



Campton Hills

Wasco

St. Charles

Maple Park

Elbu

Geneva

North Aurora

Hinckley

30

56

Big Rock

Sugar  
Grube

Aurora

# STRONG START = BRIGHT FUTURE

Little Rock

**Fox Valley access to early childhood care and education – essential data for funders, providers, and communities**

54

Plain

Yorkville

Proctor

34

Oswego

Sandwich



Fox Valley United Way

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## About the Fox Valley United Way

Fox Valley United Way's history began in 1922 with the founding of the Aurora Social Service Federation. The organization incorporated the United Way name and community tenets in 1972 and was renamed the United Way of the Aurora Area. The name was changed in 2004 to Fox Valley United Way following the merger with the United Funds of Yorkville and Plano. Today Fox Valley United Way represents 23 communities in Kane and Kendall Counties and supports over 50 social service agencies serving the families and individuals that reside within these communities.

In 2018, Fox Valley United Way made the decision to change from a multi-issue focus to a single-issue focus on early childhood. The impact of its early childhood collaboration, SPARK (Strong, Prepared And Ready for Kindergarten) has proven that the best way to help communities thrive is to ensure that children birth to five years old have equitable access to early childhood resources and education. For this reason, Fox Valley United Way is committing all of its resources to promoting positive early childhood outcomes and experiences.

Fox Valley United Way advances positive outcomes for young children through the following strategies:

- Raising public awareness about the crucial importance of early learning
- Grant Making to programs that support positive outcomes for children birth to age five
- Supporting communities to convene local stakeholders to identify gaps in early childhood and to develop strategies to strengthen the community's early childhood landscape

## MISSION

Fox Valley United Way is committed to ensuring that all young children, birth to age 5, have equitable access to early childhood resources and education. Investing in the health, education, and financial stability of all individuals in our community provides children with a strong foundation to achieve success in school and life.

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# THE IMPORTANCE OF EARLY CHILDHOOD DEVELOPMENT AND CARE TO OUR COMMUNITY



Children are learning at birth. They develop and learn at a rapid pace in their first years, so the environments, supports, and relationships they experience during this period have profound effects. The growth and development that takes place in the early years provides a foundation on which all subsequent learning—and life-long progress—is constructed. Young children thrive when they have secure, positive relationships with adults who know how to support their development and learning and can be responsive to their individual progress.

The extraordinary growth in the first five years takes place across all domains of development: social and emotional, physical, language, and cognitive. Child development across domains is inter-related and inter-dependent. The following core principles to supporting sound and sturdy development underlie all early care and education programs and services:

- Early relationships are most important and central to young children’s development.
- Development occurs across multiple and interdependent domains, simultaneously.
- Children develop and learn at their own unique pace and in the context of their family, culture, and community.
- Play is the most meaningful way children learn and master new skills.

Brain growth, approaches to relationships and learning, language skills: all these are shaped by what does—or does not—happen in a child’s first days, months, and years. In infancy and toddlerhood brain architecture develops. Early experiences that are nurturing, active, and engaging actually thicken the cortex of an infant’s brain. These formative experiences create a brain with more extensive and sophisticated neuron structures that determine intelligence and behavior.

While good experiences help the brain develop well, poor experiences can literally cause a genetically normal child to have a lower IQ. Children who are exposed to fewer colors, less touch, little interaction with adults, fewer sights and sounds, and less language actually have smaller brains<sup>1</sup>. The science of early brain development and its lifelong impact are compelling reasons to ensure all children get the early experiences they need.

To be successful in school, children must master a variety of behavioral and relational skills. On the first day of kindergarten, many teachers expect children to be able to listen, follow directions, be interested in toys and tasks, start and finish small projects, express their needs, respect others, be able to wait, and know when they need help. To do these things, children must have developed confidence and self-control over their bodies and behavior. They also must have developed a sense of curiosity about the world, as well as the ability to communicate and relate to others. These are difficult, inter-related skills that must be nurtured through responsive relationships with parents and

caregivers and in a variety of learning situations during a child's infant, toddler, and preschool years.<sup>2</sup> As early as nine months, children begin to develop a sense of themselves as capable of accomplishing new and challenging tasks and will approach new learning opportunities accordingly.

If children have not received responsive care and encouragement early in life and have not developed a strong sense of confidence in themselves as learners, preschool and kindergarten teachers may find it very difficult to engage them in challenging learning activities. Thus, their lack of confidence can become a self-fulfilling prophecy that limits their ability to succeed. Many children arrive at preschool without these fundamental social-emotional skills, putting them at a serious disadvantage in school and in life.

Research provides valuable insights into the science of early childhood development and how we can best support our youngest learners.

Research also confirms the critical importance of a system of coordinated supports and education opportunities. Yet, just when children and families most need a consistent foundation of support, the landscape of early childhood services is fragmented and inconsistent.

Programs in Illinois are governed by several different agencies and by different rules and regulations that vary by specific funding source. Families may find their children in programs and services that run the gamut, including: health care, child care in a center or home-based environment, home visiting, and Part C Early Intervention (if a child has a delay or disability). Families may interact with programs employing staff/

professionals with a range of backgrounds, degrees, and approaches: from child development, to nursing, to social work. Consequently, we have a patchwork of programs with varying services provided as well as dissimilar rules for eligibility and cost. To top it all, families must first of all figure out the different ways to access these programs, often on their own. This can all be daunting and finding the right service at the right time places a huge burden on the family, who is least equipped to navigate this haphazard system.

Increasingly, states and communities are acknowledging that programs for young children too often work in isolation. These programs' attempts to address complex social problems are hampered by the lack of a systemic approach to aligning and integrating investments supporting the prenatal period through the first five years. Early childhood programs are expected to address a vast array of issues, such as ensuring the best outcomes for children and families; increasing positive indicators of child health and well-being; eliminating disparities related to socio-economic status; and increasing indicators of school readiness.

Communities are also facing the harsh reality that child care programs do not have the capacity and resources to meet the ever growing needs of children and families. When less than half the children under age five can get the early care and education that all children need, the ultimate cost to our communities and economy is incalculable. Local communities recognize these issues and are primed to engage in system development to address siloed practices and capacity and resource limitations.

**Teaching preschoolers is every bit as complicated and important as teaching any of the K-12 grades, if not more so. But we still treat preschool teachers like babysitters. We want them to ameliorate poverty even as they live in it themselves.**

— MARCY WHITEBOOK  
Director of the Center for the  
Study of Child Care Employment at the  
University of California, Berkeley

The goal of community systems development is to create a sustainable structure for supporting local collaboration across the broad array of early childhood programs and services at the community level. These local collaborations or partnerships serve the community by facilitating any or all of the following services (and sometimes additional purposes as well):

- Sharing of information and resources
- Creation and dissemination of consistent messages about early childhood
- Coordination of a system to identify, screen, and refer families to the most appropriate programs and services
- Development of strategies to engage hard-to-reach families in high-quality early learning programs.

By creating these local partnerships, early childhood programs and services are able to maximize available resources, reduce duplication of services, expedite referrals, and ultimately better serve young children and families.

Participating in a collaborative requires the recognition that there is work to be done that cannot be accomplished by a single individual or organization. Everyone in the community has something valuable to contribute to the raising of healthy, successful children. Importantly, everyone in the community has a stake in the process and the outcomes of early child care and education. A fundamental reason to support a flourishing system of options for early care and education in the community is simply quality of life. A key way to lift up a community is to support the entire parenting workforce.

Of the nearly 52,000 children five and under living in Kane and Kendall Counties about two-thirds (65% in Kane and 66% in Kendall) of those children live in households with all available parents in the workforce; which likely translates to approximately 34,000 children needing some type of non-parental care. Parents are more effective and productive when they know that



their young children are safe, well-cared for, and learning. Therefore having a system of plentiful quality early childhood care and learning options makes a community more attractive to employers as well.<sup>3</sup>

## THE UNIQUE ROLE OF SPARK

Fortunately, SPARK was created to fulfill this role in the greater Aurora community. SPARK (Strong, Prepared And Ready for Kindergarten) is an education initiative of Fox Valley United Way. This collaboration includes Fox Valley United Way; the city of Aurora, Illinois; School Districts 129 (West Aurora), 131 (East Aurora), and 204 (Indian Prairie); the Aurora Public Library; and in partnership with Aurora early childhood development agencies.

SPARK helps underserved Aurora families with children age birth through five connect to early education and child care that will prepare their children for success in life. They achieve this by building awareness and uniting efforts among families, funders, policymakers, program providers, and the Aurora community.

SPARK is not a direct service; rather, SPARK helps bring more resources into the community as well as helps coordinate early childhood resources available to families. As the hub of a vital community wheel, SPARK influences objectives, decisions, and funding for early childhood development both in Aurora and throughout Illinois.



# WHERE WE ARE IN KANE AND

# KENDALL COUNTIES

Like much of Illinois, Kane and Kendall Counties have seen growth in early care and education programs and services over the last several years as a result of increased state and federal funding. In spite of that, there is still dire need across the counties. Several pockets of extremely vulnerable families live in poverty or experience other factors that put young children at risk for poor developmental outcomes. A recent analysis by the Illinois Facilities Fund shows that across most of Kane and Kendall Counties access to infant toddler care is below the state average. Only between 14 to 20 children out of 100 have access to needed early care.<sup>4</sup>

To get a better understanding of need across the counties with particular attention to pockets of high-need communities, several demographic indicators and program data from the Illinois Early Childhood Asset Map (IECAM) were analyzed at the municipality and school district level. The data sets include demographic information about numbers of young children; race; ethnicity; family income; home language; and parents in the workforce. Program data includes information on the capacity of licensed child care; numbers of slots in state funded Preschool For All and Prevention Initiative programs; and numbers of slots in federally funded Head Start and Early Head Start programs. (The complete data set is found in the Appendices.)

To accompany the data that provides a snapshot of communities across the counties, several focus groups and key informant interviews were conducted to provide context and a deeper and more nuanced understanding of the early childhood landscape. Professionals from a range of programs were included

in these events including early care and education (ECE) programs, institutions of higher education, funders, community service organizations, as well as other key stakeholders invested in early childhood in Kane and Kendall Counties. Individuals were asked questions about strengths, challenges, needs, next steps, and for thoughts on engaging additional stakeholders outside of the ECE sector. The highlights and findings from these events are contained here. Recommendations based on the data and these input from stakeholders are found in section III.

## THEMES FROM FOCUS GROUPS

A range of multidisciplinary stakeholders from Kane and Kendall Counties have been coming together to support one another and their communities in building a strong and thriving early childhood system. People engaged in these collaborative efforts come from several different backgrounds. Some traditionally came up through child development and early learning programs. Many are from other sectors including K–12 education, special education, higher education, child welfare, public health, social work, health administration, and many others.

**One common theme emerged from discussions of how and why individuals came to early childhood: prevention. Stakeholders emphatically agreed that they wanted to “get in front of” the problems they were seeing. Depending on their sector, participants saw problems such as preventable developmental delays; child abuse and neglect; and the cycle of intergenerational poverty and homelessness. That is the promise and the daunting task laid at the feet of early childhood professionals.**

These stakeholders shared their insight around that promise and the real challenges ahead which are summarized here.



