



metropolitan[™]
family services

2016-17 Head Start
Annual Report
Chicago

CHICAGO EARLY CHILDHOOD EDUCATION PROGRAMS

GENERAL INFORMATION

Grantee: Department of Family Support Services
Delegate Agency: Metropolitan Family Services Chicago
Grant Number: 05CH8460
Address: 1 North Dearborn, Suite 1000, Chicago, IL 60602
Phone: 312-986-4000
Fax: 312-986-4334
ECE Programs Director: Jennifer Alexander
alexanderj@metrofamily.org
Agency Website: www.metrofamily.org
Agency Type: Delegate
Agency Description: Metropolitan Family Services Chicago is a Head Start/Early Head Start delegate agency for the City of Chicago that provides services through delegate programs throughout the Chicagoland area.

DIRECTLY OPERATED CENTER BASED SITES

Metropolitan Family Services Chicago operates 3 center-based sites throughout the city. The sites provide full day sessions, Monday through Friday.

Midway Children's Center - 60 Head Start Slots
3215 W. 63rd St.
Chicago, IL 60629

**Learning and Wellness Center - 60 Head Start Slots;
32 Early Head Start Slots**
5338 S. Loomis
Chicago, IL 60609

North Children's Center - 57 Head Start Slots
3255 N. Central
Chicago, IL 60634

DIRECTLY OPERATED HOME-BASED SITES

Metropolitan Family Services Chicago operates home-based educational programs, providing services for 156 Early Head Start children and families throughout the Chicagoland area.

EARLY HEAD START

Calumet - 36 Early Head Start Slots
235 East 103rd Street
Chicago, Illinois 60628

Midway - 24 Early Head Start Slots
3843 West 63rd Street
Chicago, Illinois 60629

Learning and Wellness Center - 36 Early Head Start Slots
5338 South Loomis
Chicago, Illinois 60609

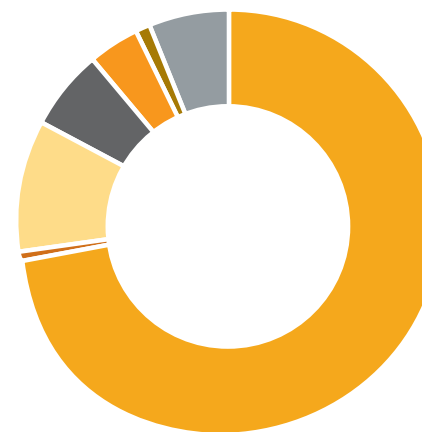
Southeast Chicago - 24 Early Head Start Slots
3062 West 91st Street
Chicago, Illinois 60617

North - 36 Early Head Start Slots
3249 North Central
Chicago, Illinois 60634

OVERALL DELEGATE BUDGET

TOTAL PUBLIC AND PRIVATE FUNDS RECEIVED: \$6,779,433.

Public Funds		Private Funds	
Source	Amount	Source	Amount
City of Chicago	\$4,560,037	In-Kind	\$175,953
State of Illinois	\$244,121	Foundations/Individuals/Corporations	\$57,617
Chicago Board of Ed	\$1,640,267	Client Fees	\$101,438
Total	\$6,444,425	Total	\$335,008



2016 BUDGETED EXPENDITURES

68% Salaries/Benefits
1% Subcontractors/Professional Fees
13% Administrative
8% Program Expenses/Food
8% Occupancy/Technology
1% Other
1% Staff/Client Transportation



2016 ACTUAL EXPENDITURES

61% Salaries/Benefits
5% Subcontractors/Professional Fees
13% Administrative
7% Program Expenses/Food
12% Occupancy/Technology
1% Other
1% Staff/Client Transportation

ENROLLMENT

EARLY HEAD START - FUNDED ENROLLMENT

	# ENROLLED	% TOTAL ENROLLMENT
Total Funded Early Head Start Enrollment	177	N/A
Early Head Start Funded (Actual) Enrollment	177	N/A
Total Cumulative Enrollment – Children	208	100%
Number of Children Enrolled < 45 days	16	8%

ENROLLMENT BY PROGRAM OPTION

Home-Based Program	144	81%
Center-Based Full-Day Full - Year 5 Days per Week	33	19%

ENROLLMENT – CHILDREN BY AGE

Under 1 Year	79	38%
1 Year Old	61	29%
2 Years Old	68	33%

ENROLLMENT – PREGNANT WOMEN

Total Enrollment of Pregnant Women	22	100%
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ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line	184	80%
Receipt of Public Assistance (TANF, SSI, etc.)	28	12%
Status as Homeless	6	3%
Over-Income	12	5%

ENROLLMENT BY ETHNICITY

Hispanic or Latino Origin	136	65%
Non-Hispanic or Non-Latino Origin	94	45%

1) Percentages based on cumulative number of children enrolled throughout the year.

