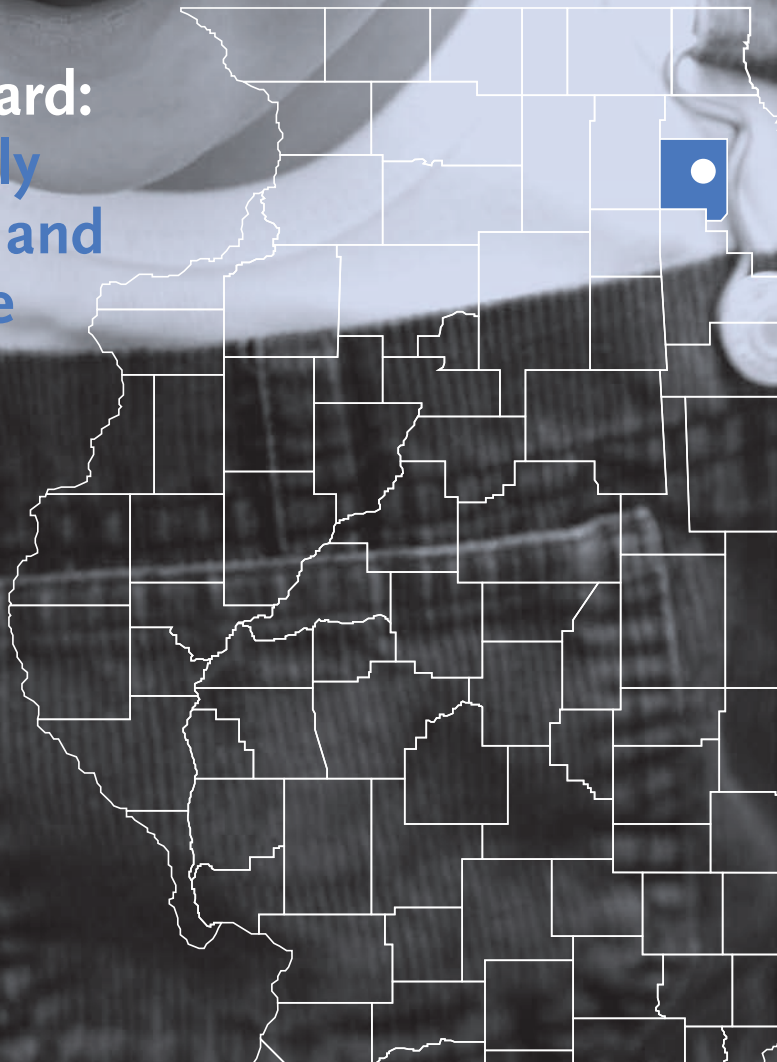
A black and white close-up photograph of a young child with dark hair and eyes, smiling warmly at the camera. The child is wearing a light-colored collared shirt and dark corduroy overalls.

**Assets, Gaps,
and a Way Forward:
A Report on Early
Childhood Care and
Education in the
Addison Area**





This report was completed as part of IFF's Building Blocks program. IFF developed Building Blocks with the Grand Victoria Foundation (GVF) to build the capacity of high-need communities throughout Illinois to meet their child care and early education needs. Working with community stakeholders, Building Blocks helps communities plan to address underlying gaps in the child care and early education service delivery system. Projects underway are building community networks, adding bricks and mortar capacity, and helping bring state-funded programs, including Preschool for All, to the areas where they are needed the most.

About IFF

IFF is a nonprofit community development financial institution that assists nonprofits serving disadvantaged communities with real estate planning, development and finance. Real estate consulting and project management services help nonprofits evaluate their space needs as well as plan and implement facility projects. IFF provides below-market-rate financing for real estate acquisition, facility construction or renovation, equipment, vehicles and facility repairs. Additionally, IFF conducts research and evaluation for and about the nonprofit sector.

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Accessible, high quality early childhood care and education is a key component of a healthy and sustainable community. With the majority of mothers remaining in the workforce while their children are young, families need access to dependable, safe, and nurturing care for their children—sometimes for as many as 50 hours per week. This care needs to be affordable for working families of all incomes, and needs to fit families’ work schedules.

Equally important is ensuring that every child has access to quality early learning experiences. Decades of research has shown that children who participate in high quality educational programs from birth to five years enter school better prepared to succeed in kindergarten and beyond. This is especially true for children who are “at-risk” for future school difficulties due to low parental education, low family income, lack of English language skills, or other factors.

Yet most communities are not equipped to deliver comprehensive early education and care to children from birth to five years. In many, child care and other early learning programs cannot accommodate all of the children in the community who need these services. School districts and early childhood service providers struggle to ensure that parents are aware of and able to access the services they need, especially in communities where large numbers of new immigrant families arrive each year. Moreover, service providers often work in isolation rather than in coordination, leaving parents to navigate a fragmented system by themselves. As a result, many children enter school without having had the early experiences that could have best prepared them for success.

A Community Capacity Approach to Early Childhood Care and Education

In most communities, early childhood care and education is provided by a wide range of providers in an equally wide range of settings (see Early Childhood Care and Education Service Types and Funding Streams). In a single community, providers may include for-profit corporations, nonprofit community-based agencies, faith-based groups, school districts, park districts, and individuals providing care in their own homes. This diversity of providers generally means that families have many different types of care and early education to choose from and programs are often able to flexibly respond to families’ needs. In many cases, however, a child may benefit from more than one program but cannot access both or all of them as they are offered by different providers at different sites. Most communities lack an overarching planning body responsible for ensuring that enough services exist, that they are affordable for families, and that they meet families’ needs. Even where these entities exist, resources are typically not available to assess the community’s needs and identify critical shortages.

