

Community Assessment, 2018



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

Evanston/Skokie Community Consolidated School District 65

Research, Accountability, & Data
June 30, 2018

Family and Community Needs Assessment 2017-18

Introduction

This report is a supplement to District 65's Community Needs Assessment (CNA) published last year. To better understand the strengths and needs of families with children ages 5 and under in the Evanston and Skokie communities, the District 65 Office of Research, Accountability, and Data collaborated with Evanston Cradle to Career (EC2C) to create a survey for families with children ages 0-5. The survey asked families questions regarding their current childcare arrangements, their child's development, and the social service needs they might have. The survey was distributed in both online and paper formats. The following tables summarize the statements they were asked to evaluate, and the percentage of respondents that indicated they agreed or strongly agreed with the statement.

At the time of publication for the 2016-17 CNA, there was a low response rate for this family survey. As a result, D65 and EC2C continued administering the survey in order to have a sufficient response rate to draw conclusions. This report encompasses the two years of data collected, a total of nearly 450 responses.

Notes and Definitions

This report aims to capture the early childhood experiences of the Evanston/Skokie community. It was collected via survey, which means all data is self-reported by the individual respondents. Head Start eligibility was approximated using the self-reported household income and number of individuals in the household. Head Start eligibility does not necessarily indicate that the respondent's child attends a Head Start program. *N* in each table represents the number of participants who answered the question or questions of interest. Though there were 449 participants, not every participant answered every question; the *N* values reflect that.

Findings

- Head Start eligible respondents were more likely to identify as persons of color and were on average younger than Head Start ineligible respondents.
- Less than one-third of respondents whose primary language is not English are able to communicate with their Early Childhood program in that language.
- Head Start eligible respondents have more additional services (e.g. volunteering, skill training, and other support services) available to them through their early childhood programs and are more likely to avail themselves of these services than Head Start ineligible respondents.
- Head Start ineligible children were more likely to respond to questions and understand positional words than eligible children, and less likely to finish activities and calm themselves when upset.
- Head Start ineligible families reported having more access to social services than eligible families.

Additional findings identified by Head Start Staff and Program Governance Members

Demographics

- There is an increased need for EHS slots for eligible families (Table 2, page 4)

Language

- There is a continuing need for bilingual classrooms in HS (Table 3 page 4) however, the staff speaking your native language was not a high priority – according to families (Table 16, page 11)

Transportation

- There is a continuing need for bus service for HS (Table 4 page 4) and bus service has made it possible for many HS families to send their children to HS (Table 15a, page 10)

Early Childhood Experiences and Fees

- A HS program is preferred over private preschool if eligible (Table 6,page 5-6) and probably related to cost which is a high childcare priority (Table 16, page 11)
- Childcare is not affordable for many families however HS programs increase the affordability for many families (Table 15a, page 10)

Early Childhood Program: Days Desired + Hours Desired

- Most families prefer a program that is 5 days/week (Table 9b, page 7)
- Most families want daycare for 0-3 hours or 7-9 hours (Table 10, page 8)
- Most families want daycare hours to be 9am-3:30pm (Table 12, page 8)

Desired Additional Services

- All families would like to have more volunteer opportunities in the child’s classroom and opportunities to connect parents with one another (Table 18, page 13)
- HS eligible families would like services that would advance their social status such as career and college support, services such as adult basic education, skill training, technology training, financial coaching and help with access to social services (e.g., TANF, housing assistance, health insurance) (Table 18, page 13-14)

Health: (Table 31, page 23-24)

- Mental Health Services:
Although both groups have a similar percentage of those who often feel down, overwhelmed or anxious, HS eligible families do not feel that they have mental health resources available for them compared to HS ineligible families
- Dental services :
Are not as available for HS eligible families
- Nutrition (Table 33, page 23)(Table 34, page 24)
HS eligible families could benefit from nutrition education, money saving strategies at the grocery store and WIC education.
- Social Service Needs
Receiving rent /housing assistance is a continuing need for HS eligible families (Table 36, page 24-25)

Accessing English translation/interpretation services is a continuing need for the HS program (Table 39, page 26)

- HS eligible tend to have a lower educational status
- HS eligible are having more children at this time (34% vs 13%)
- HS eligible tend to speak languages other than English
- HS eligible own less cars (83% vs 91%)
- HS eligible tend to pay less than full fee for day care and more feel the program is affordable
- It is a greater priority for HS eligible that the program offers services for special needs children
- HS families have more additional services available to them from their childcare program (page 12)

Child Development

- HS eligible do not visit the library as often (page 16)
- HS eligible children use a computer/tablet and cell phone more often

Implications/Conclusions

- Programs must ensure culturally relevant and developmentally appropriate practices are integrated into all program systems and services.
- Programs must ensure strategies that support effective and efficient communication are implemented with children and families whose native language is not English or Spanish.
- Programs must to offer “more additional services” (e.g. volunteering, skill training, and other support services) and find creative ways to ensure meaningful family engagement with both genders, male and female figures/role models.
- Programs must ensure children are in literacy rich environments that include intentional planning around feedback loops, positional words, etc.
- Programs must continue to collaborate within the community to find, create and/or strengthen needed resources and work with families to assist them in accessing those resources, including but not limited to mental health, dental, nutrition, continuing education and housing resources.
- Programs must effectively assess family transportation needs to determine which families are in most need of transportations services.
- Programs must consider demographics that indicate an increased 0-3 population, as well as, desired days and hours when planning for program options that best meet the community needs.

