



Howard & Evanston Community Center

2023-2024 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
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Director of Early Learning: Alexis Greathouse GreathouseA@metrofamily.org
Early Learning Manager: Maria Roman RomanM@metrofamily.org
Site-Supervisor: Laura Quiros QuirosL@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 Area 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 transitions 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 Day. 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, and Mental Health Workshops. The program also uses a parenting curriculum called "Parents as Teachers". Parents as Teachers is designed as an informational tool to support parents while valuing them as their child's first and most influential teachers. We also ensured families had access to enriching Parent-Child activities that they could engage in at home, supporting ongoing growth and learning in a family-centered environment.

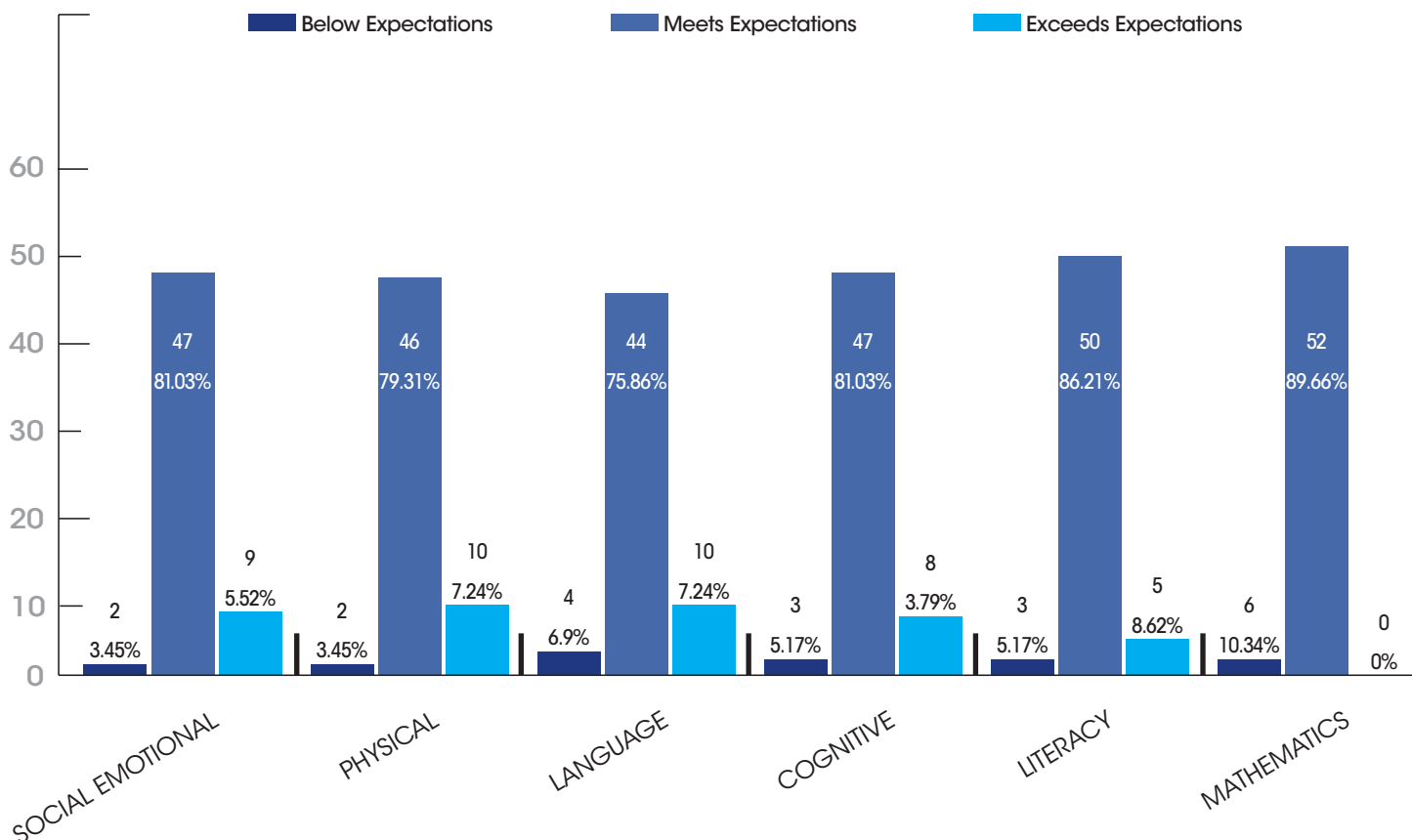
PROGRAM MONITORING

Howard Area Community Center underwent a Focus Area Two Monitoring review by the Office of Head Start in July of 2024. The Director of Early Learning, The Executive Director, each Content Area Manager, Teachers, Parents, Parent Policy Committee Members and the Governing board met with the reviewers to provide insight on the program meets all OHS Performance Standards through interviews and data tours. The program was found to be in 100% compliance with no deficiencies.

