories. As seen in the table, there are a range of organizations that provide childcare throughout the day or before and after school in the service area.

Table 84: Education Resources for Head Start-eligible Children and Families

Organization	Location	Website	Program Description	Ages Served	Hours	Options for Low Income Residents?
Barbereux School	Evanston	http://www.barbereux.com/		3-6 years	Full day: 7:30am-6:00 pm, Part day: 7:30am-12:45 pm	
BAYIT	Evanston	http://www.bayitevanston.com/	After school program focused on building Jewish identity.	Pre-K -4th grade	M-F 3:00 pm-6:00 pm	Yes
Beth Emet Early Childhood Program	Evanston	http://bethemet.org/learning/early-childhood-programs.html	Integrates Torah, Hebrew, Jewish values, traditions, and holiday observance, to lay the foundation for building a positive Jewish identity.	12 months-4 years	M-F 8:30 am-12:30 pm Summer Camp, extended day programs, Sunday morning	Yes
Bright Horizons/Daycare & Preschool	Evanston	http://child-care-preschool.brighthorizons.com/IL/Evanston/evanston/	Offers full and part time programs for childcare and preschool.	Infant-kindergarten	M-F: 7:00am-6:30 pm	

Organization	Location	Website	Program Description	Ages Served	Hours	Options for Low Income Residents?
Chandler-Newberger Community Center	Evanston	http://www.cityofevanston.org/parks-recreation/chandler-newberger-center/	Conducts year round preschool programs and fifteen types of summer day camps for preschoolers and school-aged youth.	2 years-5 years	Change Seasonally	
Cherry Preschool	Evanston	http://cherrypreschool.org/	Developmental early childhood classes and programs for children ages 2-5 emphasizing an anti-bias education and including children with special needs. Spanish language class available.	2-5 years	M-W: 8:00am-3:15pm T-F: 8:00am-1:30pm	Yes
Chiaravalle Montessori School	Evanston	http://www.chiaravalle.org/	Preschool through 8th grade as well as a parent, infant and toddler program Montessori education.	Birth-Grade 8	7:00am-6:00 pm	Yes
Childcare Center of Evanston	Evanston	http://www.childcarecenterofevanston.org/	Offers five preschool classrooms caring for children age 2 through 5 years of age.	Infant-Preschool age	7:30am-5:30pm	Yes
Covenant Nursery School	Evanston	http://www.covenantnurseryschool.org/	Private, non-sectarian, nursery school. Programs (Turtle Twos, 3-Day Threes, Multi-Age), with Extended Day opportunity for Multi-Age and Young Three's students.	2-5 years	6:00 am-6:00 pm	Yes
Cradles Cribbs and Crayons	Skokie	http://cradlescribsandcrayons.com/	Childcare and early childhood education center offering different program options by age group.	6 weeks-5 years	M-F: 7:00am-6:00pm	
Creative Paths Learning Center	Skokie	http://creativepathslearningcenter.com/	Early childhood center providing a range of early learning programs and enrichment programs. Offers full day and half day options, as well as before/after school options for children enrolled in kindergarten at a public school.	6 weeks-6 years	6:30am-6:00pm	

Organization	Location	Website	Program Description	Ages Served	Hours	Options for Low Income Residents?
Dance Center Evanston: Everybody Move	Evanston	http://www.everybodymoveinc.com/	Parents, caregivers and children, ages 6 months to 4 years, participate in an hour-long class of creative movement, singing and dancing. Early childhood movement and music program features autoharp, scarves, balls, hoops, stories, puppets, instruments and free play on age-appropriate equipment.	6 months-4 years		
District 65 Joseph E. Hill Education Center [JEH]	Evanston	http://www.district65.net/jehearlychildhood	District 65 offers comprehensive early childhood services to children ages birth-5 and their families. Children with disabilities are welcome. Birth-3 Services: Early Head Start, center-based program and Early Start, home-visiting program 3-5 Services: Head Start, Preschool for All, Early Childhood Special Education	Birth-5 years		Yes
District 65 Elementary & Magnet Schools: School Age Child Care	Evanston	http://www.district65.net/Domain/522;	District 65 School Age Child Care is DCFS licensed and offered to children enrolled in District 65 elementary and magnet schools. To enroll, students must be in grades kindergarten through fifth grade and ages 5-12.	5 years- 14 years		Yes
Elizabeth Meyer School	Skokie	http://www.sd735.org/meyer/	Preschool and kindergarten services provided by Skokie SD 73.5	3-5 years		Yes
Evanston KinderCare	Evanston	http://www.kindercare.com/our-centers/evanston/il/070462	Childcare programs for children 6 weeks to 12 years old. Multiple preschool, prekindergarten, and school-age full-day camps.		M-F: 7:00am-6:00 pm	Yes, some
Evanston Safety Town	Evanston	www.evanstonsafetytown.org	Evanston Safety Town is a summer day camp program for 4, 5, and 6 year olds. This not-for-profit program teaches safety rules.	4-7 years		Yes

Organization	Location	Website	Program Description	Ages Served	Hours	Options for Low Income Residents?
Evanston Township High School Child Study Center	Evanston		A developmental program concentrating on socialization and enrichment. High School students interact with children (under supervision of staff members) as part of childcare classes.		M-F: 7:30am-4:30pm	
Faith Temple Church of God: Faith Christian Academy	Evanston	Mailing P.O. Box 733, Evanston, IL 60204	Christian education for preschool through middle school students.	Preschool		
Gather/Play Place	Evanston	http://www.meetatgather.com/	Provides art and play classes.	Birth-8 years	M-F: 9:00am-4:00pm, Saturday: 9:00am-12:00pm	
Infant Welfare Society of Evanston	Evanston	http://www.iwse.org/	Programs: Baby Toddler Nursery, Teen Baby Nursery, Family Support Program	6 weeks-5 years	8:00am-5:00 pm	
Infant Welfare Society: Baby Toddler Nursery	Evanston	http://www.iwse.org/programs/baby-toddler-nursery/	Full-day childcare and early education program with a capacity of 70 children. Offers subsidized, fee-based and EHS programs for children ages six weeks to five years old.	Birth-3 years	M-F: 7:30am-5:30pm	Yes
Jewish Reconstructionist Congregation	Evanston	https://www.jrc-evanston.org/	Preschool program that supports student's growth with Judaic values and traditions incorporated into daily activities.	Birth-6 years	9:00am-2:00pm	
McGaw YMCA Children's Center	Evanston	http://www.mcgawymca.org/youth-teens/childrens-center/	Offers infant and toddler care, afterschool programs, full/half day preschool, and summer camps.	Infant-School Age	7:00am-6:15 pm	Yes
Midwest Montessori School	Evanston	http://midwestmontessori.com	Hours and Programs: http://midwestmontessori.com/programs/	3-6 years		

Organization	Location	Website	Program Description	Ages Served	Hours	Options for Low Income Residents?
Mosaic Early Childhood and Infant, and Montessori Center	Skokie	http://www.mosaicearlychildhoodcenter.com/	Early childhood center offering half day or full day programs with full day preschool and kindergarten options. Provides PFA services, and has a multilingual staff.	6 weeks-12 years	M-F: 7:00am-6:00	Yes
Northminster Nursery School	Evanston	http://nnsevanston.com/	Hours and Programs: http://nnsevanston.com/extended-day-option/	2-5 years	9:15am-11:45am with option to extend until 2:00pm	Yes
NorthShore University Health System Child Development Center	Evanston	http://child-care-preschool.brighterhorizons.com/IL/Evanston/northshore/	Childcare center for children 6 weeks to 5 years old. Snacks and lunch provided. Open to the public, but gives preference to NorthShore University HealthSystem employees.	Infants, Preschool, Kindergarten Prep	6:30am-6:30 pm	
Oakton Community College Early Childhood Education Center	Skokie	https://www.oakton.edu/about/ece_centers/sk_center/index.php	Early childhood center offering full day or half day options for Oakton Community College students.	3-5 years	7:00am-6:00pm	Yes
Old Town School of Folk Music: Wiggleworms	Chicago	http://www.oldtownschool.org/classes/kids/wiggleworms/	Music classes that meet weekly for 45 minutes.	6 months-3 years	Classes meet weekly	
Parent Day Out	Evanston	http://www.pdoevanston.org/	Parent childcare cooperative.	2-5 years	9:15 am-2:00 pm/ 1:00 pm in the Summer	
Pope John XXIII School	Evanston	http://www.popejohn23.org/	Preschool program in K-8 school. Mission is to provide a catholic education in a caring and diverse environment. Summer Camp Available	3 years-8th grade	7:00am-6:00 pm	Yes

Organization	Location	Website	Program Description	Ages Served	Hours	Options for Low Income Residents?
Puerta Abierta Preschool	Evanston	http://puertaabiertapreschool.org/	Dual language preschool.	2-5 years (one classroom for 2 year olds and two classrooms for mixed-age children)	M-F: 8:45am-11:30am and 12:15pm-3:00pm.	Yes
Reba Early Learning Center	Evanston	http://www.rebaearlylearningcenter.com/	Small non-profit preschool.	2-5 years	7:00 am-6:00 pm	Yes
Robert Crown Community Center	Evanston	http://www.cityofevanston.org/parks-recreation/robert-crown-center/	A variety of 9-month morning and afternoon programs for ages 2-5.	2 years-school age	8:30am-6:00 pm	Yes
Roycemore School	Evanston	http://www.roycemoreschool.org/	Kindergarten is a full-day program. Extended care is available for an additional fee.	3 years-grade 12	8:30am-11:30am	Yes
Saint Francis Hospital Child Time	Evanston	http://www.childtime.com/your-local-school/evanston-il-9107/	Offers various childcare, early childhood, and preschool programs. Also operates a summer camp, enrichment programs, and before/after school care.	6 weeks-5 years	6:30am-6:30 pm	
Saint Joan of Arc School	Evanston	http://www.saintjoanofarc.net/school/	Part/Full Time Preschool and Junior Kindergarten programs, Extended Day Care: on an as-needed basis for an hourly fee, students may arrive at school as early as 7:00 AM and remain after school until 6:00 PM.	3 years-8th grade		

Organization	Location	Website	Program Description	Ages Served	Hours	Options for Low Income Residents?
School for Little Children	Evanston	http://www.slcevanston.org/	Offers preschool classes. Also offers Fun in the Sun- a 6-week summer program for children ages 3-5; Child/Adult Classes.	2-5 years	2 year olds: T/TH, 9:30 – 11:45 AM 3 year olds M/W/F 9:15 – 11:45 AM; 4 year olds Pre-K AM T-F, 9:15 – Noon; Pre-K Extended Day Monday 9:15 - 11:45 AM, Tuesday - Friday 9:15 – 2:00 PM; Additionally: Lunch and Learn	Yes
Shining Star Learning Center	Skokie	http://shiningstarskokie.com/	Childcare center offering programs for infants, toddlers, and preschoolers.	6 weeks-5 years	M-F: 7:00am-6:00pm	
Sojourner Covenant Church	Evanston	http://www.sojocommunity.org/	Offer a variety of Sunday programs for children.	Birth-3 years,	Sunday Nursery Care, 10:00am-12:30 pm	
Swift Childcare	Skokie	http://www.swiftchildcare.com/	Childcare center with 2 locations in Skokie that are both less than two blocks away from the Chicago Transit Authority train station. Experience working with children with disabilities and providing referrals to other agencies, if needed.	6 weeks-12 years	M-F: 7:00am-6:00pm	Yes
Tiny Tot Preschool	Skokie	http://www.tinytotskokie.com/	Preschool program with a whole-child focus providing full and half day care.	15 months-6 years	M-F: 7:00am-6:00pm	
Toddler Town Daycare	Evanston	www.toddkertownevanston.com	State-licensed day care center.	Toddler-Kindergarten Programs	7:00am-6:00 pm	Yes

Organization	Location	Website	Program Description	Ages Served	Hours	Options for Low Income Residents?
TOPS Pre-K at Madison Elementary School	Skokie	http://sd69.org/visit-a-school-website/madison-school/tops-pre-k/	Preschool program for provided by Skokie SD69 that offers PFA programs.	3-4 years	8:40am-11:20am and 12:30pm-3:10pm	Yes
Tot Learning Center- Skokie Park District	Skokie	https://www.skokieparks.org/tot-learning-center	Full day childcare center for birth-5. The center also offers enrichment classes and parent meetings	Birth-5 years	M-F: 7:00am-6:00 pm	
Total Child Center	Evanston	http://totalchild.org/	Part-Day Preschool (optional Lunch Bunch program available); Summer Explorers (7 week morning program	2-5 years. They also offer a Lunch Bunch extension.	Full-Day Preschool (M-F: 7:30am-6:00pm)	Yes
Unity Preschool	Evanston	http://www.unitypreschoolevanston.com/	Non-profit preschool that offers half day programs.	2-5 years. They also offer an extended day lunch program for those 3 and up and the Unity Bunch Summer Program.	8:30am-2:00 pm	Yes

Table 85 lists the General Education Diploma (GED) programs that are available in the service area. There are multiple programs in the service area, Chicago and surrounding suburbs that residents can use.

Table 85: GED Programs in Service Area

Location	City	Website
Adult Learners Program	Arlington Heights	http://www.thecenterweb.org/alrc/
Albany Park Community Center	Chicago	http://www.apccchgo.org/
Asian Human Services	Multiple	http://ahschicago.org/locations.html
District 65 Family Center	Evanston	http://www.district65.net/
ELL Parents Center	Skokie	http://www.ellparentcenter.org/
Family Focus	Evanston	http://www.family-focus.org/
Howard Area Community Center	Evanston/Chicago	http://howardarea.org/
Oakton Community College	Skokie	https://www.oakton.edu/

Source: CNE, 2013

Health

Table 86 shows the health resources available to Head Start-eligible children and their families. There are 9 health organizations in the service area that serve low-income residents.

The majority of the organizations listed below offer primary medical care services. This is in accordance with one of the needs identified by all stakeholders surveyed, which was access to doctors and medical care. However, none of these organizations offer services to help residents become insured, although some provide special payment options for patients that are uninsured. All three stakeholder groups identified access to health insurance as an important need facing Head Start-eligible families, and this may suggest that there is a gap in services around health insurance.

Table 86: Health Resources for Head Start-eligible Children and Families

Name	Location	Website	Description	General Medical Services	Mental Health	Prenatal Care
Access Community Health Network: ACCESS Evanston - Rogers Park Family Health Center	Evanston	http://www.accesscommunityhealth.net/	Full primary care health services from general check-ups to chronic disease management to health education. Walk-ins are accepted in cases of severe illness, but appointments are otherwise required. Referrals to dental care providers.	X		
Access Community Health Network: St. Francis Community Health Clinic	Evanston	http://www.accesscommunityhealth.net/	Specialists in Obstetrics and Gynecology, Internal Medicine, Pediatrics, Midwifery, Family Practice. Medicare, Medicaid, CountyCare, All Kids, and most insurance plans are accepted. They also offer a sliding fee scale program for those that are uninsured and not eligible for any other type of insurance coverage based on income, family size and the type of services needed.	X		X
American Cancer Society North Shore Area Office		http://www.cancer.org/	The American Cancer Society provides free programs and services to local residents facing a cancer diagnosis, information on cancer prevention and early detection, and ways to get involved locally in the fight against cancer.	X		

Name	Location	Website	Description	General Medical Services	Mental Health	Prenatal Care
City of Evanston Health Department	Evanston	http://www.cityofevanston.org/health/	Provides a range of services to residents: food protection, environmental screenings, counseling, and information and referral to other services. Tracks disease outbreaks, sponsors community wellness events, and serves as the local registrar of birth and death certificates.	X		
Erie Family Health: Erie Evanston/Skokie Health Center	Evanston/Skokie	https://www.eriefamilyhealth.org/	Affordable and accessible medical and behavioral health care services for all ages; dental services for children and pregnant women. Provides a wide variety of services for adults and children, including primary care, women's health care, prenatal care, pediatric care and behavioral health care. Federally funded, open to non-residents, payment on a sliding scale. Classes in nutrition, physical activity and other health topics.	X	X	X
Evanston Hospital Outpatient Clinic	Evanston	http://www.northshore.org/psychiatry-behavioral-sciences/clinical-services/outpatient-clinic-for-adult-community-services/	Provides free and discounted fee outpatient care to adults, children and adolescents who lack health insurance; includes primary care as well as specialty services. Patients who require inpatient hospital services may be admitted to Evanston Hospital. The clinic serves residents from Evanston and most of Skokie.	X		
Heartwood Center for Body Mind and Spirit		http://www.heartwoodcenter.com/	Center of 50 holistic healthcare practitioners: massage therapists, acupuncturists, integrative medicine physicians, naturopaths, psychiatrists, chiropractors, psychotherapists and teachers of tai chi, yoga and meditation. Free holistic healthcare treatments for low-income women living with cancer at any stage in progression.	X		
NorthShore University Health System: Bridges Program		http://www.northshore.org/psychiatry-behavioral-sciences/clinical-services/bridges-program/	Serves the needs of insured and uninsured children between the ages of 3 and 17 who have been diagnosed with, or are at risk for mental illness, or emotional, behavioral and/or developmental delay.	X	X	

Name	Location	Website	Description	General Medical Services	Mental Health	Prenatal Care
Presence St. Francis Hospital - Community Mental Health and Substance Abuse Services	Evanston	http://www.presencehealth.org/presence-saint-francis-hospital-evanston	Provides specialized classes, support groups, substance abuse, and mental health treatment programs. Discounted rates are available for those who qualify.		X	

Nutrition

Table 87 lists the organizations and programs that provide nutrition resources to Head Start-eligible families in the service area. Of all of the community resources in the service area, 13 provide services related to nutrition. Almost all organizations providing nutrition services have options for low-income residents. The majority of these organizations and programs provide nutritious food to those in need. Additionally, some organizations focus on nutritious education.

Table 87 Nutrition Resources for Head Start Eligible Children and Families

Name	Location	Website	Description
A Just Harvest	Evanston	http://www.ajustharvest.org/	A Just Harvest's Community Kitchen serves dinner from 5:30 p.m. to 6:30 p.m. Monday through Friday and from 5 p.m. to 6 p.m. on the weekends and national holidays. The Produce mobile stops on the third Monday of every month (except January) from 9:00 a.m. to 1 p.m.
Campus Kitchens Project at Northwestern	Evanston	http://www.campuskitchens.org/mission/	Campus Kitchen coordinates donations of un-served dining hall food, prepares and delivers meals to area social service agencies, low-income seniors and families, and provides service learning opportunities for Northwestern students. Currently preparing and delivering 750 meals per week.
Caring Outreach by Parents in Evanston (COPE)	Evanston	http://evanstoncope.weebly.com/index.html	Evanston COPE provides assistance to Evanston families with immediate needs related to sustenance, safety, and shelter through a network of volunteers in the Evanston school district. Through each school, COPE enables families to have access to: groceries and cooking classes, and funds for basic needs, among other services
CEDA Regional Community Service Center	Evanston	www.cedaorg.net	Family Support and Community Engagement Programs include family nutrition and nutrition education among other services
CEDA/Women, Infants and Children (WIC)	Evanston	http://www.cedaorg.net/www2/HNS.html	Supplemental nutrition program focused on eating healthy for moms and kids. WIC can provide nutrition education, nutrition counseling, breastfeeding support, nutritious foods and referrals to other services as needed.
Free Methodist Church: Hillside Church Evanston	Evanston	http://www.hillsidepantry.org/	Hillside Food Pantry Serving patrons who live in surrounding area of church, 2727 Crawford Ave, (Northwest Evanston, Skokie, Evanston, Wilmette, Chicago).
Howard Area Center: The Health and Human Services Department	Evanston	http://howardarea.org/health-human-services/	The community center operates a food pantry

Name	Location	Website	Description
Illinois Department of Health Services Supplemental Nutrition Assistance Program (SNAP)	N/A	http://www.dhs.state.il.us/page.aspx?	SNAP (formerly Food Stamps) helps low-income people and families buy the food they need for good health. Benefits are provided on the Illinois Link Card - an electronic card that is accepted at most grocery stores.
Interfaith Action of Evanston: Hospitality Center for the Homeless	Evanston	http://www.interfaithactionofevanston.org/what-is-interfaith-action/services/hospitality-center/	Provides services for the homeless at St. Mark's Episcopal Church, including food service.
Meals At Home	Evanston	www.mealsathome.org	Delivers meals to the elderly, disabled and those unable to take care of their nutritional needs. Meals are delivered on holidays if requested. No age or income restrictions; fees are based on a sliding scale to accommodate clients on a limited income.
Salvation Army Evanston	Evanston	http://www.salarmyevanston.org/services/	Food Pantry that provides food vouchers, canned goods and clothing vouchers for the needy.
St. John's United Church of Christ	Evanston	http://www.catholiccharities.net/GetHelp/OurServices/Nutrition.aspx	Evanston soup kitchen and food pantry.
The Harbour	Evanston	http://www.theharbour.org/	The Harbour is a community based agency providing essential services to homeless, runaway, locked out and neglected adolescent girls ages 12-21 primarily in the north suburbs and northwest suburbs of Cook County.

Social Services

Table 88 lists the housing and employment services that are available to Head Start-eligible families in the service area. Head Start staff, families, and local agencies all identified affordable housing and employment services as key areas of need for Head Start-eligible families. There are 20 agencies that provide services related to housing. Services and programs related to affordable housing are diverse and fulfill many areas of need such as supportive housing, rental assistance, and counseling. Employment services primarily take the form of job readiness services, and two of the ten services listed in the Table 88 are specifically for youth.

Table 88: Social Services Resources for Head Start-eligible Children and Families

Name	City	Website	Description
Affordable Housing			
Caring Outreach by Parents in Evanston (COPE)	Evanston	http://evanstoncope.weebly.com/	Evanston COPE provides assistance to Evanston families with immediate needs related to sustenance, safety, and shelter through a network of volunteers in the Evanston school district. Through each school, COPE enables families to have access to: groceries and cooking classes, beds and other furniture, funds for basic needs, services opportunities for family growth and community education and skills training.
CEDA Regional Community Service Center	Evanston	www.cedaorg.net	Family Support and Community Engagement Programs include family support and case management, housing/financial counseling and rental assistance, among other others.
CEDA-Skokie	Skokie	www.cedaorg.net	Family Support and Community Engagement Programs include family support and case management, housing/financial counseling and rental assistance, among other others.
Center for Independent Futures	Evanston	http://www.independentfutures.com/	Center for Independent Futures forms innovative partnerships to create product and service models that give individuals with disabilities and their families the skills and opportunities to realize a full life.
Chicago Central Referral System	N/A	https://www.chicagocrs.org/	Refers individuals for permanent supportive housing (affordable housing with services) and permanent housing with short term supports (affordable housing with services for up to 24 months).
City of Evanston	Evanston	http://cityofevanston.org/	Enforces the city's inclusionary housing requirements, and approves housing developments.
Community Partners for Affordable Housing (CPAH)	Highland Park	http://www.cpahousing.org/	The organization acquires existing properties, conducts necessary rehabilitation work in order to minimize ongoing maintenance and operational costs, and then sells the homes only to low-and moderate-income households at an affordable price. Recently partnered with the City of Evanston to acquire and rehabilitate at least 10 foreclosed properties in Evanston.
Connections for the Homeless	Evanston	http://www.cfthinc.org/	Provides housing, employment, and supportive services to move individuals and families out of homelessness

Name	City	Website	Description
Connections for the Homeless	Evanston	http://www.cfthinc.org/	Connections for the Homeless works to prevent homelessness and provides housing, employment and supportive services to move individuals and families out of homelessness into permanent housing and stable lives.
Evanston Community Development Association	Evanston	Not available	Faith-based not-for-profit which develops affordable housing for low and moderate income Evanston residents. Works to obtain subsidies for down payment and mortgage assistance, and advocates for affordable housing.
Evanston Housing Association	Evanston	Not available	Small organization that helps with affordable housing.
Family Promise of the North Shore		http://www.fpcnorthshore.org/	Provides services for homeless families in transition, helping them get back into permanent and sustainable housing and employment. The network consists of eleven host congregations and three support congregations. Host congregations provide a place for 3-4 families of no more than 14 people to stay for one week.
Habitat for Humanity-Northwestern University	Evanston	http://www.habitat.org/	Builds and rehabs homes in the neighborhoods of Evanston and Chicagoland and seeks to educate about the value of decent and affordable housing.
Housing Opportunities-Women (HOW)	Chicago	http://www.how-inc.org/	HOW employs a holistic approach to combating homelessness in Chicago. The agency has a number of programs and services to ensure program participants achieve housing stability and economic independence.
Housing Options for the Mentally Ill in Evanston	Evanston	http://housingopt.org/	Housing Options provides permanent housing and support services to adults with mental illnesses, many of whom have been homeless in the past.
LIFT-Evanston	Evanston	www.liftcommunities.org	LIFT clients and volunteer advocates work one-on-one to find jobs, secure safe and stable housing, make ends meet through public benefits and tax credits, and obtain quality referrals for services like childcare and healthcare.
McGaw YMCA	Evanston	http://www.mcgawymca.org/	Membership-based organization providing programming and services that promote growth in spirit, mind, and body for all.
Open Communities	Winnetka	http://open-communities.org/	Open Communities' mission is to educate, advocate and organize to promote just and inclusive communities in north suburban Chicago. Works with current and prospective residents and local groups to promote economically and culturally diverse communities in north suburban Chicago. Provides fair and affordable housing counseling services, community education, advocacy, and organizing for welcoming communities.
The Harbour	Evanston	http://www.theharbour.org/	The Harbour is a community based agency providing essential services to homeless, runaway, locked out and neglected adolescent girls ages 12-21 primarily in the north suburbs and northwest suburbs of Cook County. Also offers a transitional living program for girls aged 16-21 that provides housing for up to a year.