A growing number of communities have come together to create their own local collaborative groups to jointly review and plan for early childhood care and education services. These local task forces or collaborations assess community needs and current resources, and develop strategic plans for increasing their community's capacity to meet the needs of young children and their families.

Building Blocks works with communities with large unmet needs for early childhood care and education to identify needs, develop collaborations, and set strategic plans. These communities include those identified through IFF's 2003 statewide needs assessment, *Moving Towards a System*, as well as additional communities that were not included in the 2003 assessment, but that county-level agencies identified as needing additional child care and early learning resources. Building Blocks brings together stakeholders in each community to examine the extent to which needed services are available, accessible, high quality, and efficiently distributed throughout the community, and the extent to which families, public officials, and other service providers know about these early childhood services. The collaborators then develop strategies and a plan to address their most pressing early childhood care and education needs. With a clear assessment of needs, an agreed upon set of strategies, and a concrete plan for moving forward, each community is equipped to make fundamental changes that will help to ensure that all children access the programs that prepare them for success in kindergarten and beyond.

The Addison Area Initiative

In early 2007, IFF began a collaboration with Positive Parenting DuPage to bring Building Blocks to DuPage County. The Addison Area, which has experienced significant growth in its low-income and immigrant population in recent years, was identified as an area of high unmet need.

Area child care providers report that they are serving a much higher percentage of low-income families, and many more of the children in their program speak a language other than English at home. The majority of these families are recent immigrants from Mexico or other Latin American countries, and few of these newly arrived parents speak English.

In February 2007, IFF and Positive Parenting DuPage hosted a kick-off meeting to explain the Initiative's goals and planning process. IFF issued an informal request for proposals inviting targeted communities to apply for assistance in completing a detailed analysis of supply, demand, and barriers to accessing quality early education and care and developing a community action plan to increase access. The YWCA Early Child Development Center took the lead in forming a Task Force for the Addison Area and the Task Force began meeting in September 2007.

About Positive Parenting DuPage

Positive Parenting DuPage is a multi-faceted, county-wide collaboration comprised of over 100 organizations that work with families during the first three years of a child's life. Positive Parenting DuPage seeks to change the culture of parenting and child development in DuPage County. By uniting organizations across the county with similar goals, Positive Parenting DuPage will coordinate and strengthen linkages, educational materials and access to support for all new families.

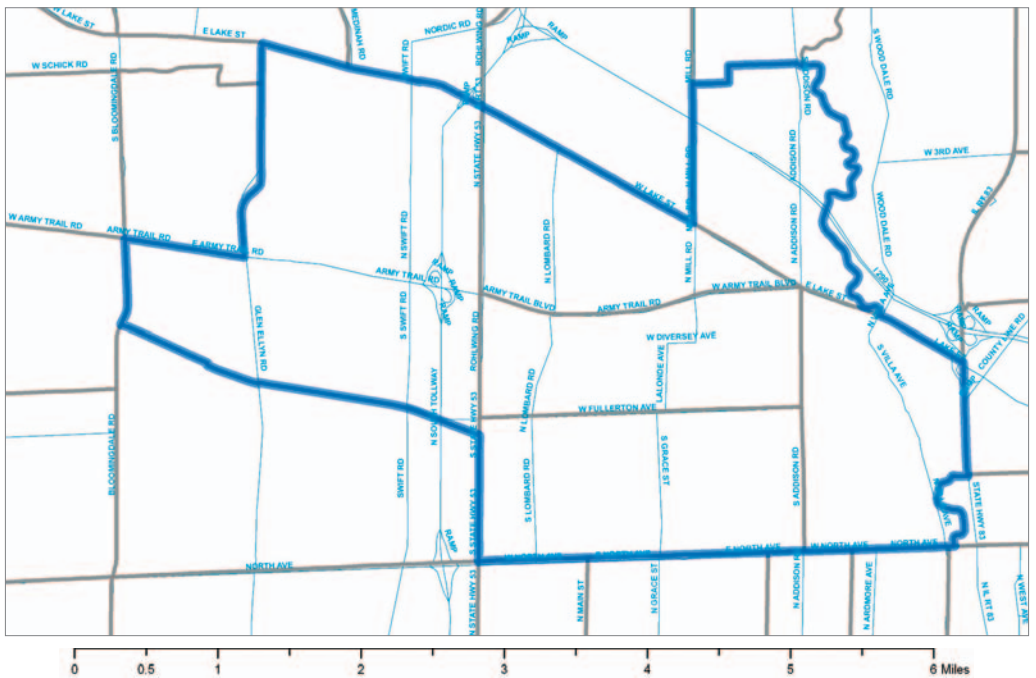
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The group included representatives from Head Start, local child care and preschool providers, social service providers, the Village of Addison, the DuPage Regional Office of Education, the YWCA Child Care Resource and Referral, Positive Parenting DuPage and other interested parties. The Task Force chose to focus its efforts on the six census tracts that roughly correspond to the Addison Elementary School District (Figure 1).

IFF provided the Task Force with demographic data regarding the children in the community, including estimates of the number of children who need full-day, full-year child care and other early learning services. The Task Force analyzed these data and verified that they were consistent with their knowledge and experience. IFF also gathered information from the YWCA Child Care Resource and Referral and Illinois Department of Human Services (IDHS) databases about the availability of center- and home-based child care and use of the Child Care Assistance Program in the area. Providers were surveyed to confirm the total number of children they can accommodate and the number of children currently enrolled in their programs. This information was mapped to provide the graphic presentation of the current need for and supply of early childhood care and education. Figure 2 shows the supply and demand for full-day child care provided to children of all income levels, while Figure 3 depicts the distribution of children from birth to five years whose families have low incomes.