Demographics of Survey Respondents

Two-thirds of survey respondents reported living in Evanston, while only 6 percent reported living in Skokie. This suggests that the responses of Skokie residents are severely underrepresented. Head Start eligible families were slightly more likely than ineligible families to live in Skokie. Individuals who did not report income or household size also tended to not report their city of residence.

Table 1a: Demographics of Survey Respondents: City

	Not HS Eligible	HS Eligible	Unknown	Total
N	296	62	91	449
Evanston	84%	61%	13%	67%
Skokie	7%	10%	2%	6%
Not in Service Area	4%	11%	0%	4%
Not Specified	6%	18%	85%	23%

19 percent of survey respondents identified as Black and 41 percent identified as White. Hispanic/Latinx residents were 18 percent of total survey respondents. Head Start eligible respondents were much more likely to identify as Black or Hispanic/Latinx than ineligible families, and significantly less likely to identify as White.

Table 1b: Demographics of Survey Respondents: Race

	Not HS Eligible	HS Eligible	Unknown	Total
N	296	62	91	449
Asian	11%	10%	12%	11%
Black	16%	45%	9%	19%
Hispanic/ Latinx	18%	31%	9%	18%
Native American	-	-	-	<1%
Pacific Islander	1%	2%	0%	1%
White	60%	10%	4%	41%
Other	4%	5%	1%	3%

Note: Participants were able to identify with more than one race; for this reason, totals may be greater than 100 percent. The unduplicated count of participants is 449.

Regardless of Head Start eligibility, mothers were significantly more likely to have completed the survey than fathers. However, the proportion of Head Start ineligible families that had a father respond was more than five times that of Head Start eligible families. Head Start ineligible respondents tended to be approximately four years older than eligible respondents.

Table 1c: Demographics of Survey Respondents: Relationship to Children

	Not HS Eligible	HS Eligible	Unknown	Total
N	295	61	23	379
Mother	83%	95%	96%	86%
Father	16%	3%	4%	13%
Other	0%	2%	0%	1%
Average Age	37.5 years	33.5 years	35.5 years	36.7 years

A majority of Head Start ineligible respondents reported earning a Bachelor's Degree or higher. 28 percent of Head Start eligible respondents had a High School Diploma or GED, with another 23 percent completing some college coursework. 18 percent completed a Bachelor's Degree.

Table 1d: Demographics of Survey Respondents: Education

	Not HS Eligible	HS Eligible	Unknown	Total
N	294	60	21	375
Some HS	2%	5%	5%	3%
HS Diploma or GED	3%	28%	5%	7%
Some College	11%	23%	33%	14%
Technical Certificate	4%	8%	5%	5%
Associate's Degree	4%	13%	5%	6%
Bachelor's Degree	31%	18%	33%	29%
Master's Degree	31%	3%	14%	26%
Advanced Degree	13%	0%	0%	10%

Forty-four percent of all respondents were employed full time. Head Start ineligible respondents were more likely to be employed full time than Head Start eligible respondents. Thirty-one percent of Head Start eligible individuals were employed part time, while only 15 percent of ineligible respondents were employed part time. Approximately 17 percent of total respondents were unemployed, though these individuals were more likely to be voluntarily unemployed than actively seeking work. Eligible participants were more likely to be involuntarily unemployed relative to ineligible participants. Eligible respondents were also more likely to be full or part time students than ineligible respondents.

Table 1e: Demographics of Survey Respondents: Employment

	Not HS Eligible	HS Eligible	Unknown	Total
N	296	62	91	449
Employed full time	57%	27%	11%	44%
Employed part time	15%	31%	3%	15%
Student full time	3%	8%	1%	3%
Student part time	2%	3%	1%	2%
Unemployed (involuntary)	4%	13%	3%	5%
Unemployed (voluntary)	15%	15%	2%	12%

Survey respondents were asked to report the ages of their children as of September 1 (of 2016 in surveys distributed before September 1, 2017; As of 2017 for later surveys) as this is the date District 65 uses to define Kindergarten eligibility. They were then asked to report whether they had any children that were born after September 1. The responses are summarized in Table 2. Of all Head Start eligible families, 34 percent had new infants born after September 1; this was a significantly higher proportion than Head Start ineligible families. While a plurality of families had children age 4, ineligible families were 16 percent more likely to have children of this age.

Table 2: Children of Survey Respondents

	Not HS Eligible	HS Eligible	Unknown	Total
N	296	62	91	449
Age 5	18%	15%	20%	18%
Age 4	45%	29%	33%	41%
Age 3	32%	35%	31%	33%
Age 2	25%	24%	16%	23%
Age < 2	18%	26%	16%	22%
Age 0	13%	34%	12%	16%

Table 3 lists the primary languages survey respondents speak at home. Over 80 percent of total respondents speak English as their primary language. 85 percent of Head Start ineligible individuals speak English as their primary language; Head Start eligible respondents are more likely to speak another language. Among eligible respondents, 17 percent speak Spanish and another 20 percent speak another language. Common languages listed under “other” include Mandarin, Hebrew, and Haitian Creole.

