



metropolitan[™]
family services

2019-20 Head Start
Annual Report
Chicago

COVID-19 RESILIENCE

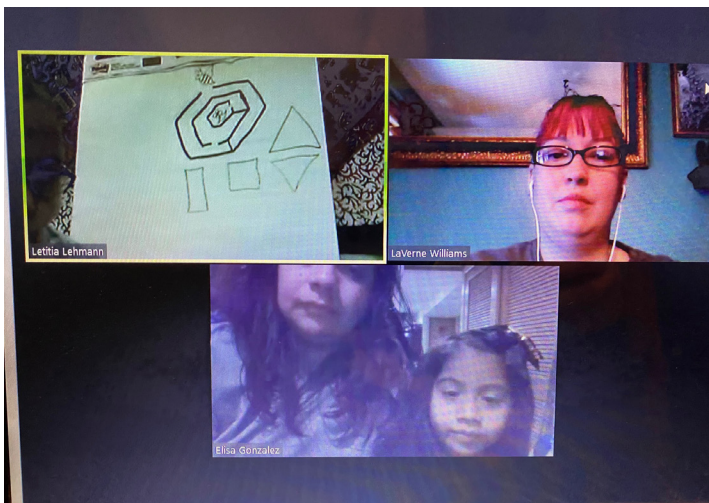
Metropolitan Family Services Early Learning staff showed incredible resilience, creativity, and drive to serve children and families amid an unprecedented global crisis. Here we showcase some of the highlights between March 2020 and June 2020.

SUPPORTING BASIC NEEDS FOR AT-RISK FAMILIES DURING GLOBAL CRISIS

- **Financial Assistance:** 50 families across the program received financial assistance in amounts ranging from \$200 to \$1000 for bills, rent assistance, food, etc.
- **Food Distribution:** MFS Site Supervisors and Family Service Workers created a process to successfully provide food to families during the COVID-19 pandemic. The families from center-based and home-based programs received a week's worth of food for their family on Fridays. Staff ordered, organized and packaged the food on site and then prepared it in bags for touchless pick-up every Friday.
 - » This process was modified from a two-day process to a single morning process in order to limit staff in the buildings; staff volunteered to do food distribution each week; groups are always less than 10 staff members, staff wear masks and gloves.
 - » Staff deliver food bags to all home visiting families at their homes by leaving them on the porch.
 - » Staff deliver food bags to families with transportation challenges and documented cases of covid-19.
 - » **Diapers, wipes, and formula** were also included with the food bags for families with infants and toddlers.
- Family Service Workers completed **Weekly Wellness Checks** and provided families with individualized resources based on their situations and requests.
 - » Examples of referrals included - rental assistance, legal aid, mental health services, domestic violence intervention services, food resources - LINK, Greater Chicago Food Depository, New Home Community
 - » The FSWs used phone calls, Zoom, and the Remind App to communicate with families each week.
 - » All check-ins were conducted in English or Spanish based on the preference of the family.

SUPPORTING THE EMOTIONAL WELLNESS OF THE FAMILIES & STAFF DURING GLOBAL CRISIS

- **Weekly Newsletters** compiled by the Mental Health Consultant and Disabilities Service Coordinator provided families with resources to care for themselves and manage stress along with mental health resources. The newsletter provided information to help explain why children may be tantruming, seeming to regress in their development, or clingy; the newsletter also gave parenting recommendations to support learning at home. Our Health Aide and Dominican University partners provided healthy recipes and exercise tips that complemented the newsletters.
- **Zoom Parent Meetings** - We continued to build community by providing many opportunities for parents to engage with each other monthly. Examples: Zumba classes, wellness sessions, parent meetings, and parent cafés.
- Mental Health Consultants led weekly **self-care hours**, a protected time for staff to process their anxiety, stress, and fear about COVID-19 and its impact on our community.