2) Due to individual percentage rounding, a category's combined percentages may be slightly greater or less than 100%.

3) Variance between reported slots (page 1) and children enrolled (page 3) is due to blended funding streams.

EARLY HEAD START - FUNDED ENROLLMENT

ENROLLED % TOTAL ENROLLMENT

ENROLLMENT BY RACE

American Indian or Alaska Native	0	0%
Asian	3	1%
Black or African American	91	40%
White	120	52%
Biracial/Multi-racial	14	6%
(unspecified)	2	1%

ENROLLMENT BY PRIMARY LANGUAGE

English	122	53%
Spanish	106	46%
Middle Eastern & South Asian Languages	2	1%

HEAD START - FUNDED ENROLLMENT

ENROLLED % TOTAL ENROLLMENT

Total Funded Head Start Enrollment	158	N/A
Head Start Funded (Actual) Enrollment	158	N/A
Total Cumulative Enrollment	210	100%
Number of Children Enrolled < 45 days	4	2%

ENROLLMENT BY PROGRAM OPTION

Home-Based Program	0	0
Center-Based - 5 Days per Week		
Full-Day Enrollment	158	100%
Part-Day Enrollment	0	0
Of these, the Number of Double Sessions	0	0

ENROLLMENT – CHILDREN BY AGE

3 Years Old	104	50%
4 Years Old	106	50%
5 Years Old	0	0%

HEAD START - FUNDED ENROLLMENT**# ENROLLED % TOTAL ENROLLMENT****ENROLLMENT BY ELIGIBILITY**

Income Below 100% Poverty Line	173	82%
Receipt of Public Assistance (TANF, SSI, etc.)	21	10%
Status as Foster Child	0	0
Status as Homeless	7	3%
Over-Income	9	4%

ENROLLMENT BY ETHNICITY

Hispanic or Latino Origin	151	72%
Non-Hispanic or Non-Latino Origin	59	28%

ENROLLMENT BY RACE

American Indian or Alaska Native	0	0
Asian	1	0%
Black or African American	54	26%
White	149	71%
Biracial/Multi-racial	6	3%
Other	0	0

ENROLLMENT BY PRIMARY LANGUAGE

English	131	62%
Spanish	79	38%
Middle Eastern & South Asian Languages	0	0
East Asian Languages	0	0
Pacific Island Languages	0	0
European & Slavic Languages	0	0
African Languages	0	0
Other - Sign Language	0	0

HEALTH**EARLY HEAD START - HEALTH SERVICES INFORMATION # ENROLLED % TOTAL ENROLLMENT**

Children With Health Insurance	202	97%
Number Enrolled in Medicaid and/or CHIP	188	90%
Number With Private Insurance	10	5%

MEDICAL HOME (at end of enrollment)

Number of Children With an Ongoing Source of Continuous, Accessible Healthcare	189	91%
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MEDICAL SERVICES (at end of enrollment)

Number of all Children Up-to-Date on:

EPSDT Schedule	52	25%
Of These, the Number Diagnosed With a Chronic Condition Needing Medical Treatment	11	5%
Of These, the Number Who Have Received or Are Receiving Medical Treatment	11	5%

Number of all Children who Received Medical Treatment of the Following Chronic Health Conditions, Including Those Diagnosed Prior to August 31, 2013:

Anemia	12	6%
Asthma	3	1%
Hearing Difficulties	0	0%
Vision Problems	1	0%
High Lead Levels	10	5%

IMMUNIZATION SERVICES (at end of enrollment)

Number of Children Determined Up-to-Date	141	68%
Number of Children Exempt	0	0%

DENTAL HOME (at end of enrollment)

