

General Information

Name of Agency **Family Focus**

Program Number:

Program Name: Family Focus

Address: 5467 S. University

Phone Number: 773-643-0452

Fax Number: 773-643-0620

Head Start Director Name: Claudia Rivera

Head Start Director Email: Claudia.rivera@family-focus.org

Agency Web Site Address: www.family-focus.org

Agency Type: Non-Profit

Agency Description: Social Service

Site Locations:

Hyde Park Preschool Center

5467 S. University Ave,

Chicago, IL 60615

South Shore Center

7037 S. Stony Island

Chicago, IL 60649

Community Areas Served:

Hyde Park

Kenwood

Washington Park

Woodlawn

South Shore

Head Start Program Overview:

Head Start Financials Funding Year 2021

Total Funds: \$
SOURCE AMOUNT

Federal: 1,134,368.00

State:

Local District:

Private:

In-Kind:

Other:

Financials Funding Year 2021

FY 2021 and Actual Expenditures		
	Budget	Actual
Sub-Recipient		
Personnel	490,593	534,374
Fringe benefits	118,648	133,593
Contractual	48,000	28,582
Other	389,295	330,732
Supplies	62,832	84,114
Travel	2,000	0
Equipment	23,000	22,973
Facilities/Construction	0	0

Early Head Start Financials Funding Year 2021

Total Funds: \$
SOURCE AMOUNT

Federal: \$556,926.00

State:

Local District:

Private:

In-Kind:

Other:

FY 2021 and Actual Expenditures		
	Budget	Actual
Sub-Recipient		
Personnel	359,765	358,468
Fringe benefits	93,941	89,617
Contractual	9,750	10,817
Other	62,070	64,010
Supplies	26,400	32,921
Travel	5,000	1,093
Equipment	0	0
Facilities/Construction	0	0

Our Children and Our Families

Number of Children Served in 2021-2022

	Funded Enrollment HS	Number of Children Served in HS	Funded Enrollment EHS	Number of Children Served in EHS
Center-based	145	122	40	43
Home-based			24	24
Family Childcare				
Total:	145	122	64	67

Enrollment Statistics

Highest Level of Education by Family	Percent
Advanced/Bachelors	22%
Associate/Vocational/Some College	39%
High School Graduate/GED	30%
Less than High School Graduate	4%
Did not answer	5%

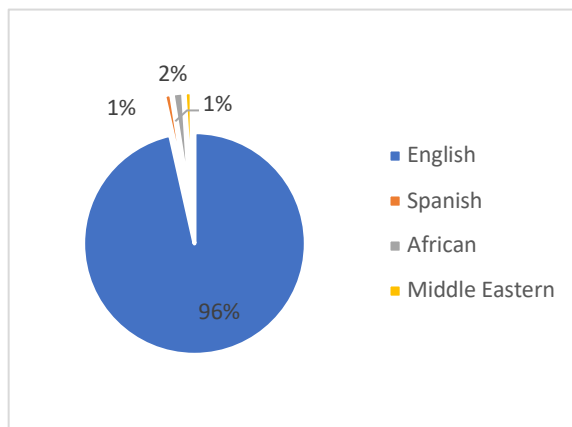
Race / Ethnicity of Participants

Race/Ethnicity of Participants	Percent
Hispanic of any race	3%
Black or African American	94%
Asian	3%
White	1%
Multiracial/Biracial	2%

Ages of Children and Pregnant Women Served in Head Start / Early Head Start

53	4 years old
69	3 years old
35	2 years old
15	1 year old
17	less than 1 year old
0	Pregnant Women

Languages Spoken by Head Start Families



Preparing Children for Kindergarten

Transition Activities to Promote Kindergarten Readiness

- Parents were given activities for kindergarten to support the children transitioning, transition plans were created for each child and shared with the parents.
- Home Activities: Using pencils, crayons, and child-size scissors.; Practice saying full name and how you get to and from school.; Hang up a coat, go to the toilet, and wash hands without help.; Follow simple rules and take turns. Practice writing name and numbers 1-20.
- Children were given opportunities to recognize self as a unique individual having own abilities, characteristics, emotions, and interests. Children learned about belonging to family, community, and other groups.
- Children were given opportunities to demonstrate recognizing number of objects in a small set. The ability to understand the relationship between numbers and quantities. Children learned to compare numbers, associate a quantity with written numerals up to 20, and begin to write numbers.
- Child developed knowledge and skills that help promote nutritious food choices and eating habits. Children increased their knowledge of personal safety practices and routines.
- Daily activities were provided to encourage phonetic and phonological awareness, nursery rhymes, reading stories that incorporate rhymes, beginning sound activities and clapping, demonstrating knowledge of alphabet by naming letters out of sequence, writing letters, and identifying letters in their names.
- Comprehending read aloud, reading books 3 times a day so that children can properly understand, and articulate information read, recall information, discuss information, and ask and answer open ended questions related to books read.
- Children are given learning experiences that enhances their problem-solving skills, i.e. "How do you think we can make this better" supporting their ability to make good choices and understanding the consequences when they do not.