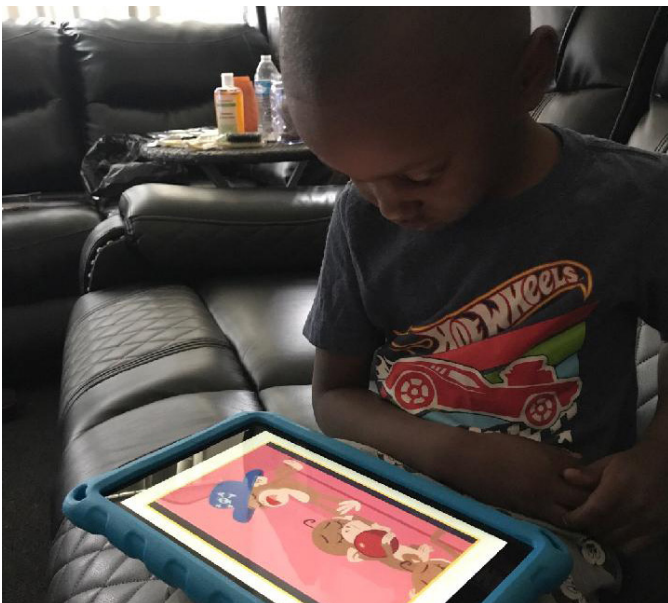


SUPPORTING THE CHILDREN'S DEVELOPMENT DURING GLOBAL CRISIS

- Education Team created a framework for **weekly individual interactions** between teachers and children. The interactions were 30-45 minutes in length. Each interaction included a story, game and/or song. The interactions were focused on learning goals for each child, aligned with the agency's school readiness goals.
- Virtual Interactions were complemented by **weekly take home activities** from *Parents as Teachers and Creative Curriculum* to support families in doing developmentally appropriate activities at home with their child.
- Families received 6 weeks of activities along with paper, books, markers, and crayons in March and Early April before we shifted into the Virtual Interaction format.
- Parents requested **materials** to support their children's learning and we provided them with scissors, glue, paper, markers, paint, chalk, and other art materials. FSWs connected parents to resources for technological device and internet challenges.

FUNDER REQUIREMENTS IN THE VIRTUAL FORMAT

- **Center Based Home Visit #2** – Teachers reflected with families about the shift to quarantine, provided insight on how virtual programming would look and what to expect from us, and goals for their children.
- **Home Based Weekly Visits** – Home Visitors were able to keep their same schedules with families in a virtual format.
- All teachers and Parent Child Educators were able to complete their quarterly assessments on children via Zoom due to the individualized format of Virtual Home Visits and Virtual Interactions
- **Spring Developmental Checkpoint** – All teachers and PCEs were able to collect and record developmental data on all children on their caseloads/ enrolled in their classrooms. We were able to use this data to plan for programming in FY21.
- **Center Based Parent Teacher Conference #3** – Teachers and Home Visitors shared the developmental progress with families via Zoom and shared activities aligned with the child's developmental needs.
- **Virtual Recruiting** – Family Service Workers continued to foster relationships and build partnerships in a virtual format. In preparation for the FY21 program year, all recruiting was conducted through a virtual format.



PARTNERSHIP WITH THIRTY MILLION WORDS & PNC GROW UP GREAT

Families from Metropolitan Family Services Early Learning Programs in Chicago and DuPage were invited to participate in the pilot launch of the *Let's Talk Parent Group Program*. This curriculum was developed by Thirty Million Words (TMW) Center for Early Learning + Public Health at the University of Chicago. Funded by PNC's Grow Up Great Initiative, children across sites were able to participate in this wonderful opportunity. To celebrate the beginning of the partnership, PNC, TMW, and MFS co-hosted a program launch event at the Learning and Wellness Center, where children from the LWC classrooms performed the PNC Grow Up Great song, and Dr. Dana Suskind introduced her research and this new pilot for center-based children and families.

This program invited parents of children ages 0-3 enrolled in our DuPage programs, North Children's Center, and Learning and Wellness. The goal of this parent group program was to "support parents in fostering their children's early brain development and setting them on a path to success in school and life" (TMW Center).

Twenty-one families from Metropolitan's Learning and Wellness center and North Children's Center participated in the program.

Parents were invited to attend 10 weekly, 90-minute sessions with their child where both childcare and food were provided. Participants were compensated after each session for their participation - \$20 for each session attended, as well as, an additional \$10 for turning in the LENA device. In DuPage and at North Children's Center, Metropolitan Family Services staff facilitated the parent groups, while at Learning and Wellness, a member of the TMW team led the sessions. Child data was collected using a LENA device, which tracks back and forth language exchanges between parents and children and a child's number of utterances when wearing the device. Each 90-minute session included 60 minutes of interactive parent-directed learning and discussion, followed by 30 minutes of guided practice with children and goal setting. Sessions covered a variety of developmental topics such as how to share a book with your child, how to incorporate new words on a neighborhood walk, and the impact of technology on your child's brain development. Through their participation, parents learned about the critical role their talk and interaction play in their children's foundational brain development, as well as easy-to-use ways to enhance that development.