Number of Children with Continuous, Accessible Dental Care Provided by a Dentist	151	73%
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HEALTH SERVICES INFORMATION – PREGNANT WOMEN # ENROLLED % TOTAL ENROLLMENT

HEALTH INSURANCE (at end of enrollment)

Number of Pregnant Women With at Least One Type of Health Insurance	21	95%
Pregnant Women – Services		
Prenatal Care	11	50%
Postpartum Care	5	23%
Substance Abuse Prevention	10	45%
Prenatal Education on Fetal Development	10	45%
Breastfeeding Education	10	45%
Number of Pregnant Women Who Received a Professional Dental Exam and/or Treatment	5	23%

HEAD START - HEALTH SERVICES INFORMATION # ENROLLED % TOTAL ENROLLMENT

HEALTH INSURANCE (at end of enrollment)

Children With Health Insurance	210	100%
Number Enrolled in Medicaid and/or CHIP	194	92%
Number With Private Insurance	15	7%

MEDICAL HOME (at end of enrollment)

Number of Children With an Ongoing Source of Continuous, Accessible Healthcare	210	100%
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MEDICAL SERVICES (at end of enrollment)

Number of all Children Up-to-Date on:		
EPSDT Schedule	141	67%
Of These, the Number Diagnosed With a Chronic Condition Needing Medical Treatment		
	24	11%
Of These, the Number Who Have Received or Are Receiving Medical Treatment		
	24	11%
Number of all Children who Received Medical Treatment of the Following Chronic Health Conditions, Including Those Diagnosed Prior to August 31, 2014:		
Anemia	1	0
Asthma	4	2%
Hearing Difficulties	0	0
Vision Problems	0	0
Diabetes	1	0
High Lead Levels	0	0

HEAD START - HEALTH SERVICES INFORMATION # ENROLLED % TOTAL ENROLLMENT

IMMUNIZATION SERVICES (at end of enrollment)

Number of Children Determined Up-to-Date	205	98%
Number of Children Exempt	0	0

DENTAL HOME (at end of enrollment)

Number of Children with Continuous, Accessible Dental Care Provided by a Dentist	209	100%
Number of Children who Received Preventative Dental Care	141	67%
Number of Children in Need of Treatment	15	7%
Number of Children who Received Treatment	1	0%

FAMILY INFORMATION

EARLY HEAD START - NUMBER OF FAMILIES # ENROLLED % TOTAL ENROLLMENT

Total Number of Families	197	100%
Number of Single-Parent Families	74	38%
Number of Two-Parent Families	123	62%

FAMILY SERVICES

The Number of Families who Received Services:

Emergency/Crisis Intervention	14	7%
Housing Assistance	11	6%
Mental Health Services	6	3%
ESL Training	15	8%
GED	13	7%
Job Training	14	7%
Substance Abuse Prevention	0	0%
Child Abuse and Neglect Services	0	0%
Domestic Violence Services	4	2%
Child Support Assistance	1	1%
Health Education	21	11%
Parenting Education	63	32%
Relationship Education	0	0%
Assistance to Families of Incarcerated Individuals	0	0%
Number of Families That Received at Least One Service	110	56%

HEAD START - NUMBER OF FAMILIES

	# ENROLLED	% TOTAL ENROLLMENT
Total Number of Families	196	100%
Number of Single-Parent Families	33	17%
Number of Two-Parent Families	163	83%

FAMILY SERVICES

The Number of Families who Received Services:

Emergency/Crisis Intervention	4	2%
Housing Assistance	14	7%
Mental Health Services	9	5%
ESL Training	15	8%
GED	73	37%
Job Training	8	4%
Substance Abuse Prevention	0	0
Substance Abuse Treatment	0	0
Child Abuse and Neglect Services	0	0
Domestic Violence Services	1	1%
Child Support Assistance	3	2%
Health Education	31	16%
Parenting Education	94	48%
Relationship Education	0	0
Assistance to Families of Incarcerated Individuals	0	0
Number of Families That Received at Least One Service	170	87%

SCHOOL READINESS

SCHOOL READINESS GOALS

Social Emotional:

- Self-regulate emotions and behaviors demonstrating mental health.
- Takes responsibility for own well-being within the structure of a classroom.
- Establishes and sustains positive relationships with adults and peers.
- Suggests solutions to social problems and initiates sharing of materials.