## Community and County Strengths and Current Strategies

- New federal funding and additional state funding for Preschool for All and the Preschool for All Expansion program, which is a more intensive model including school day and year-round services for the most vulnerable children and families.
- Additional state funding for Prevention Initiative programs for infants, toddlers, and their families has allowed organizations in Kane and Kendall Counties to provide additional evidence-based intensive home visiting services. Stakeholders recognize the critical importance of connecting with families in the very earliest years of their children's lives; even before they reach preschool. Yet, there remains a need for much more focus on the first three years of life in policy and funding for services to support young families.
- Recent changes in the Child Care Assistance Program (CCAP), the state child care subsidy program, to allow for eligibility for homeless families and other parents engaged in job search efforts. This provides much needed child care to enable adults to engage in job search activities and attend college or trade school, while also knowing their children are safe and well cared for. This continuity is extremely important to the health and development of young children.
- Collaborative efforts including SPARK, All Our Kids network (AOK), as well as many collaborative efforts based in smaller geographic areas such as the newly formed St. Charles Early Childhood Collaboration and the Plano Early Childhood Collaboration (Plano Area Alliance Supporting Student Success). These efforts have helped to foster collaboration among a wide range of social service providers working with vulnerable families including shelters, food pantries, health departments, and libraries. They also help programs to

understand and leverage resources and additional opportunities to access state and local funding.

- Increased focus on screening young children for developmental delays and disabilities has resulted in more opportunities for child screening.
- The Illinois Department of Children and Family Services (DCFS) increased focus on school readiness for all children in care, either out of home care or in intact families, has resulted in more help with early childhood resources including preschool services.
- An increasing number of community leaders, outside of the ECE field, are beginning to understand the importance of early care and education.
- Increased intentionality in addressing the needs of bilingual and non-English speaking families through provision of materials in multiple languages and a recognized need for more bilingual staff and service providers. This is especially important as the number of limited English proficient (LEP) families increases across the counties with more than 5,000 LEP households in Aurora and substantial pockets in St. Charles with about 350 and Plano with about 200.
- The recognition of the need to make stronger connections with pediatricians and the health care system as those professionals are more likely to be in contact with families with very young children. But it's clear health care professionals also need more education and training on child development in the early years as well as knowledge about the existing community resources available for families.

## Challenges and Barriers

- While preschool services have grown, children still show up for school with a very wide span of skills and abilities for many reasons.
  - Many have very limited language ability. Sometimes this is because another language is spoken at home; but this is not always the

reason. Parents from the most vulnerable families do not have the time or opportunities to intentionally support their young children’s language development.

- Many families are in poverty and dealing with the stresses of attending to more primary needs of the family such as shelter and food. There are also many families and children experiencing trauma from neighborhood and/or interpersonal violence. Children living in families in communities with neighborhood violence may not have safe spaces to play outside which can impact their motor development.
- Increasingly, many families are living in fear related to increased scrutiny of immigration status. Some families have had relatives and friends detained by Immigration and Customs Enforcement and even taken from them and deported to other countries. This kind of trauma requires interventions outside of early childhood but ECE professionals must be aware of these issues and understand how to support children and families experiencing them in the context of ECE programs. Frequently parents may be afraid to send their children to preschool or child care.

All these types of trauma have a profound impact on parents and their children. There can be lasting effects across developmental domains, especially

social, emotional, and cognitive development; but physical development as well. These families are less likely to access other community resources such as libraries, parks, and museums that can help support them. Families then become even more isolated and potentially unaware, fearful, or

suspicious of resources and services, making it more challenging to reach and engage them. In turn, it becomes more resource intensive to engage them, requiring professionals with a specialized skill set, a good socio-cultural match, and an intensive investment of time.

- There is still widespread lack of knowledge, understanding, and buy-in regarding the importance of early care and education. Many parents, community leaders, and the general public don’t understand why healthy development is so crucial in the early years. While

collaborative efforts to date have brought in a wide range of stakeholders from various fields there is still a substantial need to grow the circle and foster a greater understanding of how and why a strong ECE system is a valuable asset to the entire community. This includes greater engagement with elected officials, the business community, and pediatricians, as well as stronger connections with providers of social services to meet basic needs of families.

- Service providers across sectors recognize the substantial and growing need for mental health services for parents and their children. This includes a range of modalities from therapy for

**We need all families and community stakeholders to understand how critical the early years are on life-long outcomes in a child’s life. It is important that we build resilient communities that enable families to connect with the range of supports and resources that families with young children need to promote positive development, prevent adverse early childhood experiences (ACEs) and to mitigate the potential negative outcomes when ACEs do occur.**

– LINDSAY COCHRANE  
Program Director, Dunham Fund

parents, to dyadic parent-child psychotherapy, to access to mental health consultants who can support teachers in early care and education settings.

- Early care and education providers also have a very difficult time finding and retaining the staff they need to run their programs. This is the result of low wages in the field (primarily driven by public funding streams) and the reality that early care and education is very hard work that can be both physically and emotionally draining. Many educators that come into early childhood from the K-12 system or other fields are surprised by the strenuous and cognitively taxing work that ECE requires. Additionally, ECE providers must have a broader skill set, especially those working with the most vulnerable families, in order to positively engage and interact with those parents to support their children's development.
- Rarely does one single funding stream adequately fund early care and education programs. Therefore, administrators have to be very knowledgeable about the range of funding streams. They must spend a good deal of time managing these funding streams, each with their own sets of rules and regulations, monitoring requirements, and allowable expenses.
- While recent changes to CCAP have made the program more accessible for some families, other families have issues because of the "eligibility cliff." That is, if they receive a raise it could put them over the income eligibility threshold. They would lose their subsidy but still may not have adequate income to afford child care.
- There are some initial efforts to build greater alliances across the traditional ECE sector and the health sector, but these connections are not quite where community members would like them to be. As a result, families may receive different

## The Importance of Trauma Informed or Healing-Centered Practice

The understanding of and focus on Adverse Childhood Experiences (ACEs) and trauma in the field have helped shed light on the long-term consequences of adverse experiences in the early years but also the importance of strengths-based and trauma informed care. [The Centers for Disease Control \(CDC\)](#) defines ACEs as "all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18 including witnessing violence in the home or community." ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood and they can negatively impact education and job opportunities. While ultimately prevention of ACEs is a big picture community-level goal that involves everyone, we know that positive, nurturing early experiences through high-quality care and home visiting programs are an important piece of the puzzle. Finally, Ellen Galinsky notes that [trauma is not destiny](#). Understanding ACEs is a critical first step but moving to an asset-based and "healing-centered" program and community approach will help to nurture family resilience and help all children reach their full potential.

**Trauma is not destiny.**

messages about their child's development from their physicians/pediatricians and from their ECE providers. Many doctors and health centers are unaware of resources and services in the community that they could potentially refer children and families to.

## PRIORITIES AND NEXT STEPS

Taken together, the existing strengths and the challenges provide direction for next steps to establish a strong and thriving early childhood system of services across Kane and Kendall Counties.

1. Continue to **build collaborations** among a broad range of service providers to support families and assist them in accessing the services they need.
2. Engage in widespread **public awareness and education efforts** to help the public understand the importance of the first five years of life. There are 2,000 days before a child enters kindergarten and myriad roles and ways for the community to support young children during that formative time.
3. Continue to advocate for and take advantage of opportunities to expand early childhood services, **especially for children from birth to three** and their families. Using and advocating for **mental health services and supports** is also a priority. We must work together to leverage these opportunities.





## A CALL TO ACTION

Since the time this project began and the release of this report there has been incredible societal upheaval. The COVID-19 pandemic has caused crises in our health system, our education system, and our economy. Simultaneously, we are experiencing social unrest as we all grow to understand the extent and impact of systemic racism on Black and Brown people and other marginalized populations.

Early care and education has been substantially impacted by these once-in-a-lifetime events. Those in the field have long been aware that early childhood caregivers are “essential employees.” Now the reality is widely recognized; this moment offers an opportunity to elevate the status of early childhood educators and caregivers. It is also time to address appropriately compensating them for their work. Caring for children in groups is caught in the midst of an outbreak of a novel virus where knowledge and understanding of how to prevent the spread and treat the illness is changing every day.

Equity has always been a focus in the ECE sector. Since the 1960s the federal Head Start program, initially created as a two generation anti-poverty program, recognized the connection between a healthy beginning for young children and breaking the cycle of intergenerational poverty for marginalized families and communities. With a renewed and broader recognition of the impact of systemic racism, now is the time to help to ameliorate it by spotlighting programs like Head Start and other comprehensive early childhood approaches, including state funded programs.

Within the field there is a recognition that many programs operate “on the backs of” women of color who make up a substantial part of the workforce. These

child care providers are undervalued and drastically underpaid, frequently relying on public benefits to supplement their income. The current crisis provides an opportunity to raise this issue to the general public. We must make the case for not just more services but much more substantial funding for services that do exist. These essential workers must be adequately compensated.

While the current economic crisis caused by the global pandemic could result in less funding for early care and education, it is incumbent upon the field and supporters to make the case more urgently than ever. There is a growing recognition that our field has been underfunded and active efforts have been underway through the Illinois Funding Commission to identify and work towards funding adequacy across ECE programs and services in the state.

While the recommendations included here start from the pre-pandemic perspective, they are all still applicable based on the science of ECE and the needs of families and communities. In fact, in these desperate days the need for ECE among families is more pressing than ever. In such unprecedented times with rapidly unfolding events and an evolving understanding of the challenges we face and how to address them, we must be nimble and flexibly respond to new challenges and opportunities as they arise.

## RECOMMENDATIONS TO CONTINUE TO GROW AND STRENGTHEN THE EARLY CHILDHOOD SYSTEM

These recommendations are based on the study of the community data and conversations with key stakeholders.

1. Continue to **build and support collaborations** among a broad range of service providers to support families with young children and assist them in accessing the services they need.

- Financially support early childhood community collaborative efforts with both state and local sources of funding as well as through public and private funding mechanisms. This will ensure the collaboration’s continued progress toward goals of ensuring all children have equitable access to early childhood programs.
- Encourage partnership and cooperation among programs with a goal of increasing capacity, building continuity from one program to the other (for example birth to three and three to five year old programs working in partnership and coordination for continuity).
- Support capacity within a range of programs to enable staff to engage in the important and time-intensive efforts of collaboration and system building in communities. Including support for a back bone organization or structure to facilitate the critical work of building and developing a shared vision as well as monitoring progress toward common goals, across diverse representation of community members and leaders.

2. Undertake **public awareness efforts** to help everyone understand the importance of the first five years of life. Each individual has a unique role in supporting young children in their community: as a parent or family member; a health or child care provider; a teacher; a philanthropic priority; a family-friendly business or employer; or simply someone who votes with the interest of young children in mind.

- Continue and re-double efforts to engage a diverse group of stakeholders in early childhood—including physicians and business leaders—to support consistent information distribution and messaging as well as to advocate for the field.
  - Develop and distribute strategic messaging appropriately targeted to intended audiences, including parents and professionals. Emphasize the importance of ECE to the entire community, including employers.
3. Continue to advocate for and take advantage of chances to expand early childhood services, **especially for children from birth to three** and their families. Work together to leverage these opportunities. Be sure to include **mental health services and supports**.
- Prioritize funding to specific areas with great need. These would include geographic regions; infant and toddler services; and mental health services for children, families, and the providers that support and interact with them.
  - Identify and target resources aimed at developing a workforce pipeline of professionals in the community. These efforts can help many ECE programs and services that struggle to find and retain staff with needed qualifications and expertise.
  - In addition to advocating for increased funding to serve more children, advocate for funding to increase compensation for those in the ECE field.