At the core of the TMW Let's Talk program are the 3Ts: Tune In, Talk More, Take Turns. The 3Ts help parents harness the power of language in everyday interactions. **Tune In** means notice what your child is focused on. **Talk More** means surround your child with rich language. **Take Turns** means engage your child in conversation. These strategies give parents the tools to build their children's brains and are especially beneficial they can be used anytime without any costly materials.

Unfortunately, due to the COVID-19 pandemic, sessions were halted in March of 2020; however, the TMW Center is offering our same families the opportunity to continue with the program virtually beginning in November of 2020.



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	
Associate Director:	Dawn Delgado	delgadod@metrofamily.org
Early Learning Manager:	Rhonda Freedman	freemanr@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 Early Learning Center and home-based programs across the City of Chicago.	

DIRECTLY OPERATED CENTER BASED SITES

Metropolitan Family Services - Chicago operates three center-based sites throughout the city. These sites provide services to families Monday-Friday for the full day – up to 11 hours per day in preschool and up to 10 hours per day in birth to three. North and Midway Children’s Center each have 51 Pre-School slots with blended funding: Head Start, Preschool for All, and Child Care Assistance Program. North Children’s Center also has 24 Prevention Initiative/Child Care slots and Midway Children’s Center has 12 Prevention Initiative/Child Care slots. The Learning and Wellness center has 68 Head Start and Pre-School for All slots in addition to 32 center-based Early Head Start and Prevention Initiative slots. Our Child Care Centers are located at the following locations.

Midway Children’s Center
3215 W. 63rd St.
Chicago, IL 60629

North Children’s Center
3255 N. Central
Chicago, IL 60634

Learning and Wellness Center
5338 S. Loomis
Chicago, IL 60609

DIRECTLY OPERATED HOME-BASED SITES

Metropolitan Family Services - Chicago operates home-based educational programs, providing services for 144 Early Head Start children, families, and prenatal clients across five sites throughout Chicagoland. North Center and the Learning and Wellness Center each have 36 Early Head Start/Prevention Initiative home-based slots and Midway, Calumet and Southeast Chicago each have 24 Early Head Start/Prevention Initiative home-based slots. Our home-based Centers are located at the following locations.

Calumet
235 East 103rd Street
Chicago, Illinois 60628

Midway
3843 West 63rd Street
Chicago, Illinois 60629

Learning and Wellness Center
5338 South Loomis
Chicago, Illinois 60609

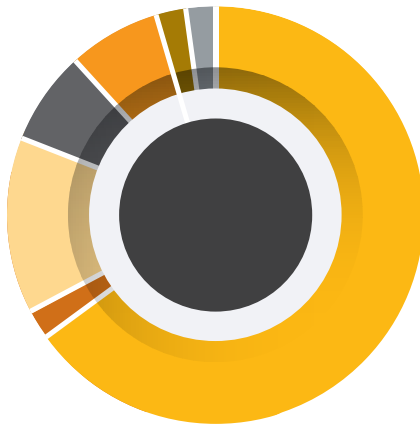
Southeast Chicago
3062 West 91st Street
Chicago, Illinois 60617

North
3249 North Central
Chicago, Illinois 60634

OVERALL DELEGATE BUDGET

TOTAL PUBLIC AND PRIVATE FUNDS RECEIVED: \$6,766,543.

Public Funds		Private Funds	
Source	Amount	Source	Amount
City of Chicago	\$6,434,749	In-Kind	\$72,273
State of Illinois	\$181,214	Foundations/Individuals/ Corporations	\$1,000
Chicago Board of Ed	\$0	Client Fees	\$77,577
Total	\$6,615,693	Total	\$150,850



2020 BUDGETED EXPENDITURES

- 70% Salaries/Benefits
- 1% Subcontractors/Professional Fees
- 14% Administrative
- 6% Program Expenses/Food
- 7% Occupancy/Technology
- 1% Other
- 1% Staff/Client Transportation



2020 ACTUAL EXPENDITURES

- 67% Salaries/Benefits
- 3% Subcontractors/Professional Fees
- 15% Administrative
- 6% Program Expenses/Food
- 7% Occupancy/Technology
- 1% Other
- 1% Staff/Client Transportation

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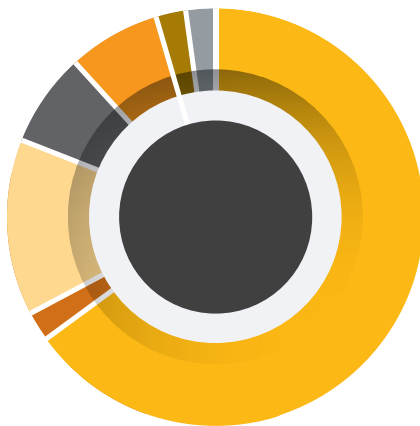
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2020 BUDGETED EXPENDITURES