Table 3: Primary Language Spoken at Home

	Not HS Eligible	HS Eligible	Unknown	Total
N	294	59	85	438
English	85%	63%	84%	81%
Spanish	9%	17%	6%	9%
Other	6%	20%	10%	10%

While 83 percent of Head Start eligible individuals regularly drive a car that they either own or share, 90 percent of individuals have access to a car. A larger proportion of Head Start ineligible individuals have their own car. Head Start ineligible respondents were also more likely to use public transit, bikes, and walking to get around.

Table 4: Transportation

	Not HS Eligible	HS Eligible	Unknown	Total
N	214	41	46	301
Public	19%	12%	24%	19%
Car (owned)	91%	83%	93%	90%
Car (shared)	1%	7%	0%	2%
Cab/ Uber	2%	2%	7%	3%
Bike	8%	5%	7%	5%
Walk	17%	12%	22%	17%
Other	1%	2%	0%	1%

Childcare Experiences and Satisfaction

After specifying the number and ages of their children, in order to ensure a random distribution of children across age groups, survey respondents were prompted to identify one of their children within the 0-5 age range that would have a birthday next. The distribution of ages in Table 5 suggests that children ages 3-5 are overrepresented; thus, the answers to the following questions generally reflect the experiences of children that are ages 3-5.

Table 5: Demographics of Children Specified

	Not HS Eligible	HS Eligible	Unknown	Total
N	294	60	75	429
Age 5	21%	15%	14%	19%
Age 4	35%	34%	37%	35%
Age 3	23%	23%	30%	24%
Age 2	12%	13%	7%	11%
Age 1	5%	10%	4%	6%
Age 0	5%	5%	7%	5%
Male	57%	65%	49%	56%
Female	44%	35%	51%	44%

Table 6 describes the childcare experiences of the families with the children selected using the method above. Children of Head Start ineligible families were twice as likely to regularly receive care from a nanny or babysitter. They were also less likely to receive Home Visiting services. Approximately 34 percent of Head Start eligible respondents attended center-based programs at District 65. Ineligible respondents were more likely to attend a private preschool program. The non-Head Start eligible families that attended District 65 programs were likely enrolled in Preschool for All (PFA) or Early Childhood Special Education (ECSE). Less than 4 percent of either Head Start eligible or Head Start ineligible attended a home daycare.

Table 6: Early Childhood Experiences

	Not HS Eligible	HS Eligible	Unknown	Total
N	296	62	91	449
Care from a nanny/ babysitter	16%	8%	14%	14%
Care from a relative	24%	23%	22%	24%
Home Visiting Services	3%	11%	4%	5%
District 65 Center-based program	20%	34%	16%	21%
Other Center-based program	4%	6%	2%	4%
Private preschool program	38%	29%	23%	34%
Home-based or family child care outside of the child's home	4%	3%	3%	4%

More than 80 percent of respondents paid the full fee for their center-based childcare services. This number was lower for Head Start eligible families, with 56 percent paying the full fee; nearly one-third received a subsidy through the Child Care Assistance Program. This does not necessarily reflect families attending Head Start programs, but rather families whose household size and income would qualify them for this program. Head Start ineligible participants were more likely to pay full fee or receive scholarships and less likely to receive any other form of fee assistance.

Table 7: Childcare Fees

	Not HS Eligible	HS Eligible	Unknown	Total
N	149	25	35	209
Full Fee	85%	56%	83%	81%
CCAP	3%	32%	6%	7%
Scholarship	5%	0%	6%	5%
Employer pays part of childcare costs	3%	4%	6%	4%
Other	5%	8%	0%	4%

Table 8a shows the percent of each group that reported attending an early childhood program. Head Start eligible families were more likely to attend a program than ineligible families.

Table 8a: Early Child Program: Attendance

	Not HS Eligible	HS Eligible	Unknown	Total
Enrolled	66%	74%	73%	68%

Table 8b summarizes the number of days that the children of survey respondents attended their childcare program. A large majority of respondents whose children were enrolled in an early childhood program had their child enrolled five days per week. 77 percent of Head Start

ineligible families and 71 percent of eligible families had their child enrolled five days per week. Families of Head Start eligible children were slightly more likely to have their children enrolled for 4 or fewer days per week.

Table 8b: Early Childhood Program: Days Attended

	Not HS Eligible	HS Eligible	Unknown	Total
N	194	44	45	283
5	77%	71%	68%	75%
4	8%	27%	15%	12%
3	10%	2%	15%	10%
2	4%	0%	2%	3%
1	0%	0%	0%	0%

This table does not

Regardless of Head Start eligibility, most respondents were interested in having their child attend an early childhood program. The percent of respondents that indicated they were interested in their child attending an early childhood program was higher than the percent of families whose child was enrolled in a program, suggesting there is a need for greater access.

Table 9a: Early Childhood Program: Interest Level

	Not HS Eligible	HS Eligible	Unknown	Total
Interested	87%	85%	91%	88%

Of those interested, when asked how often they would like their child to attend an early childhood program, 76 percent of families specified five days per week. This is 1 percent greater than those already attending, but, interestingly, 1 percent lower than those attending for ineligible families.