Name	City	Website	Description
The Over the Rainbow Corporation	Evanston and Chicago	http://www.otrassn.org/	Maintains the Hill Arboretum Apartments for individuals with physical disabilities. In the Chicago area, maintains seven affordable barrier free apartment communities for the physically disabled.
Employment Services			
CarePoint/Job Center	Evanston	http://www.carepointservices.com/	Job center has computers, telephone access and job search skills training for the homeless, formerly incarcerated, residents of halfway homes and other clients.
CEDA Regional Community Service Center	Evanston	www.cedaorg.net	Family Support and Community Engagement Programs include an employment program.
CEDA/Neighbors at Work	Evanston	http://www.cedaorg.net/www2/CDS.html	Operates an employment program, scholarship program and trade skills program.
City of Evanston	Evanston	http://cityofevanston.org/	Manages a local employment program that aims to provide opportunities to Evanston residents.
Curt's café	Evanston	http://curtscafe.org/	Not-for-profit coffee shop serving light breakfasts and lunches. Employees are at-risk Evanston youth, ages 15-22, who want to take steps towards a positive future and learn skills leading to employment in the food service field. Students are tutored in computer literacy, food history, job readiness techniques, GED subjects and more.
Evanston Township General Assistance	Evanston	Not available	GED preparation classes coordinated through Oakton Community College. Additionally, there is a Job Club that assists applicants with finding jobs, preparing for interviews, writing resumes and other employment-related issues.
Have Dreams	Evanston	http://havedreams.org/	Assists individuals with Autism Spectrum Disorder (ASD) learn, function independently and socialize so that they may realize their full potential and develop into contributing members of their communities.
Illinois workNet Center-Evanston Public Library	Evanston	https://epl.org/index.php?option=com_content&view=article&id=81&Itemid=120&showall=1	Services for job seekers and employers. Job seekers can meet with career counselors for skills evaluations, use public computers to search for jobs, attend a variety of job searching and skills development workshops, apply for funding for approved training and educational programs, and more.
LIFT-Evanston	Evanston	www.liftcommunities.org	LIFT clients and volunteer advocates work one-on-one to find jobs, secure safe and stable housing, make ends meet through public benefits and tax credits, and obtain quality referrals for services like childcare and healthcare.
Youth Job Center	Evanston	http://youthjobcenter.org/	Provides job placement services to youth.

Table 89 lists the resources that are available for residents with disabilities in the service area. There are eight organizations that provide services specifically for individuals with disabilities. The majority of these organizations provide social services. However, the majority of childcare providers listed in Table 89 also serve students with disabilities.

Table 89: Resources for Residents with Disabilities

Organization	City	Website	Description	Education	Health	Nutrition	Social Services
Center for Independent Futures	Evanston	http://www.independentfutures.com/	Provides education and employments services for individuals with disabilities and their families	X	X		X
Evanston CASE	Evanston	http://evanstoncase.org/wordpress/	Provides community, advocacy, support and education for families who have children/teens with special needs.				X
Have Dreams	Evanston		Provides services for those on the autism spectrum				X
Housing Authority of Cook County: Victor Walkchirk Apartments	Evanston	http://thehacc.org/location/victor-walchirk-apartments/	100 studio and one-bedroom apartments for low-income elderly or disabled tenants, subsidized by Housing Authority of Cook County.				X
Housing Options for the Mentally Ill in Evanston	Evanston	http://housingopt.org/	Housing Options provides permanent housing and support services to adults with mental illnesses, many of whom have been homeless in the past.				X
JJ's List	Evanston	http://www.jjslist.com/	JJ's List partners with No Boundaries to manage a private pay, tuition-based program employment program for persons with disabilities.				X
Meals At Home	Evanston	http://mealsathome.org/	Delivers meals to the elderly, disabled and those unable to take care of their nutritional needs.			X	X

Organization	City	Website	Description	Education	Health	Nutrition	Social Services
Metropolitan Family Services: Metropolitan Family Services Evanston	Skokie	https://www.metrofamily.org/	Provides support to seniors and adults with disabilities and investigates any allegations of abuse or neglect. Also offers counseling services				X
Orchard Village	Skokie	https://www.orchardvillage.org/	Orchard Village provides services for those with developmental disabilities				
Presence St. Francis Hospital Rehabilitation Services	Evanston	http://www.presencehealth.org/presence-saint-francis-hospital-evanston	Presence Saint Francis Hospital's provides rehabilitation, substance abuse, mental health, emergency, maternal support and home health services.		X		X
Resources for Living, Inc.	Evanston	https://www.resourcesforliving.com	Not for profit organization serving disabled persons and their families.				
Rimland	Evanston	http://rimland.org	Rimland provides services for children and adults on the autism spectrum.		X		
Shore Community Services	Skokie	http://shoreservices.org/	Provides educational, residential, vocational and a range of support services to children and adults with developmental disabilities in north Chicago and the surrounding suburbs, including apartment complexes in Evanston and Skokie.				X
The Grove of Evanston	Evanston	http://www.thegroveofevanston.com/	124-bed, sub-acute rehabilitation and skilled care facility offers speech, physical and occupational therapies		X		

Organization	City	Website	Description	Education	Health	Nutrition	Social Services
The Over the Rainbow Association	Evanston	http://www.otrassn.org/	ORA maintains seven affordable barrier free apartment communities for the physically disabled as well as a Business Resource Center to provide employment services				X
Theraplay Institute	Evanston	http://www.theraplay.org/	Resource for both parents of autistic children and children diagnosed with Autism Spectrum Disorder (ASD). Theraplay sessions model child and family therapy for building and enhancing attachment, self-esteem, trust in others, and joyful engagement.				X

Information on Childcare Availability

This section presents data on childcare availability and capacity in Evanston and Skokie. This data was obtained from IECAM, which uses data collected from childcare centers in Illinois to report on the childcare resources available in the state.

In total, there are 4,788 sessions for childcare available in Evanston and Skokie. There are about twice as many children in the service area as there are sessions. This indicates that there is a large gap in childcare in the service area. However, a small percentage of children receive care at home or do not receive formal childcare prior to kindergarten.

Licensed childcare centers provide the majority of childcare sessions for children in the service area while state and federally funded programs provide slightly less than one quarter of the sessions that are available in Evanston and Skokie. These state and federally funded programs are specifically designed to serve the needs of low income and at-risk children. Other types of childcare providers in the service area may offer options for low-income families, but they are not obligated to design their service model around the needs of low income families.

Moreover, data on sessions available by age shows that there is an uneven distribution of childcare sessions by age in the service area. There are fewer sessions available for younger children under two years old than there are for children ages three to five. While there are fewer children that are two years old or younger than the number of children who are three to five years old, the difference between the total number of children in each age group is not large enough to explain the difference in capacity.

There are two state funded programs in the service area that are administered by the Illinois State Board of Education (ISBE): The Prevention Initiative and Preschool for All. They provide comprehensive programming for children who are at-risk of academic failure. However, they do not provide the majority of available sessions in the service area. Additionally, funding for these programs may be at risk due to the state's budget crisis.

Childcare Programs and Capacity

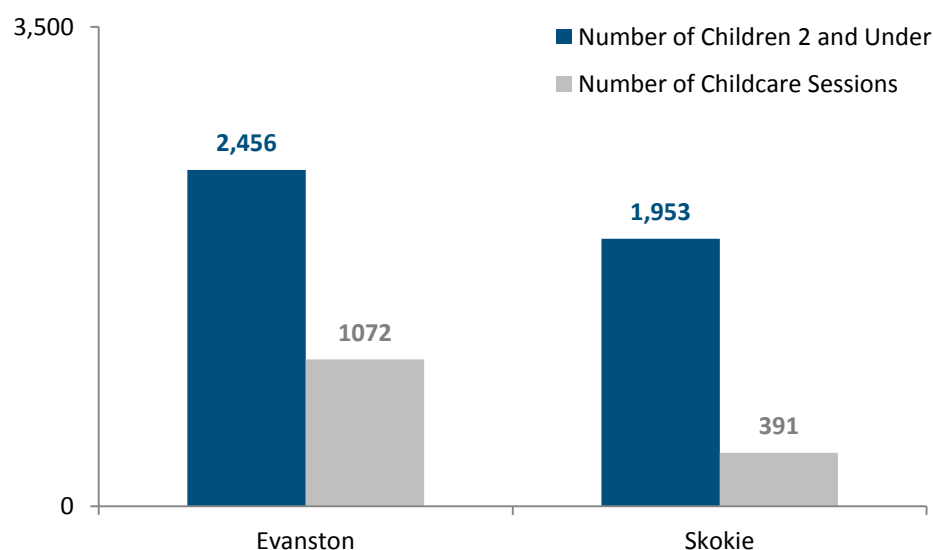
The following tables report information about various types of childcare options in Evanston and Skokie. Data is provided for federally and state- funded programs such as Head Start, Early Head Start, ISBE PFA and the ISBE Prevention Initiative. Data is also reported for childcare centers and homes in the service area. These include licensed childcare centers or family childcare homes, which are licensed by the Illinois Department of Children and Family Services (DCFS). They also include license-exempt childcare centers or family childcare homes, which DCFS does not require to obtain a license. License-exempt family childcare homes are not included in the total count of available sessions because they do not report data on total capacity to IECAM.

Please note that capacity reported by IECAM is recorded as number of sessions available for each type of program/provider. Sessions can be either a full or half day session, depending on the provider's service model. The capacity in sessions is not necessarily equivalent to the number of children that the centers have the capacity to serve. Although it is not best practice, a provider that offers separate morning and afternoon sessions could give two sessions to one child⁶. Additionally, one child could take two sessions at different centers in order to have full day care. It should be noted that these providers are not all necessarily accessible to the Head Start-eligible population due to differences in the fee structure of each program.

Figures 11a and 11b shows the capacity of childcare programs/providers in the service area compared to the total number of children five years old and under. For more information, see Table A-3 in the Appendix.

The capacity of childcare providers in the service area does not match the need for childcare. Total capacity in Evanston and Skokie is 4,788 sessions, while there are 8,913 total children, Head Start eligible and ineligible, under five years in the service area. There is less capacity for childcare in Skokie than in Evanston.

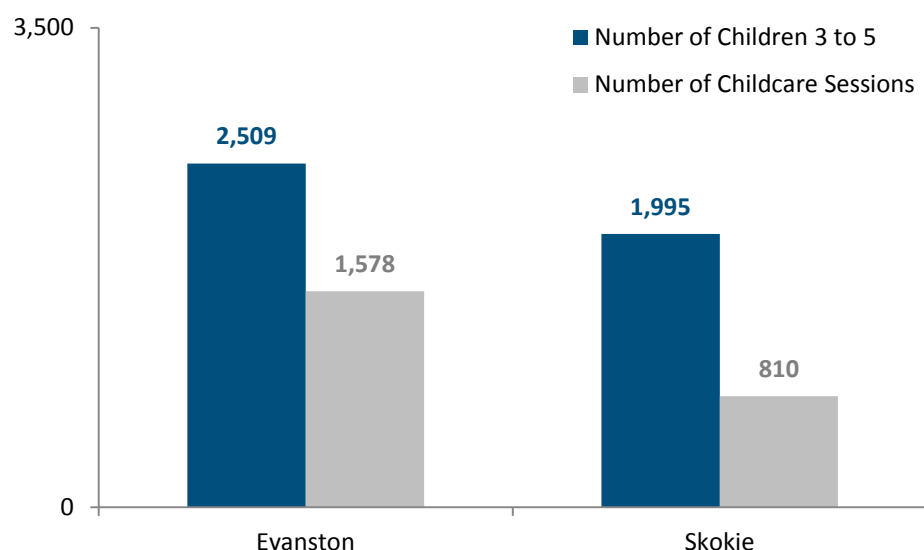
Figure 11a: Available Childcare Sessions in Service Area Compared to Number of Children Ages 0-2, 2014



Source: IECAM, 2014

⁶ Note that District 65 cannot and does not do this practice. However, IECAM reports on all service providers in the service area, some of which may do this. Therefore, we follow IECAM's conventions and use sessions for all data received from IECAM.

Figure 11b: Available Childcare Sessions in Service Area Compared to Number of Children Ages 3-5, 2014

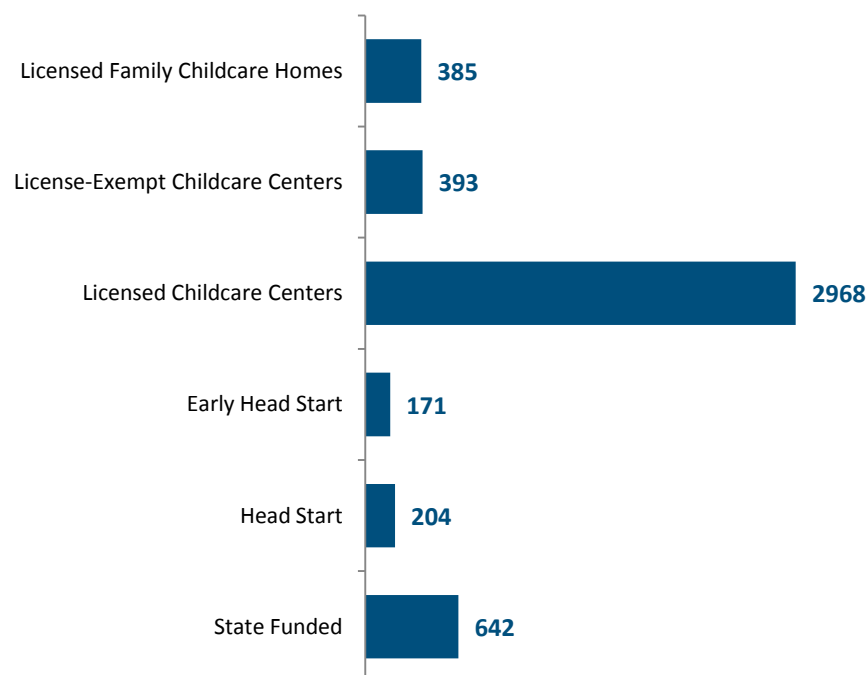


Source: IECAM, 2014

Figure 12 shows the number of available childcare sessions in the service area by type of provider. Licensed childcare centers provide the highest number of sessions in the service area. They account for 62 percent of the available sessions. State and federally funded programs account for 21 percent of sessions available.

Additionally, 28 percent of licensed or license-exempt childcare centers have at least one accreditation from a national organization. For more information, see Tables A-7 and A-8 in the Appendix.

Figure 12: Available Childcare Sessions in Service Area by Type of Provider, 2015



Source: IECAM 2015

There are 77 licensed childcare centers and licensed family childcare homes currently operating in the service area. Of these, 16 have been evaluated by ExceleRate Illinois, an organization that rates the quality of childcare providers. Table 90 shows a summary of the ratings from ExceleRate Illinois. The majority of providers received a gold or provisional gold rating, which means that they either meet or are close to meeting ExceleRate Illinois' highest standards. However, ExceleRate Illinois has only rated a small number of licensed childcare centers and licensed family homes. This is not enough to make a definitive statement about the quality of childcare in the service area. Additionally, effective childcare centers would be more incentivized to be rated and would have better organizational capacity to do so. The sample of centers that have already been rated may not be an accurate representation of all childcare centers because of these factors.

Table 90: Childcare Centers Receiving ExceleRate Illinois Ratings, 2015

Rating	Description	Centers Receiving Rating
Gold	Meets highest standards of quality in relation to learning environment, teacher quality, administration, and staff training. Has processes for continuous improvement in place	8
Provisional Gold	Close to meeting the highest standards of quality in relation to learning environment, teacher quality, administration, and staff training. Has a process for continuous improvement in place. Has an accreditation from a national organization	2
Silver	At or above standards of quality in relation to learning environment, teacher quality, administration, and staff training. Has processes for continuous improvement in place	5
Bronze	Staff members have completed ExceleRate Illinois' training, meet staff qualifications, and have processes for continuous improvement in place	1
Unrated		58

Source: ExceleRate Illinois, 2015

Table 91 shows the capacity (in sessions) by age for licensed/license-exempt childcare centers in the service area. While Figures 11a and 11b indicate that there is not enough childcare capacity in the service area for all children, Table 91 indicates that there is less capacity for younger children in the service area.

The total capacity for children two years and under is 1,536, while the total capacity for children ages three to five years is 2,612. Although Tables 12a and 12b (p.27) show that there are less children two years old and under than children ages three to five, this difference is not significant enough to explain the disparity in childcare for the age groups. There are 41.2 percent less slots available for children two years and under than for children ages three to five. The difference between the number of children in each age group is only 1.4 percent.

Please note that the capacity reported by age is slightly different from the total capacity reported for each type of childcare provider that is shown in Figure 12. This is because some centers do not report capacity by age to IECAM. However, IECAM has determined that the difference is not large enough to discredit the data.

Table 91: Licensed/License Exempt Childcare Center Capacity in Evanston and Skokie by Age, 2015

City	Provider Type	# of Sessions	
		6 weeks-2 years	3-4 years and 5-K
Evanston	Licensed childcare centers	631	1016
	License-exempt childcare centers	49	172
	Licensed family childcare homes	133	72
	ISBE Prevention Initiative	172	0
	Early Head Start	171	0
	Preschool for All	0	310
	Head Start	0	204
	Total	1,156	1,774
Skokie	Licensed Childcare Centers	344	484
	License-exempt childcare centers	0	172
	Licensed family childcare homes	36	22
	ISBE Prevention Initiative	0	0
	Early Head Start	0	0
	Preschool for All	0	160
	Head Start	0	0
	Total	380	838
Grand Total		1,536	2,612

Source: IECAM 2015

District 65 queried all childcare providers in Evanston and Skokie for enrollment information concerning enrollment of special populations. Table 92 reports every response we received over the course of this report. Unfortunately, the low response rate does not allow us to draw conclusions from this data.

Table 92: Special Education in Evanston and Skokie Childcare Providers

Agency	# of SpEd Students Total	# of SpEd Students in PFA Classrooms	# of SpEd students that are EHS/HS eligible	# of EL's	Fee Structure	Child Care Assistance Program
Respondent 1	3	3	5	0	Age 2: \$275/week Ages 3-5: \$260/week	40%
Respondent 2	0	3	3	0	\$270/week	70%
Respondent 3	1	N/A	1	5	Age 2: \$291/week; Ages 3-5: \$286/week	Offered

Table 93 shows the number of children receiving assistance by family location from the Illinois DHS Childcare Assistance Program. This program provides assistance to low income working and school bound families to pay for childcare. Illinois DHS subsidizes enrollment fees based on the family's size, income, and number of children in need of childcare. In total, there are 579 children who receive childcare through the assistance of the Illinois DHS Childcare Assistance Program in the service area. These children account for some of the 4,788 sessions available in the service area.

Table 93: Children Receiving Childcare Assistance in 2015, Evanston

City	Age Group	# of Children
Evanston	0-1 years	54
	2 years	38
	3-4 years	137
	5 years	31
	Total	260
Skokie	0-1 years	49
	2 years	62
	3-4 years	151
	5 years	57
	Total	319
Grand Total		579

Source: IECAM 2015

Table 94 shows the number of childcare locations that receive funding from the Illinois DHS Child Care Assistance Program in the service area. The majority of locations that receive funding from this program are license-exempt family childcare providers. These are not included in the earlier list of total providers because they do not report data regarding capacity to IECAM. Of the total number of licensed and license exempt childcare centers or homes, 56 percent

received funding from Illinois DHS. More than 66 percent of licensed care centers, which make up the majority of the capacity in the service area, received payment from Illinois DHS to subsidize or fully cover enrollment costs for children from low-income and/or working class families.

Table 94: Number of Service Area Childcare Centers Receiving Payment from Illinois DHS for the Childcare Assistance Program, 2015

City	Provider Type	# of Sites
Evanston	Licensed childcare centers	10
	License-exempt childcare centers	2
	Licensed family childcare homes	14
	License-Exempt Family Childcare Providers	58
	Total	84
Skokie	Licensed childcare centers	14
	License-exempt childcare centers	2
	Licensed family childcare homes	4
	License-exempt family childcare providers	36
	Total	56
Grand Total		140

Source: IECAM 2015

State-funded Childcare Programs

Illinois' state-funded birth to 3 program, the ISBE Prevention Initiative, provides services for early childhood development for families of at-risk children. The Prevention Initiative includes parent education programs and a case management program to connect families with resources in their community in addition to childcare. There are four childcare locations in the service area (all locations reported are in Evanston) that provide Prevention Initiative services. The total capacity is 172 sessions.

Illinois' state funded preschool program, PFA, provides early childhood education programs for children ages 3-5 that are at risk of academic failure. PFA programs are comprehensive. Providers are required to build strong relationships with the children's families to educate parents about childhood development and ensure a smooth preschool to kindergarten transition. Table 95 shows the number of sites that offer PFA programs and the total capacity (in sessions) in the service area. Skokie has slightly about half the capacity of Evanston. In total the PFA program serves 470 children in the service area.

Table 95: PFA Locations and Capacity, 2015

	# of Locations	Capacity (Sessions)
Evanston	7	310
Skokie	3	160
Total	10	470

Source: IECAM 2015

Care at Home and by Relatives

The exact number of children who receive childcare at home is not tracked by local agencies in the service area. However, the percentage of students entering Kindergarten in District 65 who received home day care is likely similar to the overall percent of children receiving home day care in Evanston and Skokie. Therefore, we can use this to estimate the service area total.

Table 96 shows the number and percent of students in District 65 who had either home day care or no preschool experience prior to entering Kindergarten in District 65. District 65 serves all of the children in Evanston and part of Skokie. Approximately 7 percent of children in the service area either receive day care at home, or do not take part in any specific preschool program.

Table 96: Number of Students enrolled in District 65 with Pre-kindergarten Experience from Home Day Care Providers, 2014-15

Pre-K Program	# of Students	% of Students
Home Day Care	27	3%
None	31	4%

Source: District 65, 2014

Information on Childcare Programs

Early Childhood Education and Daycare Provider Questionnaire

Evanston and Skokie children have a wide variety of pre-Kindergarten experiences. In serving all of Evanston and much of Skokie, School District 65 is the public school district that serves the majority of children in the Head Start service area in later grades (School District Boundary map in Appendix B). District 65 has found that, “more than 95 percent of entering kindergartners have had some type of organized pre-kindergarten experience (either day care, preschool, or Head Start)” (Godard, 2016). In 2015, District 65 had previously served 28.4 percent of its incoming kindergarten class in its preschool programs, which include both Head Start and Preschool for All (Godard 2016). However, the remaining 67.6 percent of children with pre-

kindergarten experiences attended a wide variety of early childhood programs, with no one program responsible for a large majority.

To better understand the early childhood programs available to infants, toddlers, and preschoolers in the service area, the District 65 Department of Research, Accountability, and Data collaborated with Evanston Cradle to Career (EC2C) to create a survey for early childhood education program providers. Following several conversations with providers to explain the purpose of the data collection process, the survey was distributed online in October 2016, with data pulled in January 2017.

A copy of the survey is available in Appendix F1.

Family Demographics of Programs Surveyed

While District 65 serves more children than any individual program in the service area, about twice times as many children are enrolled in organized early childhood education programs as a whole across Evanston and Skokie as in District 65 or IWSE in 2015-16. Table 97a summarizes the demographics of children ages 0-2 served by the survey respondents in 2015-16. Of the children served at District 65 or IWSE, over 50 percent are Black and 22 percent were Hispanic. In contrast, Black and Hispanic children comprise just 16 and 7 percent of those served in early childhood education programs, and just 12 and 15 percent of those served in home daycare centers. Approximately 50 percent of those children served in early childhood education programs and home daycares are White, compared to just 7 percent in District 65 and IWSE programs. Interestingly, all three types of programs reported serving a higher percentage of female children than male children.