# COMMUNITY PROFILES

## Spotlight: **PLANO**



Plano is a diverse community in Kendall County to the southwest of Aurora, the county seat. Plano is a fast-growing community with a higher than average concentration of young children; 10% of the entire population (1,132 children) of Plano are children under five. In contrast, children under five only make up about 7% of the population in Kane and Kendall Counties as a whole. More than half of children five and under (54%) in Plano live in families under 200% of the federal poverty level and more than a third live at or below 100% of the federal poverty level.

The Plano Community Unit School District runs the P.H. Miller Preschool program and offers both half-day and full-day preschool programs, funded through the Illinois State Board of Education's Early Childhood Block Grant. The program serves about 150 children, which barely makes a dent in the number of Plano's young children requiring care and education. The preschool maintains a waiting list and those on it can take advantage of their Family Resource Center which offers play groups and parent groups. Waiting families can also check out books, games, toys, DVDs, and parenting books and brochures. One-on-one appointments with family support specialists are also available for parents to address specific questions and concerns. Families can also learn about additional resources available in the community like the Kendall Food Pantry.

Plano Community Unit School District has stepped up as a leader in early childhood to meet the growing demands of the community by expanding their

programs and by starting a local collaborative to better coordinate across programs serving young children. Sixty-five percent of students in the district receive free and reduced lunch. The number of students with Individualized Education Plans (IEPs) is on the increase because the district has been conducting intentional and intensive screening. The community also has a substantial and growing Latino community, currently making up 47% of students in the district. To support the strengths and address the needs of this population, the district provides a bilingual classroom that feeds into the district's dual language immersion program.

In order to meet the needs of children and their families, the district started a formal community collaborative in 2017 to foster new partnerships and grow resources. The collaboration is in the process of undertaking very intentional and formal planning and relationship building. Some of the partners include the Northern IL Food Bank, Family Focus Aurora, Fox Valley YMCA, the local library, Waubesa Community College, and the Local Interagency Council (LIC) to engage with the local recipients of the Early Intervention program for children under three. The community is sorely lacking services for children under three. The district does not have any state Prevention Initiative or federal Early Head Start funding that would support this fragile population. Plano residents are also disadvantaged because there is no public transit in the area. The collaborative plans to develop new and creative ways to reach families isolated by the absence of transportation options.

# Plano Data Profile: **Potential Need, Availability, and Participation**

<b>Need vs. Availability</b>		<b>Kendall County</b>	<b>Plano</b>
Availability of child care slots	Total Center and FCC Capacity 0–5	3,240	110
	Children 0–5 with all Available Parents in the Workforce	7,186	734
	Potential Slot Gap	3,946	624
	Percent Slot Gap	54.9%	85.0%
Children Participating in CCAP	Children 5 years and under Participating in CCAP by Family Location	364	62
	Children 5 and under 200% FPL	2,377	865
	Percent of Potentially Eligible Children Participating in CCAP	15.3%	7.2%
Centers and Licensed Homes Participating in CCAP	Total Licensed and License-Exempt Centers and Licensed Homes	72	3
	Percent Participating in CCAP	40.0%	67.0%

<b>ISBE &amp; Early/Head Start Capacity</b>		<b>Kendall County</b>		<b>Plano</b>	
		<b>Sites</b>	<b>Capacity</b>	<b>Sites</b>	<b>Capacity</b>
Preschool Programs	ISBE PFA	7	734	1	108
	ISBE PFA Expansion	1	40	1	40
	Head Start	1	20	0	0
Infant Toddler Programs	ISBE Prevention Initiative	0	0	0	0
	Early Head Start	0	0	0	0

<b>Community-Based Child Care Capacity</b>			
Licensed Center Capacity by Age	Number of sites	21	2
	6 weeks through age 2	807	28
	3–4 and 5–K	1,575	74
	Total 6 weeks through age 5	2,382	102
License-Exempt Center Capacity by Age	Number of sites	7	0
	6 weeks through age 2	0	0
	3–4 and 5–K	616	0
	Total 6 weeks through age 5	616	0
Total Center-based Capacity 0–5		2,998	102
Licensed FCC Capacity by Age	Number of sites	44	1
	6 weeks through age 2	137	2
	3–4 and 5–K	105	6
	Total 6 weeks through age 5	242	8



Plano Data Profile: **Potential Need, Availability, and Participation** *continued*

Child Care Assistance Program (CCAP) Participation		Kendall County	Plano
Children 5 years and under Participating in CCAP by Family Location		364	62
Child Care Centers and Homes Receiving Payment from CCAP	Licensed centers	16	1
	License-exempt centers	1	1
	Licensed homes	12	0
	License-exempt providers	22	4
	Total centers and homes	51	6

**Child Care Quality as Measured by ExceleRate Illinois**

Licensed Child Care Centers in ExceleRate	Number of sites	21	2
	Licensed Circle	17	2
	Bronze Circle	0	0
	Silver Circle	2	0
	Gold Circle	2	0
Licensed FCC Homes in ExceleRate	Number of sites	44	1
	Licensed Circle	44	1
	Bronze Circle	0	0
	Silver Circle	0	0
	Gold Circle	0	0



# Plano Data Profile: Demographics

Indicator		Kendall County	Plano
<b>Numbers of Young Children</b>	Total Population	122,933	11,863
	Children Under 3 Years	5,114	493
	Children 3 and 4 years old	3,895	636
	<b>Total Children Under 5</b>	9,009 (7.3%)	<b>1,132 (9.5%)</b>
Population by Race/Ethnicity for Children Under Age 5	White Alone, Non Hispanic or Latino	6,024 (66.9%)	580 (51.2%)
	Hispanic or Latino (of any race)	1,893 (21.0%)	355 (31.4%)
	Black or African American, Non-Hispanic or Latino	640 (7.1%)	147 (13.0%)
	Asian, Non-Hispanic or Latino	308 (3.4%)	0
	Two or More Races, Non-Hispanic or Latino	144 (1.6%)	51 (4.5%)
<b>Children 5 and Under Living in Poverty</b>	Number of children 5 years and Under	11,059	1,588
	0–100% Federal Poverty Level	761 (6.9%)	552 (34.8%)
	0–130% Federal Poverty Level	1,206 (10.9%)	692 (43.6%)
	0–185% Federal Poverty Level	2,038 (18.4%)	865 (54.5%)
	<b>0–200% Federal Poverty Level</b>	2,377 (21.5%)	<b>865 (54.5%)</b>
	0–400% Federal Poverty Level	6,254 (56.6%)	1,054 (66.4%)
Household Home Language	Number of households	39,882	3,681
	Number of limited English-speaking households, Spanish	606 (1.5%)	123 (3.3%)
	Number of limited English-speaking households, other languages	310 (0.8%)	76 (2.1%)
<b>Children 5 and Under in Working Families</b>	Children 5 and under living in families	10,857	1,268
	Children 5 and under living with two working parents	5,084	288
	Children 5 and under living with one working parent	2,102	446
	<b>Percent of children with all available parents in the workforce</b>	66.2%	<b>57.9%</b>

# COMMUNITY PROFILES

## Spotlight: **ST. CHARLES**



St. Charles Community Unit School District 303 (CUSD 303) is a large preschool through 12th grade district serving children and families from over 57 square miles of the Fox River Valley. District 303 serves about 12,000 students from PreK-12 who reside within their attendance boundaries, including not only the city of St. Charles but also portions of West Chicago, South Elgin, Wayne, Campton Hills, Wasco, Elburn, and unincorporated Kane County. Families within the district boundaries represent a great deal of diversity with over 40 different languages spoken and many living in very impoverished communities.

The District 303 Early Childhood program currently has capacity to serve about 300 three, four, and five-year old children in half-day programs. All classrooms include Special Education slots, with most classrooms including slots for children eligible for Preschool For All and fee-based slots as well. The district acknowledges they are only serving a fraction of the more than 3,000 three- and four-year-olds in the school district. Currently 80 of the slots are funded through Preschool For All and the district has many more children who are eligible for PFA within their district boundaries but does not currently have capacity to serve them.

While there has been a good deal of unofficial collaboration in the community, District 303 leaders recognized the necessity of creating a formal collaborative to be more effective and applied for funding from Partner Plan Act. The core members of the recently formed collaborative include two representatives from District 303; a parent; and representatives from the St. Charles Public Library, Family Focus, and Fox Valley Literacy Volunteers. The first meeting of the collaborative was held in Summer 2019 and an intentional planning process is underway that includes reaching out to members of the community to hear about and better understand their needs.

The group has done outreach to hear from teachers and administrators from across the ten elementary schools in the community and is currently planning opportunities to engage with parents and families that represent the varied demographics in the community. The group will develop a strategic plan once the listening and learning tour is complete. Unfortunately, in a recent development, one important strategic partner agency serving St. Charles lost early childhood funding. This includes the loss of Head Start classrooms serving eligible three to five year-olds from St. Charles; a blow to the community where there was already a substantial gap in serving very young children.

# St. Charles Data Profile: **Potential Need, Availability, and Participation**

<b>Need vs. Availability</b>		<b>Kane County</b>	<b>St. Charles</b>
Availability of child care slots	Total Center and FCC Capacity 0–5	10,448	1,088
	Children 0–5 with all Available Parents in the Workforce	26,708	1,147
	Potential Slot Gap	16,260	59
	Percent Slot Gap	60.9%	5.1%
Children Participating in CCAP	Children 5 years and under Participating in CCAP by Family Location	1,924	46
	Children 5 and under 200% FPL	14,706	349
	Percent of Potentially Eligible Children Participating in CCAP	13.1%	13.2%
Centers and Licensed Homes Participating in CCAP	Total Licensed and License-Exempt Centers and Licensed Homes	197	16
	Percent Participating in CCAP	51.0%	19.0%

<b>ISBE &amp; Early/Head Start Capacity</b>		<b>Kane County</b>		<b>St. Charles</b>	
		<b>Sites</b>	<b>Capacity</b>	<b>Sites</b>	<b>Capacity</b>
Preschool Programs	ISBE PFA	15	2,237	1	70 <sup>i</sup>
	ISBE PFA Expansion	18	838	0	0
	Head Start	6	594	0	0
Infant Toddler Programs	ISBE Prevention Initiative	9	816	0	0
	Early Head Start	7	282	0	0

<b>Community-Based Child Care Capacity</b>			
Licensed Center Capacity by Age	Number of sites	85	7
	6 weeks through age 2	2,959	275
	3–4 and 5–K	4,151	500
	Total 6 weeks through age 5	7,110	775
License-Exempt Center Capacity by Age	Number of sites	27	2
	6 weeks through age 2	58	–
	3–4 and 5–K	2,771	280
	Total 6 weeks through age 5	2,829	280
Total Center-based Capacity 0–5		9,939	1,055
Licensed FCC Capacity by Age	Number of sites	85	7
	6 weeks through age 2	291	20
	3–4 and 5–K	218	13
	Total 6 weeks through age 5	509	33

<sup>i</sup> While the St. Charles School District receives funding for 80 PFA slots, the district boundaries are larger than just the city of St. Charles. Ten slots support children from these other communities.