Physical Development:

- Coordinates and sustains balance during complex movement experiences.
- Manipulates objects with full range of motion.
- Uses small, precise finger and hand movements and holds writing instruments with correct finger grip.

Language:

- Responds appropriately to complex statements and high-level vocabulary.
- Comprehends and follows detailed, instructional, multistep directions.
- Incorporates new vocabulary into conversation and uses descriptive complex sentences.
- Engages in conversations of 5 or more exchanges using social rules of language.

Approaches to Learning:

- Attends to age-appropriate interesting tasks ignoring most distractions.
- Shows eagerness to learn about diverse topics.
- Practices problem-solving skills, pursues appropriately challenging tasks, and begins to analyze results using flexible-minded thinking.
- Draws on and evaluates everyday experiences to make connections.
- Groups objects indicating reasoning for classification.
- Uses symbolic thinking to represent ideas and practices pretend playing in groups.

Literacy:

- Phonemic awareness of alliteration, rhyming, and syllables.
- Demonstrates understanding that a sequence of letters represents a sequence of spoken sounds and features of print for pre-reading and writing.
- Knows features of books and identifies story-related problems, events, and resolutions in a discussion.
- Re-tells familiar stories using reading-like intonation following proper sequence of events and including primary characters.
- Writes accurate name and uses early invented spelling to convey meaning.

Mathematics:

- Identifies numerals to 10; counts and quantifies objects accurately and compares groups.
- Uses and comprehends mathematical language to describe spatial relationships and two-and-three-dimensional shapes.
- Knows the purpose of standard measuring tools and uses numbers to compare using the same unit to measure.
- Identifies, creates, and extends simple repeating patterns.

Science and Social Studies:

- Practice scientific inquiry using scientific terms like observe, hypothesize, predict, and estimate.
- Record and communicate scientific observations, reflect on experiences, and share results using tools, books, and other technology.
- Describe physical properties and characteristics of objects, natural environments, living things, and materials.
- Demonstrates knowledge of self, healthy habits, and nutrition.
- Understands familiar people, places, and simple geographic knowledge.

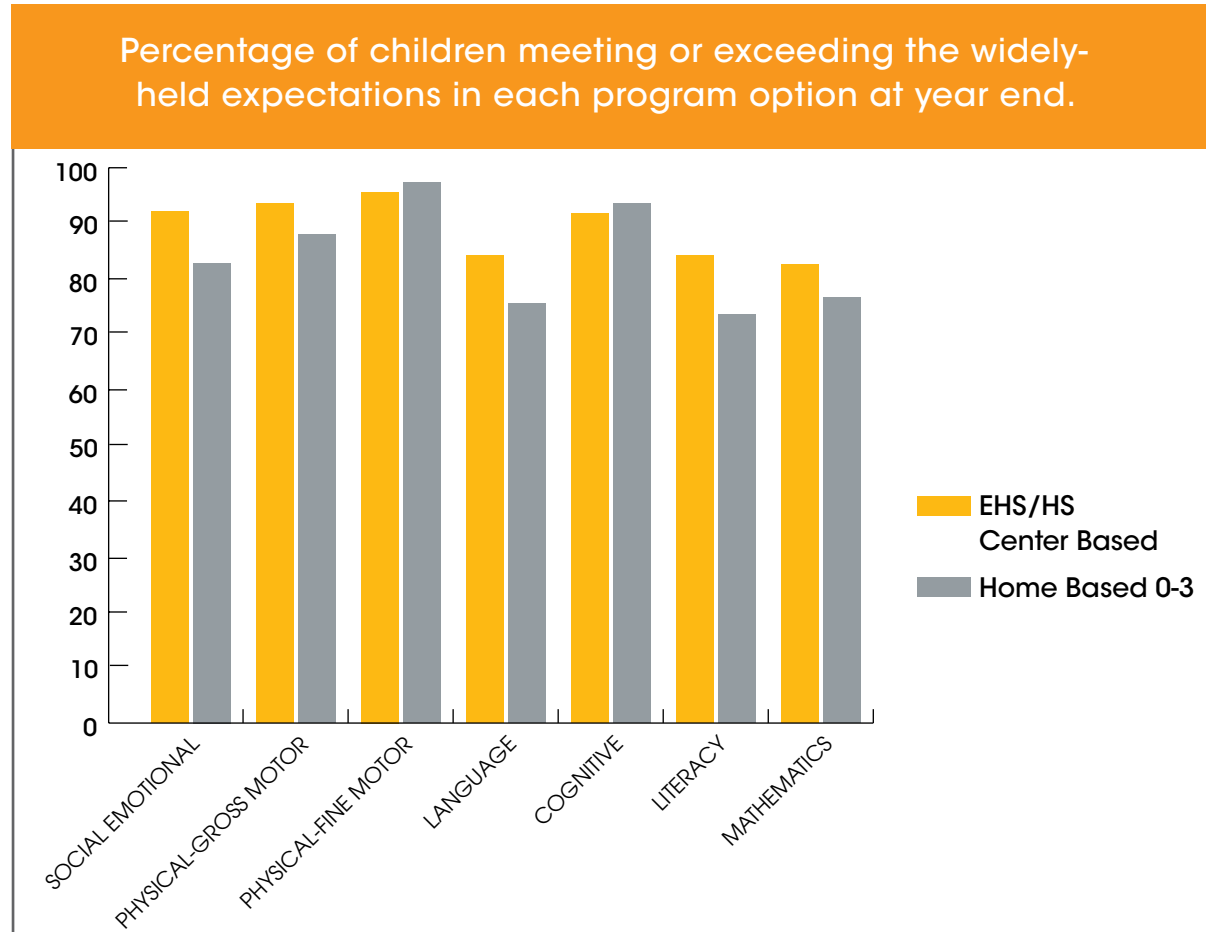
Arts:

