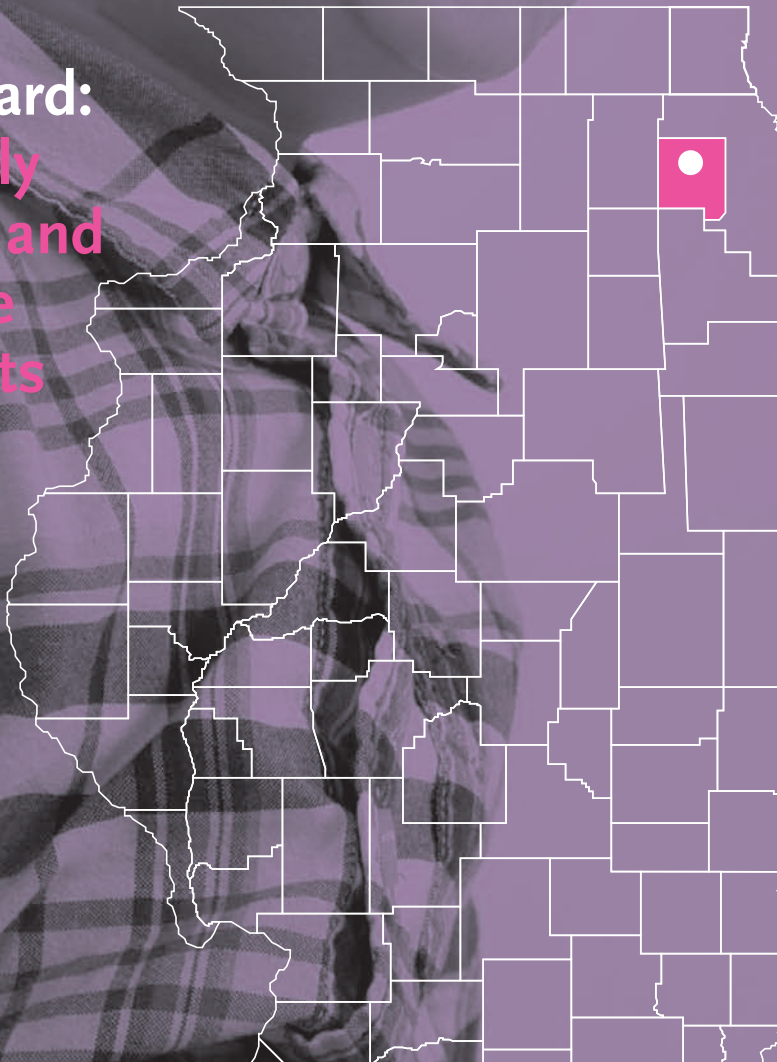




**Assets, Gaps,  
and a Way Forward:  
A Report on Early  
Childhood Care and  
Education in the  
Glendale Heights  
Area**





This report was completed by IFF's Building Blocks program. IFF developed Building Blocks with funder 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.

**GRAND VICTORIA**  
**FOUNDATION**

**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, non-profit 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, through the Early Learning Planning Initiative, 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 Glendale Heights Area Building Blocks Initiative

In early 2007, IFF began a collaboration with Positive Parenting DuPage to bring Building Blocks to DuPage County. Glendale Heights, 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 than as recently as a few years ago. While Spanish-speaking immigrants comprise much of the population these providers serve, it is not unusual for a single child care center to serve children whose families speak a dozen different languages and who have immigrated from countries around the globe.

In February 2007, IFF and Positive Parenting DuPage hosted a Building Blocks kick-off meeting to explain the program'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. Metropolitan Family Services took the lead in forming a Task Force for the Glendale Heights area and the Task Force began meeting in June 2007. The group included representatives from Head Start, local child care and