Teacher Level of Education	Percent
Master's Degree	1%
Bachelor's Degree	53%
Associate degree	46%
Child Development Associate	0%
Home Visitor Credential	100%

Classroom Assessment Scoring System

Summary of CLASS observation:

Class Assessment Summary

The CLASS Observations were conducted on both Programs Head Start and Early Head within 5 Early Head Start and 7 Head Start Classes. The classes were assessed in 3 Domains **Educational Support, Classroom Organization, and Instructional Support**. The Head Start was Assessed in **10 Dimensions Positive Climate, Negative Climate, Teacher Sensitivity, Regard to Student Perspective, Behavior Management, Productivity, Instructional Learning Format, Concept Development, Quality of Feedback, and Language Modeling**. The Toddlers was assessed in the Domain of **Emotional and Behavioral Support** and the Dimensions **Positive and Negative Climate, Teacher Sensitivity, Regard for Child's Perspective, and Behavioral Guidance**. The Infants was assessed in the Domain of **Responsive Caregiving** and the Dimensions **Relational Climate, Teacher Sensitivity, Facilitated Exploration, Early Language Support**. The scores range from **1-2 (low), 3-5, (mid), 6-7 (high)**. The scores for Early Head Start have not been submitted to Family Focus by Grantee at this time, The scores for Head Start have been submitted to Family focus by Grantee.

Each Head Start Class overall score in each were

- **Positive Climate 6.0**
- **Negative: 1.0 which is good**
- **Teacher Sensitivity 6.0**
- **Regard to Student Perspective 6.0**
- **Behavioral Management 6.0**
- **Productivity 6.0**
- **Instructional Learning format 6.0**
- **Concept Development 3.0**
- **Quality of Feedback 4.0**

- **Language Modeling 4.0**
- **Classroom Organization 6.0**
- **Emotional Support 6.0**
- **Instructional Support 3.50**

The CLASS scores are used to Monitor, Program Planning, Professional Development, and for Caching for the Teaching Staff.

Family Engagement

Summary of Parent Education Activities/ Parent Committee Meetings/Other special gatherings or activities

Male Involvement/ resources provided to families.

- Parent Education Activities were in person. Hyde Park and South Shore had a great turnout for most of their PAT's. During our team meeting we discussed the different activities implemented and how to connect them to support families' goals. During the following months the following activities were provided.

HYDE PARK - EHS CLASSROOMS

- November / Little Pumpkins Activity
- February / Heart-Shaped Rice Krispy Treats
- March / Shamrock Activity
- April / B is for Bunny
- May / Mosaic Suncatchers
- June / Tie-Dye Activity
- July / Coming Soon

HYDE PARK - EHS CLASSROOMS

- November / Paper Bag Turkeys
- February / Heart-Shaped Rice Krispy Treats
- March / Shamrock Activity
- April / Paper Strip Egg
- May / Tissue Paper Flowers
- June / Tie-Dye Activity
- July / Coming Soon

SOUTH SHORE – HS CLASSROOMS

- September / Orchard Family Trees
- October / Pumpkin Patch
- November / Thankful Turkeys
- December / Snow Fall Cut Outs
- January / Let's Build a Snowman
- February / Make a Heart With your Heart
- March / Lucky Charms
- April / Flower Bouquet
- May / Mother's Day Handprints
- June / Dads and Donuts

Monthly Parent Meetings were conducted at each site and several topics were implemented with the parents. We also provided two times and dates for the parent meetings on a monthly basis to encourage participation. We had morning and evening meeting times.

South Shore Parent Meeting Schedule

<u>Months</u>	<u>Dates</u>	<u>Times</u>	<u>Topics</u>	<u>Presenters</u>
September	Mon 27 th	10:00 am 4:00pm	Parent Orientation/ What is Curriculum? /Pedestrian Safety Training / Health Requirements	Site Director / FSS/ Education Coordinators/ Health Coordinator
October	Friday 15 th	10:00 am & 5:00pm	Mental Orientation EHS & HS / What is Mental Health? Start Early 1st Disabilities Training- Screening and Referral Process	Site Director/ Mental Health Specialist Education Coordinators/FSS/ Health Coordinator
November	Tuesday 16 th	10:00 a.m.	The benefits of good attendance & preparing your child for preschool/Kindergarten Transitions (Option for knowledge)	Site Director / FSS /Education Coordinators
November	Thursday 18 th	5:00 p.m.	The benefits of good attendance & preparing your child for preschool/Kindergarten Transitions (Option for knowledge)	Site Director/FSS/ Education Coordinators
December	Tuesday 7 th	10:00	Safety Training & Practices/Health Insurance	Site Director/ FSS/ Education Coordinators/ Health Coordinator
December	Thursday 16 th	5:00 p.m..	Safety Training & Practices/Health Insurance	Site Director/ FSS/ Education Coordinators/ Health Coordinator
January	Tuesday 11 th	10:00 a.m.	1st Mental Health Training	Site Director /Mental Health Specialist/FSS
January	Thursday 20 th	5:00 p.m.	1st Mental Health Training	Mental Health Specialist /FSS/
February	Tuesday 15 th	10:00 a.m.	Importance of Physical Activity/Importance of Med & Dental home 2nd Disabilities Training	Site Director/Health Coordinator /FSS/ Education Coordinators
February	Thursday 24 th	5:00 p.m.	Importance of Physical Activity/Importance of Medical &Dental home 2nd Disabilities Training	Site Director /Health Coordinator/FSS/ Education Coordinators
March	Tuesday 15 th	10:00 am	Nutrition/ Parent Curriculum	Site Director /Health Coord/FSS
March	Thurs 24 th	5:00 pm	Nutrition/ Parent Curriculum	Site Director /Health Coord / FSS
April	Tuesday 5 th	10:00 a.m.	2nd Mental Health Training	Site Director /Mental Health Specialist /FSS
April	Thursday 21 st	5:00 p.m.	2nd Mental Health Training	Site Director /Mental Health Specialist /FSS
May	Tuesday 10 th	10:00 a.m.	Behavior Health 3rd Disabilities Training	Site Director /Education Coordinators/FSS
May	Thursday 19 th	5:00 p.m.	Behavior Health 3rd Disabilities Training	Site Director /Education Coordinators /FSS
June	Tuesday 7 th	10:00 a.m.	Kindergarten Readiness/Transitions/ 3rd Mental Health Training	Site Director /FSS / Education Coordinators
June	Thursday 16 th	5:00 p.m.	Kindergarten Readiness/Transitions/ 3rd Mental Health Training	Site Director /FSS / Education Coordinators