- Explores creative expression through visual art, music, dance, and dramatic play.

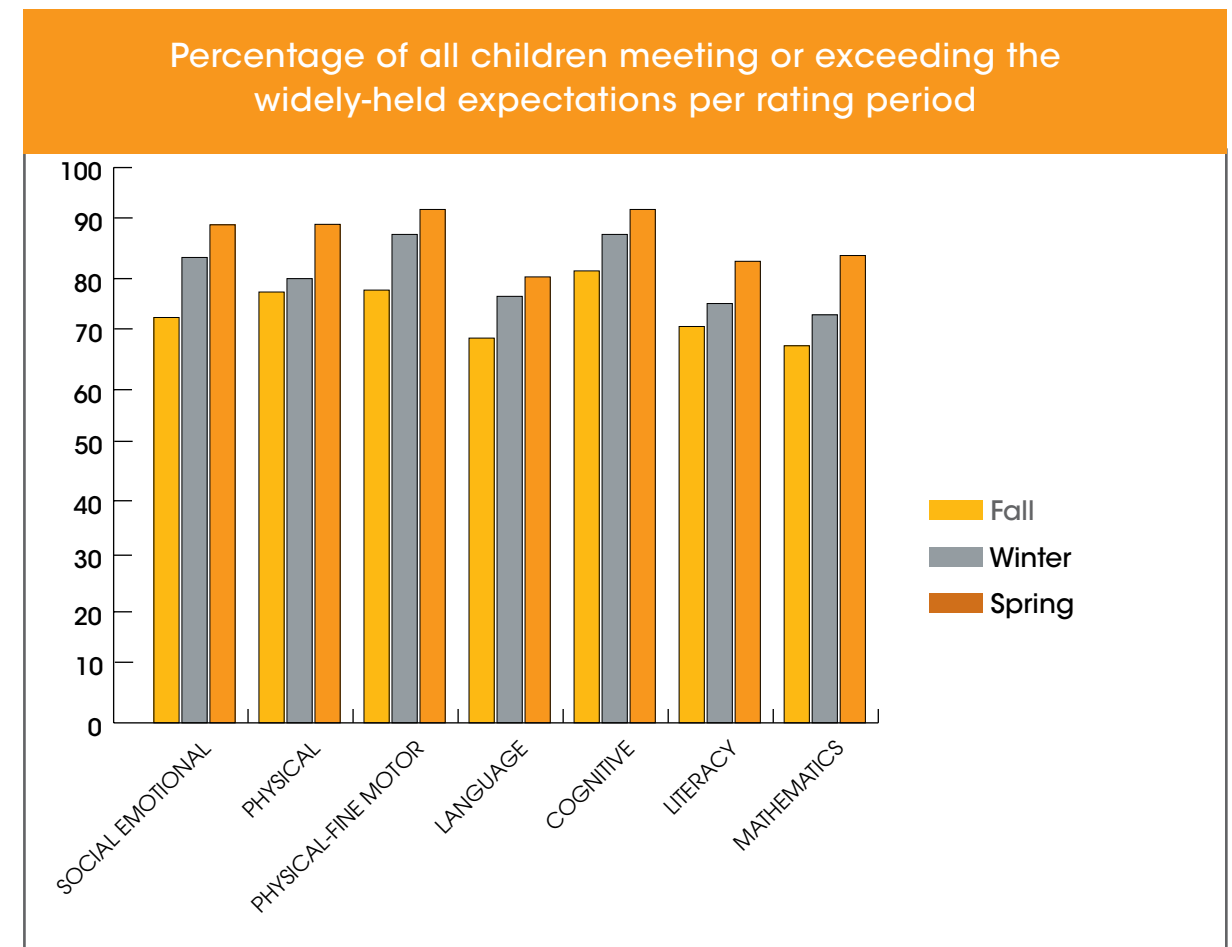
English Language Acquisition:

