

communityworks at 10  
Every child ready for kindergarten, every youth ready for work.

we see the pond  
before us

we drop the pebble  
in the pond

it started with you  
and your investment

Your gifts of \$2.68 million in response to the Grand Victoria challenge brought \$7.33 million in all to the Foundation in the years 2003 to 2011.

From these funds we have paid out \$1.5 million in grants and built endowments of \$8.2 million to support this work going forward.

Thanks to you, Evanston and the Foundation are now at the forefront of innovative programming for low-income families.

You are making a difference in the lives of Evanston families and in the future of our community.

evanstonforever.org

Communityworks Committee Members  
2004-2014

Diana Cohen	Anne Murdoch
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Diane Lupke	Casey Varela
Jay Lytle	Ernest Vasseur
Mark McCarville	
Peter Morris	Susan Munro, consultant

we see the pond  
before us, we drop  
the pebble in the  
pond, the ripples  
spread...

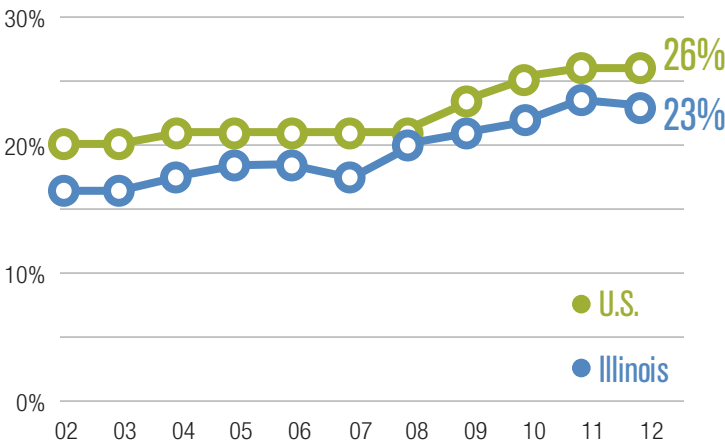
we change the pond.



evanston!communityfoundation 2004-2014

- **Intergenerational poverty:** It is increasingly difficult for young children to escape from poverty.
- **Achievement gap:** By age 2, children from low-income families have significantly lower cognitive skills than their more affluent peers.
- **Parental challenges:** Low-income parents are more apt to suffer from mental illness, particularly depression; 55% of low-income mothers of infants are depressed—with direct effects seen in their children by age 3.

child poverty rates in Illinois and the U.S.

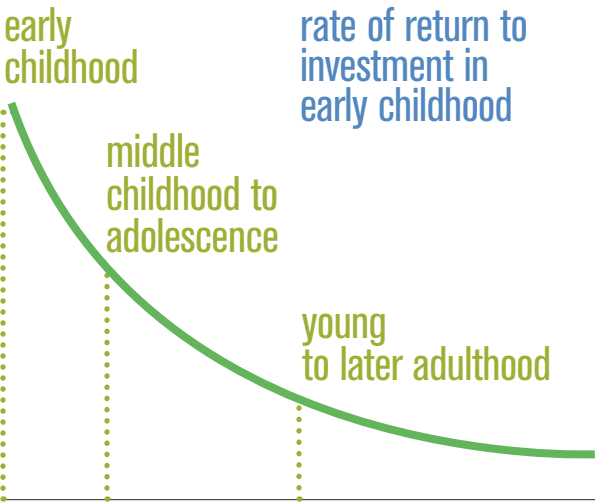


Evanston's poverty rate is lower than that of major cities or economically depressed rural areas.  
We *can* make a difference, even during tough times.

Investing early pays big dividends:

Ensuring high-quality caregiving environments during the first years of life helps support brain formation and contributes to positive skill formation and school readiness.

The longer society waits to intervene, the more costly it is to promote positive adult outcomes.



Every \$1 dollar spent in early childhood for economically disadvantaged children saves society \$7 in social costs later and promotes productivity across the lifespan.

# our pebbles: strategies that make a difference

## Family support services:

We nurture the parent so that she can nurture the infant. Emotional self-regulation, social skills, and later literacy all begin with this relationship.

- **Home-visiting:** A proven strategy for supporting at-risk families with infants and toddlers. Family support specialists use evidence-based curricula to help parents increase their confidence and parenting skills and to decrease stress.
- **Developmental screenings:** Early identification of young children who have developmental delays or deficits is an essential part of promoting children's healthy development. The earlier they get help, the more likely they are to be on track at kindergarten.
- **Improving programs** through assessment and feedback: Researchers at Northern Illinois University help us track families' progress over time and help programs make changes where needed.

Since 2007, our two partners have worked with 630 families. Each year, our dollars support 40-50 families in home visiting. Retention is high—82% of families stay in the program.

## Preschool:

Our partners encourage home visiting families to register their children for high-quality preschool: 90% do so.