Hyde Park Parent Meeting Schedule

<u>Months</u>	<u>Dates</u>	<u>Times</u>	<u>Topics</u>	<u>Presenters</u>
September	Tues. 21st	10:00 a.m.	Parent Orientation/ What is Curriculum? /Pedestrian Safety Training / Health Requirements	Site Director / FSS/ Education Coordinators/ Health Coordinator
September	Tues. 27th	4:00 p.m.	Parent Orientation/ What is Curriculum? /Pedestrian Safety Training / Health Requirements	Site Director / FSS/ Education Coordinators/ Health Coordinator
October	Tues. 12th	4:00 p.m.	Mental Orientation/ What is Mental Health? Start Early	Site Director/ Mental Health Specialist Education Coordinators/FSS/ Health Coordinator
October	Tues. 19th	10:00 a.m.	Mental Orientation/ What is Mental Health? Early Head Start	Site Director/ Mental Health Specialist Education Coordinators /FSS/ Health Coordinator
November	Tues. 16th	10:00 a.m.	The benefits of good attendance & preparing your child for preschool/Kindergarten Transitions (Option for knowledge)	Site Director / FSS /Education Coordinators
November	Tues. 23rd	4:00 p.m.	The benefits of good attendance & preparing your child for preschool/Kindergarten Transitions (Option for knowledge)	Site Director/FSS/ Education Coordinators
December	Tues. 7th	4:00 p.m.	Safety Training & Practices/Health Insurance	Site Director/ FSS/ Education Coordinators/ Health Coordinator
December	Tues. 14th	10:00 a.m.	Safety Training & Practices/Health Ins	Site Director/ FSS/ Education Coordinators/ Health Coordinator
January	Tues. 11th	10:00 a.m.	Mental Health- A Typical Behavior	Site Director /Mental Health Specialist/FSS/Education Coordinators / Health Coordinator
January	Tues. 25th	4:00 p.m.	1 st Mental Health- A Typical Behavior (START EARLY)	Mental Health Specialist /FSS/ Education Coord /Health Coord
February	Tues. 15th	4:00 p.m.	Importance of Physical Activity/Importance of Medical and Dental home	Site Director/Health Coordinator /FSS/ Education Coordinators
February	Tues. 27th	10:00 a.m.	Importance of Physical Activity/Importance of Medical and Dental home	Site Director /Health Coord/FSS/ Education Coord
March	Tues. 15th	10:00 a.m.	Nutrition/ Parent Curriculum	Site Director /Health Coordinator / Education Coordinators /FSS
March	Tues. 22nd	4:00 p.m.	Nutrition/ Parent Curriculum	Site Director /Health Coordinator / Education Coordinators /FSS
April	Tues. 19th	4:00 p.m.	2 nd Mental Health- Childhood Violence (START Early)	Site Director /Mental Health Specialist /FSS
April	Tues. 26th	10:00 a.m.	Mental Health- Childhood Violence	Site Director /Mental Health Specialist /FSS
May	Tues. 10th	10:00 a.m.	Behavior Health	Site Director /Education Coordinators/FSS
May	Tues. 24th	4:00 p.m.	3 rd Mental Health (START Early) Behavior Health	Site Director /Education Coordinators /FSS
June	Tues. 7th	4:00 p.m.	Kindergarten Readiness/Transitions	Site Director /FSS / Education Coordinators
June	Tues. 21st	10:00 a.m.	Kindergarten Readiness/Transitions	Site Director /FSS / Education Coordinators

Pandemic Response

Family Focus is committed to ensuring that children's health and safety is central in our efforts to provide in-person services at our centers. We have committed our attention and best efforts to remaining engaged with city and government leaders, the Centers for Disease Control (CDC), Illinois Department of Public Health (IDPH), and Chicago Department of Public Health (CDPH) to ensure the safest protocols to program and services.

We are committed to implementing and meeting all requirements that have been shared by the divisions above, which include temperature checks, social distancing, and face coverings. These measures to maintain the health and safety wellbeing of all at our agency while continuing to provide services.