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2020 ACTUAL EXPENDITURES

- 67% Salaries/Benefits
- 3% Subcontractors/Professional Fees
- 15% Administrative
- 6% Program Expenses/Food
- 7% Occupancy/Technology
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ENROLLMENT

EARLY HEAD START - FUNDED ENROLLMENT

ENROLLED

% TOTAL ENROLLMENT

Total Funded Early Head Start Enrollment	120	N/A
Early Head Start Funded (Actual) Enrollment	120	N/A
Total Cumulative Enrollment – Children	148	100%
Number of Children Enrolled < 45 days	4	3%

ENROLLMENT BY PROGRAM OPTION

Home-Based Program	72	60%
Center-Based Full-Day Full - Year 5 Days per Week	48	40%

ENROLLMENT – CHILDREN BY AGE

Under 1 Year	44	30%
1 Year Old	42	28%
2 Years Old	62	42%

ENROLLMENT – PREGNANT WOMEN

Total Enrollment of Pregnant Women	12	100%
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ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line	147	92%
Receipt of Public Assistance (TANF, SSI, etc.)	5	3%
Foster Child	1	1%
Status as Homeless	0	0%
Over-Income	7	4%

ENROLLMENT BY ETHNICITY

Hispanic or Latino Origin	131	82%
Non-Hispanic or Non-Latino Origin	29	18%

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	6	4%
Black or African American	23	14%
White	127	79%
Biracial/Multi-racial	3	2%
Other	1	1%

ENROLLMENT BY PRIMARY LANGUAGE

English	49	31%
Spanish	102	64%
Middle Eastern & South Asian Languages	5	3%
East Asian Languages	3	2%
European & Slavic Languages	0	0%
African Languages	1	1%

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

Total Funded Head Start Enrollment	170	N/A
Head Start Funded (Actual) Enrollment	170	N/A
Total Cumulative Enrollment	171	100%
Number of Children Enrolled < 45 days	1	1%

ENROLLMENT BY PROGRAM OPTION

Home-Based Program	0	0%
Center-Based - 5 Days per Week		
Full Day Enrollment	170	100%
Part-Day Enrollment	0	0%

ENROLLMENT - CHILDREN BY AGE

2 Years Old	4	2%
3 Years Old	86	50%
4 Years Old	81	47%
5 Years Old	0	0%

ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line	147	86%
Receipt of Public Assistance (TANF, SSI, etc.)	13	8%
Status as Foster Child	0	0%
Status as Homeless	3	2%
Over-Income	8	5%

ENROLLMENT BY ETHNICITY

Hispanic or Latino Origin	147	86%
Non-Hispanic or Non-Latino Origin	24	14%

ENROLLMENT BY RACE

American Indian or Alaska Native	0	0%
Asian	1	1%
Black or African American	22	13%
White	136	80%
Biracial/Multi-racial	12	7%
Other	0	0%

ENROLLMENT BY PRIMARY LANGUAGE

English	84	49%
Spanish	86	50%
Middle Eastern & South Asian Languages	0	0%
East Asian Languages	0	0%
Pacific Island Languages	0	0%
European & Slavic Languages	0	0%
African Languages	1	1%
Other	0	0%

HEALTH

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

Children With Health Insurance	136	92%
Number Enrolled in Medicaid and/or CHIP	120	81%
Number With Private Insurance	16	11%

MEDICAL HOME (at end of enrollment)

Number of Children With an Ongoing Source of Continuous, Accessible Healthcare	139	94%
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MEDICAL SERVICES (at end of enrollment)

Number of all Children Up-to-Date on:

EPSDT Schedule	101	68%
Of These, the Number Diagnosed With a Chronic Condition Needing Medical Treatment	2	1%
Of These, the Number Who Have Received or are Receiving Medical Treatment	2	1%

Number of all Children who Received Medical Treatment of the Following Chronic Health Conditions, Including Those Diagnosed Prior to August 31, 2017:

Anemia	0	0%
Asthma	1	1%
Hearing Difficulties	0	0%
Vision Problems	1	1%
High Lead Levels	4	3%

IMMUNIZATION SERVICES (at end of enrollment)

Number of Children Determined Up-to-Date	112	76%
Number of Children Exempt	3	2%

DENTAL HOME (at end of enrollment)

Number of Children with Continuous, Accessible Dental Care Provided by a Dentist	138	93%
Number of infant/toddlers determined up-to-date on EPSDT Schedule for oral care	34	23%

