



metropolitan
family services

2019-20 Head Start
Annual Report
DuPage

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

- **Diaper Distribution Project (funded by PNC)**

- » Nine diaper distributions were held between April 3 and July 14.
- » Total number of families for which requests were submitted for the entire project was 212.

Estimated Total # of Families Served	Estimated Total # of Wipes Provided	Estimated Total # of Packages of Diapers Provided
183*	963	1,080

- **Partnership with Northwestern Medicine (CATCH program)**

- » The 2019-2020 program year marked DuPage's 5th year partnering with Northwestern Medicine to receive the benefits of the CATCH program. Aimed at providing nutrition and fitness, the CATCH program has brought benefits to our children, families, and teaching team. Wellness staff from NW Medicine came out to all early childhood sites to offer assemblies 3-4 times this past year. During these assemblies, children shared what they have learned at school and shared they often use "Whoa" and "Go" food language when they are at home. The children continued to enjoy the wide variety of equipment and activities that were supplied at the program start up. Pre and post surveys reflected a tremendous impact the partnership has had on our families.

- **Financial Assistance:** Approximately 25 families across the program received financial assistance in amounts ranging from \$50 to \$1300 for utilities, rent, mortgage, and food.

- **Food Distribution:** The MFS Health and Nutrition Manager coordinated with Site Supervisors who had supervision of sites, which were not in connection with school district buildings, to order and distribute food boxes for families on a weekly basis.

- » Food distribution was conducted via contactless pick up at our St. Andrews, Outreach, and Addison Children's Center locations.
- » Staff delivered food bags to families with transportation challenges and documented cases of COVID-19.

- Family Service Workers completed weekly check-ins with families and provided families with individualized resources based on their situations and requests.

- » Examples of referrals included - rent assistance, legal aid, mental health services, domestic violence intervention services, food resources - LINK, Loaves & Fishes Food Bank
- » The FSWs use phone calls, MFS email, My Teaching Strategies Parent Communication portal, Learning Genie (app), and Zoom to communicate with families each week.
- » 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 teaching teams, with content contributed by the Early Childhood Mental Health Practitioner, provided families with resources to care for themselves and manage stress. The newsletter provided information to help explain why children may be showing increased frustration, regression in their development, and clinginess; the weekly communications also gave parenting recommendations to support learning at home. Our partnership with Northwestern Medicine reaped health/nutrition activities and exercises for distribution.

- **Zoom Parent Meetings** - Family Meetings continued virtually during the pandemic. Special activities which were brought to the families included Family Fit Night and yoga sessions.

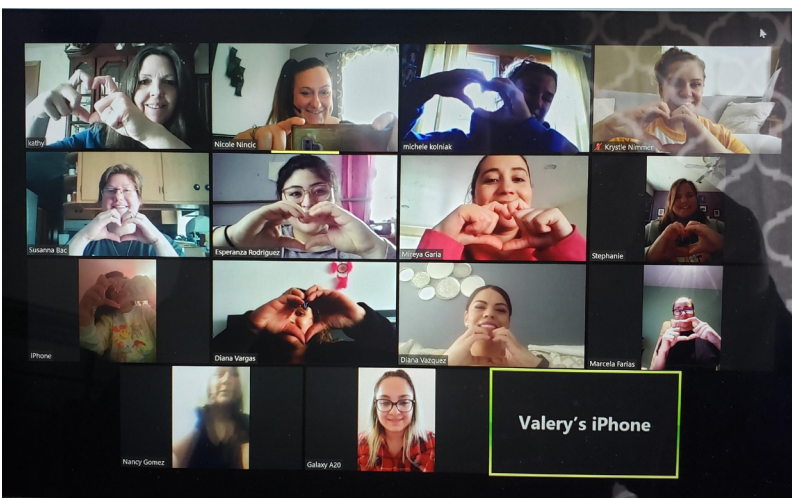
- The Early Childhood Mental Health Practitioner distributed weekly emails to staff, highlighting the importance of self-care. The ECMHP met with teaching teams to discuss self-care and work through concerns regarding children.