Child Outcomes

Summary of 2021-2022 Child Outcomes

After reviewing, comparing, and analyzing the data from all three checkpoint periods, it has shown that there have been some increases and decreases in all areas from the data that was reported for all three checkpoint periods. From the Fall to the Spring during the year that many of the rooms were closed due to Covid-19 cases, and to being short staffed the children have continued to show progress. There are more children who are now meeting expectations in all areas versus in the winter. There are still children who are below in the learning areas. The teaching staff added more experiences and intentional teaching within their lesson plans and daily activities. They are also continuing to use and implement the other support services provided this has been a significant resource to the program and to the teachers.

As stated, teaching staff shortage has been an issue at both sites in our Head Start programs, but the staff that has been present has made a significant impact on the children and implementing lessons. With the adding of 4 Education Coordinators, 2 at Hyde Park and 2 at South Shore and the Education Supervisor will add an immense value to the team and support to the teachers.

Social Emotional, Language, and Literacy seemed to be the areas with the most percentage of children in the below categories. This may be contributed to an increase in behaviors in the classrooms. We are short staffed, and the children seemed to feel the effect of this issue. In the Cognitive, Physical, Math there were growth in these areas, and there were many more children who are in the exceeding than in the previous checkpoint periods. The teachers do see an increase in those areas. The Education Team have started coaching the teachers in lesson planning and observations. The teachers are being coached on Language and Literacy which were the two areas from the Winter checkpoint that were low and with this added support there has been an increase in the Spring. The data supports these findings and the children progressed in their development from the Fall until the Spring Checkpoint period.

Services for Children with Special Needs

Summary of services provided to children with special needs during the program year 2020-2021

Family focus must have children with a diagnosed disability which is mandated to be 10% of our Funded Enrolment.

Family Focus requested a waiver because we did not meet the 10% disabilities requirement. A barrier that we had is the back log of evaluations provided by CPS. It takes CPS a longer time than usual to set up evaluation appointments. Another barrier was setting up a time to meet with parents to explain to them the referral process and their rights to then get consent to refer their child. We did have 15 children in the referral process that are waiting for an appointment for evaluation.

Family Focus improved with recruiting and enrolling children who have an IEP or an IFSP in place. Family Focus will continue to work with the LEA's (CPS/EI) on follow ups with evaluations and follow-up on children who have been evaluated and receive an IEP or IFSP to get their services through the LEA.

Health Services

Percent of Children Meeting Health Requirements 2020 -2021

	Health Insurance	Medical Home	Dental Home	Professional Dental Exam	Current EPSDT	Up to date Immunizations
Center-based Program HS	99%	99%	89%	70%	40%	93%
Center-based and Home-based EHS	100%	100%	96%	49%	19%	84%

Mental Health Services

Summary of mental health services provided during the program year 2021-2022

Family Focus has Mental Health Services for the families in our programs. The Mental Health Consultant provided the following services: 2 classroom observations, 3 staff trainings, and 3 parent trainings. The Mental Health Consultant did individual observations for many of the children and provided the teaching staff with strategies to help the children in the classroom and has also provide feedback and strategies to the families to use at home. The Mental Health Consultant along with the Education Team created plans for some of the children who need extra support. The Mental Health Consultant provided resources to help the children to express their feeling such as books, feeling charts, feeling cards and feedback. The Mental Health Services has provided the support to families that may have not be able to get.

Community Assessment

Community Assessment Highlights for the communities serviced by Family Focus

Hyde Park

- Number of eligible infants and toddlers for Early Head Start/Head Start between ages birth to 2
 - 32
- Number of eligible pre-school aged children for Early Head Start/Head Start between ages 3 to 5
 - 38
- Race(s)
 - Chapin Hall Snapshot of Hyde Park states that the general child population is 3,337. The population of children between the ages of birth to five is 1,111.

Population of Children by Race Ages 0-5

Race	Number	Percentage
White	786	36.8%
Black	235	21%
Hispanic	151	13.7%
Asian	147	13.4%
Other	2	0.3%

Source: *Young Children in Chicago*

- Languages Spoken by Children and Families

- There are a variety of languages spoken in the Hyde Park community. The ability of speaking English only is at 74 percent. Languages other than English at 26.6 percent and not being able to speak English “very well” at 6.4 percent. The following are the percentages of languages spoken at home by children and families.

Language	Number	Percentage
English	19,679	74%
Spanish	1,989	7.5%
Chinese	1,655	6.2%
Slavic Languages	317	1.2%
Tagalog	49	0.2%
Arabic	154	0.6%
Korean	223	0.8%
Other Asian Languages	512	1.9%
Other Indo-European Languages	1,478	5.6%
Other	528	2.0%

Source: CMAP Community Data Snapshot Hyde Park

- Children Experiencing Homelessness (ages 0-5)
 - 5 (0.5%)
- Children in Foster Care
 - 6
- Children with Disabilities
 - 11
- Types of Disabilities
 - Developmental disabilities occur among all racial, ethnic, and socioeconomic groups. There are many disabilities that affect children 0-5. Here are some disabilities that children may have: ADHD, Autism Spectrum Disorder, Cerebral Palsy, Hearing Loss, Intellectual Disability, Speech Delay, and Vision Impairment.
- Services and Resources Provided to these Children by Community Agencies
 - Nearby community agencies that offer services and resources are Chicago Child Care Society (home and center-based programs and mental health); Ronald McDonalds House Charities (access to health care and enable family-centered care); Hyde Park Neighborhood Club (childcare information and referral services, afterschool, Play N Learn, and athletics programs); Friend Family Health Center (medical, nutrition, social, and WIC services).