<b>Child Care Assistance Program (CCAP) Participation</b>		<b>Kane County</b>	<b>St. Charles</b>
Children 5 years and under Participating in CCAP by Family Location		1,924	46
Child Care Centers and Homes Receiving Payment from CCAP	Licensed centers	61	3
	License-exempt centers	4	0
	Licensed homes	35	0
	License-exempt providers	98	2
	Total centers and homes	198	5

**Child Care Quality as Measured by ExceleRate Illinois**

Licensed Child Care Centers in ExceleRate	Number of sites	85	7
	Licensed Circle	56	4
	Bronze Circle	2	1
	Silver Circle	11	1
	Gold Circle	16	1
Licensed FCC Homes in ExceleRate	Licensed Circle	84	7
	Bronze Circle	0	0
	Silver Circle	1	0
	Gold Circle	0	0



# St. Charles Data Profile: Demographics

Indicator		Kane County	St. Charles (Municipality)
<b>Numbers of Young Children</b>	Total Population	529,402	32,730
	Children Under 3 Years	20,072	876
	Children 3 and 4 years old	14,947	670
	<b>Total Children Under 5</b>	<b>35,019 (6.6%)</b>	<b>1,546 (4.7%)</b>
Population by Race/Ethnicity for Children Under Age 5	White Alone, Non Hispanic or Latino	14,686 (41.9%)	1,326 (85.8%)
	Hispanic or Latino (of any race)	15,552 (44.4%)	182 (11.8%)
	Black or African American, Non-Hispanic or Latino	2,503 (7.1%)	11 (0.7%)
	Asian, Non-Hispanic or Latino	1,139 (3.3%)	0
	Two or More Races, Non-Hispanic or Latino	1,025 (2.9%)	27 (1.7%)
<b>Children 5 and Under Living in Poverty</b>	Number of children 5 years and Under	42,144	2,028
	0–100% Federal Poverty Level	6,764 (16.0%)	120 (5.9%)
	0–130% Federal Poverty Level	9,020 (21.4%)	140 (6.9%)
	0–185% Federal Poverty Level	13,459 (31.9%)	297 (14.6%)
	<b>0–200% Federal Poverty Level</b>	<b>14,706 (34.9%)</b>	<b>349 (17.2%)</b>
	0–400% Federal Poverty Level	28,771 (68.3%)	710 (35.0%)
Household Home Language	Number of households	175,930	12,679
	Number of limited English-speaking households, Spanish	8,758 (5.0%)	233 (1.8%)
	Number of limited English-speaking households, other languages	1,593 (0.9%)	116 (0.9%)
<b>Children 5 and Under in Working Families</b>	Children 5 and under living in families	41,109	1,714
	Children 5 and under living with two working parents	17,063	962
	Children 5 and under living with one working parent	9,645	185
	<b>Percent of children with all available parents in the workforce</b>	<b>65%</b>	<b>66.9%</b>

# COMMUNITY PROFILES

## Spotlight: **AURORA**



Aurora is the second largest city in Illinois with a total population of about 200,000 residents. While Aurora is primarily in Kane County, parts of the city also lie in DuPage, Kendall, and Will Counties. The population of Aurora has become increasingly diverse since the 1980s. Currently 47% of the population identifies as Hispanic or Latino, about one-third identifies as white alone, 10% identify as Black, 6% identify as Asian, and 3% identify as two or more races. Aurora grew rapidly in the 1990s and the population remains stable. Children under five make up 8% of the total population—which is higher than average. Six percent of the population in all of Illinois is under five.

Aurora is fortunate to have programs that offer all of the primary types of publicly funded early care and education services, including federally funded Early/Head Start as well as state funded Preschool For All and Prevention Initiative. But while the availability of early childhood services has been growing, there are still many children and families who require services and cannot access them.

In Aurora, there are only about 2,400 slots for children in Early/Head Start, Preschool For All, and Prevention Initiative programs, while there are more than 8,500

children five years and under living at or below 200% of the federal poverty level, frequently used as a proxy of need for these comprehensive early childhood programs. Similarly, there are nearly 12,000 children birth to five years of age with all available parents in the workforce and only about 3,800 slots in child care centers and family child care homes for children birth to age five.

Aurora is demographically and geographically complex and sprawling. The city has six elementary school districts that serve its residents. It is also fortunate to have an array of early childhood programming including home visiting, early care, and education services in different settings. But while there is variety in services, there is nowhere near enough capacity to meet the need. This complexity contributes to how challenging it can be for families to discover and access ECE services and particularly the right services to fit their needs at the right time. The community does have a solid foundation of services to build from and SPARK continues to be critical to furthering this growth and supporting the development of coordinated and accessible system of services.

# Aurora Data Profile: **Potential Need, Availability, and Participation**

<b>Need vs. Availability</b>		<b>Kane County</b>	<b>Aurora</b>
Availability of child care slots	Total Center and FCC Capacity 0–5	10,448	3,786
	Children 0–5 with all Available Parents in the Workforce	26,708	11,851
	Potential Slot Gap	16,260	8,065
	Percent Slot Gap	60.9%	68.1%
Children Participating in CCAP	Children 5 years and under Participating in CCAP by Family Location	1,924	1,040
	Children 5 and under 200% FPL	14,706	8,583
	Percent of Potentially Eligible Children Participating in CCAP	13.1%	12.1%
Centers and Licensed Homes Participating in CCAP	Total Licensed and License-Exempt Centers and Licensed Homes	197	95
	Percent Participating in CCAP	51.0%	67.0%

<b>ISBE &amp; Early/Head Start Capacity</b>		<b>Kane County</b>		<b>Aurora</b>	
		<b>Sites</b>	<b>Capacity</b>	<b>Sites</b>	<b>Capacity</b>
Preschool Programs	ISBE PFA	15	2,237	5	1,038
	ISBE PFA Expansion	18	838	9	500
	Head Start	6	594	2	233
Infant Toddler Programs	ISBE Prevention Initiative	9	816	5	475
	Early Head Start	7	282	4	152

## **Community-Based Child Care**

Licensed Center Capacity by Age	Number of sites	85	34
	6 weeks through age 2	2,959	1,278
	3–4 and 5–K	4,151	1,410
	Total 6 weeks through age 5	7,110	2,688
License-Exempt Center Capacity by Age	Number of sites	27	11
	6 weeks through age 2	58	13
	3–4 and 5–K	2,771	818
	Total 6 weeks through age 5	2,829	831
<b>Total Center-based Capacity 0–5</b>		<b>9,939</b>	<b>3,519</b>
Licensed FCC Capacity by Age	Number of sites	85	50
	6 weeks through age 2	291	140
	3–4 and 5–K	218	127
	Total 6 weeks through age 5	509	267



<b>Child Care Assistance Program (CCAP) Participation</b>		<b>Kane County</b>	<b>Aurora</b>
Children Participating in CCAP by Family Location	Children 0–2 years	903	499
	Children 3–5	1,021	541
	Children 5 years and under	1,924	1,040
Child Care Centers and Homes Receiving Payment from CCAP	Licensed Centers	61	36
	License-exempt centers	4	1
	Licensed homes	35	27
	License-exempt providers	98	53
	Total centers and homes	198	117

**Child Care Quality as Measured by ExceleRate Illinois**

Licensed Child Care Centers in ExceleRate	Number of sites	85	34
	Licensed Circle	56	24
	Bronze Circle	2	0
	Silver Circle	11	3
	Gold Circle	16	7
Licensed FCC Homes in ExceleRate	Licensed Circle	84	48
	Bronze Circle	0	1
	Silver Circle	1	1
	Gold Circle	0	0



# Aurora Data Profile: Demographics

Indicator		Kane County	Aurora
<b>Numbers of Young Children</b>	Total Population	529,402	200,946
	Children Under 3 Years	20,072	9,532
	Children 3 and 4 years old	14,947	6,884
	<b>Total Children Under 5</b>	35,019 (6.6%)	<b>16,416 (8.2%)</b>
Population by Race/Ethnicity for Children Under Age 5	White Alone, Non Hispanic or Latino	14,686 (41.9%)	5,435 (33.1%)
	Hispanic or Latino (of any race)	15,552 (44.4%)	7,742 (47.2%)
	Black or African American, Non-Hispanic or Latino	2,503 (7.1%)	1,740 (10.6%)
	Asian, Non-Hispanic or Latino	1,139 (3.3%)	1,009 (6.1%)
	Two or More Races, Non-Hispanic or Latino	1,025 (2.9%)	438 (2.7%)
<b>Children 5 and Under Living in Poverty</b>	Number of children 5 years and Under	42,144	19,850
	0–100% Federal Poverty Level	6,764 (16.0%)	3,930 (19.8%)
	0–130% Federal Poverty Level	9,020 (21.4%)	5,323 (26.8%)
	0–185% Federal Poverty Level	13,459 (31.9%)	7,846 (39.5%)
	<b>0–200% Federal Poverty Level</b>	14,706 (34.9%)	<b>8,583 (43.2%)</b>
	0–400% Federal Poverty Level	28,771 (68.3%)	14,311 (72.1%)
Household Home Language	Number of households	175,930	62,604
	Number of limited English-speaking households, Spanish	8,758 (5.0%)	4,975 (7.9%)
	Number of limited English-speaking households, other languages	1,593 (0.9%)	847 (1.4%)
<b>Children 5 and Under in Working Families</b>	Children 5 and under living in families	41,109	17,719
	Children 5 and under living with two working parents	17,063	6,384
	Children 5 and under living with one working parent	9,645	5,467
	<b>Percent of children with all available parents in the workforce</b>	65%	<b>66.9%</b>

# APPENDIX A

## EARLY CHILDHOOD DEMOGRAPHIC DATA

All data are 2017 Census estimates and supplied by the Illinois Early Childhood Asset Map (IECAM).

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### Numbers of Young Children and Race and Ethnicity Data

County Totals	Numbers of Young Children				Population By Race/Ethnicity for Children Under Age 5				
	Total Population	Children under 3 years	Children 3 and 4 years old	Total children under 5	White alone, Non-Hispanic or Latino	Hispanic or Latino (of any race)	Black or African American, Non-Hispanic or Latino	Asian, Non-Hispanic or Latino	Two or more races, Non-Hispanic or Latino
Kane	529,402	20,072	14,947	35,019 (6.6%)	14,686 (41.9%)	15,552 (44.4%)	2,503 (7.1%)	1,139 (3.3%)	1,025 (2.9%)
Kendall	122,933	5,114	3,895	9,009 (7.3%)	6,024 (66.9%)	1,893 (21.0%)	640 (7.1%)	308 (3.4%)	144 (1.6%)

Municipalities	Numbers of Young Children				Population By Race/Ethnicity for Children Under Age 5				
	Total Population	Children under 3 years	Children 3 and 4 years old	Total children under 5	White alone, Non-Hispanic or Latino	Hispanic or Latino (of any race)	Black or African American, Non-Hispanic or Latino	Asian, Non-Hispanic or Latino	Two or more races, Non-Hispanic or Latino
Aurora	200,946	9,532	6,884	16,416 (8.2%)	5,435 (33.1%)	7,742 (47.2%)	1,740 (10.6%)	1,009 (6.1%)	438 (2.7%)
Big Rock	1,211	25	43	68 (5.6%)	68 (100%)	0	0	0	0