SUPPORTING THE CHILDREN'S DEVELOPMENT DURING GLOBAL CRISIS

- The MFS Education Team created a framework for **weekly virtual instruction** between teachers and children. Interaction time varied based on each child's developmental needs. Interactions included stories, games, songs, and activities. The interactions were focused on learning goals for each child aligned with the agency's school readiness goals.
- Virtual Interactions were complimented 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.
- At the onset of the closure, families received 3 weeks of activities along with paper, books, markers, and crayons to support at home learning prior to commencement of the virtual instruction.
- Individual activity supply kits were distributed to parents. Kits included scissors, glue sticks, construction paper, ethnically diverse colored markers, pencils, sensory fidgets, and other art supplies.

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 reflected on the completion of the program year.
- **Home Based Weekly Visits** – Parent Child Educators (PCEs) were able to keep their same schedules with families in a virtual format. Home based programming maintained a 99% engagement/attendance rate!
- All teachers and PCEs were able to complete their quarterly assessments on children using observations provided by parents, as well as, observations noted during weekly Zoom virtual visits.
- **Spring Developmental Checkpoint** – All teachers and PCEs were able to collect and record developmental data on all children. We were able to use this data to plan for programming in FY21.
- **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 Learning and Wellness, 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).

Eight parents from DuPage's Addison Children's Center and Bensenville Early Learning Center participated in the program.

Parents were invited to attend 10 weekly 90-minute sessions with their child where both childcare and food was 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, and at Learning and Wellness, a member of the TMW team lead 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.



PARENT TESTIMONY:

"It was great! Definitely made us more aware of how much we speak to them and what words we are using. I started doing it constantly, not just when the recorder was on. At the meetings, they taught us about narrations. I used to do it, but not all the time. Now I do! I tell him what we are doing and he repeats everything. At first, he would repeat but not know what he was saying, but now he knows! He has been speaking more. A little shy around others, but with us, he's speaking more and is very verbal. He is speaking his mind. He wasn't doing that before. He will say 'no' and say exactly what he wants to do. When he doesn't want to get dressed I will describe two outfits and let him pick. Now he describes the outfits and then picks one himself. I thought counting was the only math talk that I could do with him. But, I learned shapes, sizes, bigger, smaller, closer, and farther are all math talk too. I started doing that more and more with him. Knowing that the recorder was on, made me more aware of what words I was using and how much I was talking directly to him. I was concerned I wasn't speaking enough, but I WAS! Finding out that I'm not doing as bad as I thought was great news!"

DUPAGE HEAD START

GENERAL INFORMATION

Grantee: Metropolitan Family Services - DuPage
Grant Number: 05CH010475
Address: 222 East Willow Avenue, Wheaton IL 60187
Phone: 630-784-4015
Fax: 630-682-5276

Head Start Director: Darby Pool
poold@metrofamily.org

Agency Website: www.metrofamily.org

Agency Type: Grantee

Agency Description: Metropolitan Family Services - DuPage is a Head Start/Early Head Start grantee that provides services through directly operated and delegate programs throughout DuPage County.

DIRECTLY OPERATED PROGRAM SITES

Metropolitan Family Services - DuPage operates 9 center-based sites throughout the county, providing Monday-Friday, full day sessions (6 hours 15 minutes/day).

ADDISON

39 Head Start Slots

Army Trail Elementary
346 West Army Trail Blvd.
Addison, IL 60101

ADDISON CHILDREN'S CENTER

16 Early Head Start Slots

121 East Fullerton
Addison, IL 60101

BENSENVILLE

**40 Head Start Slots/
16 Early Head Start Slots**
Tioga Elementary School
212 Memorial Avenue
Bensenville, IL 60106

BURR RIDGE

32 Head Start Slots

Anne M. Jeans Elementary School
16 West 632 91st Street
Willowbrook, IL 60527

CAROL STREAM

20 Head Start Slots

Outreach Community Center
345 South President Avenue
Carol Stream, IL 60188

**St. Andrew's United
Methodist Church**

40 Head Start Slots
250 North Gary Avenue
Carol Stream, IL 60188

WHEATON

19 Head Start Slots

Wiesbrook Elementary School
2160 Durfee Road
Wheaton, IL 60189

WARRENVILLE

34 Head Start Slots

Johnson Elementary School
2S700 Continental Drive
Warrenville, IL 60555

GLEN ELLYN

17 Head Start Slots

Westfield Elementary School
2S125 Mayfield Lane
Glen Ellyn, IL 60137

DUPAGE HEAD START

DIRECTLY OPERATED HOME-BASED

Metropolitan Family Services - DuPage operates home-based educational programs, providing services for 103 Early Head Start children and families throughout the county. The majority of Early Head Start home visiting caseloads are based in the Westmont, Woodridge, Warrenville, Wheaton, Addison, Villa Park, and Glendale Heights communities.