Kenwood

- Number of eligible infants and toddlers for Early Head Start/Head Start between ages birth to 2
 - 114
- Number of eligible pre-school aged children for Early Head Start/Head Start between ages 3 to 5
 - 127

- Race(s)
 - Chapin Hall Snapshot of Kenwood states that the general child population is 3,283. The race/ethnicity is predominantly black with 70.4%. The population of children between the ages of birth to five is 1,388.

Population of Children by Race Ages 0-5

Race	Number	Percentage
White	184	13%
Black	973	70.4%
Hispanic	54	7.8%
Asian	61	4.3%
Other	0	0%

Source: *Young Children in Chicago*

- Languages Spoken by Children and Families
 - The ability of speaking English only in the Kenwood area is at 85.8 percent. Languages other than English at 14.4 percent and not being able to speak English “very well” at 4.2 percent. The following are the percentages of languages spoken at home by children and families.

Language	Number	Percentage
English	14,148	85.8%
Spanish	569	3.5%
Chinese	628	3.8%
Slavic Languages	111	0.7%
Tagalog	29	0.2%
Arabic	78	0.5%
Korean	114	0.7%
Other Asian Languages	258	1.6%
Other Indo-European Languages	325	2.0%
Other	223	1.4%

Source: *CMAP Community Data Snapshot Kenwood*

- Children Experiencing Homelessness (ages 0-5)
 - 1 (0.1%)
- Children in Foster Care

- 0
- Children with Disabilities
 - 17
- Types of Disabilities
 - Developmental disabilities occur among all racial, ethnic, and socioeconomic groups. There are many disabilities that affect children 0-5. Here are some disabilities that children may have: ADHD, Autism Spectrum Disorder, Cerebral Palsy, Hearing Loss, Intellectual Disability, Speech Delay, and Vision Impairment.
- Services and Resources Provided to these Children by Community Agencies
 - Nearby community agencies that offer services and resources are One Hope United (child care, home visiting, foster care, and adoption); Lawrence Hall Youth Services (foster care, education [serving children with health impairments] therapeutic and child & family treatment); Dr. Martin Luther King Service Center (family & support services); Center for New Horizons (early education).

Woodlawn

- Number of eligible infants and toddlers for Early Head Start/Head Start between ages birth to 2
 - 265
- Number of eligible pre-school aged children for Early Head Start/Head Start between ages 3 to 5
 - 293
- Race(s)
 - Chapin Hall Snapshot of Woodlawn states that the general child population is 5,774. The race/ethnicity is predominantly black with 89.9 percent. The population of children between the ages of birth to five is 1,842.

Population of Children by Race Ages 0-5

Race	Number	Percentage
White	154	3.9%
Black	1,655	89.9%
Hispanic	47	2.6%
Asian	27	1.5%
Other	42	2.3%

Source: *Young Children in Chicago*

- Languages Spoken by Children and Families
 - The ability of speaking English only in the Woodlawn area is at 91.8 percent. Languages other than English at 8.2 percent and not being able to speak English “very well” at 2.3 percent. The following are the percentages of languages spoken at home by children and families.

Language	Number	Percentage
English	19,669	91.8
Spanish	507	2.4

Chinese	318	1.5
Slavic Languages	49	0.2
Tagalog	35	0.2
Arabic	9	0
Korean	53	0.2
Other Asian Languages	60	0.3
Other Indo-European Languages	404	1.9
Other	320	1.5

Source: CMAP Community Data Snapshot Woodlawn

- Children Experiencing Homelessness (ages 0-5)
 - 0
- Children in Foster Care
 - 18
- Children with Disabilities
 - 29
- Types of Disabilities
 - Developmental disabilities occur among all racial, ethnic, and socioeconomic groups. There are many disabilities that affect children 0-5. Here are some disabilities that children may have: ADHD, Autism Spectrum Disorder, Cerebral Palsy, Hearing Loss, Intellectual Disability, Speech Delay, and Vision Impairment.
- Services and Resources Provided to these Children by Community Agencies
 - Nearby community agencies that offer services and resources are YWCA Metropolitan Chicago (early childhood services); South Side YMCA (childcare and education, family programs); La Rabida (child abuse and trauma, developmental and rehabilitation services, inpatient care, patient centered medical home, developmental disabilities, support services).

Washington Park

- Eligible infants and toddlers for Early Head Start/Head Start between ages birth to 2
 - 188
- Eligible pre-school aged children for Early Head Start/Head Start between ages 3 to 5
 - 209
- Race(s)
 - Chapin Hall Snapshot of Washington Park states that the general child population is 3,753. The race/ethnicity is predominantly black with 91.7 percent. The population of children between the ages of birth to five is 1,179.

Population of Children by Race Ages 0-5

Race	Number	Percentage
White	7	0.6%

Black	1082	91.7%
Hispanic	71	6.1%
Asian	0	0%
Other	21	0.9%

Source: *Young Children in Chicago*

- Languages Spoken by Children and Families
 - The ability of speaking English only in the Washington Park area is at 91.5 percent. Languages other than English at 8.6 percent and not being able to speak English “very well” at 1.6 percent. The following are the percentages of languages spoken at home by children and families.