*continued*

## Numbers of Young Children and Race and Ethnicity Data, *continued*

Municipalities <i>continued</i>	Numbers of Young Children				Population By Race/Ethnicity for Children Under Age 5				
	Total Population	Children under 3 years	Children 3 and 4 years old	Total children under 5	White alone, Non-Hispanic or Latino	Hispanic or Latino (of any race)	Black or African American, Non-Hispanic or Latino	Asian, Non-Hispanic or Latino	Two or more races, Non-Hispanic or Latino
Campton Hills	11,386	270	298	568 (5.0%)	527 (92.8%)	25 (4.4%)	17 (3.0%)	0	0
Elburn	5,639	204	161	365 (6.5%)	325 (89.0%)	40 (11.0%)	0	0	0
Geneva	21,791	729	567	1,296 (5.9%)	1,144 (88.3%)	84 (6.5%)	0	60 (4.6%)	9 (0.7%)
Hinckley	2,153	120	66	186 (8.6%)	161 (86.6%)	20 (10.8%)	1 (0.5%)	0	5 (2.7%)
Little York	300	24	11	35 (11.7%)	35 (100%)	0	0	0	0
Maple Park	1,338	64	72	136 (10.2%)	131 (96.3%)	3 (2.2%)	0	0	2 (1.5%)
Millbrook	380	4	5	9 (2.4%)	5 (55.6%)	4 (44.4%)	0	0	0
Montgomery	19,187	1,244	998	2,242 (11.7%)	1,049 (46.8%)	944 (42.1%)	101 (4.5%)	134 (6.0%)	12 (0.5%)
North Aurora	17,473	804	632	1,436 (8.2%)	1,000 (69.6%)	214 (14.9%)	49 (3.4%)	112 (7.8%)	60 (4.2%)
Oswego	33,759	1,474	1,120	2,594 (7.7%)	1,616 (62.3%)	550 (21.2%)	187 (7.2%)	165 (6.4%)	75 (2.9%)
Plano	11,863	496	636	1,132 (9.5%)	580 (51.2%)	355 (31.4%)	147 (13.0%)	0	51 (4.5%)
Sandwich	7,633	404	185	589 (7.7%)	494 (83.9%)	95 (16.1%)	0	0	0
St. Charles	32,730	876	670	1,546 (4.7%)	1,326 (85.8%)	182 (11.8%)	11 (0.7%)	0	27 (1.7%)
Sugar Grove	9,417	249	96	345 (3.7%)	274 (79.4%)	16 (4.6%)	0	55 (15.9%)	0
Wayne	2,424	66	45	111 (4.6%)	111 (100%)	0	0	0	0
Yorkville	18,691	922	526	1,448 (7.7%)	1,197 (82.7%)	177 (12.2%)	0	51 (3.5%)	23 (1.6%)

## Numbers of Young Children and Race and Ethnicity Data, *continued*

Townships	Numbers of Young Children				Population By Race/Ethnicity for Children Under Age 5				
	Total Population	Children under 3 years	Children 3 and 4 years old	Total children under 5	White alone, Non-Hispanic or Latino	Hispanic or Latino (of any race)	Black or African American, Non-Hispanic or Latino	Asian, Non-Hispanic or Latino	Two or more races, Non-Hispanic or Latino
Blackberry (Kane)	15,502	662	577	1,239 (8.0%)	967 (78.0%)	210 (16.9%)	50 (4.0%)	0	0
Campton (Kane)	17,524	480	343	823 (4.7%)	764 (92.8%)	29 (3.5%)	22 (2.7%)	0	8 (1.0%)
Bristol (Kendall)	28,192	1,083	838	1,921 (6.8%)	1,262 (65.7%)	529 (27.5%)	78 (4.1%)	0	0

School Districts	Numbers of Young Children				Population By Race/Ethnicity for Children Under Age 5				
	Total Population	Children under 3 years	Children 3 and 4 years old	Total children under 5	White alone, Non-Hispanic or Latino	Hispanic or Latino (of any race)	Black or African American, Non-Hispanic or Latino	Asian, Non-Hispanic or Latino	Two or more races, Non-Hispanic or Latino
Aurora East Unit SD 131	88,896	4,016	2,967	6,983 (7.9%)	538 (7.7%)	5,730 (82.1%)	669 (9.6%)	18 (0.3%)	24 (0.3%)
Aurora West Unit SD 129	73,824	2,900	1,944	4,844 (6.6%)	2,052 (42.4%)	1,862 (38.4%)	406 (8.4%)	199 (4.1%)	292 (6.0%)
Geneva CUSD 304	29,510	948	703	1,651 (5.6%)	1,459 (88.4%)	110 (6.7%)	0	59 (3.6%)	23 (1.4%)
Hinckley-Big Rock CUSD 429	4,707	131	108	239 (5.1%)	208 (87.0%)	19 (7.9%)	6 (2.5%)	0	6 (2.5%)
Indian Prairie CUSD 204	128,775	4,771	3,632	8,403 (6.5%)	4,006 (47.7%)	782 (9.3%)	732 (8.7%)	2,250 (26.8%)	600 (7.1%)
Kaneland CUSD 302	25,768	887	506	1,393 (5.4%)	1,059 (76.0%)	178 (12.8%)	64 (4.6%)	52 (3.7%)	38 (2.7%)
Plano CUSD 88	11,173	438	571	1,009 (9.0%)	484 (48.0%)	338 (33.5%)	141 (14.0%)	0	47 (4.7%)
Sandwich CUSD 430	13,376	515	230	745 (5.6%)	644 (86.4%)	101 (13.6%)	0	0	0
St. Charles CUSD 303	68,798	1,749	1,409	3,158 (4.6%)	2,625 (83.1%)	334 (10.6%)	38 (1.2%)	32 (1.0%)	127 (4.0%)
Yorkville CUSD 115	32,474	1,396	1,037	2,433 (7.5%)	1,565 (64.3%)	737 (30.3%)	0	115 4.7%	16 (0.7%)
Newark Com Con SD 66	2,900	158	76	234 (8.1%)	225 (96.2%)	6 (2.6%)	0	0	3 (1.3%)
Oswego CUSD 308	79,356	3,352	2,601	5,953 (7.5%)	3,796 (63.8%)	1,099 (18.5%)	0	434 (7.3%)	109 (1.8%)

## Young Children Living in Poverty

County Totals	Children 5 and Under Living in Poverty					
	Number of children 5 years and Under	0-100% Federal Poverty Level	0-130% Federal Poverty Level	0-185% Federal Poverty Level	0-200% Federal Poverty Level	0-400% Federal Poverty Level
Kane	42,144	6,764 (16.0%)	9,020 (21.4%)	13,459 (31.9%)	14,706 (34.9%)	28,771 (68.3%)
Kendall	11,059	761 (6.9%)	1,206 (10.9%)	2,038 (18.4%)	2,377 (21.5%)	6,254 (56.6%)
Municipalities	Number of children 5 years and Under	0-100% Federal Poverty Level	0-130% Federal Poverty Level	0-185% Federal Poverty Level	0-200% Federal Poverty Level	0-400% Federal Poverty Level
Aurora	19,850	3,930 (19.8%)	5,323 (26.8%)	7,846 (39.5%)	8,583 (43.2%)	14,311 (72.1%)
Big Rock	88	0	0	36 (40.9%)	37 (42.0%)	68 (77.3%)
Campton Hills	753	0	0	0	53 (7.0%)	178 (23.6%)
Elburn	445	0	0	0	12 (2.7%)	200 (44.9%)
Geneva	1,440	143 (9.9%)	152 (10.6%)	226 (15.7%)	227 (15.8%)	646 (44.9%)
Hinckley	208	6 (2.9%)	8 (3.8%)	38 (18.3%)	44 (21.2%)	131 (63.0%)
Little York	40	7 (17.5%)	8 (20.0%)	8 (20.0%)	8 (20.0%)	40 (100.0%)
Maple Park	162	0	0	24 (14.8%)	24 (14.8%)	91 (56.2%)
Millbrook	10	0	0	0	0	7 (70.0%)
Montgomery	2,400	15 (0.6%)	81 (3.4%)	141 (5.9%)	141 (5.9%)	1,504 (62.7%)
North Aurora	1,651	47 (2.8%)	52 (3.1%)	103 (6.2%)	104 (6.3%)	967 (58.6%)
Oswego	3,414	0	39 (1.1%)	324 (9.5%)	488 (14.3%)	1,459 (42.7%)
Plano	1,588	552 (34.8%)	692 (43.6%)	865 (54.5%)	865 (54.5%)	1,054 (66.4%)
Sandwich	710	60 (8.5%)	137 (19.3%)	203 (28.6%)	204 (28.7%)	611 (86.1%)
St. Charles	2,028	120 (5.9%)	140 (6.9%)	297 (14.6%)	349 (17.2%)	710 (35.0%)

continued

## Young Children Living in Poverty, *continued*

<b>Municipalities</b> <i>continued</i>	Children 5 and Under Living in Poverty					
	Number of children 5 years and Under	0–100% Federal Poverty Level	0–130% Federal Poverty Level	0–185% Federal Poverty Level	0–200% Federal Poverty Level	0–400% Federal Poverty Level
Sugar Grove	374	27 (7.2%)	28 (7.5%)	28 (7.5%)	28 (7.5%)	197 (52.7%)
Wayne	115	0	0	0	0	15 (13.0%)
Yorkville	1,631	80 (4.9%)	215 (13.2%)	282 (17.3%)	312 (19.1%)	823 (50.5%)

<b>Townships</b>	Number of children 5 years and Under	0–100% Federal Poverty Level	0–130% Federal Poverty Level	0–185% Federal Poverty Level	0–200% Federal Poverty Level	0–400% Federal Poverty Level
Blackberry (Kane)	1,345	25 (1.9%)	31 (2.3%)	58 (4.3%)	58 (4.3%)	609 (45.3%)
Campton (Kane)	1,092	41 (3.8%)	41 (3.8%)	41 (3.8%)	79 (7.2%)	372 (34.1%)
Bristol (Kendall)	2,055	34 (1.7%)	155 (7.5%)	358 (17.4%)	383 (18.6%)	1,490 (72.5%)

<b>School Districts</b>	Number of children 5 years and Under	0–100% Federal Poverty Level	0–130% Federal Poverty Level	0–185% Federal Poverty Level	0–200% Federal Poverty Level	0–400% Federal Poverty Level
Aurora East Unit SD 131	8,556	2,561 (29.9%)	3,502 (40.9%)	4,750 (55.5%)	5,127 (59.9%)	7,890 (92.2%)
Aurora West Unit SD 129	5,922	756 (12.8%)	1,127 (19.0%)	1,889 (31.9%)	2,067 (34.9%)	4,294 (72.5%)
Geneva CUSD 304	1,920	134 (7.0%)	140 (7.3%)	213 (11.1%)	238 (12.4%)	752 (39.2%)
Hinckley- Big Rock CUSD 429	272	8 (2.9%)	8 (2.9%)	70 (25.7%)	74 (27.2%)	178 (65.4%)
Indian Prairie CUSD 204	10,193	695 (6.8%)	930 (9.1%)	1,560 (15.3%)	1,714 (16.8%)	4,012 (39.4%)
Kaneland CUSD 302	1,667	85 (5.1%)	142 (8.5%)	177 (10.6%)	191 (11.5%)	774 (46.4%)
Plano CUSD 88	1,363	466 (34.2%)	592 (43.4%)	748 (54.9%)	748 (54.9%)	955 (70.1%)
Sandwich CUSD 430	1,022	57 (5.6%)	140 (13.7%)	256 (25.0%)	259 (25.3%)	880 (86.1%)
St. Charles CUSD 303	4,102	160 (3.9%)	192 (4.7%)	425 (10.4%)	492 (12.0%)	1,528 (37.3%)

