



**Howard & Evanston
Community Center**



2022-2023 Head Start
Annual Report

HECC

GENERAL INFORMATION

Grantee: Office of Head Start/Henry Booth House
Delegate Agency: Howard and Evanston Community Center
Grant Number: 05CH011812
Address: 7648 N Paulina St, Chicago, IL 60626
Phone: 773-262-6622
Fax: 773-262-6622
Director of Early Learning: Nancy Salvador salvadorn@metrofamily.org
Early Learning Manager: Maria Roman romanm@metrofamily.org
Agency Website: www.howardevanston.org
Agency Type: Grantee/Community Partner
Agency Description: Howard and Evanston Community Center is a grantee for Early Head Start services in the Rogers Park and West Ridge neighborhoods in Chicago. Head Start services are provided as a community partner of Henry Booth House.

DIRECTLY OPERATED CENTER-BASED SITES

Howard and Evanston Community Center operates one center-based site. The site is NAEYC accredited and has received the ExceleRate Gold Circle of Quality. The program offers year-round center-based services to children ages 0-5 and their families. The Early Head Start program has 48 slots and the Head Start program has 37 slots. Children enrollment is also supported by childcare slots for families who need longer hours of service.

Howard Area Family Center

7510 N Ashland Ave
Chicago, IL 60626



SCHOOL READINESS

From birth, our goal is to support families in preparing their children for a productive, successful life in the world in which we live. Our philosophy is to promote children's development through play, parent involvement, and goal setting. Our staff is dedicated to the vision of fostering children's optimal potential throughout every developmental milestone.

We begin with the firm belief that all parents want their children to be successful in life. We focus on building a working relationship with families so that we can purposefully plan for children to be exposed to experiences that help form trust, independence, and social skills. We want to work with families in preparing their children to be industrious, creative, and productive individuals with a sense of identity. We believe this begins by asking families to envision their children as successful adults.

Utilizing Teaching Strategies GOLD as the evidence-based assessment tool, Howard & Evanston Community Center's Early Childhood Department evaluates individual child progress across all program models — Center-Based Birth-Three, and Center-Based Three-Five. GOLD's assessment system enables the program to evaluate student achievement data and individual child progress toward school readiness goals.

Through ongoing observations, evidence of each child's knowledge and skills are collected, documented, and compared to national benchmarks, otherwise known as Widely Held Expectations. This student achievement data is utilized to inform planning on a variety of levels. Data is utilized to create individualized plans for children and families. It informs action plans for improving instructional delivery, and it informs programmatic planning.

FAMILY ENGAGEMENT

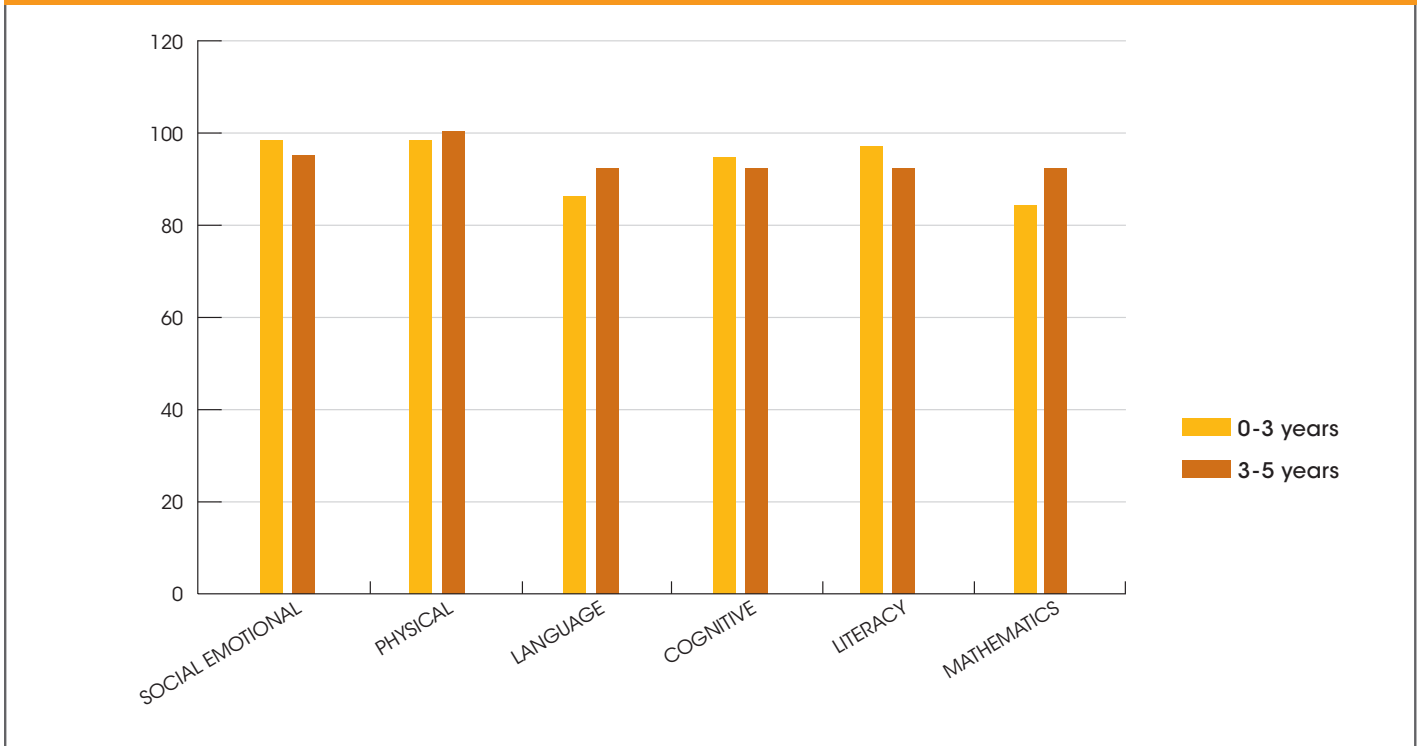
Family Engagement Meetings were held monthly with a focus on parenting, social emotional, health, nutrition, and safety. We held our annual Curriculum Night and Parent Orientation at the beginning of the school year. We also hold parent meetings to discuss the transition to kindergarten. The meetings focused on assisting parents with the registration process for the local public and private schools, as well as selective enrollment/option schools and speaking to parents about how they can better advocate for their children within their new school system. The meetings also focused on informing parents about their rights when advocating for the needs of special education children. Families were invited to participate in Story Time as part of Family Reading Night. Families were also invited and welcomed to Fall Festival where they enjoyed live music and fall themed activities. We were able to provide all families with gift cards for the holidays during our Family Holiday celebration where they also enjoyed parent-child activities and had the opportunity to interact with other parents in our program. Monthly Coffee tables were held to highlight different events such as Woman's Day, Man's Day, Inclusion Awareness and Self-Care. Families were also provided Parent-Child activities that they could complete at home.