Language	Number	Percentage
English	19,517	91.5%
Spanish	581	2.7%
Chinese	417	2.0%
Slavic Languages	46	0.2%
Tagalog	26	0.1%
Arabic	13	0.1%
Korean	38	0.2%
Other Asian Languages	69	0.3%
Other Indo-European Languages	442	2.1%
Other	191	0.9%

Source: *CMAP Community Data Snapshot Washington Park*

- Children Experiencing Homelessness (ages 0-5)
 - 2
- Children in Foster Care
 - 13
- Children with Disabilities
 - 14
- Types of Disabilities
 - Developmental disabilities occur among all racial, ethnic, and socioeconomic groups. There are many disabilities that affect children 0-5. Here are some disabilities that children may have: ADHD, Autism Spectrum Disorder, Cerebral Palsy, Hearing Loss, Intellectual Disability, Speech Delay, and Vision Impairment.
- Services and Resources Provided to these Children by Community Agencies

- Nearby community agencies that offer services and resources are KLEO Community Family Life Center (after school matters and mentoring) and Ada S. McKinley Community Services (mental health & clinical services, child development & youth services, and foster care).

South Shore

- Number of eligible infants and toddlers for Early Head Start/Head Start between ages birth to 2
 - 686
- Number of eligible pre-school aged children for Early Head Start/Head Start between ages 3 to 5
 - 758
- Race(s)
 - Chapin Hall Snapshot of South Shore states that the general child population is 11,157. The race/ethnicity is predominantly black with 96.5 percent. The population of children between the ages of birth to five is 4,059

Population of Children by Race Ages 0-5

Race	Number	Percentage
White	23	0.9%
Black	3,762	92.4%
Hispanic	163	4.3%
Asian	0	0%
Other	111	1.3%

Source: *Young Children in Chicago*

- Languages Spoken by Children and Families
 - The ability of speaking English only in the South Shore area is at 94 percent. Languages other than English at 5.9 percent and not being able to speak English “very well” at 2.0 percent. The following are the percentages of languages spoken at home by children and families.

Language	Number	Percentage
English	44,920	94%
Spanish	1,211	2.5%
Chinese	7	0%
Slavic Languages	86	0.2%
Tagalog	51	0.1%
Arabic	0	N/A
Korean	16	0%
Other Asian Languages	56	0.1%
Other Indo-European Languages	746	1.6%

Other	679	1.4%
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Source: CMAP Community Data Snapshot South Shore

- Children Experiencing Homelessness (ages 0-5)
 - 11 (1.1)
- Children in Foster Care
 - 34
- Children with Disabilities
 - 17
- Types of Disabilities
 - Developmental disabilities occur among all racial, ethnic, and socioeconomic groups. There are many disabilities that affect children 0-5. Here are some disabilities that children may have: ADHD, Autism Spectrum Disorder, Cerebral Palsy, Hearing Loss, Intellectual Disability, Speech Delay, and Vision Impairment.
- Services and Resources Provided to these Children by Community Agencies
 - Nearby community agencies that offer services and resources are Feather fist (homeless or at risk of being homeless); and Family Rescue (crisis intervention, safe shelter, counseling, after school care, enhance children/youth services).

Health needs and strengths of children and families in your service area(s)

- Relevant Data Points:
 - **Prenatal care in first trimester:** Kenwood (76.2%), Hyde Park (82.4%), Woodlawn (71.6%), Washington Park (66%), South Shore (67.1%)
 - **Low birth weight:** Kenwood (10.3%), Hyde Park (7.8%), Woodlawn (14.4%), Washington Park (15.1%), South Shore (13.1%)

The following health data is taken from [U Chicago Medicine's Community Health Needs Assessment:](#)

- **Hyde Park** - 87% of the population report that is usually or always easy to get the care, tests or treatment they needed through their health plan. 24% report not participating in any physical activity or exercise. 17% report being a smoker.
Top causes of death are:
 - Heart Disease
 - Cancer
 - Injury
 - Diabetes-related
 - Accidents

Infant mortality is at 9 deaths per 1,000 live births. Life expectancy at birth is 82years.
 Disease burden among adults:

 - 22% have high blood pressure
 - 12% are obese
 - 11% have asthma
- **Kenwood** - 75% of the population report that is usually or always easy to get the care, tests or treatment they needed through their health plan. 26% report not participating in any physical activity or exercise. 14% report being a smoker.
Top causes of death are:
 - Cancer
 - Heart Disease

- Injury
- Stroke
- Diabetes-related

Infant mortality is at 10 deaths per 1,000 live births. Life expectancy at birth is 79 years.

Disease burden among adults:

- 28% have high blood pressure
- 32% are obese
- 9% are diabetic

- **South Shore** - 76% of the population report that is usually or always easy to get the care, tests or treatment they needed through their health plan. 21% report not participating in any physical activity or exercise. 19% report being a smoker.

Top causes of death are:

- Heart Disease
- Cancer
- Diabetes-related
- Injury
- Stroke

Infant mortality is at 13 deaths per 1,000 live births. Life expectancy at birth is 72 years.