The Task Force identified several key community needs and developed a set of possible strategies for addressing them. This report represents the recommendations of the Task Force for continued capacity-building for early childhood services in the Addison Area.

Figure 1



■ Addison Study Area
 ■ Census Tract

Figure 2
 Addison Area Providers & Estimated Demand
 for Full-Day, Full-Year Child Care

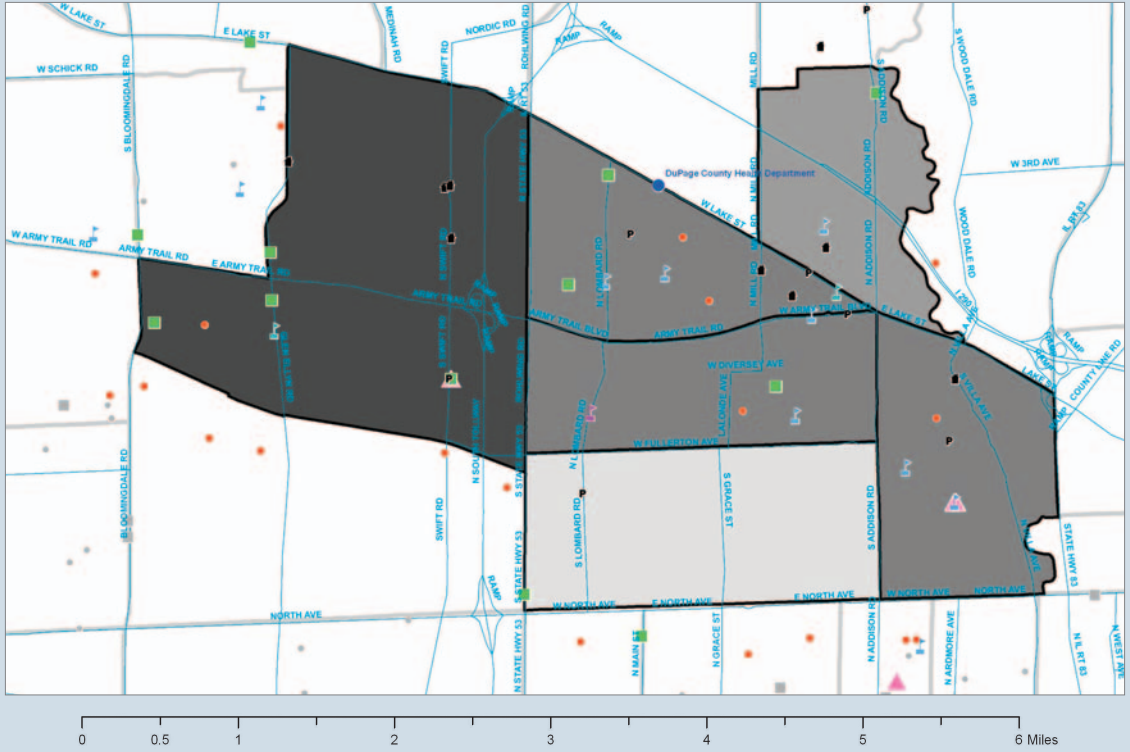
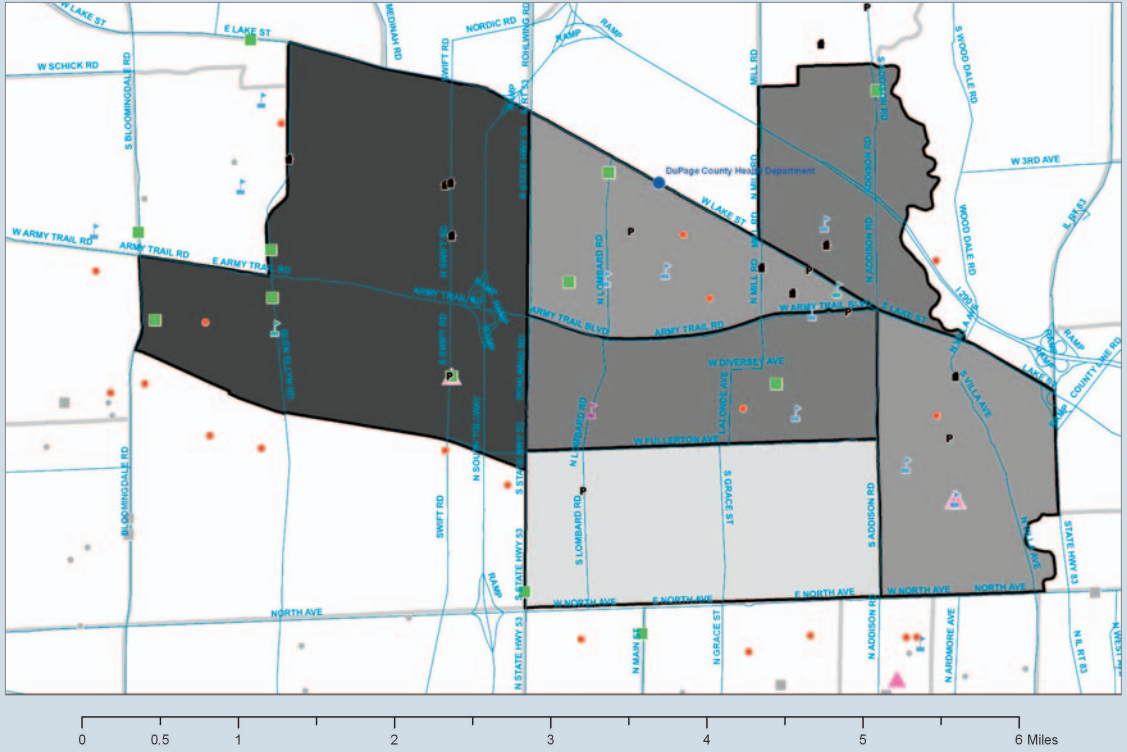