Table 9b: Early Childhood Program: Days Desired

	Not HS Eligible	HS Eligible	Unknown	Total
N	252	53	41	346
5	76%	72%	80%	76%
4	8%	11%	7%	8%
3	10%	13%	5%	10%
2	4%	0%	5%	4%
1	1%	4%	2%	2%

Table 10 describes the number of hours children of the survey respondents spend at their early childhood programs, while Table 11 describes the amount of hours respondents would prefer that their children spend in childcare. The most frequently reported ranges of childcare hours per day were between 0 and 3 or between 7 and 9, with each of these two hour ranges representing 39

percent of enrolled families. Interestingly, while 39 percent of children are enrolled in childcare for 7-9 total hours, only 35 percent of families would prefer their child to be enrolled in care for this amount of time. While just 14 percent of Head Start ineligible families enroll their children in care for 4-6 hours, 35 percent of families would prefer this option. This desire for partial day care holds true among Head Start eligible families as well; 40 percent indicated they desired child care for this length of time, a plurality among this population.

Table 10: Early Childhood Program: Hours Attended

	Not HS Eligible	HS Eligible	Unknown	Total
N	194	44	41	279
0-3 hours	40%	34%	44%	39%
4-6 hours	14%	18%	15%	15%
7-9 hours	40%	36%	34%	39%
10-12 hours	5%	9%	7%	6%
13+ hours	2%	0%	0%	1%

Table 11: Early Childhood Program: Hours Desired

	Not HS Eligible	HS Eligible	Unknown	Total
N	251	52	40	343
0-3 hours	22%	15%	28%	22%
4-6 hours	35%	40%	25%	35%
7-9 hours	37%	31%	33%	35%
10-12 hours	5%	12%	13%	7%
13+ hours	1%	2%	3%	1%

Families that responded that they wished their children to be enrolled in care for 7 or more hours a day were asked which of the following program choices they preferred. Over half of Head Start eligible and 45 percent of Head Start ineligible families responded that they would prefer their child to attend childcare from 9am-3:30pm. In contrast, only 12 percent of eligible families and 24 percent of ineligible families preferred that their child attend childcare from 8:30- 2:30pm.

Table 12: Head Start Full Day Hours

	Not HS Eligible	HS Eligible	Unknown	Total
N	198	43	29	270
8am-2:30pm	24%	12%	34%	23%
9am-3:30pm	45%	51%	21%	43%
No preference	5%	23%	10%	8%
Not interested	27%	14%	34%	26%

Families were also asked whether their child attended childcare year-round, and whether there were times when childcare was needed but not offered by their current program. 56 percent of children described in the survey attended childcare all year. Head Start eligible respondents were

more likely to have their child enrolled in year-round childcare than Head Start ineligible respondents. Of the 43 percent of respondents that indicated their childcare needs were not being fully met, most specified that they needed childcare during the major winter holidays, thanksgiving, and on holidays during which their childcare program was closed.

Table 13: Childcare Needs

	Not HS Eligible	HS Eligible	Unknown	Total
N	178	40	36	254
Attends Childcare Program Year-Round	55%	60%	58%	56%
Childcare needed during times when program closed	46%	37%	35%	43%

Table 14 describes the special education resources the children described in this survey receive at their childcare program. These resources are as reported by parents. Among Head Start eligible children, 7 percent have an IFSP (Individual Family Service Plan) and 11 percent have an IEP (Individual Education Plan). A slightly smaller percentage of non-eligible children have IFSPs and IEPs. No children described had an RTI (Response to Intervention plan).

Table 14: Special Education Services

	Not HS Eligible	HS Eligible	Unknown	Total
N	153	27	35	215
IFSP	3%	7%	6%	4%
RTI	0%	0%	0%	0%
IEP	10%	11%	14%	11%
Other	2%	0%	0%	1%
I don't know	5%	19%	9%	7%
None	80%	67%	74%	78%

Table 15a summarizes the strengths and needs of families regarding early childhood educational services. The percentages provided indicate the percent of families that indicated they agreed or strongly agreed with each of the statements. The primary needs shown in Table 15 are the need for bilingual center staff that speak the languages of the families they serve, and the need for more affordable childcare.

Just 73 percent of Head Start eligible respondents indicated that the staff of their childcare program speak their native language compared to 93 percent of ineligible respondents. Given the diversity of primary languages reported in Table 3, this is unsurprising. More than 80 percent of all respondents find early childhood programs affordable. Nearly 90 percent of all respondents indicated that their program allows them to attend to their other responsibilities.

Table 15a: Childcare Strengths

	Not HS Eligible	HS Eligible	Unknown	Total
N	190	43	38	271
My child's primary early childhood program is scheduled at a convenient time.	95%	93%	95%	95%
My child's primary early childhood program is located at a convenient place.	97%	98%	97%	97%
My child's primary early childhood program allows me to attend to my other responsibilities	92%	86%	95%	89%
My child's primary early childhood program is affordable.	79%	92%	78%	81%
My child's primary early childhood program allows me to communicate in my native language.	93%	73%	95%	90%
My child's primary early childhood program will prepare my child for kindergarten.	98%	96%	97%	97%
I always have the transportation I need to get my child to his or her primary early childhood program on time every day.	95%	97%	92%	95%

Table 15b indicates that fewer than one-third of families who speak a language other than English at home are able to communicate with their early childhood program in their native language. This demonstrates a need for further multilingual services.