Table 97a: Age 0-2 Demographics

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Individuals	316	41	73
Asian	5%	5%	4%
Black (non-Hispanic)	23%	12%	52%
Hispanic/ Latino/a	16%	15%	22%
Multiracial	7%	12%	14%
Native American	0%	0%	1%
White (non-Hispanic)	50%	51%	7%
Other	0%	5%	0%
Female	60%	73%	55%
Male	40%	27%	45%

Table 97b summarizes the demographics of children ages 3-5 served by the survey respondents in 2015-16. Of the children served by District 65 and IWSE, 42 percent were Black and 24 percent were Hispanic. This is still a larger proportion than those served by either early

childhood education programs or home daycares, but is smaller than that of children 0-2 served by the same centers. 25 percent of the children ages 3-5 that home daycares serve are Black, compared to just 12 percent ages 0-2. However, the early childhood education programs and home daycares serve predominantly White children, at 64 and 50 percent, respectively. Home daycare and District 65/ IWSE centers serve approximately the same percentage of female and male children. However, early childhood education programs reported serving more females than males.

Table 97b: Age 3-5 Demographics

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Individuals	756	44	459
Asian	8%	5%	7%
Black (non-Hispanic)	14%	25%	42%
Hispanic/ Latino/a	6%	5%	24%
Multiracial	7%	16%	11%
Native American	0%	0%	4%
White (non-Hispanic)	64%	50%	7%
Other	1%	0%	5%
Female	58%	52%	48%
Male	42%	48%	52%

Over 50 percent of early childhood education programs reported serving families that are Early Head Start/ Head Start eligible, and 60 percent of home daycares reported serving such families. In addition, 60 percent of early childhood education programs reported serving families whose income was equal to or less than 400 percent of the federal poverty level, and would therefore be Preschool for All eligible. PFA eligible families were also served by 60 percent of home daycares. Several centers commented that they did not track the income levels of families, so these data should be evaluated with caution.

Table 98: Income of Families Served

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	15	5	2
Percent that serve HS eligible families	53%	60%	100%
Percent that serve PFA eligible families	60%	60%	100%

Table 99 summarizes demographic details about the families served by survey respondents. Both District 65 and IWSE are aware of students in their programs that are foster children or homeless children. While many programs commented that they do not track the foster status of the children they serve, 11 percent of early childhood education programs were aware that they served foster children. Over 15 percent of early childhood education programs were aware that some of the children they served were homeless, as were 10 percent of home daycares.

Unlike District 65, which is legally required to collect data regarding and track McKinney Vento status to determine homelessness, most early childhood education or daycare centers do not track homelessness status and may unknowingly serve these students. As a result, these are likely underestimates.

Table 99: Program Details

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	18	10	2
Percent that serve foster children	11%	0%	100%
Percent that serve homeless children	17%	10%	100%

The highest level of education attained by the families served by each type of organization is summarized in Table 100. Early childhood education programs reported that over 45 percent of the families they served had a member that attained a four year college degree. A further 34 percent of families had either some college or a two year college degree. The families served by home daycares tended to have a bit more education than those served by early childhood education programs; 75 percent had four year degrees and 17 percent had a masters or greater. District 65 and IWSE tend to serve families with lower levels of education; 30 percent had a High School Diploma or GED, and 31 percent had some college or a two year college degree. In contrast to families served by early childhood education programs or home daycares, 15 percent of the families served by District 65 or IWSE had a four year college degree.

Table 100: Highest Educational Attainment of Children's Families

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Individuals	792	36	442
Some HS	3%	0%	17%
HS/ GED	7%	3%	30%
Some college	25%	0%	20%
Two year college degree	9%	6%	11%
Four year college degree	47%	75%	15%
Advanced degree	10%	17%	8%

Program Demographics

Table 101a describes the relative demographics of teachers and teaching assistants employed by as well as for children served by District 65 and IWSE. As described above, over 40 percent of children served at these centers are Black and 24 percent are Hispanic. In contrast, less than 30 percent of teachers serving these children are Black and 15 percent are Hispanic. The teaching assistants serving these children are more demographically similar to the children; 38 percent are Black and 23 are Hispanic. However, White teachers and teaching assistants are overrepresented based on the demographics of children and families served. While 7 percent of

children served in these centers are White, 46 percent of teachers and 31 percent of teaching assistants are White. The majority of teachers and teaching assistants are also female, while just 49 percent of children served are female.

Table 101a: JEH/ IWSE Student, Teacher, and Teacher's Assistant Demographics

	Children	Teachers	Teaching Assistants
Number of Individuals	532	65	26
Asian	6%	0%	0%
Black (non-Hispanic)	43%	28%	38%
Hispanic/ Latino/a	24%	15%	23%
Multiracial	11%	9%	8%
Native American	4%	2%	0%
White (non-Hispanic)	7%	46%	31%
Other	5%	0%	0%
Female	49%	95%	88%
Male	51%	5%	12%

Table 101b describes the relative demographics of teaching staff of and children served by early childhood education programs. The majority of children served by these programs are White, at 60 percent, and 17 percent are Black. The demographics of the teachers and the teaching assistants are relatively similar. Approximately 50 percent of teachers are White and 19 percent are Black. Just over 71 percent of teaching assistants are White while 12 percent are Black. Similar to the District 65 and IWSE centers, the majority of teachers and teaching assistants are female.

Table 101b: Childcare Center Student, Teacher, and Teacher Assistant Demographics

	Children	Teachers	Teaching Assistants
Number of Individuals	1072	188	135
Asian	7%	6%	8%
Black (non-Hispanic)	17%	19%	12%
Hispanic/ Latino/a	9%	13%	7%
Multiracial	7%	10%	1%
Native American	0%	0%	0%
White (non-Hispanic)	60%	49%	71%
Other	1%	3%	1%
Female	58%	92%	96%
Male	42%	8%	4%

Table 101c describes the relative demographics of teachers and teaching assistants employed by as well as of children served by home daycare centers. Note the small sample sizes; these findings should be cautiously interpreted. While 51 percent of children served are White and

nearly 20 are Black, just 9 percent are Hispanic. In contrast, just 27 and 21 percent of teachers and teaching assistants are White, while 40 and 56 percent are Black, respectively. However, like the other centers, the majority of teachers and teaching assistants are female.

Table 101c: Home Daycare Student, Teacher, and Teacher's Assistant Demographics

	Children	Teachers	Teaching Assistants
Number of Individuals	85	15	9
Asian	5%	13%	0%
Black (non-Hispanic)	19%	40%	56%
Hispanic/ Latino/a	9%	13%	22%
Multiracial	14%	0%	0%
Native American	0%	0%	0%
White (non-Hispanic)	51%	27%	22%
Other	2%	7%	0%
Female	62%	80%	100%
Male	38%	20%	0%

Table 102 describes the education levels of teachers and teaching assistants in early childhood education programs, home daycares and District 65/ IWSE. Over 40 percent of teachers in early childhood education programs have a four year college degree, with 20 percent of teachers with a two year degree and 18 percent with a masters or greater. Teachers that work at District 65 or IWSE tend to have higher levels of education; 48 percent have a 4 year degree and 34 percent have a masters or greater. In contrast, 31 percent of home daycare providers have a four year degree.

Teaching assistants tend to have slightly less education than teachers; 55 percent of those at early childhood education programs have a four year college degree, though just 5 percent have an advanced degree. Few home daycare programs have teaching assistants; those teaching assistants reported in the questionnaire had some high school education, a high school diploma/ GED, or some college education. More than 25 percent of teaching assistants at District 65 or IWSE have a four year college degree. The majority of others have at least some college or a two year degree.

Table 102: Teacher and Teacher's Assistant Education

	Childcare Center		Home Daycare		JEH/ IWSE	
	Teachers	Teaching Assistants	Teachers	Teaching Assistants	Teachers	Teaching Assistants
Number of Individuals	174	130	13	6	58	26
Some HS	0%	1%	0%	17%	0%	0%
HS/ GED	9%	13%	15%	33%	0%	8%
Some college	12%	17%	38%	50%	7%	35%
Two year college degree	20%	8%	15%	0%	10%	31%
Four year college degree	42%	55%	31%	0%	48%	27%
Advanced degree	18%	5%	0%	0%	34%	0%

Approximately 25 percent of teachers at early childhood education programs worked in their current or a similar position for 3-5 years and 5-10 years. A further 35 percent worked in their current or a similar position for 10 or more years. The teachers that worked at District 65 or IWSE tended to be more experienced, with a quarter each working for 3-5 years and 5-10 years, and 43 percent working in a similar position for 10 or more years. In contrast, those teachers that worked at home daycares tended to be either new to the profession, with 25 percent having taught for just 1-2 years, or very experienced, with 58 percent having worked in a similar position for 10+ years.

Table 103: Teacher Experience: Number of Years Taught in Same or Similar Position

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Individuals	241	12	70
1-2 years	16%	25%	9%
3-5 years	25%	8%	24%
5-10 years	24%	8%	24%
10+ years	35%	58%	43%

Capacity and Enrollment

Every early childhood education program defines their enrollment policies differently. Some, like District 65's Head Start program, offer only half day slots, while others only offer full day programming. Organizations that offer full day slots can also choose to accept children for partial day service on a case-by case basis although they do not have formal half day slots. While most early childhood education and daycare programs in the service area offer services five days per week, many also allow parents to choose which days their child attends. These differences in enrollment policies make capacity and enrollment patterns in the service area

difficult to track. Therefore, caution should be exercised when drawing conclusions from the data that follow.

More childcare slots are offered in the service area for children ages 3-5 than for children 0-2. This is true for both half day and full day childcare slots.

Nearly 70 percent of early childhood education programs report offering full day slots, and 92 percent of home daycares reported offering full day slots. Both District 65 and IWSE offer full day sessions, although it should be noted that in 2015-16 District 65 only offered full (working) day slots for their Early Head Start programs and an extended day for the 3-5 Early Childhood Special Education program. Fewer programs offer half day slots; several home daycare providers noted that they offer partial day service upon special request from families, but they would rather fill all of their slots with children that would be present all day, as their license allows them to serve a maximum of eight children.

Table 104a: Full Day and Half Day Options

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	24	12	2
Programs offering full day slots	68%	92%	100%
Programs offering half day slots*	55%	42%	50%

*These slots are not necessarily formally offered and may be by request only

Overall, the early childhood education providers that responded to the questionnaire provide approximately three times as many full day slots for children ages 0-2 and two times as many for children ages 3-5 as District 65 and IWSE provide. However, District 65 and IWSE serve more families than any individual early childhood program. At each of the programs, the capacity to serve children in this age group full time was greater than it was to serve children for half of the day.

Overall, there are considerably more half day and full day slots offered for children ages 3-5 than there are for children ages 0-2. Early childhood education programs provided the bulk of the full day slots for children ages 3-5. District 65 provides extended care to children in the Early Childhood Special Education program on an as-needed basis, but offer relatively few full day slots. Historically, considerably more half day slots were available for children ages 3-5 than full day slots. District 65 applied for the Extended Duration grant as a first step to bridging this gap to full-day services.

Table 104b: Number of Slots Available

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	24	12	2
Reported 0-2 slots available			
-Full Day slots	285	49	96
-Half Day slots	176	21	0
Reported 3-5 slots available			
-Full Day slots	610	51	14
-Half Day slots	727	27	410

*Due to program variations, in some cases childcare slots are counted twice

Over 75 percent of reported full day slots at early childhood education programs for children ages 0-2 were reported filled in 2015. All of the reported half day slots were filled. Daycare centers had more half day slots available, while 90 percent of their full day slots were filled. District 65 and IWSE filled 94 percent of their allotted full day slots for children ages 0-2.

More early childhood education slots for children ages 3-5 were filled than 0-2 slots, regardless of whether they were half day or full day. District 65 and IWSE reported complete enrollment of all of their half and full day slots, and ECE programs reported over 90 percent of each of those slots filled. Day Care centers had more slots available (82 and 44 percent of full and half day slots filled, respectively).

Table 104c: Program Enrollment

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	24	12	2
Reported 0-2 slots enrolled			
-Full Day slots	77%	90%	94%
-Half Day slots	101%	71%	NA
Reported 3-5 slots enrolled			
-Full Day slots	93%	82%	100%
-Half Day slots	93%	44%	100%

These open slots were well distributed across providers. Half of early childhood education programs report having full day slots for children ages 0-2 under-enrolled, while 36 percent of daycare centers reported being under-enrolled. Fewer half day slots were available: just 33 and 40% of early childhood education and daycare programs had half day slots unfilled.

In contrast, early childhood education full day slots for children ages 3-5 were less enrolled than half day slots. More than 40 percent of early childhood education programs had full day slots available, while 53 percent had half day slots available. Over 15 percent of daycare programs had full day slots available, while 40 percent had half day slots available. District 65 and IWSE programs were at capacity.

Table 104d: Programs with Childcare Spaces Available

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	24	12	2
Programs with 0-2 slots available			
-Full Day slots	50%	36%	50%
-Half Day slots	33%	40%	NA
Programs with 3-5 slots available			
-Full Day slots	43%	18%	0%
-Half Day slots	53%	40%	0%

Table 104e summarizes the number of days each child enrolled in a given program attended. The majority of children attended 5 days per week, regardless of age or program type. In addition, 47 percent of early childhood education programs had children ages 0-2 attend 1-2 days a week.

Table 104e: Number of Days that Children are Enrolled

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	24	12	2
0-2 years			
-1-2 days	47%	12%	0%
-3-4 days	9%	27%	0%
-5 days	44%	61%	100%
3-5 years			
-1-2 days	5%	19%	0%
-3-4 days	41%	4%	42%
-5 days	53%	77%	58%

District 65, IWSE, and home daycares have the lowest student to teacher ratio at 1:5. Early childhood education programs have a 1:9 student teacher ratio on average, although this tends to be lower for younger children and a bit higher for older children.

Table 105: Student: Teacher Ratio

	Average Ratio
Childcare Center	1.9
Home Daycare	1.5
JEH/ IWSE	1.5

Over 40 percent of early childhood education programs and one of the District 65/ IWSE programs indicated that they had the potential to expand into 2016-17. In contrast, just 15 percent of home daycare programs indicated they could expand. Many explained that their license capped the number of children they could serve at eight, and two indicated their intent

to scale down their programs and eventually retire in the coming years. Common reasons regarding their inability to expand that were given by early childhood education programs include location constraints and/ or that the capacity of their building had been reached, or that they did not want to expand. One provider explained that she feared the quality of her program would decrease if they tried to serve more children. The District 65/ IWSE program that indicated they could not expand cited building capacity constraints as the reason.

Table 106: Capacity Expansion

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	21	13	2
Organizations that can expand in SY17:	42.9%	15.4%	50%
Reasons for inability to expand?			
Lack of funding/ resource Constraints	4.6%	7.7%	0%
Not enough teaching staff to support more children	4.6%	7.7%	0%
Location constraints/ building capacity reached	45.5%	15.4%	50%
Do not want to	22.7%	23.1%	0%
Other	0%	46.2%	0%

Preschool for All (PFA) is the only state-funded pre-kindergarten program in the service area at this time. Less than 15 percent of early childhood education programs that responded to the questionnaire receive funding for this program, for a total of 108 slots. Home daycare programs are not eligible to provide PFA. Both District 65 and IWSE provide PFA slots, for a total of 170 reported between the two of them.

Table 107: State-Funded Programs

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	21	13	2
Percent that offer PFA	14.3%	NA	100%
Number of PFA slots	108	NA	170

Program Description

Table 108 describes the fee structures of survey respondents. Over 85 percent of early childhood education programs require families to pay a flat fee per child enrolled. However, over 40 percent also reported that they offered scholarships, suggesting that in some cases this flat fee could be reduced or eliminated for struggling families. Less than 15 percent of early childhood education providers reported offering a sliding scale based on income. Home daycares had a similar trend: over 90 percent of these programs require families to pay a flat

fee per child, although 9 percent offer a sliding scale based on income or scholarship option. IWSE reported offering all of these options. District 65's programs are entirely state or federally funded, so that it provides its early childhood programs free of charge to all families.

Overall, 75 percent of early childhood education programs reported offering some form of financial assistance, and nearly 50 percent accept Child Care Assistance Program (CCAP) subsidies. In contrast, a much higher percentage of daycare centers reported accepting CCAP (77 percent), although just 36 percent reported offering financial assistance. As District 65's programs are government funded, it does not need to offer financial assistance.

Table 108: Program Fee Structure

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	21	11	2
Sliding scale based on income	14.3%	9.1%	50%
Flat rate per child	85.7%	90.9%	50%
Scholarship	42.9%	9.1%	50%
Other	4.6%	0%	50%
	N=20	N=11	N=2
Percent that offer financial assistance	75%	36.4%	50%
	N=21	N=13	N=2
Percent accept CCAP	47.6%	76.9%	50%

Table 109a describes the types of disabilities served by programs in 2015-16. Over 75 percent of early childhood education programs, 62 percent of home daycares and both District 65 and IWSE served children with some type of disability. Over 60 percent of early childhood education programs served children with a speech or language impairment, 41 percent served children with a developmental delay, and 23 percent served children with an emotional disability. Nearly half of home daycare centers served children with speech or language delay, 39 percent served children with developmental delay, 15 percent served children with emotional disability, and 15 percent served children with autism. As all types of programs served children with the same types of disabilities, these may be the most prevalent in the service area.

Table 109a: Disabilities Served

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	22	13	2
Percent that serve children with disabilities	77.3%	61.5%	100%
Speech or Language Impairment	63.6%	46.2%	100%
Hearing Impairment	4.5%	0%	100%
Vision Impairment	18.2%	0%	50%
Specific Learning Disability	13.6%	7.7%	100%
Autism	18.2%	15.4%	100%
Developmental Delay	40.9%	38.5%	100%
Emotional Disability	22.7%	15.4%	100%
Other Physical Impairment	13.6%	7.7%	50%
Other Health Impairment	4.5%	7.7%	50%
More than one	4.5%	0%	50%
Other	9.1%	0%	0%

Approximately half of all early childhood education programs provide some sort of service for children with disabilities. Nearly 10 percent provide IFSPs, 14 percent provide IEPs, and 38 percent provide another type of service. In many cases these other services are outside agencies arranged by the centers of the child's family working with children during program hours, or referrals to outside agencies. Many centers also noted that children they serve receive special education services at District 65's early childhood center. District 65 offer IEP and IFSP services, while both District 65 and IWSE offer other academic or developmental service plans.

Table 109b: Resources for children with disabilities

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	21	9	2
IFSP	9.5%	22.2%	50%
IEP	14.3%	11.1%	50%
Other academic or developmental services plan	14.3%	0%	100%
Do not provide services	47.6%	44.4%	0%
Other	38.1%	33%	0%

Table 110 summarizes the languages spoken by teachers and the children they serve. After English, the most common language spoken across programs is Spanish. Approximately 95 percent of early childhood education programs serve children that speak Spanish, as do 27

percent of home daycares. Teachers at early childhood education centers speak fewer languages than the children they serve. The children that attend home daycares tend not to speak as wide a variety of languages as those that attend center-based programs. Teachers at District 65 and IWSE tend to speak the same languages as the children they serve.

Table 110: Languages Spoken by Teachers and Students

	Childcare Center		Home Daycare		JEH/ IWSE	
	Children	Teachers	Children	Teachers	Children	Teachers
Number of Respondents	19	21	11	11	2	2
English	78.9%	100%	90.9%	100%	100%	100%
Spanish	94.7%	61.9%	27.3%	27.3%	100%	100%
French	42.1%	9.5%	0%	0%	100%	50%
American Sign Language	5.3%	9.5%	0%	0%	50%	50%
Haitian Creole	10.5%	4.8%	0%	0%	100%	100%
Mandarin	52.6%	4.8%	9.1%	0%	50%	0%
Urdu	26.3%	23.8%	0%	18.2%	50%	50%
Arabic	31.6%	9.5%	0%	9.1%	100%	50%
Other	78.9%	28.6%	18.2%	0%	0%	0%

Most early childhood education programs, as well as both District 65 and IWSE serve non-English speaking families. Table 67 describes the additional services early childhood programs offer to children whose family's first language is not English. About half of Home Daycares provide such services. Citing the relative ease with which young children learn language, few programs of any type employ interpreters. However, this could present a problem in communicating with parents.

Table 111: English Language Learning Families

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	22	12	2
Percent that serve non-English speakers	90.9%	50%	100%
Number of Respondents	21	11	2
Percent that employ interpreter	4.8%	0%	0%

Table 112 describes the additional services provided by the different types of childcare organizations. Approximately half of all early childhood education programs provide child-care before and after their regularly scheduled programs. Over 55 percent provide some sort of meal service, and nearly 70 percent host workshops for parents. The additional services most reported by daycare providers were before and after care, meal service, and drop-in daycare. District 65 and IWSE provide meal service and workshops for parents, and one of these programs also provides transportation services, medical and dental care, and vision services.

Table 112: Additional Services

	Childcare Center	Home Daycare	JEH/ IWSE
Number of Respondents	19	11	2
Transportation	5.3%	9.1%	50%
Meal service	57.9%	63.6%	100%
Before-care	47.4%	63.6%	0%
After- care	47.4%	63.6%	0%
Drop-in daycare	21.1%	45.5%	0%
Workshops for parents	68.4%	27.3%	100%
GED classes	0%	0%	0%
Computer classes	0%	0%	0%
Medical care	0%	0%	50%
Dental care	10.5%	0%	50%
Vision services	15.8%	0%	50%
Other	21.1%	0%	0%

Issues and Recommendations

Key Issues

Based on the data and findings from this community assessment, we have identified the following key issues that are facing Head Start-eligible children and families in the service area:

A Changing Service Area Population

- Increase in the non-native born and refugee population
 - District 65 has seen an increase in the number of refugee students each year for the last three years. It is unclear if this is due to an increase in the number of refugee children being adopted in the service area, an increase in the number of refugee families, or both. Refugees often have high needs for various social services and English language learner services. Additionally, as seen in Tables 31a and 31b (p.44), the size of the non-native population has been increasing in Evanston and remained at a high level in Skokie over the last five years. Non-native residents may have higher needs for English language learner services and various social services.
- Increase in the number of low-income Asian families
 - Over the last five years, there has been an increase in the population of low-income Asian families in the service area. Most other racial/ethnic groups have decreased in size or remained the same size, aside from the increasing Hispanic population. As a recently increasing population, it is important to ensure that the needs of these families and their children are met.

Known Challenges within the Service Area

- Access to childcare and early childhood education
 - All groups surveyed about the needs of Head Start-eligible families identified access to childcare and early childhood education as an important need. Data suggests that there is not enough capacity for children in the service area. There is less capacity for younger children than for older children. Increasing capacity to match demand for high quality childcare will ensure that all children in Evanston and Skokie have the opportunity for academic and social success.
- Food insecurity and access to nutritious food
 - In 2012, 12 percent of residents in Evanston and 11 percent of residents in Skokie experienced food insecurity. 7 percent of Evanston residents and 13 percent of Skokie residents received SNAP benefits in 2014. Lack of access to nutritious food and food insecurity have been linked to negative effects on children's academic and social development.

- Affordable housing and housing insecurity
 - Evanston and Skokie have high property and housing costs. The majority of renters who make less than half of the HUD Area Median Family Income are severely housing cost burdened. In 2014, Connections for the Homeless estimated that at least 500 families were either couch surfing or doubled-up with another family in Evanston alone.
 - High housing costs may make it more difficult for families that are income-eligible for Head Start to live in Evanston, especially while raising children. Additionally, it is possible that moderate-income families that are housing cost burdened may develop more needs for supportive services that they otherwise would not need.
- Changing Employment
 - In Evanston, the employment of residents who are income-eligible for Head Start has decreased over the past five years. In Skokie, employment of residents who are income-eligible for Head Start has increased. Both of these trends may affect children from families that are income-eligible for Head Start. An increase of working residents in Skokie could lead to an increased need for childcare. A decrease of working residents in Evanston could cause an increase in children who are living in poverty and have higher needs for education, health, nutrition, and social services.

Recommendations

District 65 plans to use the data collected in this community assessment to discuss any changes that need to be made to the Early Head Start and Head Start programs based on the findings and key issues that were identified. Additionally, further research and analysis that is planned for the next update of this document will be included in these discussions.