*continued*

## Young Children Living in Poverty, *continued*

School Districts <i>continued</i>	Children 5 and Under Living in Poverty					
	Number of children 5 years and Under	0–100% Federal Poverty Level	0–130% Federal Poverty Level	0–185% Federal Poverty Level	0–200% Federal Poverty Level	0–400% Federal Poverty Level
Yorkville CUSD 115	2,741	189 (6.9%)	315 (11.5%)	434 (15.8%)	498 (18.2%)	1,607 (58.6%)
Newark Com Con SD 66	286	7 (2.4%)	7 (2.4%)	40 (14.0%)	40 (14.0%)	197 (68.9%)
Oswego CUSD 308	7,043	89 (1.3%)	237 (3.4%)	822 (11.7%)	1,110 (15.8%)	3,357 (47.7%)

## Language Spoken at Home and Working Families with Young Children

County Totals	Household Home Language			Children 5 and Under in Working Families			
	Number of households	Number of limited English-speaking households, Spanish	Number of limited English-speaking households, other languages	Children 5 and under living in families	Children 5 and under living with two working parents	Children 5 and under living with one working parent	Percent of children with all available parents in the workforce
Kane	175,930	8,758 (5.0%)	1,593 (0.9%)	41,109	17,063	9,645	65.0%
Kendall	39,882	606 (1.5%)	310 (0.8%)	10,857	5,084	2,102	66.2%

Municipalities	Household Home Language			Children 5 and Under in Working Families			
	Number of households	Number of limited English-speaking households, Spanish	Number of limited English-speaking households, other languages	Children 5 and under living in families	Children 5 and under living with two working parents	Children 5 and under living with one working parent	Percent of children with all available parents in the workforce
Aurora	62,604	4,975 (7.9%)	847 (1.4%)	17,719	6,384	5,467	66.9%
Big Rock	423	0	0	76	34	7	53.9%
Campton Hills	3,521	0	14 (0.4%)	672	359	15	55.7%
Elburn	1,883	0	0	401	252	35	71.6%
Geneva	7,972	13 (0.2%)	22 (0.3%)	1,299	541	146	52.9%
Hinckley	805	0	0	185	118	26	77.8%
Little York	135	0	0	33	24	1	75.8%

*continued*



## Language Spoken at Home and Working Families with Young Children, *continued*

Municipalities <i>continued</i>	Household Home Language			Children 5 and Under in Working Families			
	Number of households	Number of limited English-speaking households, Spanish	Number of limited English-speaking households, other languages	Children 5 and under living in families	Children 5 and under living with two working parents	Children 5 and under living with one working parent	Percent of children with all available parents in the workforce
Maple Park	491	0	0	149	82	2	56.4%
Millbrook	149	0	0	5	2	3	100.0%
Montgomery	5,873	64 (1.1%)	7 (0.1%)	2,205	1,316	226	69.9%
North Aurora	6,188	81 (1.3%)	106 (1.7%)	1,439	1,083	93	81.7%
Oswego	10,673	74 (0.7%)	125 (1.2%)	3,015	1,475	637	70.0%
Plano	3,681	123 (3.3%)	76 (2.1%)	1,268	288	446	57.9%
Sandwich	2,647	21 (0.8%)	10 (0.4%)	651	354	130	74.3%
St. Charles	12,679	233 (1.8%)	116 (0.9%)	1,714	962	185	66.9%
Sugar Grove	3,223	0	44 (1.4%)	306	168	54	72.5%
Wayne	902	7 (0.8%)	6 (0.7%)	106	40	14	50.9%
Yorkville	6,120	0	21 (0.3%)	1,479	801	373	79.4%

Townships	Number of households	Household Home Language		Children 5 and under living in families	Children 5 and under living with two working parents	Children 5 and under living with one working parent	Percent of children with all available parents in the workforce
		Number of limited English-speaking households, Spanish	Number of limited English-speaking households, other languages				
Blackberry (Kane)	5,053	0	0	1,336	707	158	64.7%
Campton (Kane)	5,642	0	30 (0.5%)	1,083	541	45	54.1%
Bristol (Kendall)	8,904	135 (1.5%)	21 (0.2%)	2,103	951	454	66.8%

## Language Spoken at Home and Working Families with Young Children, *continued*

School Districts	Household Home Language			Children 5 and Under in Working Families			
	Number of households	Number of limited English-speaking households, Spanish	Number of limited English-speaking households, other languages	Children 5 and under living in families	Children 5 and under living with two working parents	Children 5 and under living with one working parent	Percent of children with all available parents in the workforce
Aurora East Unit SD 131	25,470	3,721 (14.6%)	141 (0.6%)	8,302	2,144	3,531	68.4%
Aurora West Unit SD 129	25,143	1,198 (4.8%)	374 (1.5%)	5,802	2,834	1,256	70.5%
Geneva CUSD 304	10,571	13 (0.1%)	22 (0.2%)	1,894	826	211	54.8%
Hinckley-Big Rock CUSD 429	1,755	0	0	270	161	33	71.9%
Indian Prairie CUSD 204	44,098	172 (0.4%)	935 (2.1%)	10,051	5,096	1,315	63.8%
Kaneland CUSD 302	8,773	0	62 (0.7%)	1,634	830	256	66.5%
Plano CUSD 88	3,808	123 (3.2%)	76 (2.0%)	1,189	330	409	62.2%
Sandwich CUSD 430	4,823	45 (0.9%)	10 (0.2%)	1,018	547	150	68.5%
St. Charles CUSD 303	23,977	238 (1.0%)	142 (0.6%)	3,951	2,065	315	60.2%
Yorkville CUSD 115	10,509	99 (0.9%)	21 (0.2%)	2,762	1,241	410	59.8%
Newark Com Con SD 66	1,096	0	0	284	191	20	74.3%
Oswego CUSD 308	25,059	477 (1.9%)	242 (1.0%)	7,036	3,674	1,314	70.9%



# APPENDIX B

## EARLY CHILDHOOD PROGRAM DATA



All data are from 2019 and supplied by the Illinois Early Childhood Asset Map (IECAM).

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### Links To Source Data

- [ISBE Preschool For All \(PFA\)](#)
- [ISBE Preschool For All Expansion \(PFAE\)](#)
- [Head Start](#)
- [ISBE Prevention Initiative 0-3](#)
- [Early Head Start](#)
- [Licensed Child Care Centers](#)
- [Licensed Family Child Care Homes in ExceleRate Program](#)
- [IDHS Child Care Assistance Program \(CCAP\)](#)

## Illinois State Board of Education and Early/Head Start Program Capacity

County Totals	ISBE PFA (FY 2019)		ISBE PFA Expansion (FY 2019)		Head Start (FY 2019)		ISBE Prevention Initiative 0-3 (FY 2019)		Early Head Start (FY 2019)	
	Sites	Proposed capacity	Sites	Proposed capacity	Sites	Funded enrollment	Sites	Proposed capacity	Sites	Funded enrollment
Kane	15	2,237	18	838	6	594	9	816	7	282
Kendall	7	734	1	40	1	20	0	0	0	0

Municipalities	Sites	Proposed capacity	Sites	Proposed capacity	Sites	Funded enrollment	Sites	Proposed capacity	Sites	Funded enrollment
Aurora	5	1,038	9	500	2	233	5	475	4	152
Big Rock	0	0	0	0	0	0	0	0	0	0
Campton Hills	0	0	0	0	0	0	0	0	0	0
Elburn	0	0	0	0	0	0	0	0	0	0
Geneva	0	0	0	0	0	0	0	0	0	0
Hinckley	0	0	0	0	0	0	0	0	0	0

*continued*

## Illinois State Board of Education and Early/Head Start Program Capacity, *continued*

<b>Municipalities</b> <i>continued</i>	ISBE PFA (FY 2019)		ISBE PFA Expansion (FY 2019)		Head Start (FY 2019)		ISBE Prevention Initiative 0-3 (FY 2019)		Early Head Start (FY 2019)	
	Sites	Proposed capacity	Sites	Proposed capacity	Sites	Funded enrollment	Sites	Proposed capacity	Sites	Funded enrollment
Little York	0	0	0	0	0	0	0	0	0	0
Maple Park	0	0	0	0	0	0	0	0	0	0
Millbrook	0	0	0	0	0	0	0	0	0	0
Montgomery	0	0	0	0	0	0	0	0	0	0
North Aurora	0	0	1	20	0	0	0	0	0	0
Oswego	2	466	0	0	0	0	0	0	0	0
Plano	1	108	1	40	0	0	0	0	0	0
Sandwich	1	80	0	0	0	0	0	0	0	0
St. Charles	1	70	0	0	0	0	0	0	0	0
Sugar Grove	0	0	0	0	0	0	0	0	0	0
Wayne	0	0	0	0	0	0	0	0	0	0
Yorkville	1	40	0	0	1	20	0	0	0	0

<b>Townships</b>	Sites	Proposed capacity	Sites	Proposed capacity	Sites	Funded enrollment	Sites	Proposed capacity	Sites	Funded enrollment
Blackberry (Kane)	0	0	0	0	0	0	0	0	0	0
Campton (Kane)	0	0	0	0	0	0	0	0	0	0
Bristol (Kendall)	1	40	0	0	0	0	0	0	0	0

<b>School Districts</b>	Sites	Proposed capacity	Sites	Proposed capacity	Sites	Funded enrollment	Sites	Proposed capacity	Sites	Funded enrollment
Aurora East Unit SD 131	3	558	3	320	1	197	2	189	3	104
Aurora West Unit SD 129	1	400	7	200	1	36	3	286	1	48
Geneva CUSD 304	0	0	0	0	0	0	0	0	0	0
Hinckley- Big Rock CUSD 429	0	0	0	0	0	0	0	0	0	0
Indian Prairie CUSD 204	1	80	0	0	0	0	0	0	0	0
Kaneland CUSD 302	0	0	0	0	0	0	0	0	0	0

*continued*

## Illinois State Board of Education and Early/Head Start Program Capacity, *continued*

School Districts <i>continued</i>	ISBE PFA (FY 2019)		ISBE PFA Expansion (FY 2019)		Head Start (FY 2019)		ISBE Prevention Initiative 0-3 (FY 2019)		Early Head Start (FY 2019)	
	Sites	Proposed capacity	Sites	Proposed capacity	Sites	Funded enrollment	Sites	Proposed capacity	Sites	Funded enrollment
Oswego CUSD 308	2	466	0	0	0	0	0	0	0	0
Plano CUSD 88	1	108	1	40	0	0	0	0	0	0
Sandwich CUSD 430	1	80	0	0	0	0	0	0	0	0
St. Charles CUSD 303	2	80	0	0	1	34	0	0	0	0
Yorkville CUSD 115	2	80	0	0	1	20	0	0	0	0
Newark Com Con SD 66	0	0	0	0	0	0	0	0	0	0

## Licensed and License-Exempt Child Care Center Capacity and Participation in ExceleRate

County Totals	Licensed Center Capacity by Age				License-Exempt Center Capacity by Age				Total Center-based capacity age 0-5
	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	
Kane	85	2,959	4,151	7,110	27	58	2,771	2,829	9,939
Kendall	21	807	1,575	2,382	7	0	616	616	2,998

Municipalities	Licensed Center Capacity by Age				License-Exempt Center Capacity by Age				Total Center-based capacity age 0-5
	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	
Aurora	34	1,278	1,410	2,688	11	13	818	831	3,519
Big Rock	0	0	0	0	0	0	0	0	0
Campton Hills	2	38	160	198	0	0	0	0	198
Elburn	2	39	70	109	0	0	0	0	109
Geneva	6	229	260	489	1	0	42	42	531
Hinckley	1	0	20	20	0	0	0	0	20
Little York	0	0	0	0	0	0	0	0	0
Maple Park	0	0	0	0	0	0	0	0	0
Millbrook	0	0	0	0	0	0	0	0	0