### 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.

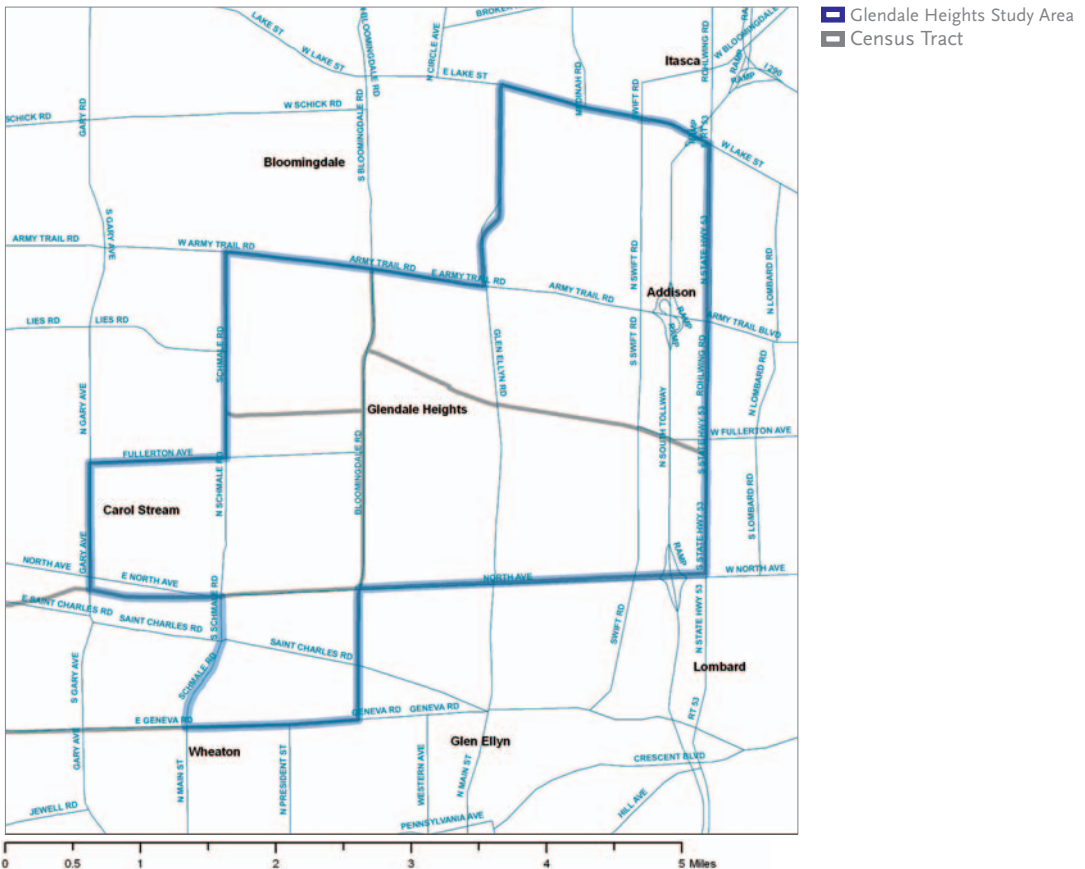
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preschool providers, social service providers, Wheaton Community Unit School District Early Childhood Program, the DuPage Regional Office of Education, the YWCA Child Care Resource and Referral and Early Childhood Program, Positive Parenting DuPage and other interested parties. The Task Force chose to focus its efforts on the area bounded roughly by Schmale Road to the west, Geneva Road to the south, Route 53 to the east, and Lake Street to the north (Figure 1).