Table 15b: Childcare Strengths, Language for Non-English Speakers

	Not HS Eligible	HS Eligible	Unknown	Total
N	29	13	5	47
My child's primary early childhood program allows me to communicate in my native language.	34%	31%	-	32%

Survey respondents were also provided with a list of factors they may have considered when selecting their childcare program, and asked to indicate how important each factor was. Table 16 summarizes which of the factors respondents indicated were “very important,” as opposed to “somewhat important” or “not at all important.” Among Head Start eligible families, the convenience of the location, followed by the ease of transporting the child to and from the program, were by far the most important factors in choosing an early childhood program. While there was less consensus among Head Start ineligible families, these two factors were also important to this population. Head Start ineligible families also considered the cost of their childcare program to be very important. A lack of open slots elsewhere was least indicated to be “very important,” suggesting that there is not a perceived shortage of childcare slots in the service area. In addition, more than half of Head Start eligible respondents considered the availability of services for special needs at their childcare program very important.

Table 16: Childcare Priorities

	Not HS Eligible	HS Eligible	Unknown	Total
N	191	41	35	267
The cost of the program	95%	83%	83%	91%
The convenience of the location	95%	98%	91%	95%
The ease of transporting your child to and from the program	92%	98%	97%	94%
Other programs did not have open slots	28%	38%	38%	31%
The staff speak your native language	54%	46%	40%	51%
The program offered services for your child's special-needs	30%	56%	41%	35%
Other	39%	31%	36%	38%

Table 17 summarizes the additional services families participate in at their current childcare center. Nearly 30 percent of all respondents engage in volunteer opportunities in their child’s classroom, and over 25 percent engage in opportunities to connect parents with one another. Head Start eligible families are significantly more likely than ineligible families to participate in these activities. These data indicate that eligible families have more services available to them and/or are more likely than ineligible families to avail themselves of these opportunities across the board.

Table 17: Additional Services at Current Childcare Program

	Not HS Eligible	HS Eligible	Unknown	Total
N	296	62	91	449
Volunteer opportunities in child’s classroom	29%	40%	13%	27%
Opportunities for leadership	11%	26%	2%	12%
Opportunities to connect parents with one another	27%	35%	13%	26%
Parenting classes	11%	26%	2%	11%
Health education information (e.g. cooking healthy meals, nutrition information)	7%	21%	1%	8%
Access to health related services	6%	26%	1%	8%
Adult mental health services	6%	19%	0%	6%
English as a Second Language (ESL) courses	6%	23%	0%	7%
Career support (e.g., resume, interview, job search)	6%	16%	0%	6%
Support going to college	6%	18%	0%	6%
Adult basic education and skill training (e.g. GED courses)	6%	16%	0%	6%

Technology training (e.g., computer classes)	6%	18%	0%	6%
Financial coaching	6%	16%	0%	6%
Help with access to social services (e.g., TANF, housing assistance, health insurance)	6%	21%	0%	7%
Other	6%	19%	2%	7%

Table 18 describes the additional services families wish to participate in through their childcare program, which they are not currently participating in. Interestingly, 40 percent of Head Start eligible respondents indicated that they would participate in volunteer opportunities at their children's childcare center. Respondents that were both Head Start eligible and ineligible were also most interested in additional opportunities to connect parents with one another and parenting classes. Head Start eligible families were more likely to desire all additional services, particularly technology classes and assistance with social services.

Table 18: Desired Additional Services

	Not HS Eligible	HS Eligible	Unknown	Total
N	296	62	91	449
Volunteer opportunities in child's classroom	38%	42%	18%	35%
Opportunities for leadership	17%	26%	10%	17%
Opportunities to connect parents with one another	36%	39%	11%	31%
Parenting classes	21%	26%	8%	19%
Health education information (e.g. cooking healthy meals, nutrition information)	20%	32%	8%	19%
Access to health related services	11%	24%	7%	12%
Adult mental health services	10%	24%	7%	11%
English as a Second Language (ESL) courses	10%	23%	7%	11%

Career support (e.g., resume, interview, job search)	13%	29%	9%	14%
Support going to college	13%	31%	4%	14%
Adult basic education and skill training (e.g. GED courses)	8%	29%	6%	10%
Technology training (e.g., computer classes)	9%	31%	4%	11%
Financial coaching	16%	32%	8%	16%
Help with access to social services (e.g., TANF, housing assistance, health insurance)	8%	36%	7%	12%
Other	8%	19%	4%	9%

Child Development

Survey respondents were also asked to describe their child's developmental progress. Table 19 summarizes the frequency with which Head Start eligible participants engage in a variety of interactions with their children. 97 percent of parents talk to their child and 93 percent answer their child's questions daily. Half of the respondents reported taking walks with their child every day; 88 percent take a walk with their child once a week or more.

Table 19: HS Eligible (n=60)

	Every Day	At Least Once A Week	Less Frequently	N/A
Talk to your child	97%	2%	2%	0%
Answer your child's questions	93%	5%	0%	2%
Read with your child	60%	35%	5%	0%
Sing with your child	60%	33%	5%	2%
Eat a meal with your child	90%	8%	0%	2%
Compliment your child	85%	10%	3%	2%
Take a walk with your child	50%	38%	8%	3%
Play games with your child	58%	37%	3%	2%

"Less Frequently" defined as once per month or less.

Table 20 summarizes the frequency with which Head Start ineligible parents engage in these activities with their children. All respondents indicated that they talk with their child every day. While 50 percent take a walk with their child every day, 98 percent of respondents take a walk with their child once a week or more.