PROGRAM MONITORING

Howard & Evanston Community Center did not receive any program monitoring visits from ACF Office of Head Start.

CHILD OUTCOME DATA

Percentage of children meeting/exceeding in each developmental area



At least 81% of children or higher were meeting or exceeding their developmental milestones based on the assessments completed in Teaching Strategies GOLD.

OVERALL DELEGATE BUDGET

HOWARD & EVANSTON COMMUNITY CENTER - EARLY CHILDHOOD EDUCATION REVENUE SOURCES - FY23

Source	Amount
Office of Head Start - Federal Funding	\$819,911
Illinois Department of Human Services TEC - State Funding	\$24,253
Henry Booth House - Federal Pass-Thru Funding	\$293,678
Child and Adult Care Food Program - State Funding	\$109,278
Child Care Assistance Program - Action For Children - State Funding	\$981,990
Client Fees - Other Funding	\$27,735
TOTAL	\$2,256,845



EARLY CHILDHOOD EDUCATION EXPENSE DETAILS - FY23

- Payroll: \$1,494,427
- Management/Admin: \$302,489
- Operating & Technology: \$110,929
- Non-payroll Direct Costs: \$578,103

EARLY HEAD START

ENROLLMENT

ENROLLED

% TOTAL ENROLLMENT

Total Funded Early Head Start Enrollment	48	N/A
Total available for the full-working-day and full-calendar-year	48	N/A
Total Cumulative Enrollment – Children	53	4.5%*

ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line	20	38%
Receipt of Public Assistance (TANF, SSI, etc.)	28	53%
Foster Care	0	
Status as Homeless	5	9%
Eligibility Based on Other Type of Need	0	

CHILD CARE SUBSIDY

Enrolled children whom received a child care subsidy during the program year	47	89%
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ENROLLMENT BY RACE

American Indian or Alaska Native	0	
Asian	0	
Black or African American	30	56%
White	0	
Biracial/Multi-racial	6	13%
Other	16	31%

ENROLLMENT BY PRIMARY LANGUAGE

English	37	70%
Of these, the number of children acquiring/learning another language in addition to english	1	2%
Spanish	12	23%
Middle Eastern & South Asian Languages	0	
East Asian Languages	0	
European & Slavic Languages	4	7%
African Languages	0	

*Percent of total eligible children ages 0-3 in 60626 and 60645 (IDHS)

EARLY HEAD START

ENROLLMENT

AT END OF ENROLLMENT

% TOTAL ENROLLMENT

ACCESSIBLE HEALTH CARE

Number of children with and ongoing source of continuous, accessible health care provided by a health care professional 53 100%

MEDICAL SERVICES

Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care 42 79%

IMMUNIZATION SERVICES

Number of children who have been determined by a health professional to be up-to-date on all immunizations appropriate for their age 34 64%

Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age 15 28%

ACCESSIBLE DENTAL CARE

Number of children with continuous, accessible dental care provided by an oral health care professional, which includes access to preventive care and dental treatment 53 100%

INFANT AND TODDLER PREVENTIVE DENTAL SERVICES

EHS and migrant programs

Number of all children who are up-to-date according to the dental periodicity schedule 20 38%