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	10	83%
Pregnant Women - Services		
Prenatal Care	9	75%
Postpartum Care	8	67%
Mental Health Intervention and Follow up	8	67%
Substance Abuse Prevention	10	83%
Prenatal Education on Fetal Development	8	67%
Breastfeeding Education	9	75%
Number of Pregnant Women Who Received a Professional Dental Exam and/or Treatment	0	0%

HEAD START - HEALTH SERVICES INFORMATION # ENROLLED % TOTAL ENROLLMENT

HEALTH INSURANCE (at end of enrollment)

Children With Health Insurance	166	97%
Number Enrolled in Medicaid and/or CHIP	153	89%
Number With Private Insurance	12	7%

MEDICAL HOME (at end of enrollment)

Number of Children With an Ongoing Source of Continuous, Accessible Healthcare	167	98%
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MEDICAL SERVICES (at end of enrollment)

Number of all Children Up-to-Date on:		
EPSDT Schedule	133	78%
Of These, the Number Diagnosed With a Chronic Condition Needing Medical Treatment	3	2%
Of These, the Number Who Have Received or are Receiving Medical Treatment	3	2%
Number of all Children who Received Medical Treatment of the Following Chronic Health Conditions, Including Those Diagnosed Prior to August 31, 2014:		
Anemia	4	2%
Asthma	2	1%
Hearing Difficulties	0	0%
Vision Problems	0	0%
High Lead Levels	3	2%

HEAD START - HEALTH SERVICES INFORMATION**# ENROLLED****% TOTAL ENROLLMENT****IMMUNIZATION SERVICES (at end of enrollment)**

Number of Children Determined Up-to-Date	109	64%
Number of Children Exempt	0	0

DENTAL HOME (at end of enrollment)

Number of Children with Continuous, Accessible Dental Care Provided by a Dentist	167	98%
Number of Children who Received Preventative Dental Care	85	50%
Number of Children in Need of Treatment	19	11%
Number of Children who Received Treatment	7	4%

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

Total Number of Families	148	100%
Number of Single-Parent Families	66	45%
Number of Two-Parent Families	82	55%

FAMILY SERVICES

The Number of Families who Received Services:

Emergency/Crisis Intervention	77	52%
Housing Assistance	48	32%
Mental Health Services	7	5%
ESL Training	15	10%
GED	40	27%
Job Training	10	7%
Substance Abuse Prevention	0	0%
Substance Abuse Treatment	0	0%
Child Abuse and Neglect Services	0	0%
Domestic Violence Services	6	4%
Child Support Assistance	1	1%
Health Education	1	1%
Parenting Education	64	43%
Relationship Education	0	0%
Assistance to Families of Incarcerated Individuals	0	0%
Asset Building Services	29	20%
Number of Families That Received at Least One Service	103	70%

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

Total Number of Families	161	100%
Number of Single-Parent Families	45	28%
Number of Two-Parent Families	115	71%

FAMILY SERVICES

The Number of Families who Received Services:

Emergency/Crisis Intervention	109	68%
Housing Assistance	16	10%
Mental Health Services	10	6%
ESL Training	17	11%
GED	37	23%
Job Training	5	3%
Substance Abuse Prevention	0	0%
Substance Abuse Treatment	0	0%
Child Abuse and Neglect Services	0	0%
Domestic Violence Services	2	1%
Child Support Assistance	2	1%
Health Education	20	12%
Parenting Education	66	41%
Relationship Education	2	1%
Assistance to Families of Incarcerated Individuals	0	0%
Asset Building Services	0	0%
Number of Families That Received at Least One Service	136	84%

SCHOOL READINESS

SCHOOL READINESS GOALS

Social Emotional:

- Children will demonstrate a positive self-concept, an ability to self-regulate, and emotional and behavioral health when interacting with peers and adults.

Physical Development:

- Children will demonstrate strength and coordination when utilizing both large and small muscles.

Language:

- Children will be able to respond appropriately to multi-step directions and high-level vocabulary with full comprehension and incorporate new vocabulary into conversations.
- Children will be able to speak their thoughts, ideas, and needs clearly with peers and adults.

Approaches to Learning:

- Children will attend to age appropriate tasks and show eagerness to learn about diverse topics.
- Children will utilize problem-solving skills to pursue appropriately challenging tasks, make predictions, and analyze results using flexibly minded thinking.

Literacy:

- Children will show an understanding of narrative structure and ability to communicate unique ideas on paper with confidence.