*continued*

## Licensed and License-Exempt Child Care Center Capacity and Participation in ExceleRate, *continued*

Municipalities <i>continued</i>	Licensed Center Capacity by Age				License-Exempt Center Capacity by Age				Total Center-based capacity age 0-5
	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	
Montgomery	3	71	136	207	1	0	12	12	219
North Aurora	5	200	303	503	0	0	0	0	503
Oswego	9	356	750	1,106	2	0	84	84	1,190
Plano	2	28	74	102	0	0	0	0	102
Sandwich	1	43	60	103	0	0	0	0	103
St. Charles	7	275	500	775	2	0	280	280	1,055
Sugar Grove	1	0	40	40	1	0	20	20	60
Wayne	0	0	0	0	0	0	0	0	0
Yorkville	7	299	551	850	1	0	120	120	970

Townships	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Total Center-based capacity age 0-5
Blackberry (Kane)	0	0	0	0	0	0	0	0	0
Campton (Kane)	4	77	230	307	0	0	0	0	307
Bristol (Kendall)	8	385	641	1,026	2	0	240	240	1,266

School Districts	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Total Center-based capacity age 0-5
Aurora East Unit SD 131	9	299	392	691	4	0	351	351	1,042
Aurora West Unit SD 129	17	530	719	1,249	7	13	467	480	1,729
Geneva CUSD 304	6	229	260	489	1	0	42	42	531
Hinckley-Big Rock CUSD 429	1	0	20	20	0	0	0	0	20
Indian Prairie CUSD 204	38	1,526	2,937	4,463	1	0	12	12	4,475
Kaneland CUSD 302	5	71	158	229	1	0	20	20	249

*continued*

## Licensed and License-Exempt Child Care Center Capacity and Participation in ExceleRate, *continued*

School Districts <i>continued</i>	Licensed Center Capacity by Age				License-Exempt Center Capacity by Age				Total Center-based capacity age 0-5
	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	
Oswego CUSD 308	11	427	939	1,366	4	0	196	196	1,562
Plano CUSD 88	3	71	194	265	0	0	0	0	265
Sandwich CUSD 430	1	43	60	103	0	0	0	0	103
St. Charles CUSD 303	11	457	846	1,303	3	0	400	400	1,703
Yorkville CUSD 115	8	309	551	860	2	0	240	240	1,100
Newark Com Con SD 66	0	0	0	0	0	0	0	0	0

## Participation in ExceleRate

County Totals	Licensed Child Care Centers in ExceleRate Program				
	Number of sites	Sites with Licensed Circle of Quality	Sites with Bronze Circle of Quality	Sites with Silver Circle of Quality	Sites with Gold Circle of Quality
Kane	85	56	2	11	16
Kendall	21	17	0	2	2

Municipalities	Number of sites	Sites with Licensed Circle of Quality	Sites with Bronze Circle of Quality	Sites with Silver Circle of Quality	Sites with Gold Circle of Quality
Aurora	34	24	0	3	7
Big Rock	0	0	0	0	0
Campton Hills	2	2	0	0	0
Elburn	2	2	0	0	0
Geneva	6	5	1	0	0
Hinckley	1	1	0	0	0
Little York	0	0	0	0	0
Maple Park	0	0	0	0	0
Millbrook	0	0	0	0	0
Montgomery	3	2	0	1	0
North Aurora	5	3	0	1	1
Oswego	9	7	0	0	2

*continued*

## Participation in ExceleRate, *continued*

<b>Municipalities</b> <i>continued</i>	Licensed Child Care Centers in ExceleRate Program				
	Number of sites	Sites with Licensed Circle of Quality	Sites with Bronze Circle of Quality	Sites with Silver Circle of Quality	Sites with Gold Circle of Quality
Plano	2	2	0	0	0
Sandwich	1	1	0	0	0
St. Charles	7	4	1	1	1
Sugar Grove	1	1	0	0	0
Wayne	0	0	0	0	0
Yorkville	7	6	0	1	0

<b>Townships</b>	Number of sites	Sites with Licensed Circle of Quality	Sites with Bronze Circle of Quality	Sites with Silver Circle of Quality	Sites with Gold Circle of Quality
Blackberry (Kane)	0	0	0	0	0
Campton (Kane)	4	4	0	0	0
Bristol (Kendall)	8	6	0	2	0

<b>School Districts</b>	Number of sites	Sites with Licensed Circle of Quality	Sites with Bronze Circle of Quality	Sites with Silver Circle of Quality	Sites with Gold Circle of Quality
Aurora East Unit SD 131	9	5	0	2	2
Aurora West Unit SD 129	17	12	0	2	3
Geneva CUSD 304	6	5	1	0	0
Hinckley-Big Rock CUSD 429	1	1	0	0	0
Indian Prairie CUSD 204	38	30	0	1	7
Kaneland CUSD 302	5	5	0	0	0
Oswego CUSD 308	11	8	0	1	2
Plano CUSD 88	3	3	0	0	0
Sandwich CUSD 430	1	1	0	0	0
St. Charles CUSD 303	11	8	1	1	1
Yorkville CUSD 115	8	7	0	1	0
Newark Com Con SD 66	0	0	0	0	0



## Licensed Family Child Care (FCC) Capacity and Participation in ExceleRate

County Totals	Licensed FCC Capacity by Age				Licensed FCC Homes in ExceleRate			
	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Sites with Licensed Circle of Quality	Sites with Bronze Circle of Quality	Sites with Silver Circle of Quality	Sites with Gold Circle of Quality
Kane	85	291	218	509	84	0	1	0
Kendall	44	137	105	242	44	0	0	0

Municipalities	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Sites with Licensed Circle of Quality	Sites with Bronze Circle of Quality	Sites with Silver Circle of Quality	Sites with Gold Circle of Quality
Aurora	50	140	127	267	48	1	1	0
Big Rock	2	3	11	14	2	0	0	0
Campton Hills	3	6	7	13	3	0	0	0
Elburn	0	0	0	0	0	0	0	0
Geneva	2	7	4	11	2	0	0	0
Hinckley	2	8	7	15	2	0	0	0
Little York	0	0	0	0	0	0	0	0
Maple Park	0	0	0	0	0	0	0	0
Millbrook	0	0	0	0	0	0	0	0
Montgomery	6	16	12	28	6	0	0	0
North Aurora	3	9	7	16	3	0	0	0
Oswego	16	60	31	91	16	0	0	0
Plano	1	2	6	8	1	0	0	0
Sandwich	3	17	10	27	3	0	0	0
St. Charles	7	20	13	33	7	0	0	0
Sugar Grove	2	13	12	25	2	0	0	0
Wayne	0	0	0	0	0	0	0	0
Yorkville	3	4	4	8	3	0	0	0

Townships	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Sites with Licensed Circle of Quality	Sites with Bronze Circle of Quality	Sites with Silver Circle of Quality	Sites with Gold Circle of Quality
Blackberry (Kane)	0	0	0	0	0	0	0	0
Campton (Kane)	3	6	7	13	3	3	0	0
Bristol (Kendall)	6	13	11	24	6	6	0	0

## Licensed Family Child Care (FCC) Capacity and Participation in ExceleRate, *continued*

School Districts	Licensed FCC Capacity by Age			Licensed FCC Homes in ExceleRate				
	Number of sites	6 weeks through age 2	3-4 and 5-K	Total 6 weeks through age 5	Sites with Licensed Circle of Quality	Sites with Bronze Circle of Quality	Sites with Silver Circle of Quality	Sites with Gold Circle of Quality
Aurora East Unit SD 131	17	49	42	91	16	0	1	0
Aurora West Unit SD 129	14	45	38	83	14	0	0	0
Geneva CUSD 304	3	13	4	17	3	0	0	0
Hinckley-Big Rock CUSD 429	4	11	18	29	4	0	0	0
Indian Prairie CUSD 204	28	84	83	167	28	0	0	0
Kaneland CUSD 302	3	16	15	31	3	0	0	0
Oswego CUSD 308	33	106	72	178	32	1	0	0
Plano CUSD 88	1	2	6	8	1	0	0	0
Sandwich CUSD 430	3	17	10	27	3	0	0	0
St. Charles CUSD 303	14	41	28	69	14	0	0	0
Yorkville CUSD 115	5	9	10	19	5	0	0	0
Newark Com Con SD 66	1	2	0	2	1	0	0	0

## Participation in the Child Care Assistance Program (CCAP)

County Totals	Children Participating in CCAP by Family Location			Centers and Homes Receiving Payment from CCAP				
	Children 0–2 years	Children 3–5	Children 5 years and under	Licensed child care centers	License-exempt child care centers	Licensed FCC homes	License-exempt FCC providers	Total centers and homes
Kane	903	1,021	1,924	61	4	35	98	198
Kendall	175	189	364	16	1	12	22	51

Municipalities	Children 5 years and under participating in CCAP by family location	Centers and Homes Receiving Payment from CCAP				
		Licensed child care centers	License-exempt child care centers	Licensed FCC homes	License-exempt FCC providers	Total centers and homes
Aurora	1,040	36	1	27	53	117
Big Rock	***ii	0	0	1	0	1
Campton Hills	***	1	0	0	0	1
Elburn	***	1	0	0	1	2
Geneva	***	1	0	0	0	1
Hinckley	***	0	0	0	1	1
Little York	***	0	0	0	0	0
Maple Park	***	0	0	0	0	0
Millbrook	***	0	0	0	0	0
Montgomery	87	1	0	3	3	7
North Aurora	47	5	0	1	1	7
Oswego	62	7	0	3	4	14
Plano	62	1	1	0	4	6
Sandwich	33	1	1	0	0	2
St. Charles	46	3	0	0	2	5
Sugar Grove	0	0	0	0	0	0
Wayne	0	0	0	0	0	0
Yorkville	92	5	0	1	4	10

Townships	Children Participating in CCAP by Family Location			Centers and Homes Receiving Payment from CCAP				
	Children 0–2 years	Children 3–5	Children 5 years and under	Licensed child care centers	License-exempt child care centers	Licensed FCC homes	License-exempt FCC providers	Total centers and homes
Blackberry (Kane)	***	***	***	0	0	0	1	1
Campton (Kane)	***	***	***	2	0	0	0	2
Bristol (Kendall)	53	71	124	8	0	2	5	15

ii Indicates fewer than 10 individuals

## Participation in the Child Care Assistance Program (CCAP), *continued*

School Districts	Children 5 years and under participating in CCAP by family location	Centers and Homes Receiving Payment from CCAP				Total centers and homes
		Licensed child care centers	License-exempt child care centers	Licensed FCC homes	License-exempt FCC providers	
Aurora East Unit SD 131	574	10	0	14	34	58
Aurora West Unit SD 129	451	20	1	12	18	51
Geneva CUSD 304	***	1	0	0	1	2
Hinckley-Big Rock CUSD 429	***	0	0	1	1	2
Indian Prairie CUSD 204	204	22	0	6	12	40
Kaneland CUSD 302	30	2	0	0	1	3
Oswego CUSD 308	186	8	0	7	13	28
Plano CUSD 88	61	2	1	0	4	7
Sandwich CUSD 430	41	1	1	0	0	2
St. Charles CUSD 303	72	4	0	1	3	8
Yorkville CUSD 115	117	5	0	3	5	13
Newark Com Con SD 66	***	0	0	0	0	0