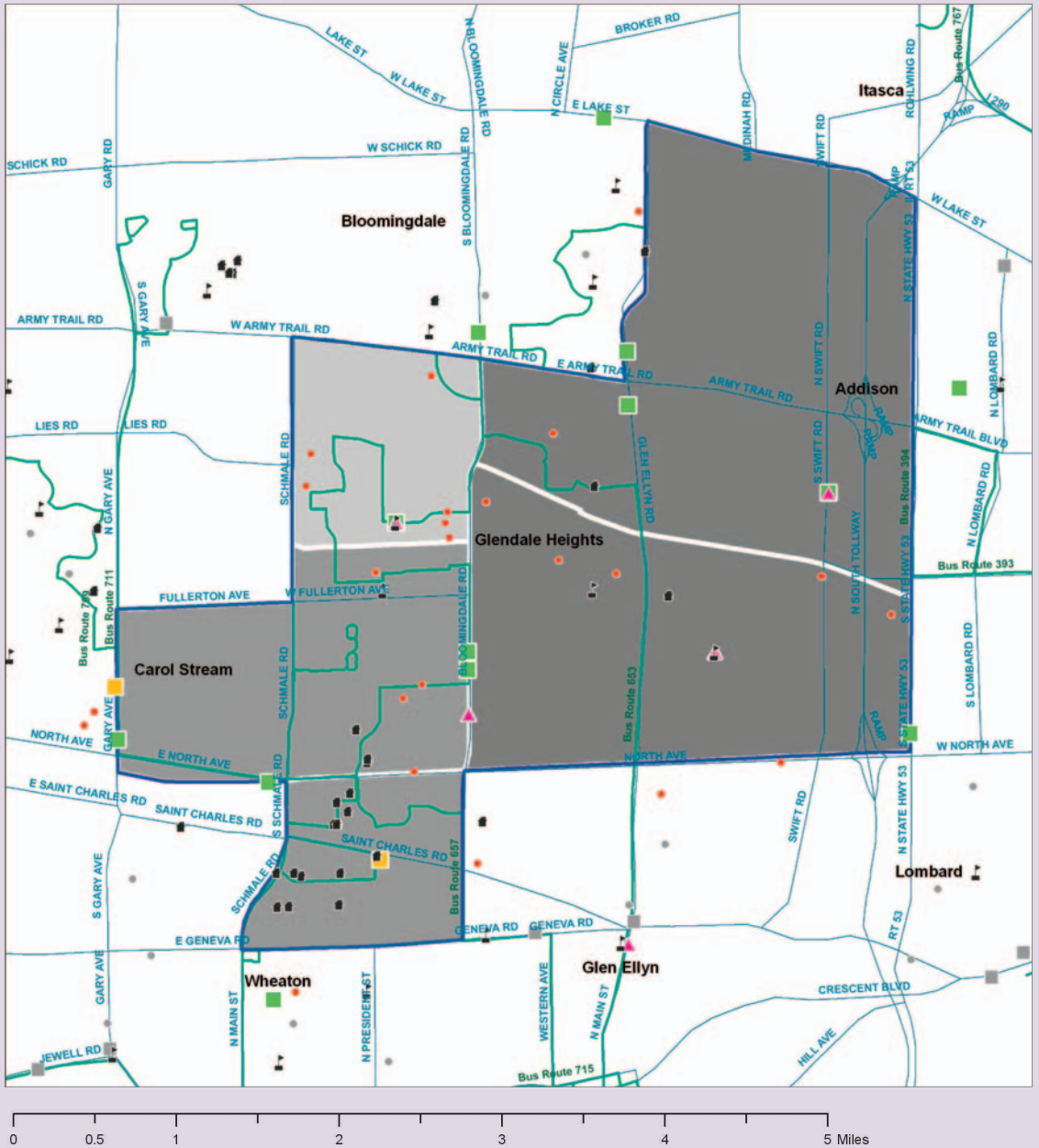
IFF provided the Task Force with demographic data regarding the children in the community, including estimates of the number of children who need full-day, full-year child care and other early learning services. The Task Force analyzed these data and verified that they were consistent with their knowledge 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 (CCAP) 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 Glendale Heights Area.

Figure 1



**Figure 2**  
**Glendale Heights Area Providers & Estimated Demand**  
**for Full-Day, Full-Year Child Care**



**Estimated Demand for Full-Day, Full-Year Child Care in 2005**

- 162 - 200 children
- 201 - 350 children
- 351 - 472 children

**Target Area Providers**

- Licensed, License-Exempt Center
- Licensed Head Start Center
- Licensed Child Care Home
- Preschool for All