CHILD OUTCOME DATA

City of Chicago Org 29 – Howard Area Community Center (HBH HS)

Spring 2023 - 2024



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 - FY24

Source	Amount
Office of Head Start - Federal Funding	\$937,345
Illinois Department of Human Services TEC - State Funding	\$71,444
Henry Booth House - Federal Pass-Thru Funding	\$521,927
Child and Adult Care Food Program - State Funding	\$117,571
Child Care Assistance Program - Action For Children - State Funding	\$845,402
Client Fees - Other Funding	\$12,210
TOTAL	\$2,505,899



EARLY CHILDHOOD EDUCATION EXPENSE DETAILS - FY24

- Payroll: \$1,901,260
- Management/Admin: \$729,162
- Operating & Technology: \$188,653
- Non-payroll Direct Costs: \$348,770

EARLY HEAD START

ENROLLMENT

ENROLLED

% TOTAL ENROLLMENT

Funded Enrollment

48

Total Cumulative Enrollment

51

CHILD CARE SUBSIDY

Enrolled children whom received a child care subsidy during the program year

40

78.4%

ENROLLMENT BY PRIMARY LANGUAGE

English

37

72.5%

Spanish

10

19.8%

Middle Eastern & South Asian Languages

0

0

East Asian Languages

0

0

European & Slavic Languages

4

7.8%

African Languages

0

0

Pacific Island Languages

0

0

ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line

8

15.7%

Receipt of Public Assistance (TANF, SSI, etc.)

37

72.5%

Foster Care

0

0

Status as Homeless

5

9.8%

Eligibility Based on Other Type of Need

1

2%

ENROLLMENT BY RACE

American Indian or Alaska Native

0

0

Asian

0

0

Black or African American

27

52.9%

White

1

2%

Biracial/Multi-racial

4

7.8%

Other

19

37.3%

EARLY HEAD START

ENROLLMENT

AT END OF ENROLLMENT

% TOTAL ENROLLMENT

ACCESSIBLE HEALTH CARE

Number of children with an ongoing source of continuous, accessible health care

51

96%

MEDICAL SERVICES

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

38

75%

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

33

65%

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

49

96%

INFANT AND TODDLER PREVENTIVE DENTAL SERVICES

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

26

51%

HEAD START

ENROLLMENT

ENROLLED

% TOTAL ENROLLMENT

Funded Enrollment

36

Total Cumulative Enrollment

38

CHILD CARE SUBSIDY

Enrolled children whom received a
child care subsidy during the program year

29

76.3%

ENROLLMENT BY PRIMARY LANGUAGE

English

29

76.3%

Spanish

4

10.5%

Middle Eastern & South Asian Languages

1

2.6%

East Asian Languages

0

0

European & Slavic Languages

3

7.9%

African Languages

1

2.6%

Pacific Island Languages

0

0

ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line

5

13.2%

Receipt of Public Assistance (TANF, SSI, etc.)

32

84.2%

Foster Care

0

0

Status as Homeless

1

2.6%

Eligibility Based on Other Type of Need

0

0

ENROLLMENT BY RACE

American Indian or Alaska Native

0

0

Asian

1

2.6%

Black or African American

22

57.9%

White

10

26.3%

Biracial/Multi-racial

5

13.2%

Other

0

0

HEAD START

ENROLLMENT

AT END OF ENROLLMENT

% TOTAL ENROLLMENT

ACCESSIBLE HEALTH CARE

Number of children with an ongoing source of continuous, accessible health care

38

100%

MEDICAL SERVICES

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

27

71%

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

37

97%

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

38

100%

INFANT AND TODDLER PREVENTIVE DENTAL SERVICES

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

34

89%





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