Table 20: HS Ineligible (n=294)

	Every Day	At Least Once A Week	Less Frequently	N/A
Talk to your child	100%	0%	0%	0%
Answer your child's questions	96%	0%	0%	4%
Read with your child	77%	22%	1%	0%
Sing with your child	67%	31%	2%	0%
Eat a meal with your child	95%	5%	0%	1%
Compliment your child	94%	6%	0%	1%
Take a walk with your child	50%	48%	2%	0%
Play games with your child	65%	34%	1%	1%

Table 21 summarizes the frequency with which the remaining respondents engage in a variety of interactions with their children. These parents are least likely to take a walk with their child every day, although 100 percent of respondents indicated they talk to their child every day.

Table 21: Unknown Eligibility (n=45)

	Every Day	At Least Once A Week	Less Frequently	N/A
Talk to your child	100%	0%	0%	0%
Answer your child's questions	98%	0%	2%	0%
Read with your child	68%	25%	7%	0%
Sing with your child	62%	29%	9%	0%
Eat a meal with your child	91%	9%	0%	0%
Compliment your child	89%	4%	7%	0%
Take a walk with your child	48%	43%	2%	7%

Play games with your child	64%	32%	5%	0%
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Table 22 describes frequency with which Head Start eligible survey respondents engage in educational activities with their child. 19 percent of parents visit the library with their child at least once a week. However, 36 percent visit the library only infrequently. 10 percent take their child to a museum or other local resource at least one per week. A large majority of respondents, 85 percent, take their child with them to run errands at least once a week.

Table 22: Head Start Eligible (N=28)

	At Least Once a Week	At Least Once a Month	Infrequently	N/A
Visit the library?	19%	34%	36%	12%
Visit a museum, art gallery, historical site, or any other local resource?	10%	35%	48%	7%
Visit the grocery store or out to run other errands with a family member?	85%	12%	3%	0%

A slightly larger percentage of Head Start ineligible families take their child to the library at least once a week. They are also slightly more likely to run errands with the survey participant. They are less likely to visit a museum, art gallery, or historical site with their child.

Table 23: Head Start Ineligible (n=294)

	At Least Once a Week	At Least Once a Month	Infrequently	N/A
Visit the library?	23%	49%	20%	8%
Visit a museum, art gallery, historical site, or any other local resource?	7%	50%	39%	4%
Visit the grocery store or out to run other errands with a family member?	89%	9%	2%	0%

The remaining respondents are the least likely to visit a historical site or run errands with their child, with just 2 percent and 80 percent performing those activities weekly.

Table 24: Unknown Eligibility (n=45)

	At Least Once a Week	At Least Once a Month	Infrequently	N/A
Visit the library?	20%	45%	24%	11%
Visit a museum, art gallery, historical site, or any other local resource?	2%	53%	36%	9%
Visit the grocery store or out to run other errands with a family member?	80%	11%	7%	2%

Table 25 summarizes the frequency with which Head Start eligible children engage in a variety of educational activities. Nearly three-fourths of children look at or hold books every day, and 100 percent of them do so at least once a week. 92 percent of children ask questions daily, and none do so less frequently than once a week. A majority of children perform all activities once a week or more, with the exception of receiving a new book; 54 percent receive books less frequently. 63 percent play with other children every day. Head Start eligible children look at or hold books less frequently than Head Start ineligible children and use a computer or smart phone more often.

Table 25: Head Start Eligible (n=62)

	Every Day	At Least Once a Week	Less Frequently	N/A
Look at or hold books?	73%	23%	3%	2%
Practice identifying letters?	57%	39%	2%	2%
Practice letter sounds?	53%	39%	8%	0%
Read to him or herself?	47%	27%	15%	12%
Read to someone else?	29%	33%	16%	22%
Color or paint?	46%	46%	7%	2%
Practice writing (including through play)?	47%	42%	10%	2%
Use a computer or tablet?	41%	43%	13%	3%
Use a smartphone?	33%	28%	30%	8%
Receive a new book?	3%	36%	54%	7%
Practice counting (including through play)?	62%	36%	2%	0%
Practice shapes (including through play)?	51%	49%	0%	0%
Practice identifying colors (including through play)?	61%	33%	7%	0%

Ask questions?	92%	3%	0%	5%
Pick out his or her own clothes?	50%	21%	23%	7%
Dress him or herself?	53%	16%	21%	10%
Help in the kitchen?	19%	44%	23%	15%
Play with musical instruments (including homemade)?	33%	36%	18%	13%
Play outside?	34%	60%	6%	0%
Play with other children?	63%	33%	3%	0%

Table 26 summarizes the frequency with which Head Start ineligible children engage in a variety of educational activities. 86 percent look at or hold books every day, although only 1 percent receive a new book with the same frequency. 69 percent receive a new book less than once a week. Nearly 90 percent ask questions every day and 68 percent play with other children every day as well. Like the Head Start eligible children, a majority of these children engage in most of these activities at least once a week.