Figure 3

Addison Area Providers & Estimated Number of Low-Income Children Birth to Five Years



<p>Estimated Number of Low-Income Children 0-5 Years in 2005</p> <ul style="list-style-type: none"> 0 children 1 - 250 children 251 - 350 children 351 - 455 children 	<p>Target Area Providers</p> <ul style="list-style-type: none"> Licensed Center Licensed Child Care Home Preschool for All Grantee 	<p>Providers Outside Target Area</p> <ul style="list-style-type: none"> Licensed, License-Exempt Center Licensed Child Care Home 	<p>Schools</p> <ul style="list-style-type: none"> Elementary School Middle School High School Private School 	<p> Apartment</p> <p> Major Road</p>
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The Children of the Addison Area and Their Families

The first step in any community planning initiative is to collect relevant data on the needs and available services in the community. This is often a challenging task, as data are often not available in the formats or by the community area breakdown that would be most useful. For this project, estimates of the number of children in need and the services available were calculated for the six census tracts that intersect the Addison village boundaries.

Number of children: Getting an accurate picture of young residents in a community can be difficult, especially more than six years after the last census. IFF took several steps to estimate the current population and its characteristics, including using 2005 population estimates from ESRI and school data on students' eligibility for free and reduced-price lunch. According to these updated data sources, the Addison Area is home to approximately 3,900 children from birth through age five. This includes approximately 2,000 children from birth to three and 1,900 children three through five. The population of children under three has grown by almost 15 percent since 2000. Health Department staff confirm that this increase in births in the area has continued through 2007, and therefore the population of children under age six is growing rapidly. The Methodology section on page 19 provides additional details on the methods used for all population, supply, and demand estimates included in this report.

The need for child care: IFF estimated the number of children who, because of the work status of their parents, need full-day, full-year child care and do not have a relative or friend available to provide care. In the Addison Area, there are approximately 1,300 children from birth through age five who need full-day, full-year child care. Of these, approximately 675 are infants through age two and 623 are age three through five.

In addition, there are many families who need child care for their children on a part-time or episodic basis. Many parents work only a few months each year, and others work nontraditional or highly varied work schedules. Center-based child care may not meet these families' needs; instead, they are more likely to rely on informal "family, friend and neighbor" care.

The need for subsidized child care: At least 575 children from birth through age five in Addison need full-day, full-year child care and would qualify for the Child Care Assistance Program (CCAP, see Early Childhood Care and Education Service Types and Funding Streams), including about 300 children from birth through age two and 275 children ages three through five.

According to the Task Force members there are also a large number of children in Addison whose families need full-day, full-year care but do not qualify for CCAP. Because their income is slightly above the CCAP cut-off, these families face paying market rates of \$200 to \$250 per week per child for center-based child care – rates that are often beyond their reach. For example, a single mother with a two-year-old and a four-year-old who earns \$18 per hour (\$37,440 per year) would have to pay about \$21,900 per year for full-time center-based care, which is 58 percent of her gross salary. She will be left with less than \$1,300 per month to cover rent, food, clothing, health care, and all other needs. Undocumented families, though they qualify for CCAP, may be reluctant or unable to provide the income documentation required to prove eligibility and therefore also left without a good, affordable child care option.

The need for Preschool for All and Head Start: Of all the young children in the Addison Area, an estimated 12 percent live in families with low incomes, defined as below 185 percent of Federal Poverty Level (the eligibility cut-off for Free and Reduced Price Lunch and Medicaid/WIC services). Of the approximately 1,300 three- and four-year-old children in the area, approximately 460 would likely qualify as high priority for Preschool for All based on their family income. Furthermore, approximately 280 three- and four-year-olds and 296 children from birth to three years are in families with incomes low enough to qualify for Head Start or Early Head Start.

Teen parents: The Addison Area has one of the highest teen birth rates in DuPage County. According to the DuPage County Health Department, 66 Addison teens gave birth in 2006, almost 13 percent of the county total. Task Force members noted that lack of quality child care was a major barrier for many of these young mothers as they try to complete their high school education.

Other family characteristics: There has been a dramatic rise in the number of new immigrant families in the Addison Area over the past decade or more. Most of these families come from Mexico or other Latin American countries, and the parents have very limited English language skills. In many cases, the parents are not literate in Spanish or English.

Task Force participants noted that newly-arrived immigrant parents are often unaware of early learning opportunities for their young children. Enrolling children in early childhood education programs may take low priority, both because the family is concentrating on getting settled in their new home, and because the parents may not understand the importance of early learning. In many cases, parents are reluctant to apply for CCAP or other benefits because of their immigration status, and they may not have the documentation (e.g. paycheck stubs, etc.) needed to demonstrate their eligibility.

Complex needs of families: Several child care center directors noted that they are serving higher numbers of families who have multiple needs in addition to child care. For example, families may be in need of improved housing, clothing for their growing children, food, English as a Second Language classes, or other services. Frequently, as parents form relationships with their children's teachers and the center director, they will share their needs with the staff. However, many child care program staff are unaware of the services that are available for struggling families in the community. While they may know where to look up a list of resources in the county's online directory, they expressed their desire to make personal connections with social service providers. Knowing the person on the other end of the line would help them greatly in effectively making referrals for parents to receive the services they need.

