



children's home + aid

www.childrenshomeandaid.org

## 2010 EARLY HEAD START & HEAD START

### The Value of Early Childhood Education

The early years of a child's life sets the stage for a lifetime of learning. All healthy children are born with the capacity to learn. However, beginning at about three years of age, children from high-risk environments (defined by poverty, young parental age, single parents, and low maternal education) begin to show significant deficits. If these deficits are not addressed, the majority of these at-risk children will face a lifetime of obstacles.

At-risk children who have access to quality early childhood education are more likely to perform better in school, have higher IQ's, graduate from high school, be employed, earn more, and commit fewer crimes than those who did not. **For every \$1 we invest in early childhood education, society saves \$7 in future costs.**



### Early Head Start & Head Start

Children involved in a Head Start program have been shown to perform better on health, cognitive, and language measures when compared to their three- to five-year-old counterparts who do not participate in a Head Start program. Similarly, children who are enrolled in an Early Head Start program have been shown to demonstrate a higher level of social-emotional development when compared to their birth to three-year-old counterparts not involved in an Early Head Start program.

Recognizing the need for quality education for young children, Children's Home + Aid became an Illinois leader in early childhood education services. The agency provides both Early Head Start and Head Start programming to a variety of high-need populations in several Chicagoland

locations including: the Mitzi Friedheim Englewood Child + Family Center, the Marletta Darnall Schaumburg Child + Family Center, and the Palatine Community Child Care Center. Children's Home + Aid's Early Childhood Care and Education approach is guided completely by sound research, best practices in the classroom, and practical experience in the communities the agency serves.

### Selected Early Childhood Education Results: 2009-2010 School Year

Children participating in Children's Home + Early Childhood Care and Education programs have demonstrated a number of positive outcomes, including: **better preparedness for Kindergarten, improved language skills, and improved social/emotional developmental functioning.** Select outcomes from the 2009-2010 school year include:

#### ➤ Mitzi Friedheim Englewood Child + Family Center:

- 95% of parents reported that their children were more prepared for Kindergarten.
- 97% of parents reported that their children were "Always" or "Usually" happy to come to the child care center.
- 88% of 0-2 year olds improved learning about communicating.
- 72% of 3-5 year olds demonstrated improved language functioning.
- 82% of 0-2 year olds demonstrated learning about the world as measured by the assessment tool.
- 64% of 3-5 year olds demonstrated improved cognitive development.

#### ➤ Marletta Darnall Schaumburg Child + Family Center:

- 97% of parents reported that their children were more prepared for Kindergarten.
- 100% of parents reported that their children were "Always" or "Usually" happy to come to the child care center.
- 79% of 0-2 year olds improved learning about communicating.
- 85% of 3-5 year olds demonstrated improved language functioning.
- 92% of 0-2 year olds demonstrated learning about the world as measured by the assessment tool.
- 77% of 3-5 year olds demonstrated improved cognitive development.

### ➤ **Palatine Community Child Care Center:**

- 92% of parents reported that their children were more prepared for Kindergarten.
- 97% of parents reported that their children were “Always” or “Usually” happy to come to the child care center.
- 62% of 0-2 year olds improved learning about communicating.
- 59% of 3-5 year olds demonstrated improved language functioning.
- 60% of 0-2 year olds demonstrated learning about the world as measured by the assessment tool.
- 63% of 3-5 year olds demonstrated improved cognitive development.

### **Early Childhood Education Demographics**

Children’s Home + Aid’s Early Childhood Education programs are committed to building a strong foundation for a lifetime of learning in children from all backgrounds and walks of life. Select demographic information for children served in fiscal year 2010 includes:

#### ➤ **Early Head Start:**

- 207 children were served
- 12% of children lived in non-English speaking homes
- 91% of children had up to date on immunizations and physicals (including oral screening) at end of the program year
- 5 children resided in foster care
- 1 child lived in a family experiencing homelessness
- 92% of children lived below the poverty line
- 96.5% average monthly enrollment of funded slots
- Parent involvement activities were provided to parents including workshops on topics such as nutrition, financial management, job readiness, child health and safety, and effective parenting

#### ➤ **Head Start:**

- 258 children were served
- 22% of children lived in non-English speaking homes
- 100% of children had up to date on immunizations and physicals at the end of the program year
- 7 children resided in foster care
- 2 children lived in families experiencing homelessness

### **Fiscal Year 2010 Program Revenue**

- The total revenue for Children’s Home + Aid’s two Early Head Start programs and one Head Start program in the greater Chicago area was \$5,910,891.
- \$2,912,247 was funded by Head Start and \$2,998,644 was funded by non-Head Start sources including private contributions, the United Way, the Illinois Department of Human Services, the Illinois State Board of Education, and the USDA Food Program.
- Program expenses totaled \$5,231,247.
- Personnel costs accounted for 76% (\$3,922,627) of program expenses.
- Non-personnel expenses included occupancy, supplies (e.g. food costs) and other operating costs.
- The agency’s American Express credit card (\$30,253) was also factored into non-personnel expenses.
- Credit card charges included staff fees, travel and lodging for conferences, professional development for staff, meeting room and meal costs for staff in-services, and annual Creative Curriculum fees.
- Extra funding, through the American Recovery and Reinvestment Act, became available in fiscal year 2010 for staff development.

### **Kristina and Isaiah: A Success Story**

Kristina learned about the Marletta Darnall Schaumburg Child + Family Center while attending junior college and was relieved to find subsidized care for her son Isaiah. She was juggling a job, school, motherhood and financial hardship all at the same time. Isaiah quickly felt at home at the Center. He loved his teachers and had made many friends.

The staff at the Darnall Center helped her to secure a Rotary scholarship to help pay for her classes and a computer so she could do her homework from home. With the help she received from the Center, Kristina finished school, earned her degree, landed a good job and was able to move into a brand new apartment complex.