Table 26: Head Start Ineligible (n=293)

	Every Day	At Least Once a Week	Less Frequently	N/A
Look at or hold books?	86%	12%	1%	1%
Practice identifying letters?	55%	28%	7%	10%
Practice letter sounds?	47%	32%	10%	11%
Read to him or herself?	39%	32%	5%	25%
Read to someone else?	21%	28%	14%	37%
Color or paint?	39%	52%	5%	5%
Practice writing (including through play)?	31%	46%	9%	15%
Use a computer or tablet?	28%	45%	15%	12%
Use a smartphone?	18%	41%	24%	17%
Receive a new book?	1%	27%	69%	4%
Practice counting (including through play)?	58%	34%	3%	6%
Practice shapes (including through play)?	40%	50%	6%	4%
Practice identifying colors (including through play)?	54%	39%	3%	4%
Ask questions?	89%	2%	1%	7%

Pick out his or her own clothes?	40%	44%	6%	11%
Dress him or herself?	46%	32%	10%	12%
Help in the kitchen?	21%	54%	14%	11%
Play with musical instruments (including homemade)?	21%	53%	21%	4%
Play outside?	45%	51%	3%	1%
Play with other children?	68%	29%	1%	2%

Table 27 summarizes the frequency with which the children of other respondents engage in a variety of educational activities. Participants were more likely to respond “N/A” to questions relative to the other two groups. The children of participants with unknown Head Start eligibility were the most likely to receive books every day.

Table 27: Unknown Eligibility (n=40)

	Every Day	At Least Once a Week	Less Frequently	N/A
Look at or hold books?	83%	15%	3%	0%
Practice identifying letters?	58%	25%	13%	5%
Practice letter sounds?	54%	26%	10%	10%
Read to him or herself?	46%	26%	18%	10%
Read to someone else?	30%	30%	24%	16%
Color or paint?	45%	47%	5%	3%
Practice writing (including through play)?	42%	42%	11%	5%
Use a computer or tablet?	31%	56%	8%	5%
Use a smartphone?	16%	27%	38%	19%
Receive a new book?	5%	24%	68%	3%
Practice counting (including through play)?	66%	26%	8%	0%
Practice shapes (including through play)?	40%	45%	13%	3%
Practice identifying colors (including through play)?	59%	31%	10%	0%
Ask questions?	97%	0%	0%	3%
Pick out his or her own clothes?	54%	36%	10%	0%

Dress him or herself?	54%	36%	8%	3%
Help in the kitchen?	18%	59%	21%	3%
Play with musical instruments (including homemade)?	23%	51%	23%	3%
Play outside?	46%	41%	13%	0%
Play with other children?	69%	26%	5%	0%

Table 28 describes nine skills that allow children to be successful when they enter Kindergarten and the proficiency of Head Start eligible children. 64 percent of children almost always respond to simple questions and 61 percent understand positional words. The children least frequently demonstrate skill with calming themselves when upset and completing one activity before progressing to another.

Table 28: Head Start Eligible (n=62)

	Almost Always	Most of the Time	Sometimes	Not Yet	N/A
Understand positional words such as up, down, over, under, next to?	61%	23%	13%	2%	2%
Respond to simple questions?	64%	18%	12%	3%	3%
Follow one step directions without having them repeated (e.g. Please hand me the cup)?	58%	24%	15%	2%	2%
Follow multi-step directions without having them repeated (e.g. Please sit down in your chair and then raise your hand)?	47%	29%	13%	8%	3%
Share with others?	38%	30%	28%	3%	2%
Take turns with others?	39%	30%	26%	3%	2%
Work independently?	49%	30%	12%	8%	2%
Finish one activity before starting another?	30%	30%	27%	10%	3%
Calm self when upset?	25%	28%	38%	8%	2%

Table 29 describes nine skills that allow children to be successful when they enter Kindergarten and the proficiency of Head Start ineligible children. More Head Start ineligible children almost responded to simple questions and understood positional words, with 78 and 74 percent of participants responding “almost always.” However, Head Start ineligible struggled more with

completion of one activity before progressing to another and calming oneself when upset relative to Head Start eligible children.

**Table 29: Head Start Ineligible
(n=291)**

	Almost Always	Most of the Time	Sometimes	Not Yet	N/A
Understand positional words such as up, down, over, under, next to?	74%	11%	8%	6%	1%
Respond to simple questions?	78%	12%	4%	4%	1%
Follow one step directions without having them repeated (e.g. Please hand me the cup)?	68%	21%	6%	4%	1%
Follow multi-step directions without having them repeated (e.g. Please sit down in your chair and then raise your hand)?	50%	29%	11%	9%	2%
Share with others?	34%	44%	18%	3%	1%
Take turns with others?	33%	41%	19%	6%	2%
Work independently?	43%	35%	16%	5%	2%
Finish one activity before starting another?	19%	40%	31%	8%	2%
Calm self when upset?	17%	35%	39%	9%	1%

Table 30 describes the proficiency of the children of respondents with unknown Head Start eligibility on these 9 skills. Fewer children of this group almost always understand positional words, respond to simple questions, or follow one step directions relative to both Head Start eligible and ineligible children. However, all three groups of children seem to struggle with completion of one activity before progressing to another and calming oneself when upset.

Table 30: Unknown (n=31)

	Almost Always	Most of the Time	Sometimes	Not Yet	N/A
Understand positional words such as up, down, over, under, next to?	55%	26%	13%	3%	3%
Respond to simple questions?	58%	29%	13%	0%	0%

Follow one step directions without having them repeated (e.g. Please hand me the cup)?	50%	37%	13%	0%	0%
Follow multi-step directions without having them repeated (e.g. Please sit down in your chair and then raise your hand)?	48%	26%	26%	0%	0%
Share with others?	36%	42%	19%	3%	0%
Take turns with others?	45%	29%	26%	0%	0%
Work independently?	55%	26%	16%	3%	0%
Finish one activity before starting another?	26%	36%	36%	0%	3%
Calm self when upset?	30%	23%	40%	7%	0%

Health

Tables 31 and 32 describe the social service strengths and needs of survey participants related to health. Respondents across all groups indicated that their children received check-ups at least once a year. Though a large majority of respondents have dental and health services readily accessible, Head Start eligible respondents were still less likely to have access to these services than ineligible respondents. 77 percent of Head Start eligible respondents and 93 percent of ineligible respondents felt they could access mental health resources when needed. One-fourth of eligible respondents indicated they often feel down, overwhelmed or anxious, a higher proportion than ineligible respondents. 3 percent of both eligible and ineligible respondents reported that someone in their home struggles with substance abuse.