- Dual language learners will demonstrate progress in listening and comprehending and using English words and phrases.

CHILD OUTCOME DATA COLLECTION



*This chart represents data from 235 children in center-based and 82 children in home-based programs.



*This chart represents data from 317 children in both center-based and home-based programs.

Metropolitan Family Services' Early Learning Program in Chicago value program excellence and use data to design program supports, professional development, and intentionally planned activities. The charts above highlight the growth in both our home visiting and center based programs during the 2016-2017 program year. Our goal is for 85% of enrolled children to meet or exceed the widely-held expectations in each developmental domain at the end of the program year, and in our center based programs, we exceeded this expectation. For all Early Childhood programming, we saw steady developmental growth across domains from the Fall to Spring assessment periods. While we saw tremendous growth across domains, our program has identified mathematics, language, and literacy as target school readiness domains for the 2017-2018 program year.

Our Center-based Instructional Leaders use Creative Curriculum, a play-based approach to teach and reinforce skills across domains. Our Parent Child Educators use Parents as Teachers as their curriculum and align their activities to the agency's assessment tool, MyTeachingStrategies, which supports families help their children learn and grow in a developmentally appropriate way. The teachers and parent child educators understand the importance of the home language in developmentally appropriate instruction to strengthen English language acquisition. Education staff participate in monthly professional development, regular coaching, and individualized training in order to support their growth and development in their teaching practice. After each checkpoint period, the teachers and parent-child educators engage in data reflection and planning sessions with the Education Manager or Project Manager and intentionally select target objectives for each student based on their developmental needs. Education staff members regularly communicate with parents about the children's progress and growth, and families are invited regularly to engage in the classroom community through volunteering, family engagement nights, parent workshops, and community partnerships.

MONITORING REVIEW

The city programs are currently awaiting this year's Federal Review as it has been delayed for the Department of Family and Support Services (grantee).