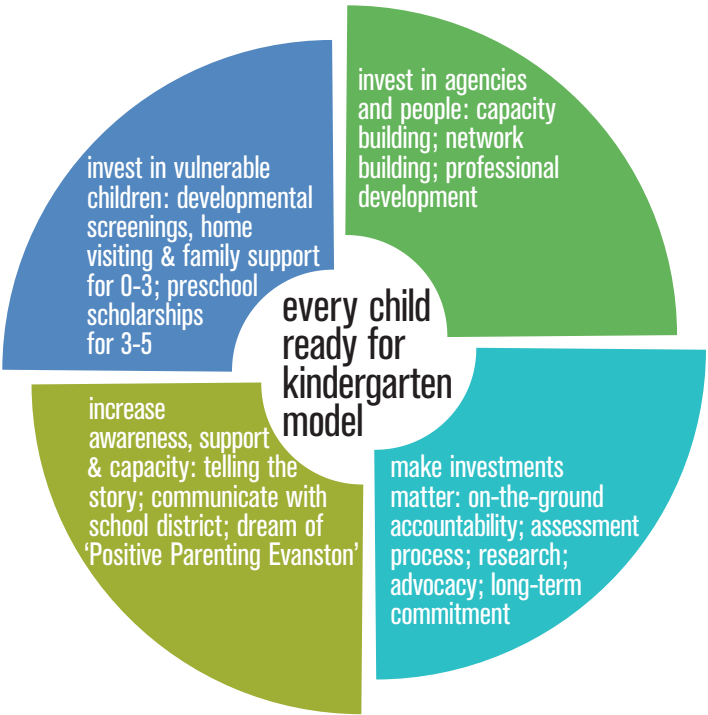
## Building the early childhood system:

The *Every Child Ready for Kindergarten* network promotes collaboration across agencies.

We build vital connections between community-based programs and those provided by District 65. Together, we are a learning community where all share the goal of every child ready for kindergarten.

"The network has led to an improved focus on how to effect change—identifying steps to success, taking baby steps, understanding how activities fit toward our common goal. There is momentum to our work." District 65 preschool director

Our network alerted us to the need for infant mental health consultation for the home visiting programs—and we found a way to pay for it after the state cut funding. Evanston is now seen as a model for other cities because of the value we place on mental health consultation. No other community has reinstated this funding.



## Support for early language and literacy:

We are intentional about our focus on language development, starting with babies.

- Evanston Public Library trains home visitors and preschool staff in early literacy activities and provides fun, literacy-rich activities for children and families.
- ABC Boosters gives some extra support to rising kindergartners—and provides teens with great summer work experience.

## Your dollars go further.

Where systems and assessment are strong, others are willing to invest.

- Private foundations have given \$115,000 for ABC Boosters and to extend home visiting for very vulnerable families with children aged 3 to 5.
- Evanston home visiting capacity has grown from 93 families in 2006 to 250 families in 2013.
- The Foundation's investment has helped Evanston agencies bring more state and federal dollars into our community to support home visiting.

With federal, state, and foundation dollars, 50% of Evanston low-income families with babies and toddlers are able to engage in home visiting at one of four agencies: Infant Welfare Society of Evanston, District 65 Family Center, Childcare Network of Evanston, or Family Focus. The state average is 7.1%.

# the ripples spread

## Since 2007, our *Every Child, Every Youth* work has encouraged new initiatives:

**Pioneering Healthy Communities** 2011: A project led by the McGaw YMCA engages community leaders from many sectors in policy, systems and environmental change efforts that support and promote healthy lifestyles. Evanston's plan to reduce childhood obesity takes our 0 to 5 network as its foundation. Where children live, learn and play influences the foods they eat and the amount of activity they enjoy. Supporting healthy eating and improving physical activity can have a profound impact.

**Child-Parent Centers** 2012: Evanston-based foundations and Northwestern University committed \$460,000 toward a \$1.5 million match to bring the expansion of this highly effective family engagement approach to Evanston's Title I schools and to the Child Care Center of Evanston.

**Evanston Two-Generation Initiative** 2013: A partnership of the Foundation, the Institute for Policy Research at Northwestern and Ascend at the Aspen Institute, this initiative links education for parents and their children to advance the economic security of families and promote the educational and life success of their children. Two-generation programs provide 1) low-income families with high-quality home visiting; 2) early education from local providers for young children; and 3) workforce training and career counseling for parents. Evanston's Two-Gen strategy is part of *Every Child, Every Youth* and will accelerate and deepen its impact.

**Evanston Cradle to Career Initiative** 2014: The shared vision is that "by the age 23, all Evanston young adults will be leading productive lives, building on the resources, education, and support that they need and their families have had to help them grow into resilient, educated, self-sufficient, and socially responsible adults." Cradle to Career takes a "collective impact" approach—schools, employers, and community agencies are working together as partners toward shared goals. Cradle to Career builds upon all of these community collaborations.

# we change the pond.



The Foundation has funded over 1,500 developmental screenings for low-income young Evanston children. We also support individualized services for children in family childcare homes who have some developmental delays. Without ECF, many families would not get this critical support to foster their young children's wellbeing.