However, District 65 can identify and recommend some preliminary areas of discussion for Head Start staff and stakeholders based on the findings of this report. Discussions will focus on, but are not limited to, the following areas:

Philosophy and Objectives of the Program

District 65 plans to discuss how the key issues identified in this community assessment correspond to our program philosophy and objectives with Head Start staff and stakeholders. If there are inconsistent areas, we will investigate whether or not the philosophy and objectives of the program should be changed.

Services Offered

District 65 will continue to offer center-based programming as defined in our grant. However, the data presented in this community assessment suggests that expanding our services would allow us to better meet the needs of children in the service area. We plan to investigate feasible methods for expanding services with the rest of Head Start leadership and staff to identify whether or not there are any feasible opportunities for growth.

Recruitment Area

We will further investigate if there are any feasible strategies to increase recruitment of residents living in high poverty segments of the service area.

Recruitment Area of Delegate Agency

The findings in this assessment indicate that there are high areas of need in the recruitment area of our delegate agency. Due to these findings, we would like to investigate ways to make sure that we can engage families who need our services throughout the recruitment area of our delegate agency.

Locations for Centers and Home-Based Programs

The results from this assessment suggest that areas of need are located in different geographic regions of our service area. The current locations of the centers are based on the historical areas of highest need in Evanston and Skokie. A possible area of investigation would be how to extend programming into the community, to expand our reach beyond the geographic locations of our currently operating centers. The feasibility of this area of investigation has not yet been analyzed. This will be discussed with Head Start leadership and stakeholders using the findings from this report.

Recruitment and Selection Criteria

To ensure that the key issues and needs of Head Start-eligible children identified in this community assessment are reflected in our selection criteria, District 65 plans to discuss with Head Start leadership and stakeholders whether or not this criteria should be updated.

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*Note: List of tables and tracts used follows in the Appendix in tables A-11 and A-12

Acknowledgements

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Appendix A: Additional Information

Table A-1: Additional Funding Sources Used by the Program

Organization	Granting Body	Amount
District 65		
	Local Funding	\$575,903
Sub-total		\$575,903
IWSE		
	City of Evanston Mental Health Board & School District 202	\$75,501
	Fundraising Activities	\$60,000
Sub-total		\$135,501
Grand Total		\$711,404

Figure A-1: Population under 18 Years of Age, 2015

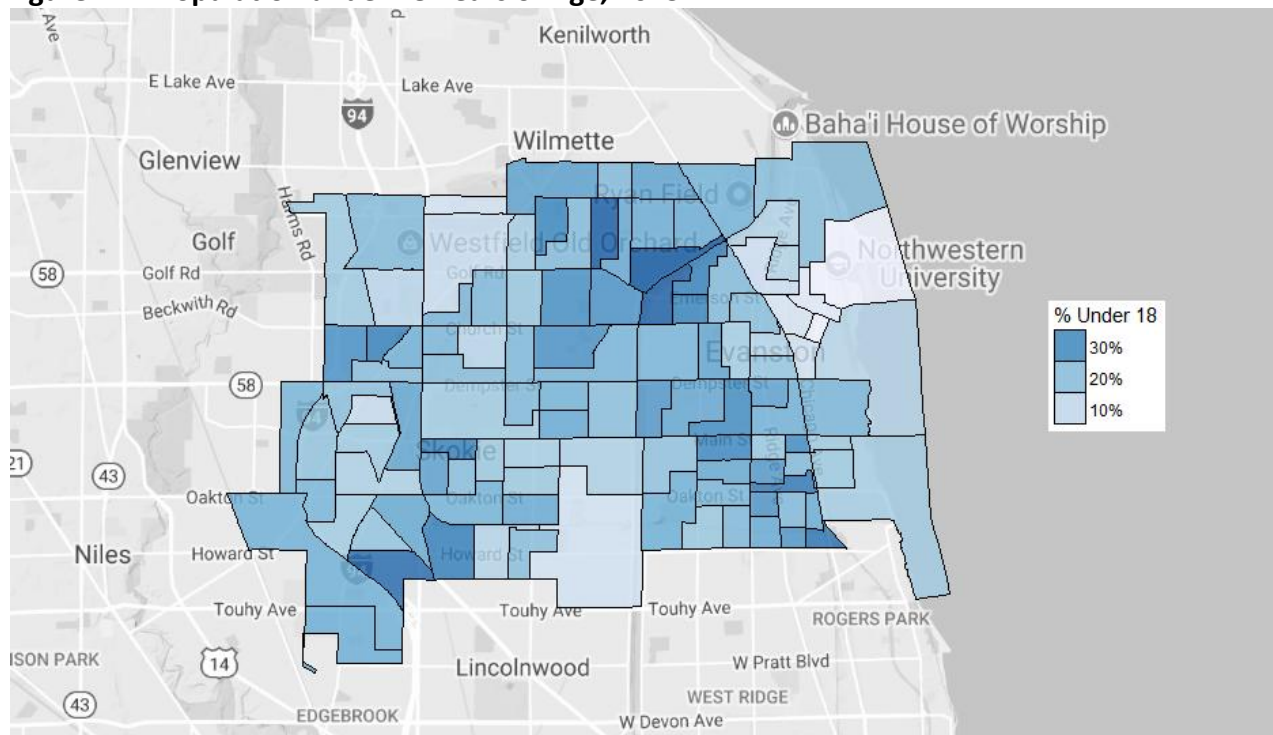


Figure A-2: Evanston and Skokie School District Attendance Map, K-8

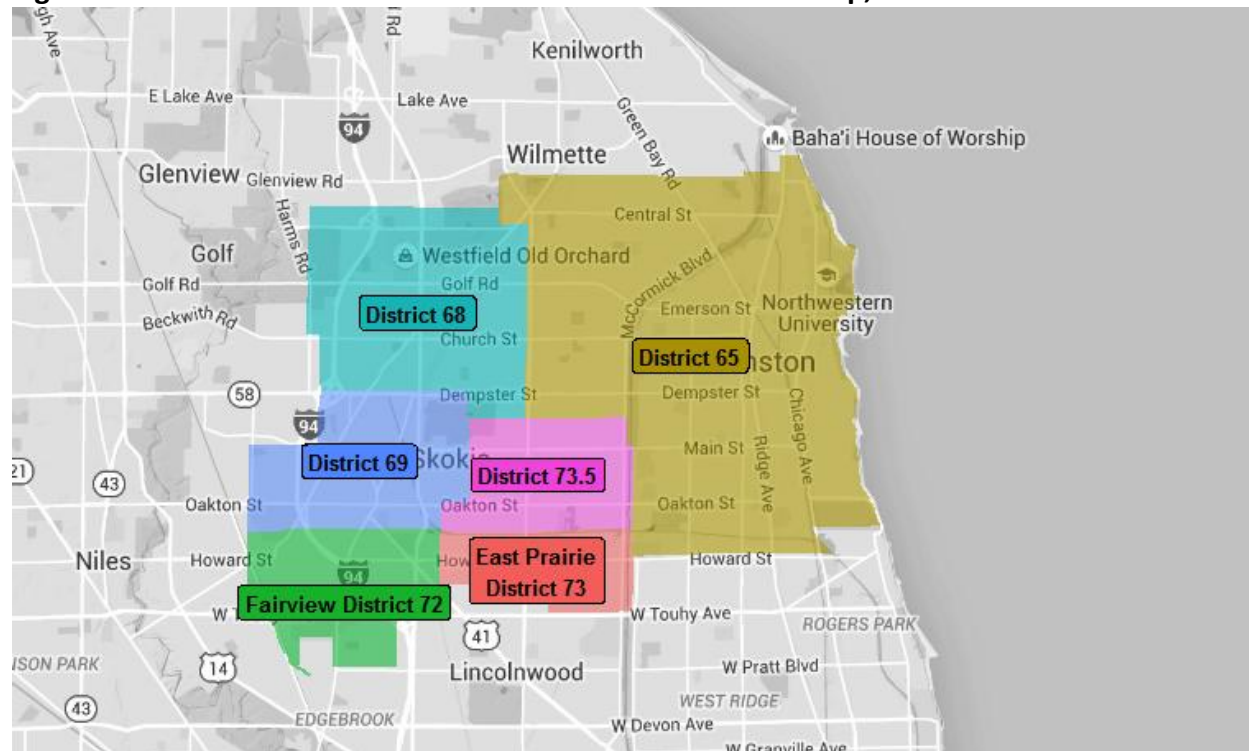


Table A-2: Bus Time Table for Public Transportation in Evanston and Skokie

Weekday			Saturday		Sunday		Fare
Route	Frequency	Hours	Frequency	Hours	Frequency	Hours	
CTA							
93	15-25 min	6:00am-9:00pm	30 min	7:00am-7:30pm	No Service		\$2.25
97	15-20 min	4:55am-10:35pm	20-30 min	6:30am-10:50pm	30 min	6:30am-11:00PM	\$2.25
201	20-30 min	5:00am-8:00pm	20 min	9:00am-8:15pm	No Service		\$2.25
205	20-30 min	6:30am-7:00pm	No Service		No Service		\$2.25
206	15-20min	6:30am-9:00am and 2:00pm-7:00pm	No Service		No Service		\$2.25
Pace							
208	20-30 min	5:45am-11:00pm	30 min	6:00am-10:30pm	30 min	7:50am-9:15pm	\$1.75
213	15-30 min	5:40am-12:00am	30 min	7:00am-7:45pm	No Service		\$1.75
215	20-40 min	5:00am-12:00am	40-60min	6:00am-12:00am	40-60min	6:00am-12:00am	\$1.75
250	23-30 min 30-60 min after 8:00PM	5:00am-1:00am	30 min 30-60 min after 10:00 PM	6::00am-1:00am	30 min 30-60 min after 10:00 PM	7:00am-12:00 am	\$1.75

Source: CTA, 2016

Table A-3: Number of locations and Capacity of Childcare Centers- FY15- Evanston and Skokie

City	Provider Type	# of Locations	Capacity (# of Sessions)
Evanston	ISBE Pre-K/PFA	7	310
	Licensed Childcare Centers	20	1,873
	License-Exempt Childcare Centers	4	221
	Licensed Family Childcare Homes	31	296
	ISBE Prevention Initiative	4	172
	Early Head Start	6	171
	Head Start	1	204
	Total	73	3,247
Skokie	ISBE Pre-K/PFA	3	160
	Licensed Childcare Centers	16	1,095
	License-Exempt Childcare Centers	1	172
	Licensed Family Childcare Homes	10	89
	ISBE Prevention Initiative	0	0
	Early Head Start	0	0
	Head Start	0	0
	Total	30	1,516
	Grand Total	103	4,763

Source: IECAM, 2015

Table A-4: E-Plan: Community-Defined Highest Needs

Category	% of Respondents	# of Respondents
Mental Health	38%	123
Violence	23%	73
Obesity	21%	67

Source: Evanston Health Department, EPLAN 2015

Table A-5: Childcare Programs Providing School-Age Care, Evanston

Provider Type	# of sites	Capacity of before/ after programming
Licensed Childcare Centers	12	536
License-Exempt Childcare Centers	1	75
Licensed Family Childcare Homes	18	29
Total	31	640

Source: IECAM, 2015

Table A-6: Childcare Programs Providing School-Age Care, Skokie

Provider Type	# of sites	Capacity of before/ after programming
Licensed Childcare Centers	6	236
License-Exempt Childcare Centers	4	340
Licensed Family Childcare Homes	7	9
Total	17	585

Source: IECAM, 2015

Table A-7: Childcare Programs with Accreditations, Evanston

Provider Type	# of Accreditations:	
	One	Multiple
Licensed Childcare Centers	14	0
License-Exempt Childcare Centers	0	0
Licensed Family Childcare Homes	1	Not Reported

Source: IECAM, 2015

Table A-8: Childcare Programs with Accreditations, Skokie

Provider Type	# of Accreditations:	
	One	Multiple
Licensed Childcare Centers	6	0
License-Exempt Childcare Centers	0	0
Licensed Family Childcare Homes	0	Not Reported

Source: IECAM, 2015

Table A-9: Childcare Assistance Program: Children Receiving Assistance by Age, Evanston

Age Group	# of Children
0-1 years	48
2 years	25
3-4 years	108
5 years	31
Total	212

Source: IECAM, 2015

Table A-10: Childcare Assistance Program: Children Receiving Assistance by Age, Skokie

Age Group	# of Children
0-1 years	33
2 years	39
3-4 years	94
5 years	40
Total	206

Source: IECAM, 2015

Table A-11: DCFS Licensing Requirements for Childcare Centers and Family Childcare Homes

Type of Childcare Center	Definition
Licensed Childcare Center	Childcare facilities that regularly provide day care for less than 24 hours per day for more than 3 children in a facility other than a family home. These centers are required to obtain licensing from IL DCFS.
Licensed Family Childcare Home	Childcare facilities that regularly provide day care for less than 24 hours per day for more than 8 children in a family home. These centers are required to obtain licensing from IL DCFS
License-exempt Childcare Center	<p>Childcare centers are not required to obtain licensing from IL DCFS if they meet the following criteria:</p> <ol style="list-style-type: none"> 1. The program is operated by a public school system 2. The program is recognized by ISBE 3. The program is operated by a school that is recognized by ISBE and accredited by a national or multi-state organization 4. The program serves handicapped children under the age of 21 and is registered with ISBE 5. The program provides religious education, is operated by a school that belongs to a religious institution, and does not receive government funding 6. The program is conducted on the premises of the federal government
License-exempt Family Childcare Home	Family childcare homes are not required to obtain a license with DCFS if they care for three children or less for less than 24 hours per day.

Table A-12: Census Tracts in Evanston and Skokie

Evanston	Skokie
8087.02	8067
8088	8068.01
8089	8068.02
8090	8069
8091	8070
8092	8071
8093	8072
8094	8073
8095	8074
8096	8075
8097	8076
8098	8077
8099	8078
8100	8083.02
8101	
8102	
8103.01	
8103.02	

Table A-13: American Community Survey Tables Used

ACS Table	Table Name
B05002	PLACE OF BIRTH BY CITIZENSHIP STATUS
B17001A-I	POVERTY STATUS IN THE PAST 12 MONTHS OF INDIVIDUALS BY SEX BY AGE (BY RACE)
B17003	POVERTY STATUS IN THE PAST 12 MONTHS OF INDIVIDUALS BY SEX BY EDUCATIONAL ATTAINMENT
B17005	POVERTY STATUS IN THE PAST 12 MONTHS OF INDIVIDUALS BY SEX BY EMPLOYMENT STATUS
B17013	POVERTY STATUS IN THE PAST 12 MONTHS OF FAMILIES BY HOUSEHOLD TYPE BY NUMBER OF PERSONS IN FAMILY
B17024	AGE BY RATIO OF INCOME TO POVERTY LEVEL IN THE PAST 12 MONTHS
B19058	PUBLIC ASSISTANCE INCOME OR FOOD STAMPS/SNAP IN THE PAST 12 MONTHS FOR HOUSEHOLDS
S0101	AGE AND SEX
S1501	EDUCATIONAL ATTAINMENT
S2405	INDUSTRY BY OCCUPATION FOR THE CIVILIAN EMPLOYED POPULATION 16 YEARS AND OVER
S2701	HEALTH INSURANCE COVERAGE STATUS

Appendix B: Additional Figures Used in Head Start Data Facilitation June 3rd, 2016

Figure B-1: Change in Service Area Public School Demographics, by Race: 2011 to 2015

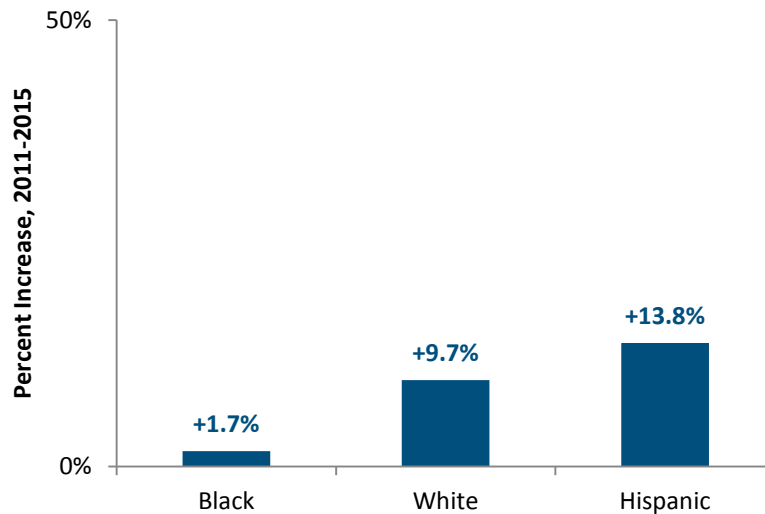


Figure B-2: Change in Service Area Public School Demographics, Low Income and English Learners: 2011 to 2015

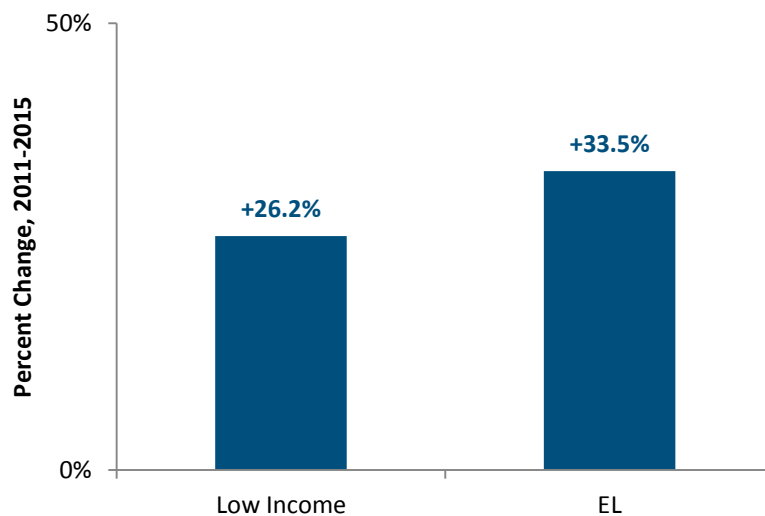


Figure B-3: Percent of Households by Type in Evanston and Skokie, 2014

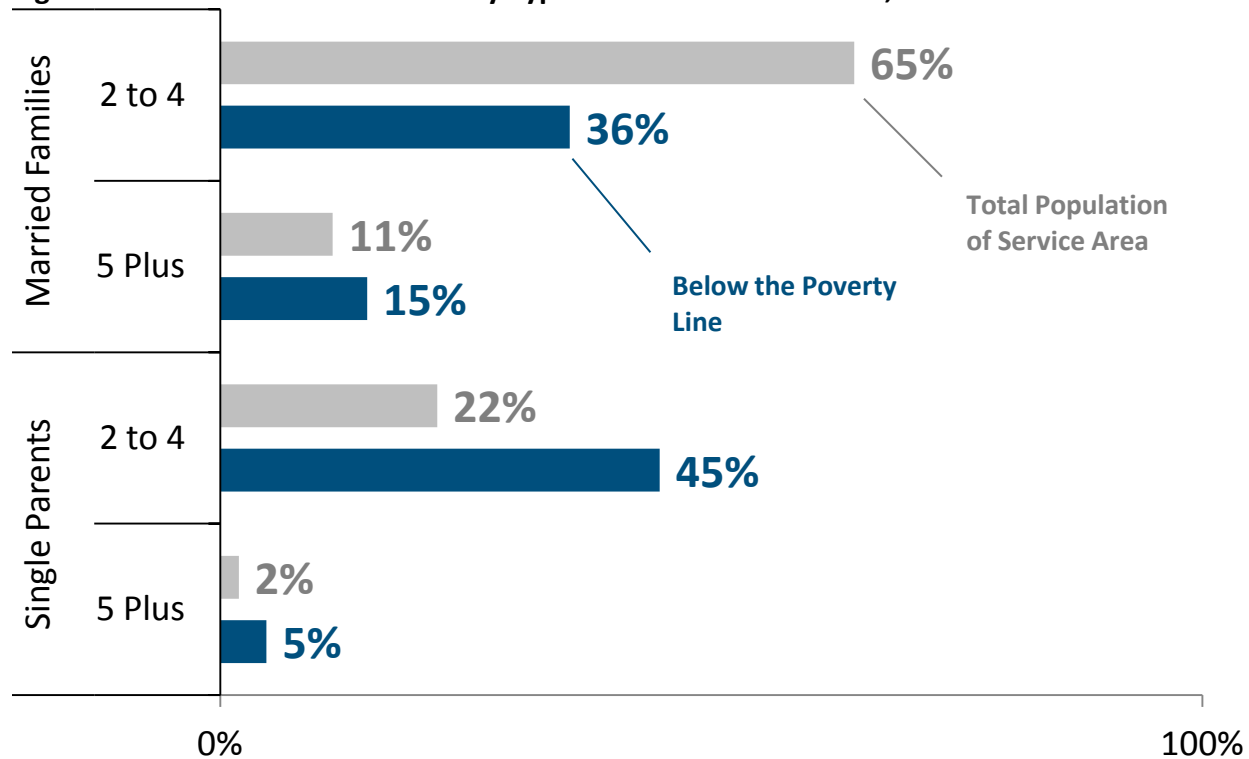
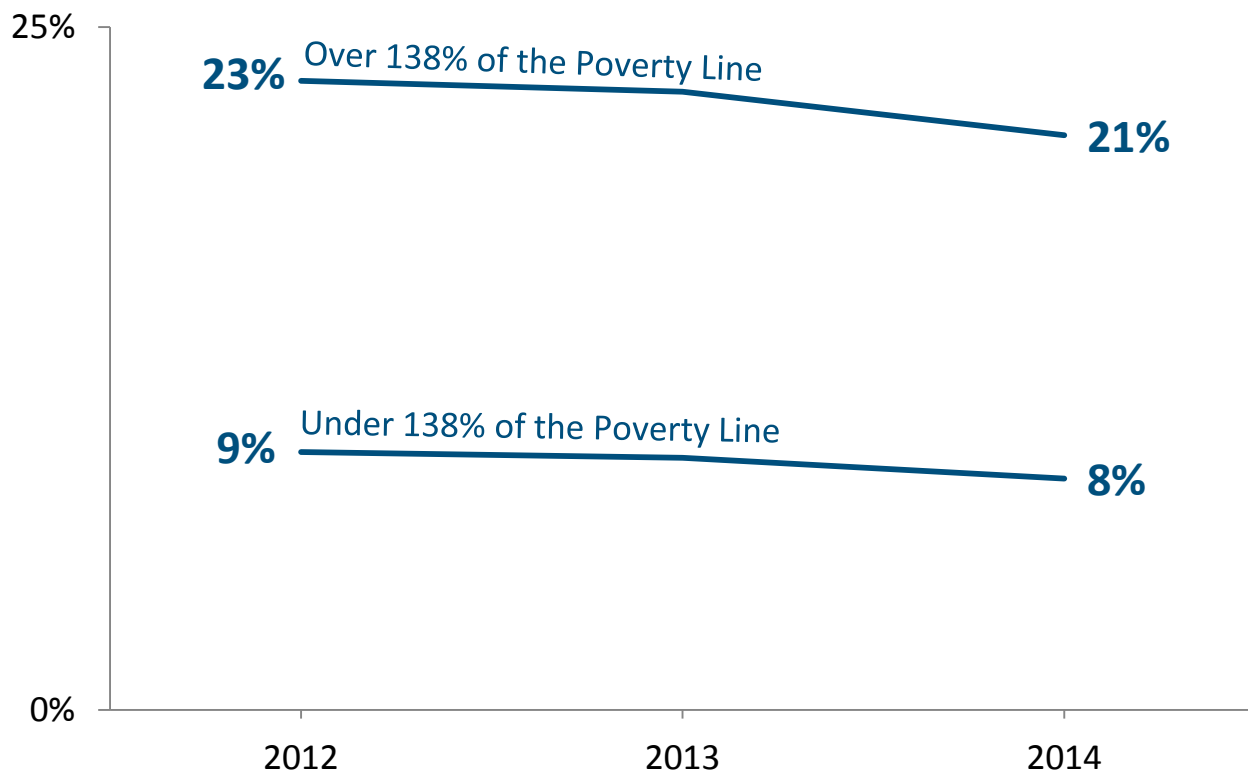
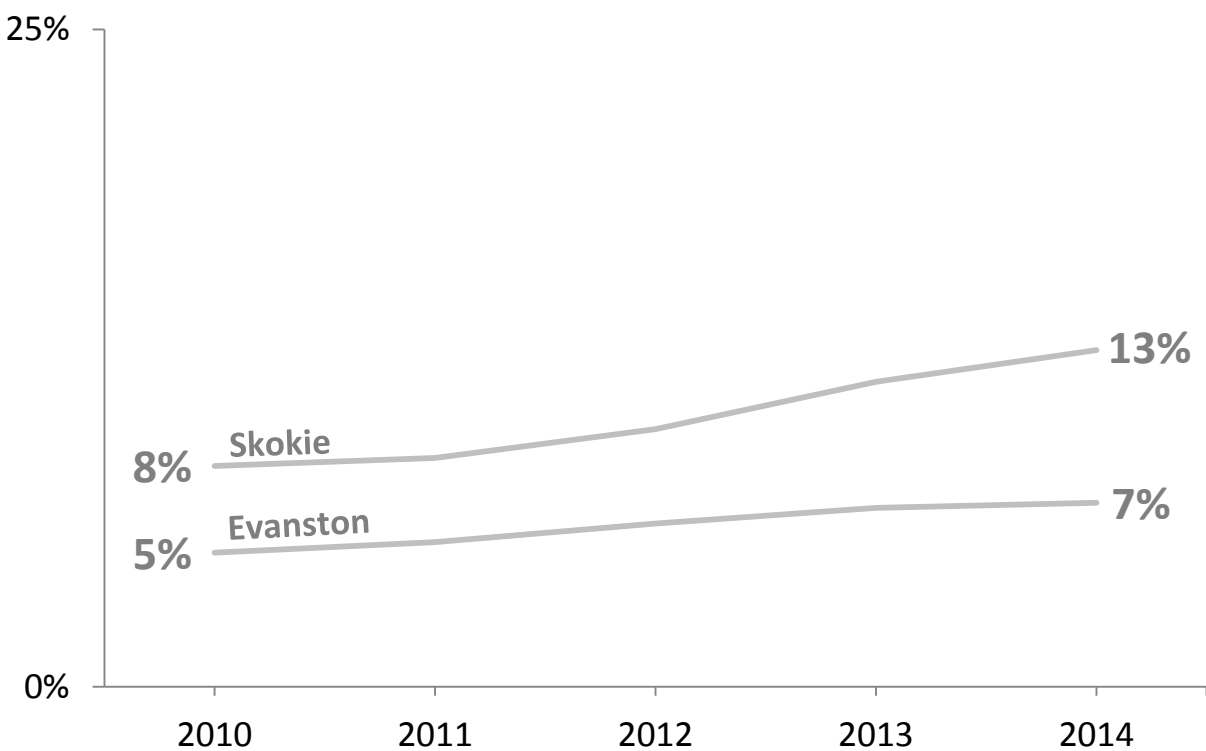