# APPENDIX C

## GLOSSARY OF TERMS

<b>CCAP</b>	Child Care Assistance Program – the name for the Illinois child care subsidy program for low-income, primarily working families, funded with federal CCDBG and some state general revenue funds.
<b>CCDBG</b>	Child Care Development Block Grant (federal) – supports families by increasing the availability, affordability, and quality of childcare in the United States funds the IL CCAP program.
<b>CCR&amp;R</b>	Child Care Resource and Referral – agencies that provide parents with information about the child care and early education services that are available in their communities. They may provide training for early childhood professionals, recruit providers, and advocate for early childhood care and education. At least sometimes they process child care subsidy applications.
<b>CFC</b>	Child and Family Connections – privately contracted agencies working as a part of a statewide system to ensure that all referrals of children under 3 years old to the Early Intervention Services System receive a timely response.
<b>CSD</b>	Community Systems Development
<b>DCFS</b>	Department of Children and Family Services (State Child Welfare Agency)
<b>ECBG</b>	Early Childhood Block Grant – State General Revenue Funded Preschool (Preschool for All) and Infant Toddler Services (Prevention Initiative), administered by the Illinois State Board of Education.
<b>EHS</b>	Early Head Start – federally funded and run program providing support to low-income infants, toddlers, pregnant women, and their families through home and center-based services.
<b>EI</b>	Early Intervention – the State Program (Part C of the federal IDEA), that delivers services to children ranging from developmental screening to intervention services.
<b>ExceleRate Illinois</b>	Illinois’ Child Care Quality Rating and Improvement System funded primarily by IDHS and administered by INCCRRA.
<b>FCC</b>	Family Child Care – child care that takes place in a home-based setting and includes both licensed (regulated) and license-exempt providers
<b>Gateways to Opportunity</b>	A statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families. Resources and services provided by Gateways to Opportunity include Credentials, Professional Development Advisors, Great START, Gateways to Opportunity Registry, the Illinois Trainers Network, and Gateways to Opportunity Scholarship Program.

*continued*

<b>HS</b>	Head Start – federally funded and run program providing support through preschool and comprehensive family support services to low-income families with three- and four-year children through home and center-based services.
<b>IDEA</b>	Individuals with Disabilities Education Act (Federal Act)
<b>IDHS</b>	Illinois Department of Human Services – administers child care subsidy program and the Illinois Child Care Collaboration program
<b>IECAM</b>	Illinois Early Childhood Asset Map - located at the University of Illinois Urbana-Champaign in the College of Education’s <a href="#">Early Childhood Collective</a> providing early childhood data and maps to inform communities and strengthen policy in Illinois.
<b>IEP</b>	Individualized Education Plan (in reference to the program that the school, teachers, and parents create for a child who has been found eligible for special education, part of Part B of IDEA). For children age 3 and older.
<b>IFF</b>	Illinois Facilities Fund – a nonprofit organization whose mission is to transform low-income and disinvested communities in the Midwest using the tools of community development finance and expertise, bolstered by data and place-based research.
<b>IFSP</b>	Individual Family Service Plan (in reference to the service plan that the providers and parents create when a child has been found eligible for early intervention services, guidelines are in Part C of IDEA). For children under age 3.
<b>INCCRRA</b>	Illinois Network of Child Care Resource and Referral Agencies
<b>ISBE</b>	Illinois State Board of Education
<b>LIC</b>	Local Interagency Councils – mandated by the EI system. Local service providers, parents, advocates, and CFC representatives meet. The councils provide a forum for questions and concerns. Their formal purpose is to participate in child-find, increase public awareness, do community assessments, and identify service gaps.
<b>OECD</b>	Office of Early Childhood Development – Illinois Governor’s Office of Early Childhood Development leads the state’s initiatives to create an integrated system of quality, early learning and development programs to help give all Illinois children a strong educational foundation before they begin kindergarten.
<b>PFA/E</b>	Preschool for All/Expansion – Illinois’ state funded preschool programs funded by the ECBG and administered through the Illinois State Board of Education. PFAE is a more intensive model for families with the greatest need.
<b>PI</b>	Prevention Initiative – Illinois’ state funded program serving at-risk infants, toddlers and their families funded by the ECBG and administered through the Illinois State Board of Education. Provides research-based, home and center-based models through contracts with local schools and other agencies.

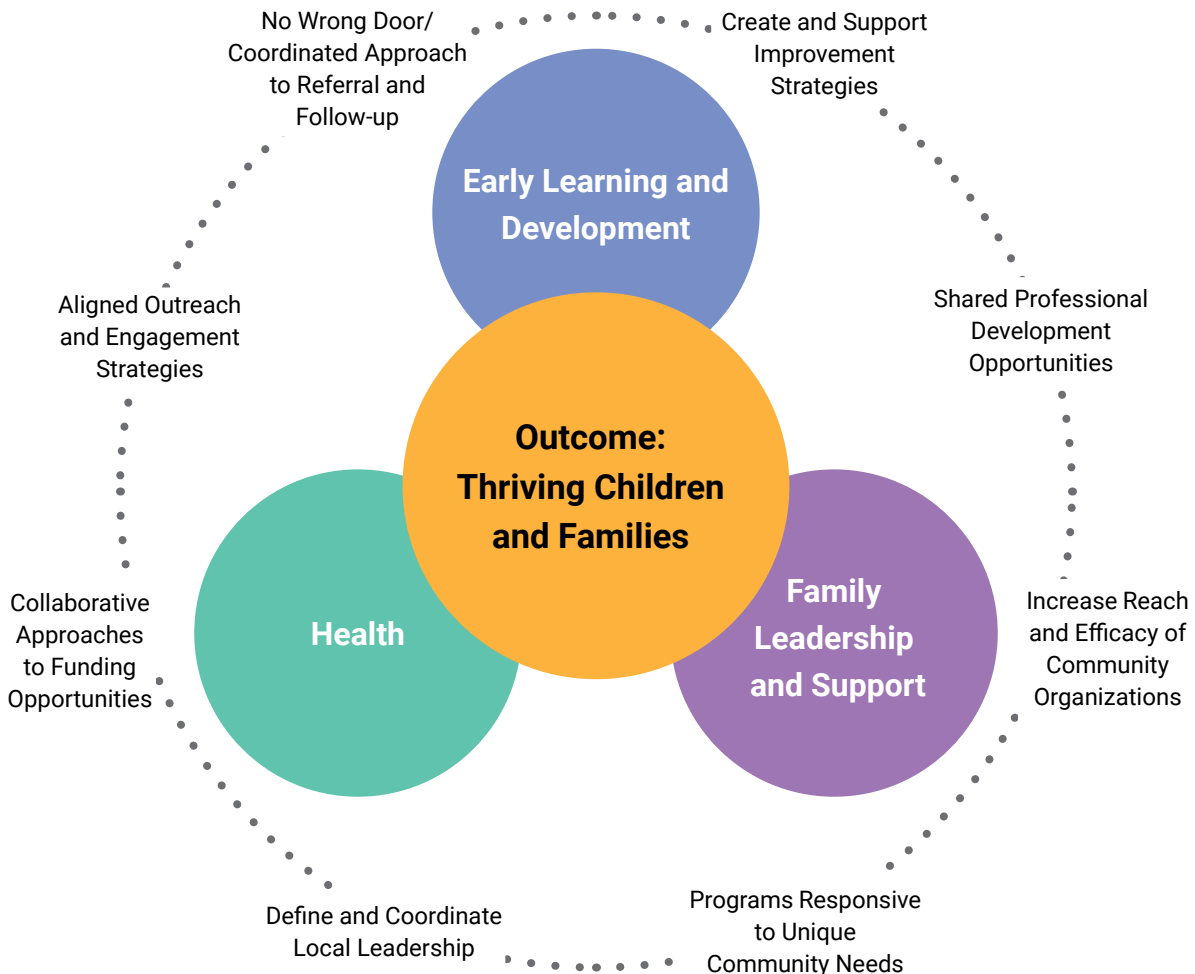
# APPENDIX D

## COMMUNITY SYSTEMS DEVELOPMENT PRIMER

### WHAT IS COMMUNITY SYSTEMS DEVELOPMENT?

Historically, both private philanthropy and government funders have tended to focus on programmatic solutions that have an isolated impact. However, today's children and families with high needs are experiencing multiple barriers, with complex and intertwined root causes. Complex problems require more than a programmatic approach; they require community systems-building strategies for collective impact.

Federal and state funding streams for early childhood programs are complex. Because no single funding stream is adequate to provide high quality services to children and families, child care providers, community-based organizations, health departments, or school districts may have multiple private and public streams of funding to support services for children ages 0–5. In fact, it is not unusual for one program to have three or four different funding sources, each of which has its own eligibility restrictions, regulations, and data reporting requirements. This confusing web



of programs creates many hurdles for families who are trying to navigate the system. The complexity of the early childhood landscape requires a system-building approach—the ongoing process of developing the structures, behaviors, and connections that help all the components of a system operate as a whole, to promote better results for children and families.

**In community systems development, local nonprofit organizations, public agencies, and other partners work in collaboration to focus and align their work and develop shared processes to achieve common outcomes that also advance the work of each organization.**

Partners use common data and a shared understanding of the needs of their specific communities to design and implement systems change in small iterative cycles that adjust as system parts interact. By working to advance a shared community agenda, organizations also improve their own functioning. With the understanding that coordinated efforts around a shared purpose yield greater benefits and wider reaching impact, collaborations develop coordinated and integrated local service delivery across health, early care and education, social services and other service systems. These community systems create and implement collaborative strategies and activities that address the unique needs, cultures, and strengths

of local communities. Simultaneously, these joint local efforts can help to uncover and inform broader policy and systems barriers at the state level and communities can work to advocate for changes at the state level to improve local approaches to serving young children and their families.

## COMMUNITY SYSTEMS DEVELOPMENT (CSD) RESOURCES

- [Community Systems Development Funders Guide CSD Funders Guide with Attachment-FINAL-June 2019.pdf \(illinois.gov\)](#)
- [Illinois Early Learning Council Community Systems Development Subcommittee Community Systems Development - Early Learning Council \(illinois.gov\)](#)
- [Plan, Partner, Act – Community Systems Statewide Supports \(for Illinois\) Home - Partner Plan Act](#)
- [Community Systems Development Toolkit Community Systems Development Toolkit \(buildinitiative.org\)](#)
- [The Nuts and Bolts of Building Early Childhood Systems Through State/Local Initiatives BUILD - Nuts and Bolts.indd \(buildinitiative.org\)](#)



# APPENDIX E EARLY CHILDHOOD CAREGIVERS: SUPPORTING THE KEY TO QUALITY IN ECE

The interaction between teachers and caregivers and the children they support is the most important factor in determining the quality of early childhood programs. Yet early childhood educators and caregivers, who are doing very difficult and valuable work, are frequently undervalued and under-compensated. This leads to teacher burnout and retention issues in classrooms. Frequent turnover of teachers contributes to difficult conditions in classrooms and programs. Finding individuals with the appropriate qualifications is challenging to begin with and the cycle of turnover only exacerbates workforce challenges. A 2017 statewide survey of early childhood hiring managers identified strategies to address the problem of hiring and retention. These strategies fell into four categories: additional funding, a larger pool of qualified candidates, resources for finding qualified candidates, and more and improved pathways for helping current staff members attain needed degrees and credentials. The field must grow a qualified workforce. This means developing stronger pipelines to support more students going into early childhood education, as well as better supporting those in the field with access to opportunities to attain additional degrees and credentials. Local early childhood collaboratives could play a valuable role in developing and supporting partnerships across programs and institutions of higher education to support workforce development.



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