Summary of Needs:

- The Addison Area has a rapidly growing population of low-income young children. Many of these are the children of recent immigrants or teens.
- Almost 1,300 area children under age six need full-day, full-year child care.
- Approximately 575 area children qualify for the state-subsidized Child Care Assistance Program according to census data.
- There are nearly 1,300 preschoolers in the area. At least 460 may qualify as high-priority for Preschool for All.
- Families have multiple needs, and child care providers want to build stronger relationships with other social service providers in the community that can help the families in their programs.

Current Programs and Services

Child Care: The Addison Area has a substantial base of licensed child care providers, including 10 child care centers and 19 licensed family child care homes. Together, these centers and homes can provide care for approximately 880 children from birth through five. However, this represents only 68 percent of the estimated need for full-day, full-year care. The need is most acute for younger children. There are only about 390 slots of licensed full-day, full-year child care available for infants through two-year-olds, about 60 percent of the estimated demand of 675. The Task Force noted that the shortage was most acute for two-year-olds.

Most of the child care centers in the community report vacancy rates under 15 percent, which is considered fairly full. (One center in the area has a higher vacancy rate and is aggressively focusing on marketing to increase enrollment.) Five of the 10 child care centers that responded to the survey indicated that they have additional space in their facility and could open additional classrooms if there were sufficient demand. However, this additional space may not be easily adapted to meet the licensing requirements for serving two-year-olds, the age with the most urgent need.

Family child care homes comprise only 17 percent of the total supply of licensed child care in the Addison Area, compared to a statewide average of 27 percent. Only five licensed child care centers are within the boundaries of the census tracts studied for this report, and none are located near the major apartment complexes where many low-income families live.

Subsidized Child Care: All of the child care centers in the area accept Child Care Assistance Program (CCAP) certificates as payment for child care, although most require parents to pay an additional \$20 or more per week per child above the state-required co-pay to partially offset the difference between the provider's current market rates and the state reimbursement rate.

Preschool for All: Addison School District #4 has a Preschool for All program that provides half-day services to three- and four-year-olds who are determined to be at risk of early school failure. Additional children with special needs also attend the district's early childhood special education programs. Addison School District #4 could not be reached and the Task Force was unable to determine the total number of children served by the school's program. One local child care center provides Preschool for All to 40 children in its full-day child care programs.

Head Start: Lifelink Head Start serves 64 children from the Addison Area through its center in Bensenville. The part-day program at this center has long waiting lists, while the full-day program (which has multiple eligibility requirements) typically has a few openings. Head Start provides transportation for children in the part-day program but not in the full-day program.

Summary of Current Programs and Services:

- Area child care centers and licensed family homes can provide care to approximately 880 children, including 390 for children under age three and 490 for children ages three to five. Most centers are nearly full, and waiting lists are especially long for programs serving two-year-olds.
- Though all local providers will accept Child Care Assistance Program subsidies, most charge families additional fees to bridge the gap between the state reimbursement rate and their market rate, putting licensed child care out of reach for many families.
- 40 children participate in Preschool for All that is embedded in a full-day child care program, in addition to a small program run by Addison School District #4.

Critical Service Gaps and Barriers

Availability of full-day child care: Only 880 children needing full-day child care can be served by existing community programs, leaving more than 400 children without good options. The unmet demand is not only for subsidized child care, but for care available to families of all income levels. The community needs approximately 285 more slots of licensed infant/toddler care and 130 more slots of licensed care for children ages three through five. Ideally, these expanded child care services should be educationally enhanced and integrated with Preschool for All and/or Head Start/Early Head Start services. Given the needs of families in the community, any new slots created must also address accessibility barriers such as cost and transportation.

Affordability of child care: As previously noted, the majority of families in the Addison Area who need full-day, full-year care for their children cannot afford to pay the market rate for quality licensed care. For the many families who are over the income eligibility cut-off for CCAP, the cost of licensed child care could exceed half the families' income.

The Task Force noted that the lack of quality, affordable child care for infants and toddlers in the community prevents many teen mothers from returning to high school. Although there are home visiting and group services available for teen parents, these services are not well connected to child care resources in the community. Staff working with teen parents noted that they would like to form closer relationships with child care providers so that they would be aware of openings in child care centers and have a personal contact at the centers to whom they could refer the teens.

Awareness of and Assistance in Applying for CCAP: The Task Force noted that many families who qualify for CCAP are not aware of the program and do not know how to apply for this assistance. Social service providers in the community, including school social workers, have very limited knowledge about the program and its eligibility requirements, including the fact that undocumented residents are eligible to receive assistance. In addition, families frequently have difficulty accessing CCAP when they do attempt to apply for it. The application process is complicated, and according to the YWCA Child Care Resource and Referral, as many as 90 percent of first time applications are incomplete and must be returned to the applicant for additional information. Once fully completed, the application can take two to three weeks to be approved. As a result, families who urgently need child care typically face a long wait to receive CCAP. Child care providers are very reluctant to allow families to enroll their child in care until the CCAP approval has been received, unless the family pays the market rate for care.

Availability of Early Childhood Education: Currently there is not enough publicly-funded preschool education in the Addison Area to serve all of the preschool-aged children. With nearly 1,300 preschoolers in the community, over 450 of which are low-income and many others with risk factors such as low English proficiency, it is clear that one small school district program cannot meet the community need. There is a substantial need for additional no-cost preschool. Both half-day programs and programs integrated with full-day child care are needed.