Figure B-4: Residents without Health Insurance, by Income**Figure: B-5: Percent of Population Receiving SNAP Benefits, Evanston and Skokie**

Appendix C: Additional Figures Used in Social Service Provider Data Facilitation October 27rd, 2016

Figure C-1: Percent of Households by Type in Evanston and Skokie, 2014

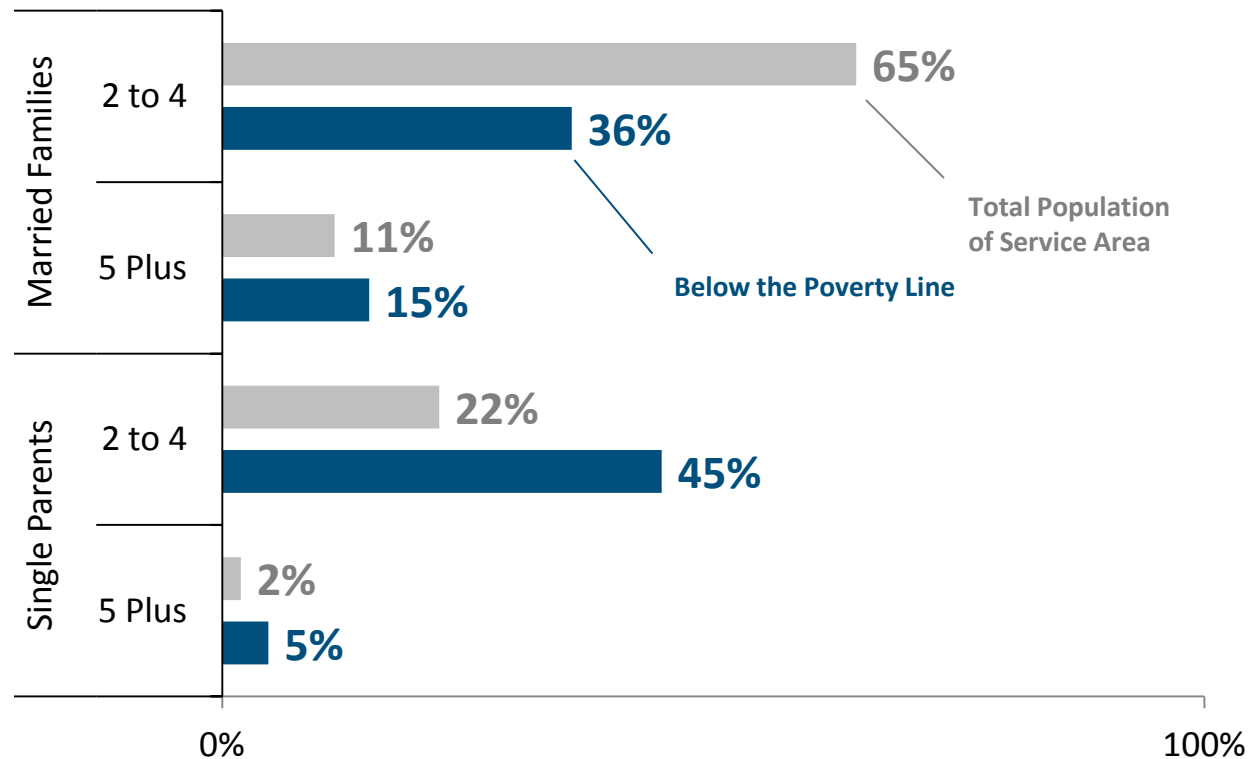


Figure C-2: Residents without Health Insurance, by Income

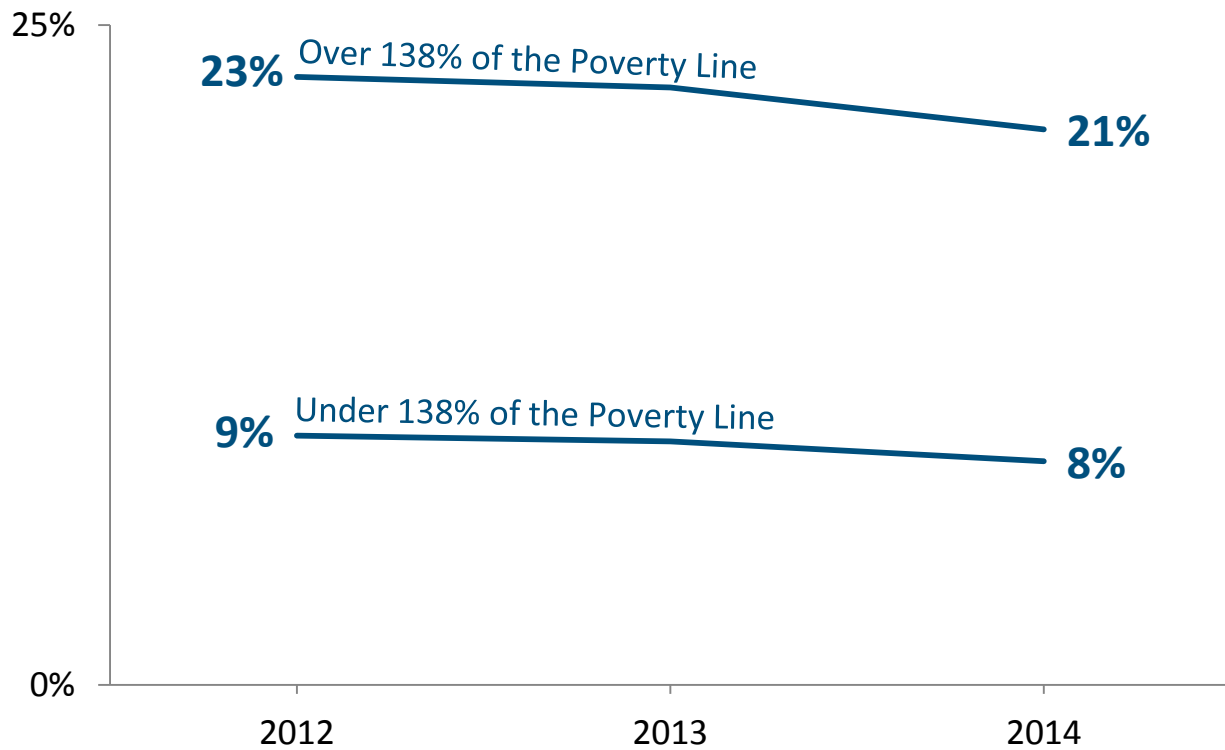


Figure: C-3: Percent of Population Receiving SNAP Benefits, Evanston and Skokie

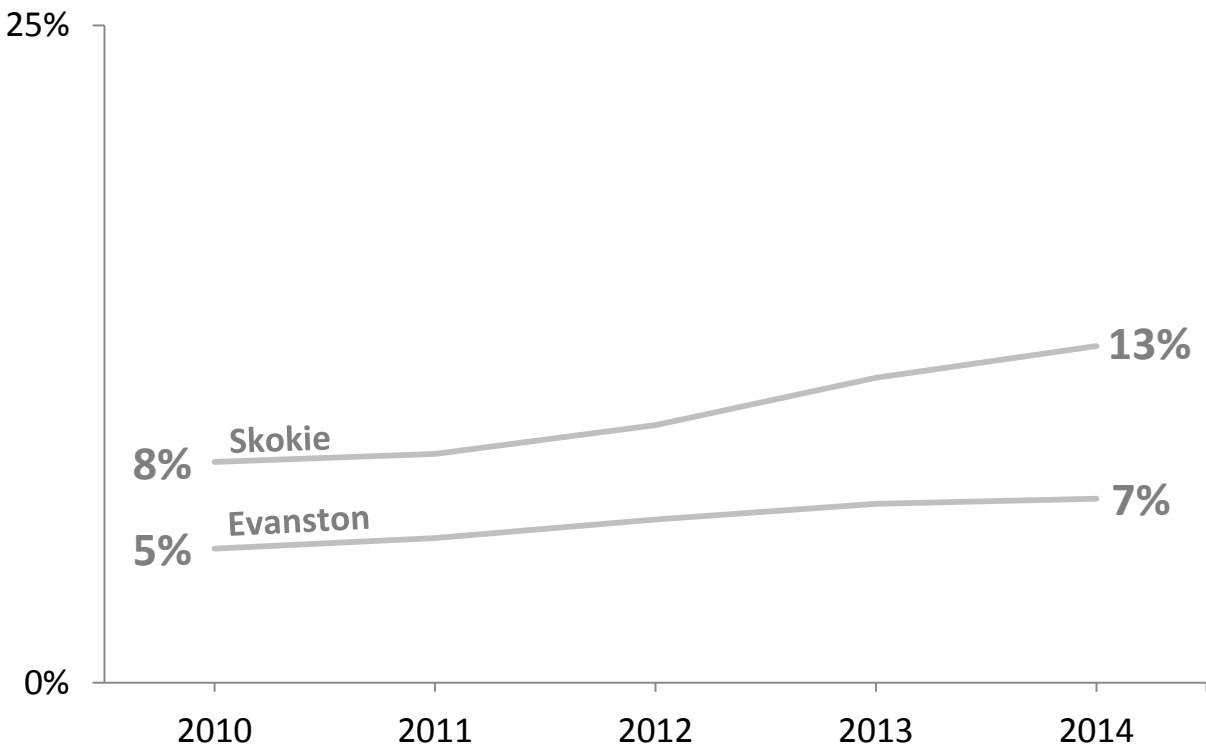


Figure: C-4: Percent of Residents Under Five Years of Age by location, 2014

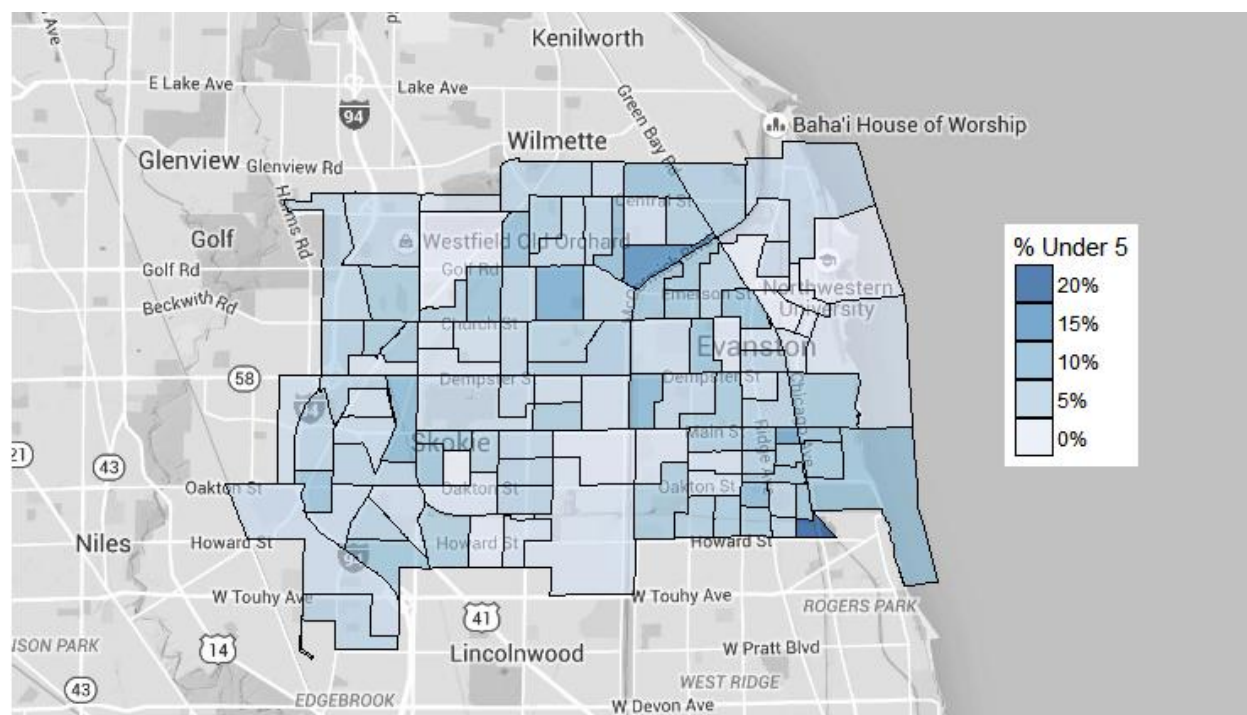


Figure C-5: Percent Train Routes in Evanston and Skokie

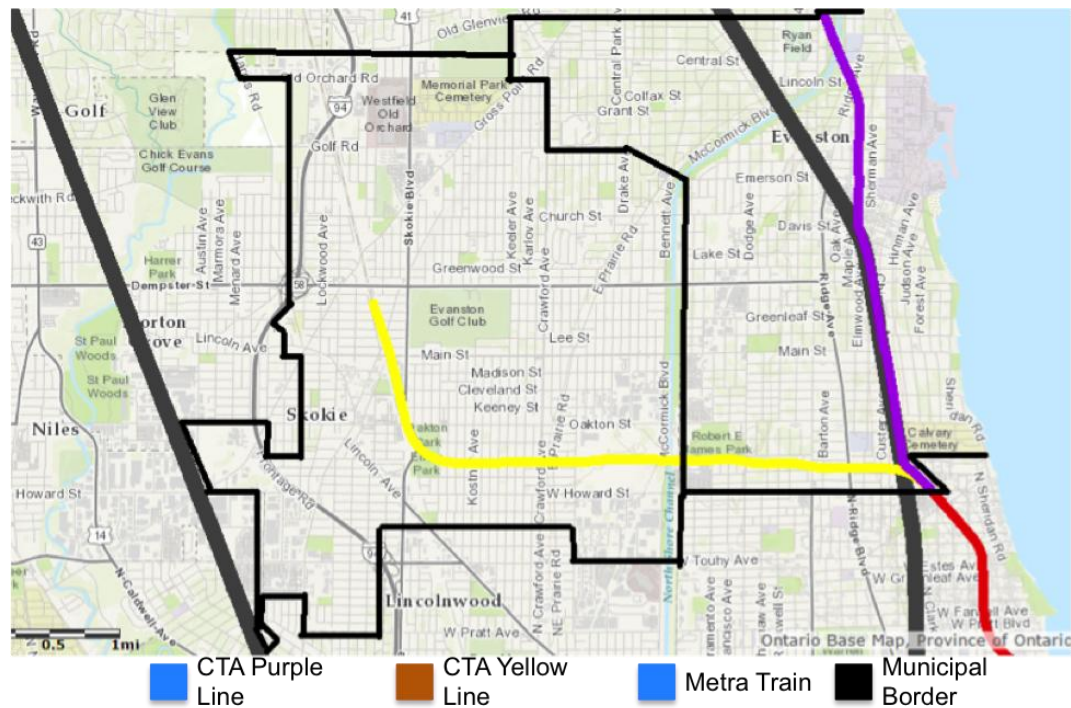


Figure C-6: Bus Routes in Evanston and Skokie

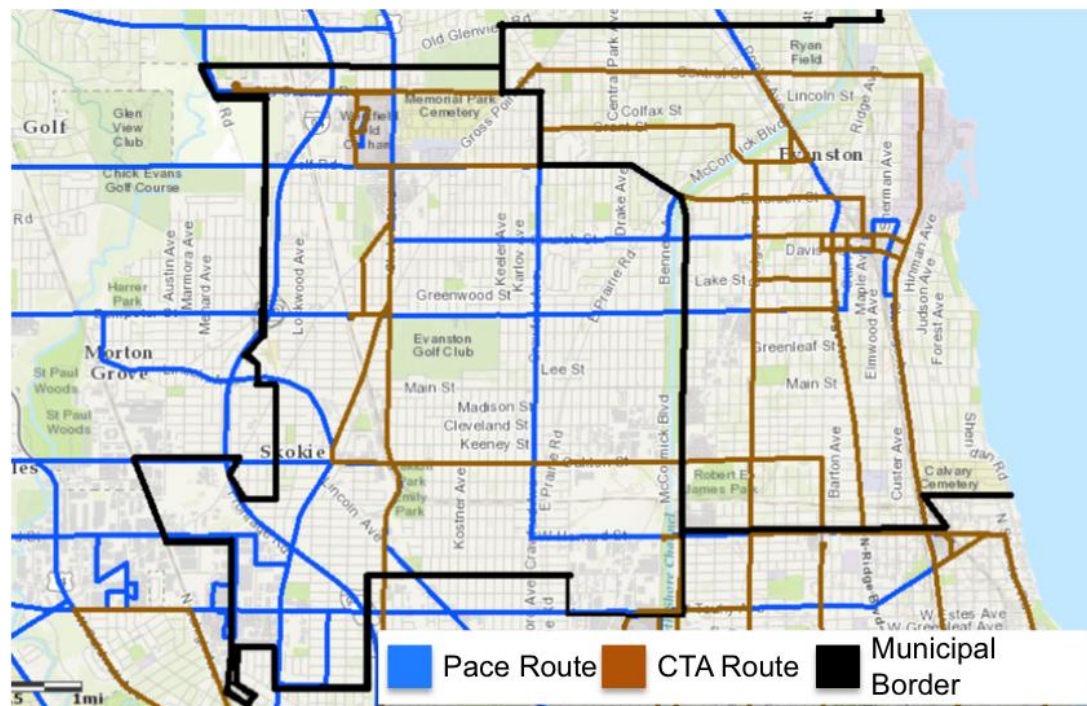
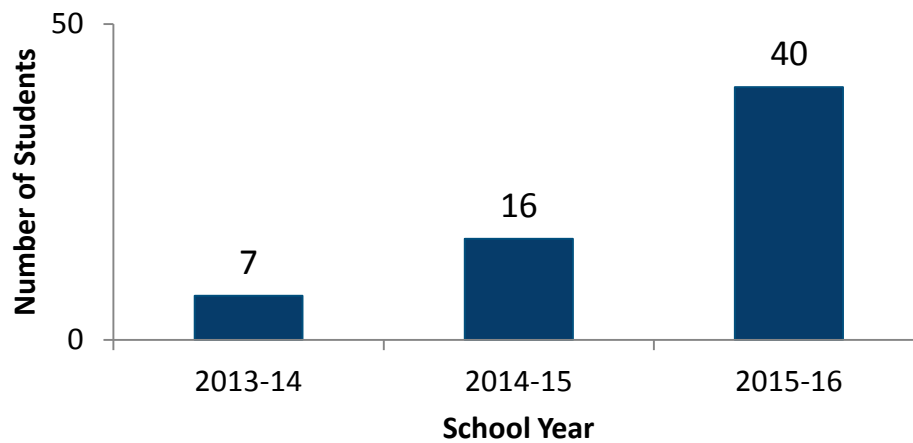


Figure C-7: New Refugee Students per School Year in District 65, PK-8**Table C-1: District 65 Most Common Languages Spoken**

Language	# of Students*	% of Students
English	5,925	75.1%
Spanish	1,164	14.7%
French	84	1.1%
Haitian Creole	59	0.7%
Mandarin (Chinese)	45	0.6%
Urdu	38	0.5%

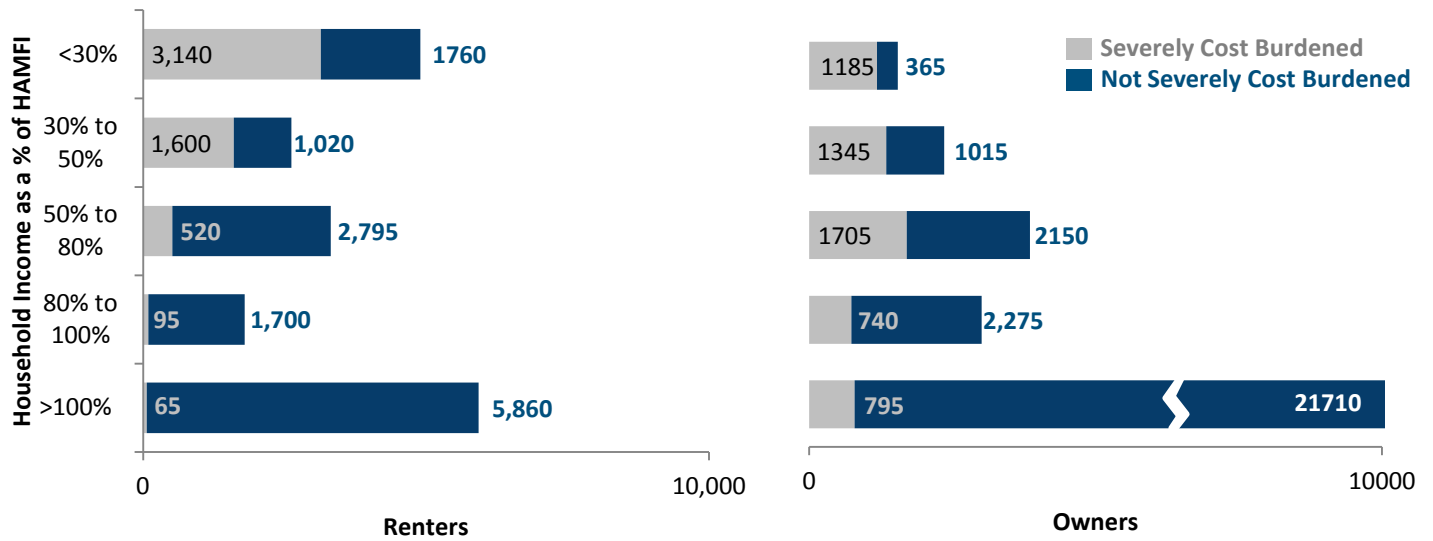
*Note this does not include early childhood information.

Table C-2: Six Most Common Languages Spoken by Refugee Students, PK-8

Languages Spoken at Home*	% of Students
Swahili	18.8%
Arabic	15.9%
Nepali	10.1%
Spanish	8.7%
Other	8.7%
French	7.2%

*Note this includes refugee populations in early childhood education.

Figure C-8: Cost Burden by Housing Type and Income as a Percent of HAMFI, 2014



*HAMFI: Department of Housing and Urban Development Area Median Family Income
 This is an adjusted median income calculated in order to determine Fair Market Rents (FMRs) and income limits for HUD programs.