HEAD START

ENROLLMENT

ENROLLED

% TOTAL ENROLLMENT

Total Funded Early Head Start Enrollment	37	N/A
Total available for the full-working-day and full-calendar-year	37	N/A
Total Cumulative Enrollment – Children	37	4.7%**

ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line	8	22%
Receipt of Public Assistance (TANF, SSI, etc.)	27	72%
Foster Care	1	3%
Status as Homeless	1	3%
Eligibility Based on Other Type of Need	0	

CHILD CARE SUBSIDY

Enrolled children whom received a child care subsidy during the program year	31	84%
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ENROLLMENT BY RACE

American Indian or Alaska Native	0	
Asian	0	
Black or African American	22	73%
White	10	27%
Biracial/Multi-racial	0	
Other	0	

ENROLLMENT BY PRIMARY LANGUAGE

English	24	65%
Spanish	10	27%
Middle Eastern & South Asian Languages	0	
East Asian Languages	0	
European & Slavic Languages	1	3%
African Languages	2	5%

***Percent of eligible children ages three and four in 60626 and 60645 (IDHS)

HEAD START

ENROLLMENT

AT END OF ENROLLMENT

% TOTAL ENROLLMENT

ACCESSIBLE HEALTH CARE

Number of children with and ongoing source of continuous, accessible health care provided by a health care professional 37 100%

MEDICAL SERVICES

Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care 20 54%

IMMUNIZATION SERVICES

Number of children who have been determined by a health professional to be up-to-date on all immunizations appropriate for their age 31 84%

Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age 6 16%

ACCESSIBLE DENTAL CARE

Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment 37 100%

PRESCHOOL DENTAL SERVICES

EHS and migrant programs

Number of children who have completed a professional dental examination during the program year 33 89%



HOLISTIC STRATEGY TO EMPOWER FAMILIES



EDUCATION

We prepare young people and parents for success, from the early years throughout school, and all the way to college.



EMOTIONAL WELLNESS

We encourage healthy and productive lives through counseling and mental health services, parenting and family support and older adult services.



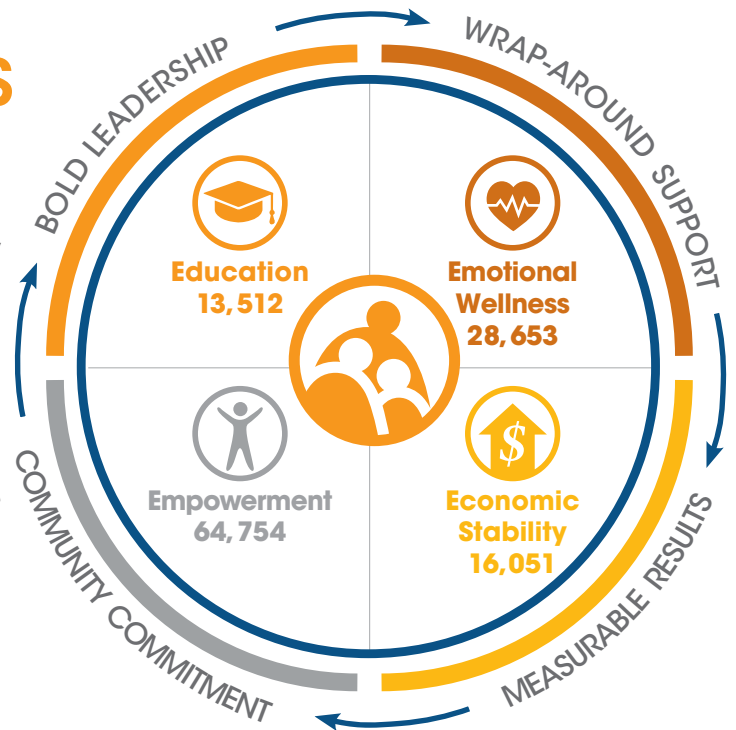
ECONOMIC STABILITY

We equip strong, self-sustaining families with the tools to find and maintain employment, achieve financial literacy, and build family wealth.



EMPOWERMENT

We help families stand up and be heard by providing legal aid, violence prevention, and domestic violence services.



Our Mission

To provide and mobilize the services needed to strengthen families and communities.

Our Vision

To be widely acknowledged as a major catalyst and resource for promoting family and community strengths.

FAMILY Values



FOCUS ON STRENGTHS

As servant leaders, we value individuals, families and communities, their inherent strengths, their ability to learn and grow, be resilient and find solutions to challenges. Our servant mindset inspires us to help people reach their full potential and own their empowerment.



ACCOUNTABILITY

We are honest and transparent, effectively managing resources entrusted to us, and in turn, investing in the people and communities we serve.



MOBILIZE FOR SOCIAL JUSTICE

We work to increase diversity, racial, gender and economic equity, inclusion and cultural competency in all that we do.



INNOVATIVE CULTURE

We are agile, responsive to complex and emerging social challenges. We are equally agile in our operations and management functions, while maintaining the integrity of our operational and management systems.



LEARNING ORGANIZATION

We value experience gained from mistakes, knowing this is key to continuous improvement and greater wisdom.



YES-MINDED APPROACH

We look for what is possible and find creative solutions, transforming challenges into viable opportunities.

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