Coordination Between Early Childhood Care and Formal Preschool: Currently less than 10 percent of the child care slots for preschool age children in the Addison Area integrate Head Start or Preschool for All with full-day, full-year child care. Most families that need full-day care but also want their child to participate in a formal preschool program must make arrangements with a center, family child care provider, or a relative or neighbor to provide before and after preschool care, often including transportation to and from school. Area child care centers that are serving a majority of children receiving Child Care Assistance can apply to receive Preschool for All funding to enhance their educational program.

Transportation: Another key need identified by the Task Force was for transportation to and from early childhood education and care programs. The Addison area has no regularly scheduled public transportation, and it is often difficult for families to bring their children to early childhood programs. Head Start provides transportation for their part-day early childhood program, but the program has a long waiting list for part-day services. Additional transportation resources are needed, especially for families with infants and toddlers.

Linkage with other social services: As noted above, young families in the community increasingly have multiple service needs. Stronger linkages between early care and education providers and other social service providers are needed to ensure that families receive all of the services they need.

Summary: Critical Service Gaps and Barriers

- There is not enough affordable child care in the community. There is a particularly acute shortage of care for infants, toddlers, and two-year-olds.
- Better linkages are needed to ensure that teen parents have access to affordable, quality care so that they can return to high school.
- Additional Preschool for All programs are needed to meet the growing demand. Less than one-third of low-income families can be served by current programs and the need is growing.
- Many families with children in full-day care cannot take advantage of the early learning programs that prepare them for school.
- Many eligible families are not accessing subsidized child care. Families may not know about the program or may struggle to complete the required paperwork.
- Stronger linkages between early care and education providers and other social service providers are needed to ensure that families receive all of the services they need.

Strategies for Meeting the Needs

The Addison Task Force identified four primary goals for strengthening the early education and care system in the community, as well as specific strategies for accomplishing each goal:

Establish an ongoing forum for communication and partnership building among early care and education providers and other service providers in the Addison Area

- **Positive Parenting DuPage** will provide organizational support for the development of a Local Early Learning Council that will meet six to 10 times per year to share information, keep aware of currently available resources, and learn from outside speakers.
- **Teen Parent Connection** and other providers working with teen parents will participate in the local council, and will make connections with local child care providers to facilitate future referrals for teens who need child care in order to return to school.
- **Metropolitan Family Services** and other social service providers will participate in the local council and will inform early care and education providers of the services available in the community for families with young children.
- **Lifelink Head Start** will share its annually updated community resource directory with other early care and education providers in the community.

Expand availability of quality early care and education in the Addison Area by building community awareness of the importance of early learning and enlisting new allies in the development of quality services

- **The newly formed Local Early Learning Council** will reach out to village and county officials, civic groups, and social service providers to inform them about the importance of early learning and the need for increased services and support. Outreach to local school districts will focus on building partnerships and encouraging growth in the Preschool For All program.
- **Positive Parenting DuPage** will work with the newly formed Local Early Learning Council to inform school superintendents and school boards about the value of early education and the need for additional no-cost preschool in the community and encourage them to apply for funding to expand their Preschool for All programs.

- **The YWCA CCR&R** will work with the Illinois State Board of Education to ensure that child care providers have accurate and thorough information about the Preschool for All Program, and will look for ways to support programs in applying for this funding stream.
- **The YWCA CCR&R** will also step up its recruitment of family child care providers in Addison, and will encourage current license-exempt providers in the community to obtain a child care license and complete training in early childhood care and education. Since family child care providers are a key source of care for infants and toddlers, increasing the supply of family child care should help attenuate the shortage of licensed care available for these very young children.
- **The newly formed Local Early Learning Council** will also explore ways to provide basic health, safety, and child development training to family, friend and neighbor caregivers who may not be eligible to become licensed family child care providers.

Increase awareness and use of CCAP, Head Start, and early childhood services

- **The YWCA Child Care Resource & Referral**, together with Positive Parenting DuPage, will conduct trainings for social service and child care providers in the community on how to effectively help parents apply for and receive CCAP.
- **Local service providers will learn about CCAP**, Head Start, and the school districts' preschool program, and will be prepared to assist families in completing their applications for the CCAP program.
- **Positive Parenting DuPage** and the newly formed Local Early Learning Council will work with local providers to create informational materials about the early childhood services available in the community and implement a plan to distribute them. These may include brochures and “talking points” for local service providers who can help share information about these services with families. A resource directory with contact names and phone numbers for programs will be developed and distributed to a wide range of local service providers.

Develop a plan for recruiting and training more bilingual and bicultural staff for the early childhood care and education workforce in the Addison Area

- **The YWCA Child Care Resource & Referral** will step up its recruitment of family child care providers as noted above. Many home care providers who are not currently licensed are bilingual and bicultural.
- **The College of DuPage Early Childhood Education and Care (ECEC) Program** will advertise job openings in early childhood programs to its students and graduates.
- **The College of DuPage ECEC and Service Learning Programs** will recruit bilingual students who are interested in working with children and families at area child care centers. The College has students from a very wide range of cultural and language backgrounds.
- **Positive Parenting DuPage and Erikson Institute** will continue to recruit and train bilingual teachers through their Masters Degree program funded by ISBE.

To get involved with any of these initiatives, contact Positive Parenting DuPage at 1.877.411.PARENT or visit positiveparentingdupage.org

Early Care and Education Services in Illinois

Early childhood care and education in Illinois is comprised of many parts, including for-profit and nonprofit child care centers, public and private preschool programs, and both licensed and license-exempt home child care providers. Each of these has a distinct role in ensuring that all families have access to high quality, enriching care and education for their young children.