Table C-3: Income Distribution by Cost Burden in 2012, Evanston

Household Income	Cost burden > 30%	Cost burden > 50%	All Households
Less than 30% of HAMFI	2,700	2,545	3,755
30% to 50% of HAMFI	2,445	1,755	2,690
50% to 80% of HAMFI	2,515	1,015	3,650
80% to 100% of HAMFI	1,100	355	2,460
Greater than 100% of HAMFI	2,685	490	16,100
Total	11,445	6,160	28,660

Table C-4: Income Distribution by Cost Burden in 2012, Skokie

Household Income	Cost burden > 30%	Cost burden > 50%	Total
Less than 30% of HAMFI	2,050	1,780	2,695
30% to 50% of HAMFI	1,935	1,190	2,290
50% to 80% of HAMFI	2,235	1,210	3,515
80% to 100% of HAMFI	1,180	480	2,350
Greater than 100% of HAMFI	2,340	365	12,330
Total	9,740	5,025	23,180

Source: HUD CHAS, 2012

Appendix D: Family Survey Respondent Demographics and Other Information

Demographics of Survey Respondents

Over 64 percent of survey respondents reported living in Evanston, while nearly 6 percent reported living in Skokie. This suggests that the responses of Skokie residents are severely underrepresented. Head Start eligible families were slightly more likely than ineligible families to live in Skokie. Individuals who did not report income or household size also tended to not report their city of residence.

Table D1: Demographics of Survey Respondents: City

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Evanston	43.3%	84.5%	6.1%	64.4%
Skokie	13.3%	6.3%	0%	5.9%
Not in service area	23.3%	6.3%	0%	7.1%
Not Specified	20%	2.9%	93.9%	22.5%

Nineteen percent of survey respondents identified as Black and 53 percent identified as White. Hispanic residents were severely underrepresented, at just 6.7 percent of total survey respondents. Head Start eligible respondents were much more likely to identify as Black than ineligible families, and significantly less likely to identify as White. Approximately twice the proportion of Head Start eligible families identified as Hispanic as ineligible families.

Table D2: Demographics of Survey Respondents: Race

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Asian	6.7%	4.6%	0%	4%
Black	70%	13.8%	6.1%	19%
Hispanic	13.3%	6.9%	2%	6.7%
Native American	0%	0.6%	0%	0.4%
Pacific Islander	3.3%	0%	0%	0.4%
White	6.7%	75.3%	4.1%	53.4%
Other	3.3%	2.9%	0%	2.4%
Not Specified	6.7%	1.1%	87.8%	18.6%

Regardless of Head Start eligibility, mothers were significantly more likely to have completed the survey than fathers. However, the proportion of Head Start ineligible families that had a

father respond was more than four times that of Head Start eligible families. Head Start eligible families tended to be approximately five years younger than ineligible families.

Table D3: Demographics of Survey Respondents: Relationship to Children

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	29	174	6	209
Mother	96.6%	85.1%	83.3%	86.6%
Father	3.4%	14.9%	16.7%	13.4%
Average Age	33.7 years	38.3 years	38.5 years	37.7 years

Head Start ineligible respondents had a higher level of education compared to Head Start eligible families. 30 percent of Head Start eligible respondents had a High School Diploma or GED, with another 27 percent completing some college coursework. Just under 17 percent completed a Bachelor's Degree. In contrast, 34 percent of ineligible respondents had a Bachelor's Degree, and a further 56 percent had a Master's or greater.

Table D4: Demographics of Survey Respondents: Education

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Some HS	0%	0%	2%	0.4%
HS Diploma or GED	30%	2.3%	2%	5.5%
Some College	26.7%	4.6%	2%	6.7%
Technical Certificate	10%	2.3%	0%	2.8%
Associates Degree	13.3%	1.1%	2%	2.8%
Bachelor's Degree	16.7%	33.9%	2%	25.7%
Advanced Degree	0%	55.7%	2%	38.7%

Approximately 50 percent of all respondents were employed full time. Head Start ineligible respondents were slightly more likely to be employed full time than Head Start eligible respondents. Nearly 27 percent of Head Start eligible individuals were employed part time, while only 17 percent of ineligible respondents were employed part time. Approximately 10 percent of total respondents were unemployed, though these individuals were more likely to be voluntarily unemployed than actively seeking work. Ineligible respondents were slightly more likely to be voluntarily unemployed; several noted that they were stay at home parents.

Table D5: Demographics of Survey Respondents: Employment

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Employed full time	56.7%	60.9%	6.1%	49.8%
Employed part time	26.7%	16.7%	6.1%	15.8%
Student full time	10%	2.3%	2%	3.2%
Student part time	3.3%	2.3%	0%	2%
Unemployed (involuntary)	3.3%	2.9%	0%	2.4%
Unemployed (voluntary)	6.7%	9.8%	0%	7.5%

Survey respondents were asked to report the ages of their children as of September 1, 2016, as this is the date District 65 uses to define Kindergarten eligibility. They were then asked to report whether they had any children that were born after September 1, 2016. The responses are summarized in Table D6. Of all Head Start eligible families, 40 percent had children that were 2 years old on September 1st and a further 40 percent had children that had been born since that date. More than 37 percent of ineligible respondents had children that were 4 years old. Ineligible respondents were less likely to have infants under the age of 1. Overall, no clear pattern emerged regarding the relative ages of children of Head Start eligible and ineligible respondents.

Table D6: Children of Survey Respondents

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Age 5	10%	22.4%	30.6%	22.5%
Age 4	16.7%	37.4%	40.8%	35.6%
Age 3	33.3%	29.9%	36.7%	31.6%
Age 2	40%	29.9%	22.4%	29.6%
Age < 2	26.7%	25.3%	26.5%	25.7%
Age 0	40%	13.8%	14.3%	17%

Table D7 lists the primary languages survey respondents speak at home. Over 90 percent of total respondents speak English as their primary language. While 95 percent of Head Start ineligible individuals speak English as their primary language, Head Start eligible respondents are more likely to speak another language. Nearly 7 percent speak Spanish, and 10 percent speak another language. Common languages listed under “other” include Hebrew and Yoruba.

Table D7: Primary Language Spoken at Home

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	29	174	49	252
English	80%	94.8%	87.8%	91.7%
Spanish	6.7%	1.7%	6.1%	3.2%
Other	10%	3.4%	4.1%	4.3%
Not Specified	3.3%	0%	2%	0.8%

While 83.3 percent of Head Start eligible individuals regularly drive a car that they either own or share, over 96 percent of individuals have access to a car. Surprisingly, approximately the same proportion of Head Start eligible and ineligible individuals regularly use public transportation. Head Start eligible respondents were also more likely to use a cab or Uber to get around, and less likely to walk.

Table D8: Transportation

	EHS/HS Eligible	EHS/HS Ineligible	Unknown	Total
Number of Respondents	30	174	49	253
Public	20%	21.8%	2%	17.8%
Car (owned)	73.3%	95.4%	12.2%	76.7%
Car (shared)	10%	1.1%	0%	2%
Cab/ Uber	10%	6.3%	0%	5.5%
Bike	3%	14%	0%	10%
Walk	16.7%	25.3%	2%	19.8%
Other	0%	0.6%	0%	0.4%
Not Specified	3.3%	0%	87.8%	17.4%

Appendix E: Additional Resources Available in the Service Area

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
3rd Coast Craniosacral	Evanston	http://www.craniosacralevanston.com/	Offers biodynamic craniosacral therapy sessions and classes.		X			
A Just Harvest	Chicago	http://www.ajustharvest.org/	Serves food as well as providing meals in the home. Additionally, manages an organizing branch (P.O.W.E.R.) that works to organize against the causes of hunger			X	X	
Access Community Health Network: ACCESS at St. Francis Health Center (St. Francis Community Health Clinic)	Evanston	http://www.accesscommunityhealth.net/	Full primary care health services from general check-ups to chronic disease management to health education		X			
Acupuncture Access	Evanston	http://www.useacupuncture.com/Acupuncture_Access/Evanston_Acupuncture_Access_Evanston_IL_60202.html	Community acupuncture clinic providing effective, affordable treatments in a relaxed group setting.		X			
Albany Care	Evanston	http://albanycare.com/	Provides confidential assessments and care plans for psychiatric behavior problems for a 417 bed facility.		X			
Allowance for Good	Evanston	http://www.allowanceforgood.org/	Educates children on philanthropy	X				

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
American Cancer Society North Shore Area Office	Evanston	http://www.cancer.org/	Provides free programs and services to local residents facing a cancer diagnosis, information on cancer prevention and early detection.		X			
American Massage Therapy Association	Evanston	https://www.amtamassage.org/index.html	Provides massage therapy		X			
Aperion Care	Evanston	https://aperioncare.com/locations/evanston/	Offers physical, occupational, and speech therapy, respite care and hospice care for a 57 bed facility.		X			
Barbereux School/Preschool	Evanston	http://www.barbereux.com/	Provides early childhood education based on a social-emotional and artistic curriculum	X				
Barr Harris Children's Grief Center	Evanston	www.barrharris.org	Provides diagnostic evaluations, short and long term treatment, and parent guidance for children who have lost a relative.		X		X	
Bayit After School Program	Evanston	http://www.bayitevanston.com/	Bayit provides after school care tied to Jewish curriculum and Hebrew language skills.	X				
Behavioral Services Center	Skokie	www.behavioralservices.us	Full service mental health and crisis interventional		X			
Beth Emet Early Childhood Program	Evanston	http://bethemet.org/learning/early-childhood-programs.html	Provides Jewish early childhood programming	X				
Big Brothers Big Sisters of Metropolitan Chicago	Chicago	www.bbbschgo.org	Empower at-youth risk by providing 1-1 mentoring in either community based or afterschool programming	X				

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Birthlink - Chicagoland's Birth Network	Evanston	http://www.birthlink.com/	Provides maternal support for new mothers		X			
Black Chiropractic Offices and Family Wellness Center	Evanston		Therapeutic massage and physiotherapy, exercise instruction and nutrition counseling. Health care and wellness classes.		X			
Bright Horizons/Daycare & Preschool	Evanston	http://child-care-preschool.brighthorizons.com/IL/Evanston/evanston/	Bright Horizons provides early education and child care based on family partnership and support.	X				
C.G. Jung Institute of Chicago	Chicago	http://www.jungchicago.org/	Provides clinical psychology services as well as spiritual counseling		X			
Campus Kitchens Project at Northwestern	Evanston	http://www.campuskitchens.org/northwesternvolunteer/	Campus Kitchen coordinates donations of unserved dining hall food, prepares and delivers meals to area social service agencies, low-income seniors and families			X	X	
CarePoint Job Center	Evanston	http://www.carepointservices.com/	Provides computers, telephone access and job search skills training for the homeless, formerly incarcerated, residents of halfway homes and other clients.				X	
Caring Counseling Associates - Arona Sarfatty, LSW	Evanston		Specializes in counseling for women		X			
Caring Outreach for Parents in Evanston (COPE)	Evanston	http://evanstoncope.weebly.com/	Provides food and housing services to families in Evanston			X	X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
CEDA-Skokie	Evanston and Skokie	http://www.cedaorg.net/	CEDA provides a wide variety of community and family support services including housing, energy assistance, nutrition, health, post-secondary education, and employment	X	X	X	X	
Center for Contextual Change	Skokie	www.centerforcontextualchange.org	Therapy services for violence, sexual abuse, addition, and emotional and behavioral disorders		X			
Center for Family Consultation	Evanston	https://thecenterforfamilyconsultation.com/	Assists professional counselors and clinicians in the learning, teaching and research of the natural system theory of the family developed by Dr. Murray Bowen. Workshops, seminars and lectures are held throughout the year.		X			
Center for Independent Futures	Evanston	http://www.independentfutures.com/	Provides education and employment services for individuals with disabilities and their families	X	X		X	X
Center for Religion and Psychotherapy of Chicago	Evanston	http://www.crpchicago.com/offices.htm	Clinical services for individuals, adolescents and couples, ranging from short-term, problem-focused counseling to long-term, in-depth psychotherapy		X			
Cherry Preschool	Evanston	http://cherrypreschool.org/	Programs children ages 2-5; has anti-bias education and educates children with special needs. Spanish language class available	X				X
Chiaravalle Montessori School	Evanston	http://www.chiaravalle.org/	Preschool through 8th grade as well as a parent, infant and toddler program	X				
Chicago Central Referral System	Chicago	https://www.chicagocrs.org/	Permanent Supportive Housing: affordable housing with services. Permanent Housing with Short Term Supports				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Chicago Lakeshore Hospital	Chicago	www.chicagolakeshorehospital.com	A behavioral health hospital on the north side of Chicago offering inpatient, outpatient, day and evening programs for children, adolescents, and adults struggling with mental health crises.		X		X	
Child Care Center of Evanston	Evanston	http://www.childcarecenterofevanston.org/	Has five preschool classrooms caring for children age 2 through 5 years of age. The Center focuses on preparing children for kindergarten and 73 percent are on subsidized care	X				
Childcare Network of Evanston	Evanston	http://www.childcarenetworkofevanston.org/	A provider of early education Services and sources of knowledge and advocacy for high quality early childhood education	X	X		X	
Children's Advocacy Center of North and Northwest Cook County	Hoffman Estates	http://www.cachelps.org/	Offers a wide range of services to families affected by child sexual abuse, including counseling, support and survivors groups, crisis intervention and case management.				X	
Children's Home and Aid	Chicago	http://www.childrenshomeandaid.org/	The Rice Child + Family Center provides residential care and treatment for children, ages 8-15, diagnosed with severe emotional, behavioral and mental health problems. The center's goal is to return these children to a loving family. Therapy is conducted in individual and group settings, and includes social skills training, counseling, and psychiatric intervention. All of the services provided by the Rice Child + Family Center are administered in-house to about 50 children. The facility includes a medical clinic, group therapy classrooms, special education facilities and an art therapy area.					

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
City of Evanston	Evanston	http://cityofevanston.org/	Provides economic development, transportation, legal, and social services targeted towards women, low-income residents, and people of color and refers residents to organizations that provide mental health services, education services, environmental education, arts, community empowerment	X	X		X	
Community Partners for Affordable Housing (CPAH)	Highland Park	http://www.cpahousing.org/	CPAH acquires existing properties, conducts necessary rehabilitation work in order to minimize ongoing maintenance and operational costs, and then sells the homes only to low-and moderate-income households at an affordable price.				X	
Connections for the Homeless	Evanston	http://www.cfthinc.org/	Provide housing, employment, and supportive services to move individuals and families out of homelessness		X		X	
Cook County GED Testing Program	Chicago	https://www.iccb.org/CookCountyGED/	Register to take the GED test (application can be downloaded), get test dates and locations, or call to request transcripts.					
Cornerstone Health	Evanston	http://www.cornerstoneclinics.com/	Cornerstone Health is a comprehensive alternative healthcare clinic. Physicians specialize in treating pain, pediatrics, TMJ/TMD, headaches		X			
Covenant Nursery School	Evanston	http://www.covenantnurseryschool.org/	Nursery school for children ages 2 - 5.	X				
Cradles Cribs and Crayons	Skokie	http://cradlescribsandcrayons.com/	Childcare and early childhood education center offering different program options by age group.	X				

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Creative Paths Learning Center	Skokie	http://creativepathslearningcenter.com/	Early childhood center providing a range of early learning programs and enrichment programs. Offers full day and half day options, as well as before/after school options for children enrolled in kindergarten at a public school.	X				
Curt's Cafe	Evanston	http://curtscafe.org/	Employs at-risk Evanston youth, ages 15-22				X	
Dance Center Evanston: Early Childhood Music & Movement Program	Evanston	http://www.everybodymoveinc.com/	Parents, caregivers and children, ages 6 months to 4 years, participate in an hour-long class of creative movement, singing and dancing.	X				
Direct 2 Food	N/A	http://www.direct2food.org/	Online directory for food providers and consumers. The site also lists the specific services offered, hours of operation, and who to contact with any additional questions.			X	X	
Early Childhood Home Care Provider	Evanston		A number of home care providers exist in Evanston. Numbers are detailed in the report above	X				
Elizabeth Meyer School	Skokie	http://www.sd735.org/meyer/	Preschool and kindergarten services provided by Skokie SD 73.5	X				
Erie Family Health	Evanston	https://www.riefamilyhealth.org/locations/evanston-skokie/	Affordable and accessible medical and behavioral health care services for all ages; dental services for children and pregnant women		X			
Essence Acupuncture Studio	Evanston	http://www.essenceacupuncturestudio.com/	Essence Acupuncture Studio offers private and group acupuncture treatments		X			
Evanston Black Business Alliance	Evanston		Provides education and training, networking and marketing opportunities, access to information, and technical assistance to Black-owned businesses				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Evanston CASE	Evanston	http://evanstoncase.org/wordpress/	Provides community, advocacy, support and education for families who have children/teens with special needs				X	
Evanston Chamber of Commerce	Evanston	http://www.evchamber.com/	Provides business listings, knowledge, and counsel about running and growing business					
Evanston Community Foundation	Evanston	http://evanstonforever.org/	Foundation focusing unrestricted funding in arts, housing, senior services, at-risk youth, early childhood, and economic empowerment				X	
Evanston Environmental Association: SAGE (Schools Are Gardening in Evanston)	Evanston	http://evanstonenvironment.org/	SAGE (Schools are Gardening in Evanston) is an outgrowth of the Dawes School Edible Garden Project which began in 2004. The gardening program now exists at several District 65 schools giving students the opportunity to plant, grow, harvest and eat fresh foods. Surplus food is donated to local food pantries. SAGE is overseen by the Evanston Environmental Association and the SAGE Steering Committee.			X		
Evanston Family Therapy Center	Evanston	http://www.narrativetherapychicago.com/	Provides both consultation and workshops for those interested in exploring the practice of narrative therapy for individuals, families, institutions, and communities. Narrative therapy involves facilitating experience of new stories--narratives that are more empowering, more satisfying, and give hope for better futures.		X		X	
Evanston KinderCare	Evanston	http://www.kindercare.com/our-centers/evanston/il/070462	Description: Childcare programs for children 6 weeks to 12 years old. Multiple preschool, prekindergarten, and school-age full-day camps.	X				

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Evanston Own It	Evanston		Collective of faith-based community committed to building a stronger sense of community					
Evanston Police Social Services	Evanston	http://www.cityofevanston.org/police/about-us/police-social-services/	Provides legal social services and victim services, as well as counseling and support services for victims and their families				X	
Evanston Public Library/Career Search Resources	Evanston	https://www.epl.org/index.php?option=com_content&view=article&id=81:career-resources&catid=45:subject-guides&Itemid=120	Evanston Public Library's portal for sources on resume and cover letter writing, the interview process, job banks, occupational descriptions and salaries.				X	
Evanston ReBuilding Warehouse	Evanston	http://evanstonrebuildingwarehouse.org/	Sustainable deconstruction and renovation building practices.				X	
Evanston Safety Town/Summer Day Camp	Evanston	http://www.evanstonsafetytown.org/	Provides summer day programming for children aged 4-6, as well as teaches safety rules	X				
Evanston Scholars	Evanston	http://www.evanstonscholars.org/	Non-profit organization that improves college access and success for first generation college students	X				
Evanston School Children's Clothing Association (ESCCA)	Evanston	https://escca.org/	Collects and distributes school clothing to children in need enrolled in District 65 schools				X	
Evanston Township High School	Evanston	http://www.eths.k12.il.us/	Provides Grades 9-12 education, as well as child care education	X				

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Evanston/Skokie School District 65	Evanston	http://www.district65.net/	Provides pre-K through Grade 8 education services, as well as community schooling, special education services, services for orphans, and before- and after- school programming Before and After School District 65 School Age Child Care is DCFS licensed and offered to children enrolled in District 65 schools, in grades kindergarten through fifth grade, ages 5-12.	X				
Faith Temple Church of God: Faith Christian Academy	Evanston	http://www.faithtempleevanston.org/	Christian education for preschool through middle school students.	X				
Family Connections	Evanston		Support group for grandparents or other relatives raising children of family members				X	
Family Focus Evanston - Our Place	Evanston	http://www.family-focus.org/centers/evanston-our-place	Provides support and education to parents as primary caregivers and educators of their children.	X	X		X	
Family Matters	Chicago	https://www.family-matterschicago.org/	A family-centered organization provides programming that support personal growth and leadership				X	
Family Promise of the North Shore	Glencoe	http://www.fpcnorthshore.org/	Family Promise Chicago North Shore, Inc. (FPCNS) provides services for homeless families in transition through a number of organizations				X	
First Presbyterian Church of Evanston: The Counseling Center	Evanston	http://www.firstpres-evanston.org/care-support/counseling-center	Faith-based counseling and social service center				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
First United Methodist Church: Bundled Blessings Diaper Pantry	Evanston	http://faithatfirst.com/serving/bundledblessings/	Provides diapers for low income families				X	
Free Methodist Church: Hillside Church Evanston	Evanston	http://hillsidefree.com/	A food pantry			X	X	
Garrett-Evangelical Theological Seminary	Evanston	https://www.garrett.edu/	A graduate school of theology of the United Methodist Church	X				
Gather/Play Place/Drop in Classes	Evanston	http://www.meetatgather.com/	Provides arts services for children	X				
Habitat for Humanity-Northwestern	Evanston	https://www.facebook.com/nuh4h/	Builds and rehabs homes in the neighborhoods of Evanston and Chicagoland				X	
Handard Center for Health and Human Services	Chicago	www.handardcenter.org	Provides mental health services as well as support for low-income residents		X		X	
Have Dreams	Evanston		Provides services for those on the autism spectrum					X
Haven Youth and Family Services	Evanston	http://havenforyouth.org/	Haven Youth and Family Services provides mental health of youth and their families in the community with prevention, intervention and therapy programs.		X			
Heartwood Center for Body Mind Spirit	Evanston	http://www.heartwoodcenter.com/	Provides holistic services including massage therapy, acupuncture, integrative medicine, naturopathy, psychiatry, chiropractic, psychotherapy, tai chi, yoga and meditation.		X		X	
House Calls Counseling	Wilmette	http://www.housecallscounseling.com/	Provides trauma and attachment service for children		X			