**Other Providers**

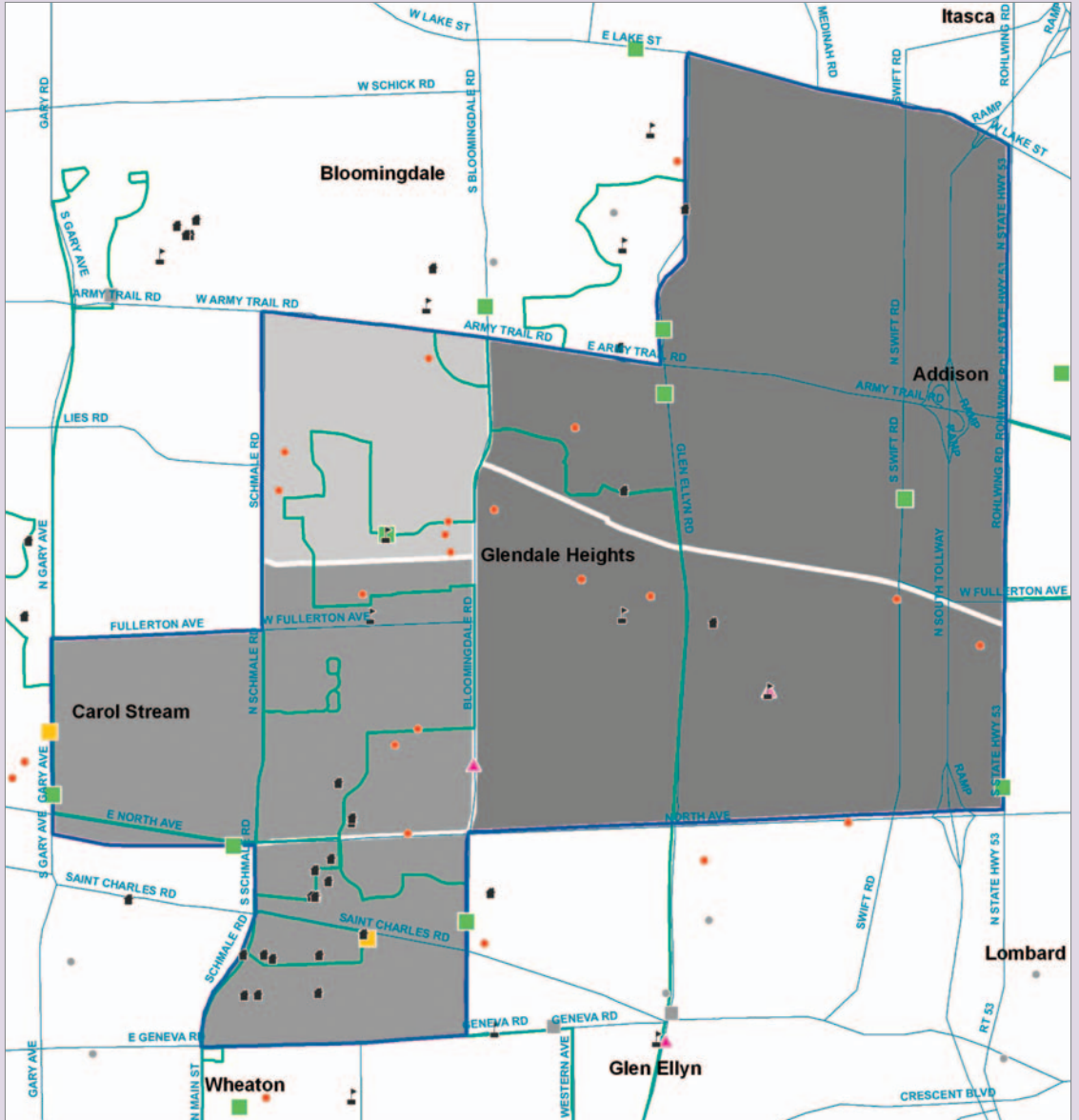
- Licensed, License-Exempt Center
- Licensed Child Care Home

**Glendale Heights Target Area**

- Elementary School
- Apartment Complex
- Major Road
- PACE Bus Route

Figure 3

Glendale Heights Area Providers & Estimated Number of Low-Income Children in 2005



0 0.5 1 2 3 4 5 Miles

<b>Estimated Number of Low-Income Children in 2005</b> 81 - 150 children 151 - 300 children 301 - 455 children	<b>Target Area Providers</b> Licensed, License-Exempt Center Licensed Head Start Center Licensed Child Care Home Preschool for All Grantee	Glendale Heights Target Area Elementary School Apartment Complex Major Road PACE Bus Route		
			<b>Other Providers</b> Licensed, License-Exempt Center Licensed Child Care Home	

## The Children of the Glendale Heights Area and Their Families

The first step in any community planning initiative is to collect relevant data on needed and available services in the community. This can be 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 four census tracts that intersect the Glendale Heights village boundaries. The southeast corner of Carol Stream (bordered by Schmale Road, Geneva Road, Bloomingdale Road, and North Avenue) was also included because the Task Force recognized this as an area with high need whose residents access many of the same services as their Glendale Heights neighbors (Figure 1).

**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 Glendale Heights area is home to approximately 4,300 children from birth through ages five. This includes approximately 2,180 children birth to age three and 2,120 children ages three through five. The Methodology section on page 19 provides additional details on the methods used for all 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 Glendale Heights Area, there are approximately 1,420 children from birth through age five who need full-day, full-year child care. Of these, approximately 720 are under age two and 700 are between three and 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 500 children from birth through age five in Glendale Heights 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 250 children under age two and 250 children between three and five.