License-exempt home care: Called “kith and kin care,” or “family-friend-and-neighbor care,” this type of child care offers many benefits and fulfills an important need for many families. A license-exempt provider is typically a relative, neighbor, or family friend who cares for the child either in the child’s home or the provider’s home. No licensing is required to receive reimbursement through the Child Care Assistance Program as long as the provider cares for no more than three unrelated children at a time (including the provider’s own children) or cares only for children from one family. Providers are required only to pass a child abuse and neglect background check. Parents can arrange for care at odd hours, such as weekends or night shifts, and providers can accommodate the variable work schedules that are common among low-wage jobs. Many parents feel most comfortable leaving their children in the care of family and friends, particularly when their children are infants or toddlers. For non-English-speaking families, license-exempt care may be the only type of care available where the provider speaks the family’s language and shares their culture. License-exempt care can also be the most affordable for parents, as some license-exempt providers (especially family members) waive the parent’s co-pay and charge only the minimal funding provided by the IDHS subsidy program.

Licensed home care: Licensed family child care providers can legally care for up to eight children (or up to 12 with an assistant) in the provider’s home. They must meet requirements established by the Illinois Department of Children and Family Services (DCFS), including passing a home safety inspection, keeping required records of children’s immunizations and physical exams, and receiving certification in first aid and CPR. In addition, licensed providers must complete at least 15 clock hours of professional development each year.

Like license-exempt providers, licensed family child care providers may be able to meet parents’ need for care during non-traditional hours or with changing schedules, and may be conveniently located in the family’s neighborhood. Licensed providers, however, do tend to be more formal than license-exempt providers, and may require parents to commit to a regular, full-time schedule. Licensed providers are not specifically required to engage in learning activities with children, though they must have developmentally appropriate toys and books available for children. Some licensed providers are part of networks that provide high-quality early learning materials and training for caregivers in how to effectively support children’s development.

Licensed center-based care: Licensed child care centers are operated by a wide range of nonprofit community organizations, faith-based organizations, and for-profit small businesses and large corporations. Like licensed home care providers, center-based programs must have available appropriate books and toys for children. Lead teachers are required to have at least one year of college including six semester hours in child development or early childhood education and one year of experience as a teacher’s assistant (or a two-year college degree), and center directors must have at least 18 semester hours in child development or early education. Programs are not required to provide any health or social services for children and families, although often child care centers are linked with a parent organization that provides a wider range of social services and supports.

Center-based programs provide parents with a reliable source of child care, particularly for those parents who work a traditional full-time schedule. Program operators typically have rich, deep ties to the communities they serve, and are able to identify and respond to changing needs among families. However, center-based programs often have little flexibility to support the changeable and non-traditional work schedules associated with many low-income jobs.

Public and private part-day preschool: Traditional part-day preschool programs offer an educational experience to children ages three and four in a classroom setting. The qualifications of the teaching staff in private preschool programs (including many faith-based preschools) varies widely, with some staff having only a few courses in early childhood education and others possessing a Master's Degree in Early Childhood. In publicly-funded preschool programs like Head Start and Preschool for All (see Key Funding Streams and Their Requirements), the requirements for teacher qualifications and program curriculum are typically more stringent.

Combined Program Models: Child care services combined with traditional preschool programs offer the best in early childhood care and education for children and families. For example, child care centers can integrate either (or both) Head Start and Preschool for All into their full-day program.

Key Funding Streams and Their Requirements

Child Care Assistance Program

The Illinois Child Care Assistance Program (CCAP) was created to ensure that low-income parents have access to affordable child care so they can remain in the workforce and, ultimately, to ensure that young children have access to high quality early care and education, regardless of their family's income or geographic location. The program is administered by the Illinois Department of Human Services (IDHS) and is funded through the federal Child Care and Development Block Grant, TANF funds, and State General Revenue. In order to qualify for assistance, a family must have an income below 50 percent of the State Median Income, or \$36,184 for a family of four in 2006, and be engaged in an allowable activity (such as work or certain education and training activities, including high school for teen parents). The subsidy will pay for care that is provided during the hours reasonably associated with the parent's work/school schedule, including transportation and study time. Reimbursement is made at a half-day rate for less than five hours per day of care, and at the full-day rate for more than five hours. Thus, to qualify for a full-day, center-based program, parents must be engaged in an allowable activity for at least five hours per day. Eligibility is typically re-determined every six months, and families can lose eligibility if their income rises above the income cut-off or if they lose their job. All families are required to contribute a co-payment for their child's care that is based on their income and the number of children they have in care who also receive a subsidy. This co-pay can be as high as 12 percent of the family's gross income; a single mother who earns \$1,850 per month and has two children in care would have to contribute a co-pay of \$222 each month.

Eligible families in the Addison Area can access subsidized care through the Child Care Resource and Referral program administered by the YWCA. Families receive a Child Care Assistance "certificate" and can choose from a wide range of child care services, including licensed center-based care, licensed family day care homes, or legally license-exempt care (usually care by a relative or care in the child's own home). Providers must meet all state licensing standards, or in the case of license-exempt care, pass a child abuse and neglect-focused background check. IDHS pays a daily rate to child care providers that varies by the type and location of the providers. This ranges from a low of \$11.29 per day for license-exempt home providers to a high of \$37.61 per day for infants and \$26.20 per day for preschoolers for a center-based program serving preschoolers in DuPage County. This rate is reduced by the amount of the required parent co-pay. Subsidies are provided only for those days children actually attend and parents are engaged in an allowable activity (centers are reimbursed for all days the child is eligible as long as the child maintains 80 percent attendance).

Head Start: Head Start is a federally-funded program administered in DuPage County by Lifelink that provides a comprehensive set of educational, health, and social services to children ages three to five and their families in an effort to “break the cycle of poverty” and improve children’s chances for success in school and later life. Participants’ household income must be below the poverty line (currently \$19,350 for a family of four) or they must be receiving TANF or SSI benefits to qualify for the program, although once a child is enrolled he or she can remain in the program until kindergarten entry even if the family’s income rises.