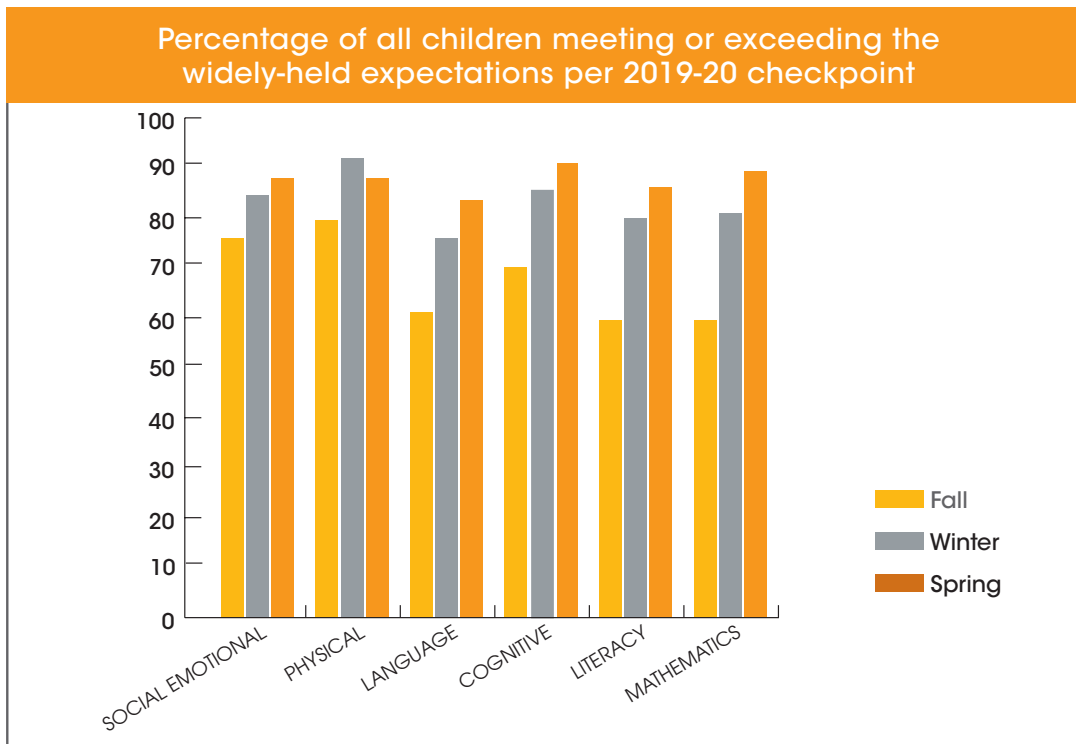
Mathematics:

- Children will demonstrate an ability to count and quantify objects accurately, describe and compare groups using mathematical language, and know the purpose of standard measuring tools.

English Language Acquisition:

- Dual Language Learners will demonstrate progress in comprehending and using English words and phrases.