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Housing Authority of Cook County: Jane R. Perlman Apartments	Evanston	http://thehacc.org/location/jane-r-perlman-apartments/	Subsidized by Housing Authority of Cook County for low-income elderly. Independent living, 1 bedroom unfurnished apartments with refrigerator, range, air conditioning, library, community rooms and occasional social and educational activities.				X	
Housing Authority of Cook County: Victor Walkchirk Apartments	Evanston	http://thehacc.org/location/victor-walchirk-apartments/	100 studio and one-bedroom apartments for low-income elderly or disabled tenants, subsidized by Housing Authority of Cook County.				X	
Housing Opportunities for Women	Chicago	http://www.how-inc.org/	Provides residential and employment services for homeless women				X	
Housing Options for the Mentally Ill in Evanston	Evanston	http://housingopt.org/	Housing Options provides permanent housing and support services to adults with mental illnesses, many of whom have been homeless in the past.				X	X
Howard Area Community Center: Howard Area Community Center Domestic Violence Program	Chicago	http://howardarea.org/health-human-services/human-services/	Provides services for women affected by domestic violence, employment services, food services		X		X	
Illinois Department Human Services	Skokie	http://www.dhs.state.il.us/page.aspx?	Provides medical assistance for children and adults, financial assistance for adults with children, and food stamps. Receives and authorizes applications for Cash, SNAP, and Medical Assistance.				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Illinois Humanities Council	Chicago	www.prairie.org	Free college level courses in the Humanities for low income adults. Free tuition, books, bus fare, and on-site day care	X				
Illinois workNet Center-Evanston Public Library 3rd floor	Evanston	https://www2.illinoisworknet.com/	Services for job seekers and employers. Job seekers can meet with career counselors for skills evaluations, use public computers to search for jobs, attend a variety of job searching and skills development workshops, apply for funding for approved training and educational programs, and more.				X	
In Therapeutic Education Partners	Evanston		Educational therapist specializes in helping children, adolescents and young adults with learning and emotional problems.		X			
Infant Welfare Society of Evanston	Evanston	http://www.iwse.org/	Runs 2 full-day NAEYC accredited child care and early education facilities and provides comprehensive parenting support and education	X			X	
Insight Behavior Health Center	Evanston	www.insightbhc.com	General full service individual and group counseling		X			
Institute for Therapy through the Arts	Evanston	https://www.musicinst.org/institute-therapy-through-arts	Provides comprehensive community-based arts therapy programs through music, drama, and dance		X			
Interfaith Action of Evanston: Hospitality Center for the Homeless	Evanston	http://www.interfaithactionofevanston.org/	Provides services for the homeless including employment counseling, spiritual guidance, nutritious snacks, medical, mental health and educational referrals		X		X	
James B. Moran Center for Youth Advocacy	Evanston	http://moran-center.org/	Provides direct legal representation in several legal programs, as well as counseling and support services to receivers of legal aid				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Jewish Child and Family Services (JCFS)	Skokie	http://www.jcfs.org/	Provides employment and counseling services to adults, and counseling services to children				X	
Jewish Reconstructionist Congregation/Part Time Program	Evanston	https://www.jrc-evanston.org/	Provides pre-kindergarten, parent-toddler, and pre-school programming	X				
JJ's List	Evanston	http://www.jjslist.com/	JJ's List partners with No Boundaries to manage a private pay, tuition-based program employment program for persons with disabilities				X	
Juvenile Justice Initiative	Evanston	http://jjjustice.org/	Provides legal support for children and adults				X	
Lakeshore Counseling Center	Evanston	http://lakeshorecounseling.com/	Therapy for children, adolescents, adults and families		X			
LIFT	Evanston	www.liftcommunities.org	Provides employment search and residency search supports	X	X		X	
Literature for All of Us	Evanston	http://www.literatureforallfus.org/	Provides reading and writing skill building through group discussions	X				
Mather Pavilion	Evanston	http://www.matherlifeways.com/	A senior living residence for those who require skilled nursing care, memory support, or rehabilitation services				X	
McGaw YMCA	Evanston	http://www.mcgawymca.org/youth-teens/after-school-care-activities/mentoring/	Provides mentorship services, pre-kindergarten, infant and toddler programs, foster services, and rehabilitative care				X	
Meals At Home	Evanston	http://mealsathome.org/	Delivers meals to the elderly, disabled and those unable to take care of their nutritional needs			X	X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Mental Health Association of the North Shore	Evanston	http://www.mhans.org/	Provides education and information on mental health resources and available services		X			
Metropolitan Family Services	Chicago	http://www.metrofamily.org/community-centers/evanston-skokie/	Helps families and individuals struggling with relationships, abuse, grief or loss find the help they need	X	X		X	
Metropolitan Family Services: Metropolitan Family Services Evanston	Skokie	https://www.metrofamily.org/	Provides support to seniors and adults with disabilities and investigates any allegations of abuse or neglect. Also offers counseling services				X	X
Midwest Montessori School	Evanston	http://midwestmontessori.com/	Provides pre-k to 12 educational services	X				
Moran Center for Youth Advocacy	Evanston	http://moran-center.org/?page_id=262	Provides low-income Evanston youth and their families with integrated legal and social work services				X	
MOSAIC Co-op	Evanston	http://www.ic.org/directory/mosaic-communities/	A 13-member housing co-op in Evanston				X	
Mosaic Early Childhood and Infant, and Montessori Center	Skokie	http://www.mosaicearlychildhoodcenter.com/	Early childhood center offering half day or full day programs with full day preschool and kindergarten options. Provides Preschool for All services, and has a multilingual staff.	X				
National Able Network	Evanston	http://www.nationalable.org/	Provides employment services for both businesses and job seekers				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
National Alliance on Mental Illness Cook County North Suburban (NAMI-CCNS)	Skokie	http://www.namiccns.org/	National grassroots organization aids individuals and families coping with mental illness through support groups, educational programs and advocacy efforts.		X			
North Shore Nannies	Evanston	http://www.northshorenannies.com/	Provide home support services for working families	X				
North Shore Village	Evanston	http://www.northshore-village.org/	Assists seniors living in their homes by recommending service providers for transportation, household help, personal care, home maintenance, professional services and food				X	
Northminster Nursery School	Evanston	http://nnsevanston.com/	Provides nursery services	X				
NorthShore University Health System	Evanston	http://www.northshore.org/psychiatry-behavioral-sciences/clinical-services/bridges-program/	Provides mental health services, childcare, cancer services, outpatient care, as well as trauma care		X			
Northwestern Center for Talent Development (CTD)	Evanston	http://www.ctd.northwestern.edu/	Gifted programming for children in grades K through 12	X				
NSUH Psychiatry	Evanston	www.northshore.org	Counseling for youth and families, psychiatric services for youth		X		X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Oakton Community College	Skokie	https://www.oakton.edu/	Two-year community college in Skokie with personal enrichment and continuing education programs.	X				
Oakton Community College Early Childhood Education Center	Skokie	https://www.oakton.edu/about/ece_centers/sk_center/index.php	Early childhood center offering full day or half day options for Oakton Community College students.	X				
Ohana Birth & Parenting Services	Evanston	http://ohanadoulas.com/	Classes, support groups and services for expecting and new parents		X			
Old Town School of Folk Music: Wiggleworms	Chicago	http://www.oldtownschool.org/classes/kids/wiggleworms/	Early childhood music program	X				
Open Communities	Winnetka	http://open-communities.org/	Provides fair and affordable housing counseling services, community education, advocacy, and organizing for welcoming communities.				X	
Open Studio Project	Evanston	www.openstudioproject.org	Provides youth arts programming for school age children.	X				
Options for Youth	Chicago	www.options4youth.org	School-based program for adolescents that provides education on contraception and pregnancy	X	X			
Orchard Village	Skokie	https://www.orchardvillage.org/	Orchard Village provides services for those with developmental disabilities					X
Parent Day Out	Evanston	http://www.pdoevanston.org/	PDO is a parent-run "playcare" focusing on social-emotional development of infants.	X				
Peaceable Cities	Evanston	http://www.peaceablecitiesevanston.org/	Provides restorative justice and social organizing services to prevent violence in Evanston				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Peer Services	Evanston	http://peerservices.org/	Provides community-based substance abuse prevention and treatment services	X	X		X	
Pope John XXIII School	Evanston	http://www.popejohn23.org/	Pope John provides religious education for pre-school and school age children.	X				
Presence St. Francis Hospital Rehabilitation Services	Evanston	http://www.presencehealth.org/presence-saint-francis-hospital-evanston	Presence Saint Francis Hospital's provides rehabilitation, substance abuse, mental health, emergency, maternal support and home health services.		X		X	X
Puerta Abierta Preschool (Spanish, part-time)	Evanston	http://puertaabierta.preschool.org/	Puerta Abierta Preschool provides a bilingual preschool experience with a curricular focus on Hispanic culture and language	X				
Rainbows for All Children	Evanston	https://rainbows.org/	Help children who are grieving the loss of parent or guardian via small-groups using age appropriate curriculum		X		X	
Reba Place	Evanston	http://rebaplacechurch.org/	A free thrift store, offering free clothing, books and household items. Also provides preschool education for children 2-5.				X	
Resources for Living, Inc.	Evanston	https://www.resourcesforliving.com	Not for profit organization serving disabled persons and their families.					
Response Center	Skokie	www.responsecenter.org	Individual, family, and group therapy for adolescents and young adults.	X	X			
Rimland	Evanston	http://rimland.org	Rimland provides services for children and adults on the autism spectrum.		X			
Riveredge Hospital	Forest Park	www.riveredgehospital.com	Fully behavioral health hospital practicing Trauma Informed Care		X		X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Robert Pantoga-Legal Consultation	Evanston	http://www.mainstreetlaw.com/	Parent Org.: City of Evanston Parks, Recreation and Community Services Dept.				X	
Rotary Club of Evanston, IL	Evanston	http://rotary.org	The Rotary Club of Evanston Charitable Fund provides monetary grants directly to local charitable organizations, as well as service for low income communities				X	
Roycemore School	Evanston	http://www.roycemoreschool.org/	Kindergarten is a full-day program, from 8:25 a.m. to 3:00 p.m. Extended care is available until 3 p.m. or 6 p.m. for an additional fee.	X				
S. E. W. (Skokie Evanston Wilmette) Childcare Providers Association	Evanston	http://www.sewchildcare.com/	Provides support and information for parents in Skokie, Evanston, and Wilmette	X				
Saint Francis Hospital: Child Time/Daycare	Evanston	http://www.childtime.com/your-local-school/evanston-il-9107/	Childtime provides infant care, pre-kindergarten and preschool services.	X				
Saint Joan of Arc School	Evanston	http://www.saintjoanofarc.net/school/	Part/full time preschool and junior kindergarten programs.	X				
School for Little Children	Evanston	http://www.slcevanston.org/	Play-based, part-time preschool	X				
Second Baptist Church	Evanston	http://secondbaptistevanston.org/	Baptist, faith-based community offering ministry opportunities to all in Evanston	X			X	
Shining Star Learning Center	Skokie	http://shiningstarskokie.com/	Childcare center offering programs for infants, toddlers, and preschoolers.	X				

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Shore Community Services	Skokie	http://shoreservices.org/	Provides educational, residential, vocational and a range of support services to children and adults with developmental disabilities in north Chicago and the surrounding suburbs, including apartment complexes in Evanston and Skokie.				X	X
SIR Management: Greenwood Care	Evanston	http://www.sirmanagement.com/psychiatric-care-facilities/greenwood-care.html	Greenwood Care is an Intermediate Care Facility with 145 beds for the chronically mentally ill		X			
Social Endeavors	Evanston	www.socialendeavors.net	Provides an array of clinical services focused on helping children develop age appropriate social and communication skills		X		X	
Social Security Administration: Supplemental Security Income (SSI)	Evanston	https://www.ssa.gov/	Supplemental Security Income (SSI) is a Federal income supplement program funded by general tax revenues (not Social Security taxes)				X	
Sojourner Covenant Church	Evanston	http://www.sojocommunity.org/	Provides nursery services	X				
St. John's United Church of Christ	Evanston	http://www.catholiccharities.net/GetHelp/OurServices/Nutrition.aspx	St. John's United administers the Evanston Soup Kitchen as well as a Food Pantry.			X	X	
St. Nicholas Parish	Evanston	http://www.nickchurch.org/	Roman Catholic, faith based community in Evanston	X			X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Swift Child Care	Skokie	http://www.swiftchildcare.com/	Child care center with 2 locations in Skokie that are both less than two blocks away from the Chicago Transit Authority train station. Experience working with children with disabilities and providing referrals to other agencies, if needed.	X				
The Cradle	Evanston	https://www.cradle.org/	Private, nonprofit adoption, baby nursery and pregnancy counseling agency. Also offers Adoption Learning Partners (ALP), online training for prospective adoptive parents and adoption professionals				X	
The Family Institute at Northwestern University	Evanston	www.family-institute.org	Provides clinical service, education and research for families	X	X		X	
The Fund: Oasis Summer Day Camp	Evanston	http://www.oasisdaycamp.com/	The Fund donates scholarships to public school children from families with limited financial resources for quality, fee-based summer programs.	X				
The Grove of Evanston	Evanston	http://www.thegroveofevanston.com/	124-bed, sub-acute rehabilitation and skilled care facility offers speech, physical and occupational therapies		X			
The Harbour	Park Ridge	http://www.theharbour.org/	The Harbour is a community based agency providing essential services to homeless, runaway, locked out and neglected adolescent girls ages 12-21		X		X	
The Lilac Tree	Evanston	http://thelilactree.org/	Legal, financial, and emotional counseling, workshops, seminars and support groups for women going through or considering divorce.				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
The Lilac Tree: Resources for Divorcing Women	Evanston	www.thelilactree.org	Help women contemplating, starting the divorce process or who have gone through it and need support	X	X		X	
The Over the Rainbow Association	Evanston	http://www.otrassn.org/	ORA maintains seven affordable barrier free apartment communities for the physically disabled as well as a Business Resource Center to provide employment services				X	
The Salvation Army Evanston	Evanston	www.usc.salvationarmy.org/evanston	After school program for school children, as well as low cost store, and food pantry	X				
The Samaritan Institute: Samaritan Counseling Center	Winnetka	http://www.samaritaninstitute.org/	Non-denominational pastoral counseling for families, children, adolescents.		X			
The Talking Farm	Evanston	http://www.thetalkingfarm.org/	The Talking Farm operates the Howard Street Farm, which Howard Street Farm provides local, fresh food, educational and volunteering opportunities, and a place for community gatherings	X		X		
The Woman's Club of Evanston	Evanston	http://www.wcofe.org/	The Woman's Club of Evanston, founded in 1889, is a nonprofit organization of over 400 women from the North Shore and Chicago dedicated to community service, philanthropic work and friendship				X	
The Women's Circle	Evanston	http://thewomenscircle.com/	The women's circle provides support and retreats for women in Evanston				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Theraplay Institute	Evanston	http://www.theraplay.org/	Resource for both parents of autistic children and children diagnosed with Autism Spectrum Disorder (ASD). Theraplay sessions model child and family therapy for building and enhancing attachment, self-esteem, trust in others, and joyful engagement.					
Thresholds	Chicago	http://www.thresholds.org/	Thresholds provides services include assertive outreach, case management, housing, employment, education, psychiatry, primary care, substance abuse treatment, and research in 90 locations in Chicagoland.	X	X		X	
Tiny Tot Preschool	Skokie	http://www.tinytotsskokie.com/	Preschool program with a whole-child focus providing full and half day care.	X				
Toddler Town Daycare	Evanston	www.toddlerstownevanston.com	Toddler Town Daycare is a licensed daycare center for children ages 2 to 6	X				
TOPS Pre-K at Madison Elementary School	Skokie	http://sd69.org/visit-a-school-website/madison-school/tops-pre-k/	Preschool program for provided by Skokie SD69 that offers Preschool For All programs.	X				
Tot Learning Center-Skokie Park District	Skokie	https://www.skokieparkdistrict.org/tot-learning-center	Full day childcare center for birth-5. The center also offers enrichment classes and parent meetings	X				
Tot Learning Center-Skokie Park District	Skokie	https://www.skokieparkdistrict.org/tot-learning-center	Full day childcare center for birth-5. The center also offers enrichment classes and parent meetings	X				

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Total Child Center	Evanston	http://totalchild.org/	Part-Day Preschool (optional Lunch Bunch program available)	X				
Trilogy	Chicago	http://www.trilogycin.org/	Trilogy offers case management, psycho-social rehabilitation, crisis intervention and psychiatric services, vocational evaluation, rehabilitation and job placement.		X			
Turning Point Behavioral Health Care Center	Skokie	www.tpoint.org	Turning Point is an outpatient mental health center that provides individual and group therapy for all ages, psychiatric evaluation and medication monitoring, case management, and a residential living program.		X			
United Way Northwest	Mount Prospect	http://uw-mc.org/nnw/	Regional funder for non-profits					
Unity Preschool	Evanston	http://www.unitypreschoolevanston.com/	Unity Preschool is a preschool for ages 2 through 5 based in Evanston.	X				
Urban Balance	Evanston	https://urbanbalance.com/	Psychotherapy and counseling for adults, adolescents and children, families, couples, individuals and groups. Mental health, addiction, career issues and relationship concerns.		X			
Veterans Administration: Veterans Center	Evanston	http://www.va.gov/directory/guide/facility.asp?ID=5048	Offers mental health and substance abuse counseling for veterans		X			
Volunteer Evanston	Evanston	http://www.volunteerevanston.com/	Volunteer Evanston connects volunteers to opportunities in Evanston and assists local organizations				X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Warming House Youth Center	Wilmette	http://www.warminghouse.org/	Teen drop-in center in Wilmette, supervised by staff trained to communicate with teens, to assess their needs, and to create programs that enhance skills and promote growth toward becoming responsible adults. Evanston teens are welcome. Offers youth counseling, chat sessions, study nights, music and recreational programs				X	
Wellspring Integrative Medicine	Evanston	http://www.wellspringintegrative.com/	Experienced holistic health professionals in all major disciplines of holistic care. Offers chiropractic, acupuncture, shiatsu, Thai massage and training, and psychotherapy counseling.		X			
Women's Christian Temperance Union	Evanston	http://www.wctu.org/	Organization devoted to total abstinence from alcohol and other drugs. Provides information on alcohol, tobacco, and illegal drugs.	X			X	
Womencare Counseling Center	Evanston	http://www.womencarecounseling.com/	Offers comprehensive counseling services for women, their partners, friends and families. Individual, group, couple, and family counseling for women, men, adolescents, and children.		X			
Work to Learn Evanston 150 Task Force	Evanston		Work to Learn coordinates work experience programs	X			X	
Yellowbrick at One Rotary Center	Evanston	https://www.yellowbrickprogram.com/	Yellowbrick provides psychiatric healthcare including emotional, psychological and developmental services for young adults, 18-29.					
Youth and Opportunity United (Y.O.U.)	Evanston	http://youthopportunity.org/	YOU provides after school and summer programming for academic, social and emotional development services for students in Evanston.	X			X	

Organization	City	Website	Description	Education	Health	Nutrition	Social Services	Disabilities
Youth Job Center of Evanston, Inc.	Evanston	http://youthjobcenter.org/	Provides job readiness training, job placement, employment support and career counseling to help Evanston youth and young adults aged 14-25, particularly those who are at-risk, to gain employment. Programs and Services.				X	
YWCA Evanston/North Shore	Evanston	www.ywca.org	A social justice organization that provides health and safety services and education for women and girls. It has a 32-bed residential shelter for victims of domestic violence. It also provides specialized counseling services to youth victims of sexual abuse.	X	X		X	

Appendix F1: Family Survey

Appendix F2: Provider Questionnaire

Early Childhood Education & Daycare Provider Questionnaire

1. Welcome!

Thank you for taking the time to fill out the following questionnaire. Your answers will be invaluable in helping us to understand the strengths and needs of families in the Evanston/ Skokie community.

To maintain consistency, this questionnaire will ask you about your program offered during the 2015-2016 school year.

Early Childhood Education & Daycare Provider Questionnaire

2. General Information

Organization Name:

Administrative Address:

Name (optional)

Street Address

City

State

Zipcode

Are childcare services provided at this location?

☐ Yes

☐ No

What is your role at this organization?

☐ Program/ Organization Director

☐ Program Staff

☐ Administrative Staff

☐ Other (please specify)

What is your email address? (this will only be used to contact you if clarification is necessary)

Do you have other locations at which you provide child care services?

☐ Yes

☐ No

Early Childhood Education & Daycare Provider Questionnaire

3. Childcare Locations

Childcare Site Address:

Name (optional)

Street Address

City

State

Zipcode

If you have additional locations at which you provide childcare services, please list the address below:

Name (optional)

Street Address

City

State

Zipcode

If you have additional locations at which you provide childcare services, please list the address below:

Name (optional)

Street Address

City

State

Zipcode

Early Childhood Education & Daycare Provider Questionnaire

4. Capacity

The following questions ask about the capacity of your organization during the 2015-2016 school year. When questions ask about child age, please list those as of September 30, 2015.

During the 2015-16 school year, what was your enrollment capacity (age as of Sept 30, 2015)?

	half-day (< 6 hours)	full-day (6 hours or more)
newborn- 2 years	<input type="text"/>	<input type="text"/>
3 years	<input type="text"/>	<input type="text"/>
4 years- 5 years	<input type="text"/>	<input type="text"/>

Comments (optional)

On March 31, 2016 (or as close to that date as possible), how many of those slots were filled?

	half-day (< 6 hours)	full-day (6 hours or more)
newborn- 2 years	<input type="text"/>	<input type="text"/>
3 years	<input type="text"/>	<input type="text"/>
4 years- 5 years	<input type="text"/>	<input type="text"/>

Comments (optional)

On March 31, 2016 (or as close to that date as possible), how many children were enrolled?

	1-2 days/ week	3-4 days/ week	5 days/ week
newborn- 2 years	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 years	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 years- 5 years	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments (optional)

Early Childhood Education & Daycare Provider Questionnaire

5. Capacity

Do you offer Preschool For All (PFA)?

☐ Yes

☐ No

If so, how many slots did you offer in 2015-16?

Do you accept CCAP/ State Certificates?

☐ Yes

☐ No

If so, how many families (on average) use CCAP at any given time?

Early Childhood Education & Daycare Provider Questionnaire

6. Potential for Expansion

Looking into the 2016-17 school year and beyond, do you have potential to expand your current enrollment?

☐ Yes

☐ No

If yes, to what degree do you have the potential to expand? Which program(s)?

If no, why are you not able to expand your program offerings?

- ☐ lack of funding/ resource constraints
- ☐ not enough teaching staff to support more children
- ☐ location constraints/ building capacity reached
- ☐ do not want to

Other (please specify)

Early Childhood Education & Daycare Provider Questionnaire

7. Children with Disabilities

Did you serve children with disabilities/ special needs during the 2015-16 academic year?

☐ Yes

☐ No

If so, which disabilities?

☐ Speech or Language Impairment

☐ Hearing Impairment

☐ Vision Impairment

☐ Specific Learning Disability

☐ Autism

☐ Developmental Delay

☐ Emotional Disability

☐ Other Physical Impairment

☐ Other Health Impairment

☐ More than 1

☐ Other (please specify)

What resources or services do you provide for children with disabilities?

☐ An IFSP (Individual Family Service Plan)

☐ An IEP (Individual Education Plan)

☐ Other academic or developmental services plan

☐ We do not provide services

☐ Other (please specify)

Early Childhood Education & Daycare Provider Questionnaire

8. English Language Learners

Did you serve children who speak a language other than English or have another language spoken in their homes during the 2015-16 academic year?

☐ Yes

☐ No

What resources or services do you provide for children who speak a language other than English or have another language spoken in their homes?

Please select the languages the children you serve speak at home:

☐ English

☐ Spanish

☐ French

☐ American Sign language

☐ Haitian Creole

☐ Mandarin

☐ Urdu

☐ Arabic

☐ Other (please specify)

Early Childhood Education & Daycare Provider Questionnaire

9. English Language Learners

Please select the languages the teachers/ teachers' assistants speak:

- ☐ English
- ☐ Spanish
- ☐ French
- ☐ American Sign language
- ☐ Haitian Creole
- ☐ Mandarin
- ☐ Urdu
- ☐ Arabic
- ☐ Other (please specify)

Do you employ interpreters? If no, how do you serve children who do not speak the language of your staff?

- ☐ Yes
- ☐ No (please explain)

In what way do your teachers reflect the culture and speak the language of the children your organization serves? Please explain:

Early Childhood Education & Daycare Provider Questionnaire

10. Program Details

Please describe your fee structure:

- ☐ sliding scale based on income
- ☐ flat rate per child
- ☐ scholarship
- ☐ Other (please specify)

Do you offer financial assistance/ options for low-income families? Please explain:

- ☐ Yes
- ☐ No

Please explain:

To help us understand the variety of preschool experiences children in Evanston and Skokie have, please describe the curriculum (if any) your organization utilizes:

- ☐ We do not utilize a curriculum
- ☐ We do utilize a curriculum (please describe):

Early Childhood Education & Daycare Provider Questionnaire

11. Comprehensive Services

What additional services do you provide for the children and families you serve?

- ☐ transportation
- ☐ meal service
- ☐ before-care
- ☐ after-care
- ☐ drop-in day-care
- ☐ workshops for parents
- ☐ GED classes
- ☐ computer classes
- ☐ medical care
- ☐ dental care
- ☐ vision services

Other (please specify)

12. Teachers and Teachers' Assistants

The following section asks about adults you hire. Please note that the first half asks about teachers, while the second half asks about teachers' assistants.

Early Childhood Education & Daycare Provider Questionnaire

13. Teachers and Teachers' Assistants

How many teachers did you employ in the 2015-16 school year?

	Female	Male
Black (non- Hispanic)	<input type="text"/>	<input type="text"/>
White (non- Hispanic)	<input type="text"/>	<input type="text"/>
Hispanic/ Latino/a	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>
Native American	<input type="text"/>	<input type="text"/>
Multiracial	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

How many teachers did you employ in the 2015-16 school year at each of the following highest levels of education?

	Number of teachers
Some high school	<input type="text"/>
High School Diploma or equivalent	<input type="text"/>
Some college	<input type="text"/>
Two Year College Degree	<input type="text"/>
Four Year College Degree	<input type="text"/>
Masters or greater	<input type="text"/>

How many years have each of the teachers you employed during the 2015-16 school year taught in their current or a similar position?

Number of teachers

Has taught for 1-2
years at current or
similar position

Has taught for 3-5
years at current or
similar position

Has taught for 5-10
years at current or
similar position

Has taught for 10+
years at current or
similar position

What, if any, are your certification requirements for your teachers?

How many students are served by one teacher, on average (student-teacher ratio)?

How many teachers' assistants (including volunteers) did your organization provide to serve children in the 2015-16 school year?

	Female	Male
Black (non- Hispanic)	<input type="text"/>	<input type="text"/>
White (non- Hispanic)	<input type="text"/>	<input type="text"/>
Hispanic/ Latino/a	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>
Native American	<input type="text"/>	<input type="text"/>
Multiracial	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

How many teachers' assistants did you have in the 2015-16 school year at each of the following highest levels of education?