According to the Task Force members there are also a large number of children in Glendale Heights 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 are left without a good, affordable child care option.

**The need for Preschool for All and Head Start:** Of all the young children in the Glendale Heights Area, an estimated 26 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 1,650 three- and four-year-old children in the area, approximately 400 would likely qualify as high priority for Preschool for All based on their family income. Furthermore, approximately 250 three- and four-year-olds and 270 children from birth to three years are in families with incomes low enough to qualify for Head Start or Early Head Start.

**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 need 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.

**Other family characteristics:** There has been a dramatic rise in the number of new immigrant families in the Glendale Heights Area over the past decade or more. While a plurality of recent immigrant families are from rural Mexico, the community also includes a large number of families from Eastern Europe, Asia, and Africa. While many of these parents have at least basic English language skills, their children often come to school speaking only their parents’ native language.

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.

### Summary of Needs:

- The Glendale Heights Area is a very diverse community with a significant and growing population of young children in low-income families.
- More than 1,400 area children under age six need full-day, full-year child care and over one-third of these children (approximately 500) may qualify for the state-subsidized Child Care Assistance Program.
- There are nearly 1,650 preschoolers in the area. At least 400 may qualify as high-priority for Preschool for All and many others may also benefit from Preschool for All programs.
- Child care providers need to build stronger relationships with other social service providers in the community to help meet the complex social service needs of the families in their programs.

## Current Programs and Services

**Child Care:** The Glendale Heights Area has a substantial base of licensed child care providers, including 12 child care centers and 23 licensed family child care homes. Together, these centers and homes can provide care for approximately 1,100 children from birth through five. This represents approximately 78 percent of the estimated need for full-day, full-year care. However, there is an acute need for care for younger children. There are only about 430 slots of licensed full-day, full-year care available for children under age two, about 60 percent of the estimated demand of over 700. The Task Force noted that child care centers have especially long waiting lists for programs serving two-year-olds.

Child care centers in the community report widely varying vacancy rates. Six centers are nearly full (85 to 95 percent full), while four centers have vacancy rates of up to 45 percent in their preschool age programs. Clearly, some existing services are not being fully utilized by the families who need them. In addition, nine of the 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.

Family child care homes comprise only 18 percent of the total supply of licensed child care in the Glendale Heights Area. There are almost no licensed family child care homes in the southeast corner of Carol Stream, an area of very high need for child care (Figure 2).

**Subsidized Child Care:** All but one 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:** Marquardt and Queen Bee School Districts have Preschool for All programs that provide half-day services to 40 and 80 three- and four-year-olds respectively. An additional 60 to 80 children with special needs also attend the districts' early childhood special education programs. Wheaton Community Unit School District 200 does not have a no-cost Preschool for All program, but does offer tuition-based preschool for 100 children and special education to approximately 175 young children. The number of slots of free preschool falls far short of the number of low-income three- and four-year-olds in the community.

**Head Start:** Lifelink Head Start serves the Glendale Heights Area (including the southeast corner of Carol Stream) through two centers in Carol Stream and one in Wheaton. Altogether, these centers can serve 102 children in part-day classrooms and 17 children in a full day, full-year program. The part-day programs typically have long waiting lists, while the full-day program (which has multiple eligibility requirements) frequently has a few openings for three- and four-year-old children. The Head Start program has extensive linkages with community social service providers, and employs Family Support Workers to help families identify their needs and find resources to meet them.

### Summary of Current Programs and Services:

- Area child care centers and licensed family homes can provide care to approximately 1,100 children, including 435 children under age three and 675 children ages three to five. Many centers are nearly full, while a few (especially those are far from area apartment complexes) have high vacancy rates.
- Through all local providers will accept Child Care Assistance Program (CCAP) 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.
- Only 80 preschoolers can be served by area Preschool for All programs.
- There are few linkages between social service providers and early care and education providers (except in the case of Head Start, which has specific family support staff).

## Critical Service Gaps and Barriers

**Availability of full-day child care:** Only 1,100 children needing full-day child care can be served by existing community programs, leaving more than 300 children without good options. The unmet demand is not only for subsidized child care, but for all family income levels. The community needs approximately 288 more slots of licensed infant/toddler care and 25 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 low utilization rates of at some of the area child care centers, 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 Glendale Heights Area who need full-day, full-year care for their children cannot afford to pay the market rates 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.