Disease burden among adults:

- 39% have high blood pressure
- 31% are obese
- 11% are diabetic
- 12% have asthma

- **Washington Park** - 41% of the population report that is usually or always easy to get the care, tests or treatment they needed through their health plan. 23% report not participating in any physical activity or exercise. 43% report being a smoker.

Top causes of death are:

- Heart Disease
- Cancer
- Injury
- Diabetes-related
- Homicides

Infant mortality is at 11 deaths per 1,000 live births. Life expectancy at birth is 69 years.

Disease burden among adults:

- 43% have high blood pressure
- 43% are obese

- **Woodlawn** - 81% of the population report that is usually or always easy to get the care, tests or treatment they needed through their health plan. 28% report not participating in any physical activity or exercise. 21% report being a smoker.

Top causes of death are:

- Cancer
- Heart Disease
- Injury
- Diabetes-related
- Homicides

Infant mortality is at 11 deaths per 1,000 live births. Life expectancy at birth is 75 years.

Disease burden among adults:

- 38% have high blood pressure
- 51% are obese
- 12% are diabetic
- 9% have asthma

As with physical health, the foundation for oral health begins in early childhood. The benefits of good early childhood oral health and resources can be found in previous community assessments. Providing dental services for young children continues to be challenging especially if families need dentists who speak a language other than English. There is a need for more dental services for young children. Parents do not go back to the dentist for follow-up dental services.

A report from the Chicago Asthma Consortium explaining the Chicago Plan noted that Chicago has a severe asthma problem. The hospitalization rates are double the national rate and Black and Hispanic families living in Chicago's south and west side suffer the worst.

- 25% of Black children have asthma which is twice the rate of the United States as a whole
- 35% of Chicago's children missed at least one day of school because of asthma
- Both the highest childhood asthma hospitalization and emergency room visits occurred in the western and southern Chicago community areas.
- The highest rates of asthma hospitalizations were in Englewood, West Englewood and East Garfield Park; other areas with high asthma hospitalizations were Woodlawn, Hyde Park, Kenwood and Washington Park.
- The highest rates of childhood asthma emergency room visits were in Austin, Englewood and West Englewood; the same community areas with high hospitalizations for asthma also had the high rates of asthma emergency room visits: Woodlawn, Hyde Park, Kenwood and Washington Park.

Nutrition needs and strengths of children and families in your service area(s)

Hyde Park - There are 8.2% children living in poverty. 9% of households are receiving food stamps. 33% of households are at risk for food insecurity. 67% of pregnant women received early and adequate prenatal care. 8% of the population are drinking soda or sweetened drinks every day. 35% are eating five or more servings of fruits and vegetables daily. There are 12% adults that are obese. Hyde Park has 1 community garden that people have access too. There are 7 grocery stores available to the community.

Kenwood - There are 17.9% children living in poverty. 17% of households are receiving food stamps. 35% of households are at risk for food insecurity. 61% of pregnant women received early and adequate prenatal care. 18% of the population are drinking soda or sweetened drinks every day. There are 32% of adults that are obese. 38% are eating five or more servings of fruits and vegetables daily. Kenwood has no community gardens that people can have access too. There are 3 grocery stores available to the community.

South Shore - There are 25.9% children living in poverty. 40% of households are receiving food stamps. 58% of households are at risk for food insecurity. 49% of pregnant women received early and adequate prenatal care. 36% of the population are drinking soda or sweetened drinks every day. There are 31% of adults that are obese. 26% are eating five or more servings of fruits and vegetables daily. South Shore has 1 community garden that people can have access too. There are 8 grocery stores available to the community.

Washington Park - There are 27.2% children living in poverty. 54% of households are receiving food stamps. 67% of households are at risk for food insecurity. 48% of pregnant women received early and adequate prenatal care. 55% of the population are drinking soda or sweetened drinks every day. There are 43% of adults that are obese. There is no data on people are eating five or more servings of fruits and vegetables daily. Washington Park has 5 community gardens that people can have access too. There are 3 grocery stores available to the community.

Woodlawn - There are 28.7% children living in poverty. 41% of households are receiving food stamps. 54% of households are at risk for food insecurity. 53% of pregnant women received early and adequate prenatal care. 30% of the population are drinking soda or sweetened drinks every day. There are 51% of adults that are obese. 27% are eating five or more servings of fruits and vegetables daily. Kenwood has no community gardens that people can have access too. There are 3 grocery stores available to the community. The Illinois Department of Public Health's asthma toolkit for early education and care programs contains a section on the connection between asthma and allergies. Children with food allergies are 2-4 times more likely to have asthma and allergies can cause an immune response that could increase asthma symptoms. The eight most common food allergies are:

- Milk
- Eggs
- Peanuts
- Tree nuts
- Fish
- Shellfish
- Soy
- Wheat

The Centers for Disease Control has recommendations for managing allergies in children in early education and care programs that include training staff, educating children and parents and requiring epi-pens for children with known food allergies. CDC website

http://www.cdc.gov/HealthyYouth/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Food deserts are geographic areas where access to affordable, healthy food options (fresh fruits and vegetables) is limited or non-existent because grocery stores are too far away. Improving food access is a priority for Chicago and new supermarkets were added in areas of high need. But these were not enough to increase access across the south side of Chicago and not enough to fully lessen the impact of previously closed supermarkets. Food deserts may be under-reported because the classification system places small corner grocery stores in the same category as large grocery stores. Food insecurity has a high correlation with increased obesity and diabetes rates and, in Chicago, the death rate from diabetes in a food desert is twice that of areas with access to grocery stores. No new research or information about changes in food desert areas of the city was available for this update report.