Number of Teachers

Some high school

High School Diploma
or equivalent

Some college

Two Year College
Degree

Four Year College
Degree

Masters or greater

Early Childhood Education & Daycare Provider Questionnaire

14. Children

How many children (newborn through 2 years) did your organization serve in the 2015-16 school year?

	Female	Male
Black (non-Hispanic)	<input type="text"/>	<input type="text"/>
White (non-Hispanic)	<input type="text"/>	<input type="text"/>
Hispanic/ Latino/a	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>
Native American	<input type="text"/>	<input type="text"/>
Multiracial	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

How many children (3 years) did your organization serve in the 2015-16 school year?

	Female	Male
Black (non-Hispanic)	<input type="text"/>	<input type="text"/>
White (non-Hispanic)	<input type="text"/>	<input type="text"/>
Hispanic/ Latino/a	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>
Native American	<input type="text"/>	<input type="text"/>
Multiracial	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

How many children (4 years through 5 years) did your organization serve in the 2015-16 school year?

	Female	Male
Black (non- Hispanic)	<input type="text"/>	<input type="text"/>
White (non- Hispanic)	<input type="text"/>	<input type="text"/>
Hispanic/ Latino/a	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>
Native American	<input type="text"/>	<input type="text"/>
Multiracial	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

Did you serve any homeless children (defined as a person without a fixed and permanent residence) during the 2015-16 academic year?

- ☐ Yes
- ☐ No
- ☐ Unsure

Did you serve any foster children during the 2015-16 academic year?

- ☐ Yes
- ☐ No
- ☐ Unsure

Early Childhood Education & Daycare Provider Questionnaire

15. Child Demographics

Given the table below, how many children did you serve during 2015-16 whose family income was: equal to or below 100% of the Federal Poverty Guideline (FPG)?

Number of children

Equal to or below
100% of the Federal
Poverty Guideline
(FPG)?

Equal to or below
400% FPG?

2015 Federal Poverty Guidelines for the 48 Contiguous States and the District of Columbia

Persons in family/ household	100% Poverty Guideline	400% Poverty Guideline
1	\$11,770	\$47,080
2	\$15,930	\$63,720
3	\$20,090	\$80,360
4	\$24,250	\$97,000
5	\$28,410	\$113,640
6	\$32,570	\$130,280
7	\$36,730	\$146,920
8	\$40,890	\$163,560

For families/households with more than 8 persons, add \$4,160 for each additional person for 100% FPG.

How many children have a primary caregiver whose highest education level is _____?

Number of Children

Some high school

High School Diploma
or equivalent

Some college

Two Year College
Degree

Four Year College
Degree

Masters or greater

How many children are living in the care of the following arrangements?

Number of Children

1 parent/ guardian

2 married parents/
guardians

2 non-married parents/
guardians

Shared custody/
multiple households

Foster care (group or
individual homes)

Other

How many children had the following family size (include all household members)?

Number of Children

1 (foster child)

2

3

4

5

6+

Early Childhood Education & Daycare Provider Questionnaire

16. Thank you!

Thank you for taking the time to fill out this survey! Your responses will help us fulfilling the community assessment requirements mandated by the Head Start Performance Standards and improve our understanding of the needs and strengths of children of Evanston and Skokie!

Please use the space below to share any additional thoughts, comments, or suggestions:

Evanston Cradle to Career & District 65 Head Start Community Assessment Early Childhood Family Survey 2017

Dear family member,

District 65 and Evanston Cradle to Career have developed this survey to better understand the needs of Evanston and Skokie families with children 5 years old and younger. This survey contains questions about your child's early childhood experience and your family's social service needs.

Participation in this survey is completely optional. If you choose to participate, you may skip any question for any reason. You may also stop participating at any time and destroy this survey if you no longer wish to participate. There are no negative consequences for not participating.

The results of this survey will be reported in aggregate form only. Specifically, your family's experiences with early childhood education and daycare programs will not be individually isolated, nor will any data be released in a format that allows your individual information to be inferred or deduced.

Information gained from the survey will be used by District 65 and Evanston Cradle to Career to assess the current state of needs in Evanston and Skokie regarding early childhood education and inform action to directly address those needs. Data from this survey will be housed and stored at District 65 within data protocols consistent with the Federal Educational Rights and Privacy Act (FERPA).

By participating, you acknowledge that you understand the purpose of this survey and agree to the terms as described. If you have any questions, or would like a copy of this consent letter for your records, please contact Dr. Katie Pacyna at **kpacyna@evanstonc2c.org**.

Thank you in advance for your participation!

Welcome!

Thank you for your participation! This survey should take no more than ten minutes to complete. Please remember that every question is optional.

The primary language spoken in my home is (please select only ONE answer):

- ☐ English
- ☐ Spanish
- ☐ French
- ☐ Haitian Creole
- ☐ Mandarin
- ☐ Urdu
- ☐ Other (please specify): _____

I have child(ren) who were born after September 1, 2011:

- ☐ Yes..... *Go to Page 3*
- ☐ No..... *Thank you for your willingness to participate! However, at this time we are only looking for responses from families with children ages 0-5. Please discard this survey.*

Your Children

Thinking about your children's age this past fall, please answer the following questions.

On September 1, 2016, I had:

- | | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| child(ren) who were 5 years old: | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| child(ren) who were 4 years old: | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| child(ren) who were 3 years old: | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| child(ren) who were 2 years old: | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| child(ren) who were <u>under</u> 2 years old: | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

How many children do you have that were born after September 1, 2016?

- ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Thinking about your children ages 0-5, please answer the following questions about the child who will next have a birthday.

How old is that child?

- | | |
|--|-----------------------------------|
| <input type="radio"/> under 1 year old | <input type="radio"/> 3 years old |
| <input type="radio"/> 1 year old | <input type="radio"/> 4 years old |
| <input type="radio"/> 2 years old | <input type="radio"/> 5 years old |

What is that child's sex?

- ☐ Male ☐ Female

My child regularly receives care in my home from a relative (non-parent) or non-relatives (select all that apply):

- ☐ Yes; care from a relative
☐ Yes; care from a nanny/ babysitter
☐ No

My child is currently a recipient of home visiting services:

- ☐ Yes..... *Go to Page 4*
☐ No-..... *Go to Page 6*

Home Visiting Services

As before, please answer the following questions about your child ages 0-5 who will next have a birthday.

What is the name of the program or center through which your child receives home visiting services? _____

On average, how many days per week does your child receive home visiting services?

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

On the average day your child receives services, how many hours per day of home visiting services does your child receive?

- ☐ 0-3 hours ☐ 4-6 hours ☐ 7-9 hours ☐ 10-12 hours ☐ 13 hours +

My child has one or more of the following (select all that apply):

- ☐ An IFSP (Individual Family Service Plan)
☐ An RTI (Response to Intervention) Plan
☐ An IEP (Individual Education Plan)
☐ Any other academic or developmental services plan (please specify): _____
☐ None of the above
☐ I don't know

Please indicate how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
My child's home visiting program is scheduled at a convenient time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's home visiting program allows me to attend to my other responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's home visiting program is affordable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's home visiting program allows me to communicate in my native language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's home visiting program will prepare my child for kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the following as factors in your decision to choose your current home visiting program:

	Very important	Somewhat important	Not at all important	N/A
The cost of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The convenience of it being located in my home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not have to transport my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other programs did not have open slots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff speak my native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program offered services for my child's special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please describe):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>				

Current Early Childhood Program Enrollment

As before, please answer the following questions about your child ages 0-5 who will next have a birthday.

My child is currently enrolled in child care outside of my home:

- ☐ Yes *Go to Next Question*
☐ No *Go to Page 10*

Please note that for the purposes of this survey “early childhood program” is defined as a daycare or pre-kindergarten educational program. As before, please answer the following questions about your child ages 0-5 who will next have a birthday.

Which one of these is the primary early childhood program where your child spends the most time? Please select ONE.

- ☐ District 65 center-based program (e.g. Head Start, Early Head Start, Preschool for All)
☐ Private preschool program (e.g. day care center, nursery school, or religious school)
☐ Home-based or family child care outside of the child’s home
☐ Other center-based early childhood or child care program

What is the name of this early childhood program? _____

On average, how many days per week does your child attend this early childhood program?

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

On the average day your child attends, how many hours per day does your child spend at this early childhood program?

- ☐ 0-3 hours ☐ 10-12 hours
☐ 4-6 hours ☐ 13 hours +
☐ 7-9 hours

Does your child regularly attend another early childhood program?

- ☐ No ☐ Yes (please explain why): _____

What is the name of this early childhood program? _____

On average, how many days per week does your child attend this early childhood program?

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

On the average day your child attends, how many hours per day does your child spend at this early childhood program?

- ☐ 0-3 hours ☐ 10-12 hours
☐ 4-6 hours ☐ 13 hours +
☐ 7-9 hours

Thinking about all of the early childhood programs your child attends, does your child attend programming year round?

- ☐ Yes ☐ No

Are there times (during the holidays, summer, spring break, etc.) when you need childcare services that are not offered at your child's current program(s)?

- ☐ Yes (please specify): _____
☐ No

Do you receive any of the following financial supports for child care (select all that apply):

- ☐ I receive no financial support
☐ Child Care Assistance Program (CCAP)
☐ Scholarship
☐ Employer pays part of childcare costs
☐ Other (please specify): _____

My child has one or more of the following (select all that apply):

- ☐ An IFSP (Individual Family Service Plan)
☐ An RTI (Response to Intervention) Plan
☐ An IEP (Individual Education Plan)
☐ Any other academic or developmental services plan (please specify): _____
☐ None of the above
☐ I don't know

Current Early Childhood Program

As before, please answer the following questions about your child ages 0-5 who will next have a birthday.

Please indicate how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
My child's primary early childhood program is scheduled at a convenient time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's primary early childhood program is located at a convenient place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's primary early childhood program allows me to attend to my other responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's primary early childhood program is affordable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's primary early childhood program allows me to communicate in my native language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's primary early childhood program will prepare my child for kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I <u>always</u> have the transportation I need to get my child to his or her primary early childhood program on time every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the following as factors in your decision to choose your current primary early childhood program:

	Very important	Somewhat important	Not at all important	N/A
The cost of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The convenience of the location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease of transporting your child to and from the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other programs did not have open slots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff speak your native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program offered services for your child's special-needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please describe): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following services do you currently participate in at your child's early childhood program(s)? Please select all that apply:

- ☐ Volunteer opportunities in child's classroom
- ☐ Opportunities for leadership (e.g., policy council)
- ☐ Opportunities to connect parents with one another (e.g., parent meetings, social events)
- ☐ Parenting classes
- ☐ Health education information (e.g., classes on cooking healthy meals, information on nutrition)
- ☐ Access to health related services (e.g., getting access to doctors, vaccinations)
- ☐ Adult mental health services
- ☐ English as a Second Language (ESL) courses
- ☐ Career support (e.g., resume, interview, job search)
- ☐ Support going to college (e.g., financial assistance, college access, course selection)
- ☐ Adult basic education and skill training (e.g., GED courses)
- ☐ Technology training (e.g., computer classes)
- ☐ Financial coaching
- ☐ Help with access to social services (e.g., TANF, housing assistance, health insurance)
- ☐ Other (please specify): _____

Desired Early Childhood Program

The following questions ask you about the early childhood program arrangements that would best serve the needs of your family. Please note that for the purposes of this survey “early childhood program” is defined as a daycare or pre-kindergarten educational program. **Please answer these questions regardless of your child’s current program enrollment.** As before, answer the following questions about your child ages 0-5 who will next have a birthday.

Which of the following program choices, if available, would best fit the needs of your family regarding early childhood programs?

- ☐ Center-based, private, or home-based childcare program *Go to Next Question*
- ☐ Home visiting program.....*Go to Next Question*
- ☐ I don’t want my child enrolled in a childcare program*Go to Page 12*

On average, how many days per week would you like your child to attend an early childhood program?

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

On the average day your child attends, how many hours per day would you like your child to spend at an early childhood program?

- ☐ 0-3 hours*Go to Page 11*
- ☐ 4-6 hours.....*Go to Next Question*
- ☐ 7-9 hours*Go to Next Question*
- ☐ 10-12 hours..... *Go to Next Question*
- ☐ 13 hours + *Go to Next Question*

If the following full day program options were offered, which would you prefer?

- ☐ 8am-2:30pm
- ☐ 9am-3:30pm
- ☐ No preference
- ☐ I would not be interested in these program options

Which of the following services would you be interested in participating in at your child's early childhood program if they were offered (Please do NOT check if you are already participating)? Select all that apply:

- ☐ Volunteer opportunities in child's classroom
- ☐ Opportunities for leadership (e.g., policy council)
- ☐ Opportunities to connect parents with one another (e.g., parent meetings, social events)
- ☐ Parenting classes
- ☐ Health education information (e.g., classes on cooking healthy meals, information on nutrition)
- ☐ Access to health related services (e.g., getting access to doctors, vaccinations)
- ☐ Adult mental health services
- ☐ English as a Second Language (ESL) courses
- ☐ Career support (e.g., resume, interview, job search)
- ☐ Support going to college (e.g., financial assistance, college access, course selection)
- ☐ Adult basic education and skill training (e.g., GED courses)
- ☐ Technology training (e.g., computer classes)
- ☐ Financial coaching
- ☐ Help with access to social services (e.g., TANF, housing assistance, health insurance)
- ☐ Other (please specify): _____

Child Development

The following questions ask about your child's developmental milestones and activities your child engages in that promote his or her social, emotional, and academic development. This information will be used to assist Evanston Cradle to Career and their partners in planning community events to ensure all children arrive in Kindergarten ready to succeed. As before, please answer the following questions about your child ages 0-5 who will next have a birthday.

How often do you or someone close to your child:

	every day	3-5 times a week	once a week	once a month	infrequently	N/A
Talk to your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answer your child's questions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sing with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat a meal with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliment your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a walk with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play games with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often does your child:

	several times a week	once a week	once every two weeks	once a month	infrequently	N/A
Visit the library?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit a museum, art gallery, historical site, or any other local resource?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit the grocery store or out to run other errands with a family member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often does your child:

	every day	3-5 times a week	once a week	once a month	infrequently	N/A
Look at or hold books?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice identifying letters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice letter sounds?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read to him or herself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read to someone else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Color or paint?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice writing (including through play)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a computer or tablet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a smartphone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive a new book?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice counting (including through play)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice shapes (including through play)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice identifying colors (including through play)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask questions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pick out his or her own clothes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dress him or herself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help in the kitchen?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play with musical instruments (including homemade)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play outside?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play with other children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often does your child:

	Not Yet	Sometimes	Most of the Time	Almost Always	N/A
Understand positional words such as up, down, over, under, next to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to simple questions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow one step directions without having them repeated (e.g. Please hand me the cup)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow multi-step directions without having them repeated (e.g. Please sit down in your chair and <u>then</u> raise your hand)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take turns with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work independently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finish one activity before starting another?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm self when upset?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How old was your child's birth mother when your child was born? _____

After how many weeks of pregnancy was your child born? _____

What was your child's birth weight? _____

What was the child's parents' relationship (at time of birth)?

- ☐ Never married
- ☐ Domestic partnership
- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed

What is the child's parents' relationship (currently)?

- ☐ Never married
- ☐ Domestic partnership
- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed

Community and Neighborhood Perceptions

The following questions ask about the public service needs of your family. This information will be used to help Cradle to Career partners better serve families in our community, as well as to ensure the District 65 Head Start program is providing appropriate comprehensive services to the children they serve. **Please remember that all questions are optional.** As before, please answer the following questions about your child ages 0-5 who will next have a birthday.

Please indicate how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
My child gets health check-ups at least once per year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone in my home smokes cigarettes, e-cigarettes, cigars, or other tobacco products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can access dental services when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can access health services when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can access mental health services (e.g. counseling, therapy, medicine, psychiatry services) when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel down, overwhelmed, or anxious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child drinks fruit juice or sugar-sweetened beverages (e.g. soft drinks, sports drinks) 3 times per week or more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to buy fresh fruits and vegetables conveniently (e.g. near your home, within driving distance if you have a car).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have no trouble affording groceries every week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have no trouble affording my housing costs (e.g. rent, mortgage, utilities, and/or taxes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would not know where to go for help if my family needed food, housing, or help finding a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I know who to talk to in order to get changes made in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child can play outside in my neighborhood without my having to worry about their safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the local police department responds to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the city government responds to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the last 12 months, I or someone who regularly comes into contact with my child:

	Yes	No
Struggled with substance abuse.	<input type="radio"/>	<input type="radio"/>
Was a victim of domestic violence.	<input type="radio"/>	<input type="radio"/>
Had trouble accessing resources or services because of a language barrier.	<input type="radio"/>	<input type="radio"/>
Received rent/ housing assistance.	<input type="radio"/>	<input type="radio"/>
Received food assistance/ food stamps/ SNAP/ WIC.	<input type="radio"/>	<input type="radio"/>
Received unemployment/SSI benefits.	<input type="radio"/>	<input type="radio"/>
Accessed English translation or interpretation services.	<input type="radio"/>	<input type="radio"/>
Has been without a permanent and fixed residence.	<input type="radio"/>	<input type="radio"/>
Stayed with a friend or family member (by necessity) but did not pay rent.	<input type="radio"/>	<input type="radio"/>
Spent at least one night in a homeless shelter.	<input type="radio"/>	<input type="radio"/>
Spent at least one night sleeping outside (by necessity).	<input type="radio"/>	<input type="radio"/>

Demographic Information

The following questions ask about the child's household, defined here as: (1) the child, (2) any persons who live with the child that are the child's parent(s) or guardian(s), and (3) any persons who live with the child that are financially supported by the child's parent(s)' or guardian(s)' income AND are related to the child's parent(s) or guardian(s) by blood, marriage, or adoption. For the purposes of this survey, a person is considered to "live" at a location if that is their primary nighttime residence.

How many people (adults and children) currently live in your household (see definition above)?

- | | | | | | |
|---------|-------------------------|---------------------------|-----------|-------------------------|---------------------------|
| Adults: | <input type="radio"/> 1 | <input type="radio"/> 6 | Children: | <input type="radio"/> 1 | <input type="radio"/> 6 |
| | <input type="radio"/> 2 | <input type="radio"/> 7 | | <input type="radio"/> 2 | <input type="radio"/> 7 |
| | <input type="radio"/> 3 | <input type="radio"/> 8 | | <input type="radio"/> 3 | <input type="radio"/> 8 |
| | <input type="radio"/> 4 | <input type="radio"/> 9 | | <input type="radio"/> 4 | <input type="radio"/> 9 |
| | <input type="radio"/> 5 | <input type="radio"/> 10+ | | <input type="radio"/> 5 | <input type="radio"/> 10+ |

How many people (adults and children) currently live in your residence but are not in your household, as defined above?

- | | | | | | |
|---------|-------------------------|---------------------------|-----------|-------------------------|---------------------------|
| Adults: | <input type="radio"/> 1 | <input type="radio"/> 6 | Children: | <input type="radio"/> 1 | <input type="radio"/> 6 |
| | <input type="radio"/> 2 | <input type="radio"/> 7 | | <input type="radio"/> 2 | <input type="radio"/> 7 |
| | <input type="radio"/> 3 | <input type="radio"/> 8 | | <input type="radio"/> 3 | <input type="radio"/> 8 |
| | <input type="radio"/> 4 | <input type="radio"/> 9 | | <input type="radio"/> 4 | <input type="radio"/> 9 |
| | <input type="radio"/> 5 | <input type="radio"/> 10+ | | <input type="radio"/> 5 | <input type="radio"/> 10+ |

What was your household income in the last 12 months (gross income earned by all persons living in your household)?

- | | |
|---------------------------------------|---|
| <input type="radio"/> under \$12,000 | <input type="radio"/> \$33,000-36,999 |
| <input type="radio"/> \$12,000-15,999 | <input type="radio"/> \$37,000-40,999 |
| <input type="radio"/> \$16,000-19,999 | <input type="radio"/> \$41,000-59,999 |
| <input type="radio"/> \$20,000-23,999 | <input type="radio"/> \$60,000-79,999 |
| <input type="radio"/> \$24,000-27,999 | <input type="radio"/> \$80,000-99,999 |
| <input type="radio"/> \$28,000-32,999 | <input type="radio"/> \$100,000 or more |

The following questions refer to the individual filling out this survey.

What is your relationship to the child(ren) you describe in this survey?

- ☐ Mother
- ☐ Father
- ☐ Aunt
- ☐ Uncle
- ☐ Grandmother
- ☐ Grandfather
- ☐ Other (please specify): _____

What is your race/ ethnicity? (Check all that you identify as):

- ☐ White
- ☐ Black or African American
- ☐ Hispanic/ latino/a
- ☐ Asian
- ☐ American Indian or Alaska Native
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Other (please specify): _____

What is your age, in years? _____

Do you have health insurance?

- ☐ Yes
- ☐ No

Do you have dental insurance?

- ☐ Yes
- ☐ No

What is the highest level of education you have completed? Please choose only one answer:

- ☐ Some high school
- ☐ High school (diploma or GED)
- ☐ Some college
- ☐ Technical certificate/diploma
- ☐ Associate's degree (e.g. AA, AS)
- ☐ Bachelor's degree (e.g. BA, BS, AB)
- ☐ Master's degree (e.g. MA, MS, MSW)
- ☐ Advanced degree (e.g. JD, MD, PhD)

I am currently (select all that apply):

- ☐ Employed full-time
- ☐ Employed part-time
- ☐ Enrolled in school full-time
- ☐ Enrolled in school part-time
- ☐ Unemployed, actively seeking employment
- ☐ Unemployed, not actively seeking employment
- ☐ Other (please specify): _____

If you are actively seeking employment, how long has this been the case? _____

How much *individual* student loan debt do you currently have (if any)? Please provide your best estimate.

- | | |
|---|--|
| <input type="radio"/> None | <input type="radio"/> \$20,000-\$29,999 |
| <input type="radio"/> Under \$1,000 | <input type="radio"/> \$30,000-\$49,999 |
| <input type="radio"/> \$1,000-\$4,999 | <input type="radio"/> \$50,000 -\$74,999 |
| <input type="radio"/> \$5,000-\$9,999 | <input type="radio"/> \$75,000-\$99,999 |
| <input type="radio"/> \$10,000-\$19,999 | <input type="radio"/> \$100,000 or more |

If you live in Evanston, in which city ward do you currently live?

- | | |
|------------------------------|---|
| <input type="radio"/> Ward 1 | <input type="radio"/> Ward 7 |
| <input type="radio"/> Ward 2 | <input type="radio"/> Ward 8 |
| <input type="radio"/> Ward 3 | <input type="radio"/> Ward 9 |
| <input type="radio"/> Ward 4 | <input type="radio"/> I do not know |
| <input type="radio"/> Ward 5 | <input type="radio"/> I do not live in Evanston |
| <input type="radio"/> Ward 6 | |

If you live in Skokie, in which school district do you currently live?

- | | |
|-----------------------------------|---|
| <input type="radio"/> District 65 | <input type="radio"/> District 73 |
| <input type="radio"/> District 68 | <input type="radio"/> District 73 ½ |
| <input type="radio"/> District 69 | <input type="radio"/> I do not know |
| <input type="radio"/> District 72 | <input type="radio"/> I do not live in Skokie |

What is your usual mode of transportation? (select all that apply)

- ☐ Public Transportation *Go to Next Question*
- ☐ Car (owned)..... *Go to Page 20*
- ☐ Car, shared or borrowed outside of household..... *Go to Page 20*
- ☐ Cab/Uber *Go to Page 20*
- ☐ Bike *Go to Page 20*
- ☐ Walk..... *Go to Page 20*
- ☐ Other (please specify): _____

Indicate your level of agreement or disagreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel that public transportation is affordable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that public transportation is easily accessible and gets me where I need to go.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Interview Consent

As a follow-up to this survey, we plan to conduct interviews to more deeply understand the experiences of families in Evanston and Skokie. If you would be willing to be contacted for an interview, please provide the following information. **This step is completely optional.** Any identifying information you provide will be completely confidential and will NOT be linked to your child's academic record.

Your first name:

Your last name:

Email address:

Phone number:

Thank You!

Thank you so much for participating in this survey! Your answers will help District 65 Head Start and Evanston Cradle to Career (EC2C) better serve families in our community.

Please seal your survey in the provided envelope, sign/mark across the seal, and return to a survey drop-off site or mail to District 65:

Research, Accountability, and Data
1500 Mcdaniel Ave
Evanston, IL 60201

If you have any questions, please contact us at 847-859-8076.