CHILD OUTCOME DATA



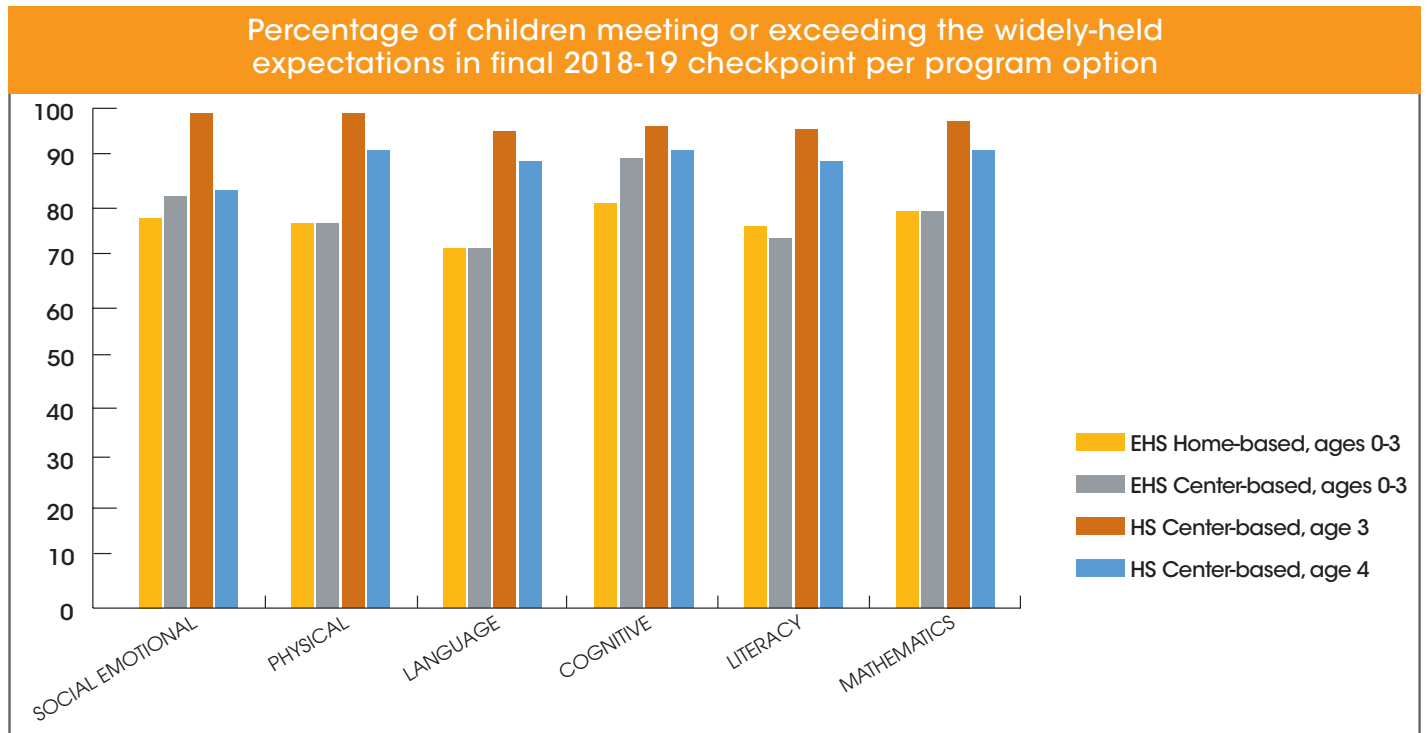
** This chart represents data from children in both center-based and home-based programs. A total of 235, 268, and 276 children were assessed in the Fall, Winter, and Spring checkpoints, respectively.*

When reviewing data for all Head Start and Early Head Start children across the three checkpoint periods, we see significant growth from fall to spring across all domains of learning and development. The greatest growth throughout the program year was seen in the Cognitive and Mathematics domains.

Our grant goal is that 85% of children will meet or exceed the widely held expectations for learning and development. By spring, the programs exceeded this goal in all domains apart from Language. After each checkpoint period, teaching staff and parent-child educators participate in data dialogues, peer learning groups, and team meetings to help increase their understanding of school readiness scores and outcomes.

These data dialogues have led to increased professional knowledge in utilizing data in planning for experiences and reflecting on teaching practices to most effectively impact student learning and development outcomes.

CHILD OUTCOME DATA



* This chart represents data from 54 children in EHS Home based, 56 children in EHS Center based, 82 children in HS Center based for age 3, and 84 children in HS Center based for age 4.

When considering the spring checkpoint data by program option, we can see our center-based programs met or exceeded the 85% goal in all areas apart from Language for ages 0-3 and Mathematics for age 4. Our home-based program met or exceeded this goal in all domains apart from Language and Literacy.

This can be attributed to the individualized nature of classroom and home visit planning, intentionally implemented activities, and individualized coaching provided to both teachers and parent-child educators.

Our home visitors share strategies in their weekly visits to empower parents to engage with their children as their first teacher. Parent-child educators have shared that more parent education around the importance of talking with children is needed to help support growth in the language domain.

MONITORING REVIEW & ACCREDITATION VISIT

Our Chicago Head Start and Early Head Start programs did not have any federal and/or state monitoring or accreditation visits in the 2018-2019 program year.

COACHING AND PROFESSIONAL DEVELOPMENT

The Education Manager, Empowering Families Initiative Project Manager, Mental Health Team, Education Coach, and Infant Toddler Coach work collaboratively to provide professional development and coaching opportunities that are individualized to the needs of staff. In the summer of 2018, the Chicago Early Learning Programs hosted their first conference-style professional development week, where staff members opted into sessions on various topics of interest. Popular topics included: teamwork, parent engagement, trauma-informed care, engaging children in high quality read-alouds, and educational documentation boards.

The Department of Family and Support Services (DFSS) also gave center-based sites the opportunity to opt into coaching provided by city partners. North Children's Center leaders and the Infant Toddler coach supporting Early Head Start classrooms at the Learning and Wellness center received Curriculum Fidelity coaching from Teaching Strategies LLC. Midway Children's Center leaders and the Education Coach received coaching on reflective practice and supporting classroom mathematical practices from Erikson Institute.

In the 2019-2020 program year, the Chicago Early Learning Programs will be utilizing Practice-Based Coaching, a research based model to support teachers and home visitors in their practice, in addition to external coaching supports and training provided by our funders.