Social Services needs and strengths of children and families in your service area(s)

- Relevant Data Points (across all communities Family Focus partners with)
 - 30% of **children aged 5 or less are living below 100% of the poverty line**
 - 30% of children aged birth to 3 are living below 100% of the poverty line
 - 30% of children aged 3 to 5 are living below 100% of the poverty line
 - 13.5% of **children aged 5 or less are living below 50% of the poverty line**
 - 14% of children aged birth to 3 are living below 50% of the poverty line
 - 13% of children aged 3 to 5 are living below 50% of the poverty line
 - 56% of **children aged 5 or less are living below 185% of poverty line**
 - 60% of children aged birth to 3 are living below 185% of the poverty line
 - 52% of children aged 3 to 5 are living below 185% of the poverty line
 - 73% of **children aged 5 or less are eligible for Child Care**
 - 65% of children aged birth to 3 are eligible for Child Care
 - 82% of children aged 3 to 5 are eligible for Child Care
 - 14% of **children aged 5 or less are eligible for Head Start & Child Care**

- 11% of children aged birth to 3 are eligible for Head Start & Child Care
- 17% of children aged 3 to 5 are eligible for Head Start & Child Care
- 448 – 93.5% **single parent households** with children under age 6, where the parent works
- 30 – 6.5% **two parent households with children** under age 6, where both parents work
- 2 – 0.4% of children aged 6 or less, who are **in the care of a grandparent householder**
- **Number of Social Service Organizations** in Each Community: Hyde Park (11), Woodlawn (15), Washington Park (6), South Shore (21), Kenwood (4)

Achievement tests have been emphasized in recent years as an index of school performance and preschools have responded by endeavoring to better prepare children for the academic demands of kindergarten. Concerns have been raised, however, that the emphasis on academic achievement crowds out the social-emotional needs of children. Social-emotional skills include being able to get along and cooperate with others, manage strong feelings, focus attention and persist at challenging tasks. These “non-academic” skills are critical for long-term school and life success. In a report from Pennsylvania State University and the Robert Wood Johnson Foundation, kindergarten teachers reported three social-emotional skills needed for school readiness: can follow directions, takes turns and shares, and pays attention. The report summarizes information on what is known about effective preschool social-emotional learning (SEL) programs and practices based on high-quality and rigorous research. The report can be accessed here:

https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf437157

Paying high housing costs limits the resources households have for other necessities like food, health care, transportation and childcare. The Chicago Coalition for the Homeless considers renters who pay more than 30% of their income on housing to be “rent burdened” and to be severely rent burdened when the rental cost is more than 50% of income; both are a factor in homelessness.

- **Kenwood** has 38% of households spending 30% or more of their annual income on housing cost.
- **Hyde Park** has 40% of households spending 30% or more of their annual income on housing cost.
- **South Shore** has 53% of households spending 30% or more of their annual income on housing cost.
- **Washington Park** has 49% of households spending 30% or more of their annual income on housing cost.
- **Woodlawn** has 47% of households spending 30% or more of their annual income on housing cost.

Partners and Volunteers

Health Care

Friend Family Health Center
Virginia Julion (Nurse Consultant)
St. Benard Hospital Dental
Sonrisa Dental
Loyola Nursing Program

Child Care/Other HS programs

Children’s Home and Aid
Action for Children

Housing/ Homeless Services

Children's Home & Aid

Nutrition

Jacqueline Wilson
WIC

Domestic Violence Services

Preschool Community Violence Awareness
Family Rescue

Mental Health

Dr. Alexis Taubert
CLS Comprehensive Services

Family Literacy/ Financial Literacy/ Adult Education

UIC Center for Literacy Family Start Learning
Support Services

Disabilities

La Rabida Children’s Hospital

Cultural Institutions

Blackstone Branch Library

Job Training/ Employment Services

You Can Make it a Shelter
Chicago Urban League

Shared Governance

Board Involvement

The Board of Directors were given report summaries on program services. They received training on HS Program Governance and their roles. They had the opportunity to review the Self-Assessment and Community Assessment. They are currently working collaboratively with the staff and other stakeholders on Family Focus Strategic Planning for the next 3 years.

Head Start Parent Policy Council Involvement

We had 5 involved parents that represent each program: Early Head Start Center Based, Early Head Start Home Based, and Head Start Center Bases. We met monthly and they receive program reports on the services provided. They also reviewed the Community Assessment, Recruitment Plan, Outcomes Analysis Reports, and program planning with goals and objectives. They participate in the self-assessment, reviewed, and approved it. The Parent Policy members participated in the agencies Strategic Plan and will continue to participate.

Summary of Audit Findings

Summary of Information Required by the Secretary

The Family Focus Board of Directors and PPC were given summaries and program reports on all Program Instructions and Information Memorandums

Summary of Annual Review Findings

We did not have a Federal Review for EHS/HS Programs for 2021