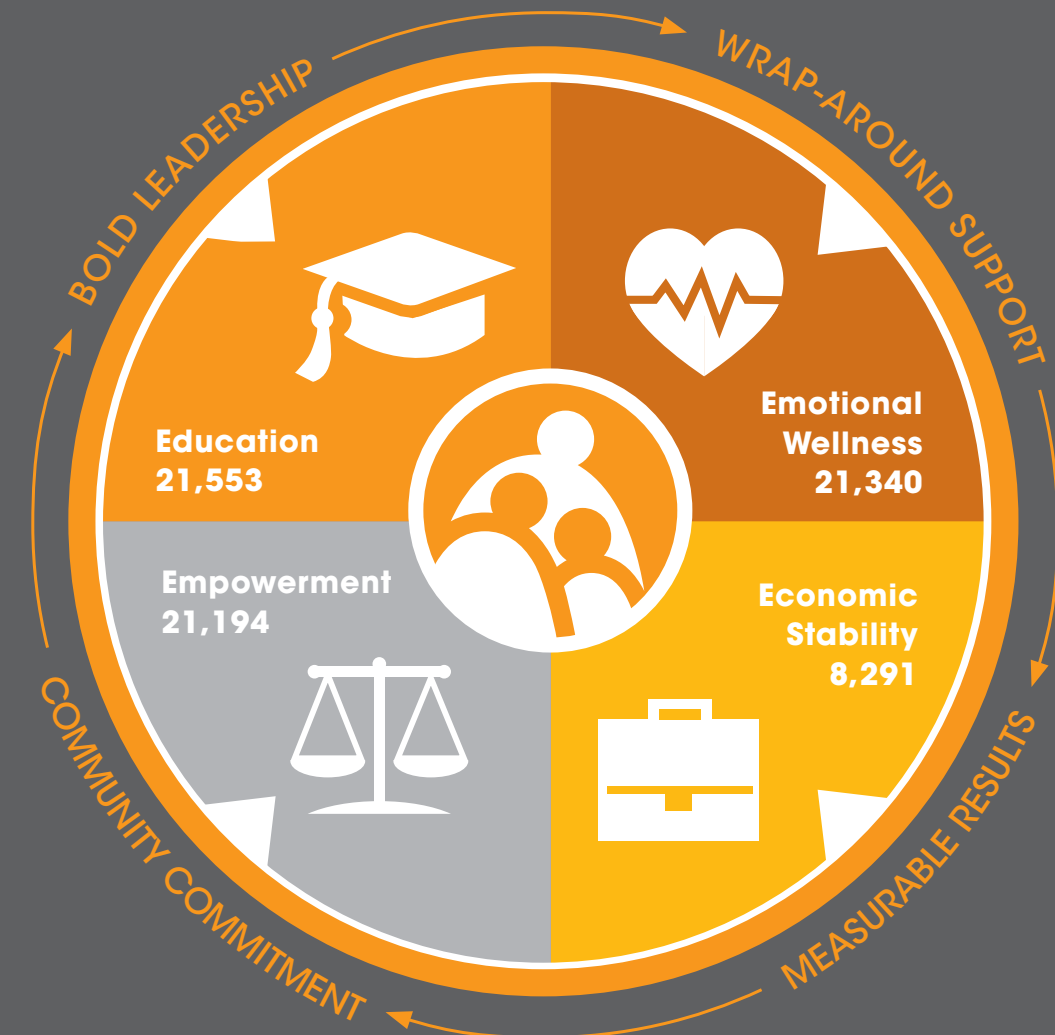
FINANCIAL AUDIT

Metropolitan Family Services' financial audit for fiscal year 2017 was conducted in accordance with generally accepted auditing standards as established by the American Institute of Certified Public Accountants and the standards issued by the Comptroller General of the United States. The Audit did not identify any deficiencies or material weaknesses in the agency's internal controls. The audit report was reviewed and approved by the Board of Metropolitan Family Services on October 23, 2017.

PARENT INVOLVEMENT & FAMILY ENGAGEMENT

Metropolitan Family Services Chicago Head Start and Early Head Start offers a variety of opportunities for parents to be engaged in their children's learning and educational process. We provide each family with access to individualized family support services, monthly parent committee meetings, parent trainings and workshops, twice monthly socializations for our home-based program, a year-end parent activity event, and monthly Policy Council meetings. All of these parent involvement activities help connect Head Start and Early Head Start parents with their children's early education. Parents also are invited to participate in program volunteer activities, child/teacher events and at-home activities.

HOLISTIC STRATEGY TO EMPOWER FAMILIES



EDUCATION

We prepare young people and parents for success, from the early years throughout school, and all the way to college.

EMOTIONAL WELLNESS

We encourage healthy and productive lives through counseling and mental health services, violence prevention and intervention, and older adult services.

ECONOMIC STABILITY

We equip strong, self-sustaining families with the tools to find and maintain employment, achieve financial literacy, and build family wealth.

EMPOWERMENT

We help families stand up and be heard by providing legal aid and court advocacy services to the Chicago area's most vulnerable people.

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