Head Start programs must comply with the Head Start Performance Standards, a set of federal regulations that require the provision of a wide range of health, nutrition, mental health, special needs, and social services to enrolled children and their families. The Head Start program employs several staff members in addition to classroom staff in order to provide these services. Federal funds cover the cost of a half-day (3.5 hour day, 4 day week) center-based program.

Preschool for All: Preschool for All is a state-funded program that grew out of a successful 20-year state prekindergarten program. Funded with General Revenue dollars and administered through the Illinois State Board of Education Early Childhood Block Grant, Preschool for All provides funding for a half-day, school-year program for children ages three and four. While funding priorities go to programs serving a majority of at-risk children, all children are eligible to participate in Preschool for All.

Preschool for All programs may be operated by school districts or a wide range of community-based organizations, including nonprofit and for-profit child care providers. While state funding provides for only 2.5 instructional hours, Preschool for All can be integrated into a full-day, full-year child care program. Programs must use a research-based curriculum, and must have Type-04 (Early Childhood) certified teachers.

Methodology

This report analyzes the supply and demand for and geographical distribution of early childhood education and care resources in the Addison Area. Providing this picture requires the assessment of the overall need for full-day, full-year child care for all children regardless of income, as well as the need for publicly-funded early childhood education and care programs, including the subsidized child care program (both licensed and license-exempt), Head Start/Early Head Start, the Illinois Pre-K program, and the Illinois Preschool for All program.

The IFF determines “demand” by combining updated 2005 population data acquired from ESRI with Census 2000 data on the work status of parents, family income, and other program-specific eligibility requirements, depending on the category of care or education.

- Full-day, full-year child care demand includes all children from birth through five in working families after removing a fraction to reflect families that work split shifts or have other family members care for their children based on estimates adapted from the Urban Institute’s National Child Care Survey.
- Subsidized child care demand includes all children ages birth through five in working families with incomes at or below 185 percent of the Federal Poverty Level (FPL) after removing a fraction to reflect families that work split shifts or have other family members care for their children.
- Head Start and Early Head Start demand include children ages three through five and birth through two, respectively, whose family income is at or below the FPL.
- Pre-K demand includes three- and four-year-olds living in families with incomes below 185 percent of the FPL. This estimate produces a quantifiable number of at-risk children based solely on income, but does not account for other determinants of Pre-K eligibility. This income threshold is used because it is a familiar benchmark in other school aid programs such as Title I and school lunch; however, the IFF recognizes that school districts may set other admissions guidelines at their discretion.
- Preschool for All demand includes all three- and four-year-olds, reflecting the broad goal of the program.

“Supply,” for the purposes of this report, means the number of spaces or slots in the different types of care or education settings available to the target population of children, including licensed child care centers, licensed family child care homes, and license-exempt child care centers (schools, colleges and governmental facilities).

Data on slots were provided by the YWCA, the local Illinois Child Care Resource and Referral Agency, in May 2007. The IFF surveyed area providers in June 2007 to update and expand upon the data provided by the YWCA.

IFF analyzed the demand and supply information for the six census tracts shown in Figure 1 on page 3. Providers located in the target census tracts and/or within one-third of a mile of the census tracts are included in the analysis.

Glossary

Child Care Assistance Program (CCAP)	Illinois Department of Human Services program that subsidizes child care for low-income working families.
Child Care Resource and Referral (CCR&R)	Illinois Department of Human Services-funded system for providing child care referrals to parents and training to child care providers.
DCFS	Department of Child and Family Services: state agency with primary mission of protecting children from abuse and neglect; responsible for licensing child care centers and family day care homes.
Early Childhood Block Grant	Mechanism for funding Preschool for All, Parental Training, and Prevention Initiative programs.
Early Childhood Care and Education	For this report, Early Childhood Care and Education refers to the system of programs that support children's early learning needs and includes full-day, full-year child care programs, preschool programs, and Head Start.
Full-Day, Full-Year Child Care	Child care that is available throughout normal business hours and is open all year long.
Head Start	US Department of Health and Human Services-funded program for children in poverty; provides education, health, nutrition, and social services to eligible children ages three through kindergarten entry and their families.
Licensed child care	Care provided by a center or home that has been licensed by DCFS.
License-exempt care	Care provided by a center or home that is legally exempt from DCFS licensure; license-exempt home providers are typically relatives or close family friends who care for no more than three children.
Home Child Care Provider	A child care provider who cares for children in a private home. Licensed home child care providers follow the regulations of DCFS and may care for only a limited number of children.
Preschool for All	A state-funded program that provides free preschool to children ages three and four with priority given to children who are at-risk for educational challenges. Administered through the Illinois State Board of Education Early Childhood Block Grant.
Addison Area	For this report, the Addison Area refers to the area served by Addison School District #33.
Slots	Number of spaces available, or the number of children a program or center can accommodate at full capacity.
Subsidy	Child care assistance for low-income working families.
Task Force	The group of individuals in each community who met regularly and contributed to the development of this report.

Task Force Members

YWCA Addison Child Development Center, Lead Agency

Dupage County Health Department
DuPage County Regional Office of Education
Kindercare
Lifelink Head Start
Metropolitan Family Services
Parents as Teachers
Positive Parenting DuPage
Technology Center of DuPage
Teen Parent Connection
Village of Addison

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One North LaSalle
Suite 700
Chicago, Illinois 60602
Telephone 312 629 0060
Fax 312 629 0061
iff.org