PARENT INVOLVEMENT & FAMILY ENGAGEMENT

Metropolitan Family Services – Chicago's Head Start and Early Head Start programs offer a variety of opportunities for parents to be engaged in their children's learning and the center community. We provide each family with access to individualized family support services, monthly opportunities for learning through workshops, and opportunities to engage with their children through classroom and center events. In home visiting, bi-monthly socialization groups offer an opportunity for parents to meet each other and engage with the program outside of their home. In addition, our home visiting program provides monthly Parent Education workshops which cover a variety of topics including Financial Literacy, Nutrition, Positive Discipline, Literacy and Self-Care.

Parents act as an essential part of the governing body for our programs. Parents elect other parents each year to serve on the Parent Policy Committee to partner with our funders, our agency, and our Head Start Board of Directors in making critical programming decisions through shared governance. Each site has parent liaisons that assist with the planning of parent events each year.

Parent involvement activities help connect Head Start and Early Head Start parents with their children's early education. At the Learning and Wellness Center and Midway Children's Center, parents partnered with staff as they engaged in Erikson Institute's Collaborative Math Initiative. Parents learned to make math games to play at home with their children, participated in the gathering of "real material" sorting collections, and partnered with teachers in the development of math lending libraries.

Across the sites, our male engagement campaign continued in the 2018-2019 program year. The goal of the initiative is to help males feel confident engaging with their birth to five-year-olds in play and learning. Each site had male-specific events and workshops and males were featured at each site in our male super hero photo shoots. The culminating parent engagement event of 2018-2019 was a trip to Navy Pier to take the architectural boat tour.

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.



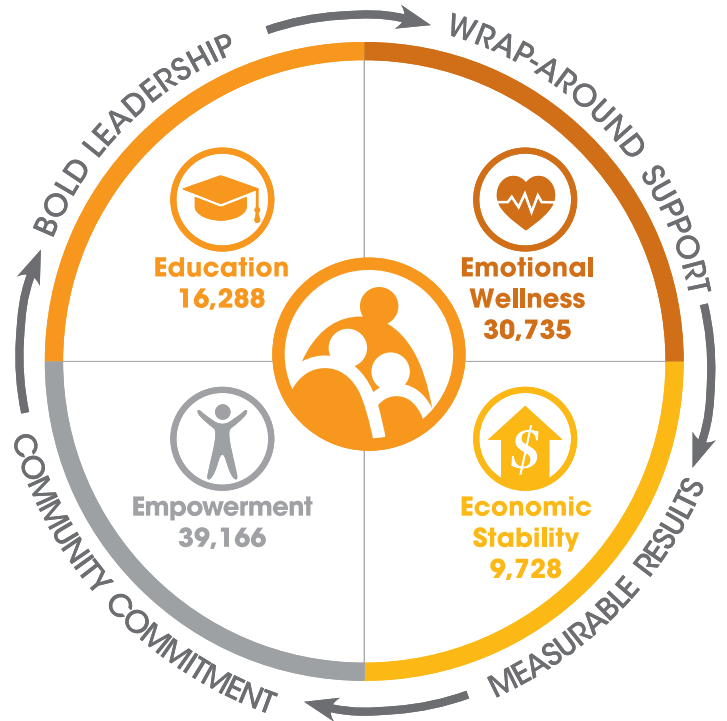
ECONOMIC STABILITY

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.



Our Mission

To provide and mobilize the services needed to strengthen families and communities.

Our Vision

To be widely acknowledged as a major catalyst and resource for promoting family and community strengths.

FAMILY Values

F

FOCUS ON STRENGTHS

As servant leaders, we value individuals, families and communities, their inherent strengths, their ability to learn and grow, be resilient and find solutions to challenges. Our servant mindset inspires us to help people reach their full potential and own their empowerment.

A

ACCOUNTABILITY

We are honest and transparent, effectively managing resources entrusted to us, and in turn, investing in the people and communities we serve.

M

MOBILIZE FOR SOCIAL JUSTICE

We work to increase diversity, racial, gender and economic equity, inclusion and cultural competency in all that we do.

I

INNOVATIVE CULTURE

We are agile, responsive to complex and emerging social challenges. We are equally agile in our operations and management functions, while maintaining the integrity of our operational and management systems.

L

LEARNING ORGANIZATION

We value experience gained from mistakes, knowing this is key to continuous improvement and greater wisdom.

Y

YES-MINDED APPROACH

We look for what is possible and find creative solutions, transforming challenges into viable opportunities.

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