**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. 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 Glendale Heights Area to serve all of the preschool-aged children. With over 400 preschoolers in low-income families, and many children with other risk factors such as low English proficiency, 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 15 percent of the child care slots for preschool age children in the Glendale Heights Area integrate Head Start or Preschool for All with full-day, full-year child care. 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 CCAP subsidies 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 Glendale Heights 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 previously noted, 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

- Additional Preschool for All programs are needed to meet the growing demand. Less than one-third of high-priority preschoolers (120 of more than 400 children) can be served by current programs and the need is growing.
- There is a shortage of care for children ages two and under. Nearly 300 more spaces are needed for this age group.
- There is not enough affordable child care in the community. Available programs are expensive or have multiple strict eligibility requirements or are located in difficult-to-access locations.
- Eligible families are not applying for subsidized child care. Many 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 Glendale Heights Task Force identified three 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 Glendale Heights 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.
- **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.

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

- **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.
- **The YWCA Child Care Resource & Referral (CCR&R)**, 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.

### **Expand availability of infant-toddler care in the community.**

- **The YWCA CCR&R** will step up its recruitment of family child care providers in Glendale Heights, 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 lessen the shortage of licensed care available for these very young children.
- **Local child care centers** that have additional space will evaluate whether they can open additional classrooms to serve two year old children.

### **Expand availability of Preschool for All in the Glendale Heights Area by building grassroots support for the program among parents, teachers and principals; developing creative solutions to space constraints; and helping child care centers to apply for Preschool for All grants.**

- **Positive Parenting DuPage** and the newly formed local early learning council will continue to inform school superintendents and school boards about the value of early education and the need for additional no-cost preschool in the community.
- **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.

Develop a plan for recruiting and training more bilingual staff for the early childhood care and education workforce in the Glendale Heights Area through partnerships with the College of DuPage and through the ISBE teacher development grant to the Erikson Institute.

- **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.
- **Wheaton College** will also be approached about placing some of its students (many of whom come from other countries) in internships or volunteer positions at child care centers to assist with translation for families who speak languages other than English or Spanish.

To get involved with any of these initiatives, contact **Positive Parenting DuPage** at 1-877-411-PARENT or visit [positiveparentingdupage.org](http://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 Glendale Heights 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 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 age 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 priority is given 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 Glendale Heights 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 Child Care Assistance Program (CCAP) (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 birth through two and three through five, 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 Child Care Resource and Referral, 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 four-and-a-half 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

<b>Child Care Assistance Program (CCAP)</b>	Illinois Department of Human Services program that subsidizes child care for low-income working families.
<b>Child Care Resource and Referral (CCR&amp;R)</b>	Illinois Department of Human Services-funded system for providing child care referrals to parents and training to child care providers.
<b>DCFS</b>	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.
<b>Early Childhood Block Grant</b>	Mechanism for funding Preschool for All, Parental Training, and Prevention Initiative programs.
<b>Early Childhood Care and Education</b>	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.
<b>Full-Day, Full-Year Child Care</b>	Child care that is available throughout normal business hours and is open all year long.
<b>Head Start</b>	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.
<b>Licensed child care</b>	Care provided by a center or home that has been licensed by DCFS.
<b>License-exempt care</b>	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.
<b>Home Child Care Provider</b>	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.
<b>Preschool for All</b>	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.
<b>Glendale Heights Area</b>	For this report, the Glendale Heights Area refers to the area served by Glendale Heights School District 33
<b>Slots</b>	Number of spaces available, or the number of children a program or center can accommodate at full capacity.
<b>Subsidy</b>	Child care assistance for low-income working families.
<b>Task Force</b>	The group of individuals in each community who met regularly and contributed to the development of this report.

# Task Force Members

## **Metropolitan Family Services DuPage, Lead Agency**

A Bright Beginning Academy  
Community Unit School District #200  
College of DuPage  
Creekside Montessori  
DuPage County Health Department  
Glen Ellyn School District #41  
Knowledge Learning Corporation  
Lifelink Head Start  
Positive Parenting DuPage  
Regional Office of Education, Parents as Teachers Program  
Teen Parent Connection  
Tutor Time  
YWCA Child Care Resource and Referral

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