Table 31: Social Service Strengths: Health

	Not HS Eligible	HS Eligible	Unknown	Total
N	291	61	28	380
My child gets health check-ups at least once a year.	100%	98%	97%	99%
Someone in my home smokes cigarettes, e-cigarettes, cigars, or other tobacco products.	6%	12%	4%	7%

I can access dental services when I need them.	98%	89%	100%	97%
I can access health services when I need them.	99%	93%	100%	98%
I can access mental health services (e.g. counseling, therapy, medicine, psychiatry services) when I need them.	93%	77%	89%	90%
I often feel down, overwhelmed, or anxious.	20%	25%	20%	21%

Table 32: Social Service Needs: Health

	Not HS Eligible	HS Eligible	Unknown	Total
N	291	62	23	376
Struggled with substance abuse	3%	3%	0%	3%

Nutrition

Tables 33 and 34 describe social services related to nutrition. While 99 percent of all families are able to buy fresh produce near their homes, 26 percent of respondents' children drink sugar sweetened beverages 3 times a week or more. Among Head Start eligible families, 69 percent received some form of food assistance, compared to 26 percent of all families.

Table 33: Social Service Strengths: Nutrition

	Not HS Eligible	HS Eligible	Unknown	Total
N	282	61	28	371
My child drinks fruit juice or sugar sweetened beverages (e.g. soft drinks, sports drinks) 3 times per week or more.	23%	31%	36%	26%
I am able to buy fresh fruits and vegetables conveniently (e.g. near your home, within driving distance if you have a car).	99%	97%	100%	99%
I have no trouble affording groceries every week.	89%	79%	81%	87%

Table 34: Social Service Needs: Nutrition

	Not HS Eligible	HS Eligible	Unknown	Total
N	291	62	24	377
Received Food Assistance/ food stamps/ SNAP/ WIC	17%	69%	21%	26%

Housing and Safety

Head Start Eligible families are more likely to struggle with housing costs and more likely to receive rent assistance or experience housing instability. Neighborhood safety is also a greater concern for these families relative to Head Start ineligible families.

Table 35: Social Service Strengths: Housing and Safety

	Not HS Eligible	HS Eligible	Unknown	Total
N	285	62	25	372
I have no trouble affording my housing costs (e.g. rent, mortgage, utilities, and/or taxes).	88%	65%	92%	84%
I know who to talk to in order to get changes made in my neighborhood.	65%	47%	71%	62%
My child can play outside in my neighborhood without my having to worry about their safety.	81%	56%	68%	76%

Table 36: Social Service Needs: Housing and Safety

	Not HS Eligible	HS Eligible	Unknown	Total
N	291	62	23	376
Was a victim of domestic violence	3%	3%	0%	3%
Received Rent/ Housing Assistance	5%	18%	8%	7%
Been without permanent and fixed residence	3%	10%	0%	4%
Stayed with a friend/ family member but did not pay rent	6%	8%	8%	6%
Spent 1+ nights in a homeless shelter	0%	2%	0%	0%

Slept 1+ nights outside (by necessity)	0%	0%	0%	0%
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Social Services

Overall, more than one-third of families indicated that they would not know where to go to access social services. A large majority of families feel that the police department responds to their needs, though this percentage is lower among Head Start eligible families. The same proportion of Head Start eligible and ineligible families reported receiving unemployment or SSI benefits.

Table 37: Social Service Strengths: Social Services

	Not HS Eligible	HS Eligible	Unknown	Total
N	275	58	22	355
I would not know where to go for help if my family needed food, housing, or help finding a job.	32%	46%	33%	34%
I feel that my local police department responds to my needs.	95%	90%	95%	94%
I feel that the city government responds to my needs.	87%	69%	86%	84%

Table 38: Social Service Needs: Social Services

	Not HS Eligible	HS Eligible	Unknown	Total
N	291	62	24	377
Received unemployment/ SSI benefits	9%	10%	0%	8%

Language and Translation Services

Head Start eligible and ineligible families were nearly equally likely to experience some language barrier. However, Head Start eligible families were substantially more likely to access interpretation or translation services.

Table 39: Social Service Needs: Language

	Not HS Eligible	HS Eligible	Unknown	Total
N	291	61	23	376
Had trouble accessing resource/service due to language barrier	2%	3%	0%	2%

Accessed English translation/ interpretation services	2%	11%	4%	4%
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Public Transportation

Both eligible and ineligible respondents generally perceived public transportation to be affordable and accessible.

Table 40: Social Service Strengths: Public Transportation

	Not HS Eligible	HS Eligible	Unknown	Total
N	80	18	7	105
I feel that public transportation is affordable.	90%	89%	75%	89%
I feel that public transportation is easily accessible and gets me where I need to go.	81%	83%	57%	80%