OVERALL GRANTEE BUDGET

TOTAL PUBLIC AND PRIVATE FUNDS RECEIVED: \$6,871,876.

Public Funds		Private Funds	
Source	Amount	Source	Amount
Federal	\$5,047,337	In-Kind	\$1,469,037
State	\$139,530	Foundations/Individuals/ Corporations	\$208,999
		Fee	\$4,622
Total	\$5,186,687	Total	\$1,685,189



2020 BUDGETED EXPENDITURES

- 66%** Salaries/Benefits
- 5%** Subcontractors/Professional Fees
- 13%** Administrative
- 6%** Program Expenses/Food
- 4%** Occupancy/Technology
- 1%** Other
- 5%** Staff/Client Transportation



2020 ACTUAL EXPENDITURES

- 66%** Salaries/Benefits
- 5%** Subcontractors/Professional Fees
- 14%** Administrative
- 5%** Program Expenses/Food
- 4%** Occupancy/Technology
- 1%** Other
- 5%** Staff/Client Transportation

ENROLLMENT

FUNDED ENROLLMENT – EARLY HEAD START*

ENROLLED

% TOTAL ENROLLMENT

Total Funded Early Head Start Enrollment	135	N/A
Early Head Start Funded (Actual) Enrollment	135	N/A
Total Cumulative Enrollment – Children	171	100%
Number of Children Enrolled < 45 days	9	5%

FUNDED ENROLLMENT BY PROGRAM OPTION *

% FUNDED ENROLLMENT

Home-Based Program	103	76%
Center-Based Full-Day Full - Year 5 Days per Week	32	24%

ENROLLMENT – CHILDREN BY AGE *

Under 1 Year	46	27%
1 Year Old	73	43%
2 Years Old	52	30%

ENROLLMENT – PREGNANT WOMEN

Total Enrollment of Pregnant Women	6	100%
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ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line	155	88%
Receipt of Public Assistance (TANF, SSI, etc.)	2	1%
Foster Child	0	0%
Status as Homeless	6	3%
Over-Income	9	5%
Exceeding allowed over income enrollment with family incomes between 100% and 130% Poverty Line	5	3%

ENROLLMENT BY ETHNICITY

Hispanic or Latino Origin	88	50%
Non-Hispanic or Non-Latino Origin	84	47%
Unspecified	5	3%

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

2) Percentages for Early Head Start include enrolled pregnant women, unless indicated by an *.

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

FUNDED ENROLLMENT – EARLY HEAD START**# ENROLLED****% TOTAL ENROLLMENT****ENROLLMENT BY RACE**

American Indian or Alaska Native	0	0%
Asian	36	20%
Black or African American	20	11%
White	88	50%
Biracial/Multi-racial	10	6%
Other	18	10%
Unspecified	5	3%

ENROLLMENT BY PRIMARY LANGUAGE

English	61	34%
Spanish	63	36%
Middle Eastern & South Asian Languages	40	23%
European	6	3%
African Languages	2	1%
Other (6 Burmese, 2 Zomi, 1 Romanian, 1 Amharic, 1 Batibo)	5	3%

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

Total Funded Head Start Enrollment	241	N/A
Head Start Funded (Actual) Enrollment	241	N/A
Total Cumulative Enrollment	260	100%
Number of Children Enrolled < 45 days	1	0%

FUNDED ENROLLMENT BY PROGRAM OPTION**% FUNDED ENROLLMENT**

Center-Based		
Full Day Enrollment - 5 Days per Week	241	100%

ENROLLMENT – CHILDREN BY AGE (at enrollment)

2 Years Old	2	1%
3 Years Old	117	45%
4 Years Old	141	54%
5 Years Old	0	0%

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

ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line	220	85%
Receipt of Public Assistance (TANF, SSI, etc.)	10	4%
Status as Foster Child	3	1%
Status as Homeless	5	2%
Over-Income	22	8%

ENROLLMENT BY ETHNICITY

Hispanic or Latino Origin	122	47%
Non-Hispanic or Non-Latino Origin	137	53%

ENROLLMENT BY RACE

American Indian or Alaska Native	0	0%
Asian	35	13%
Black or African American	57	22%
White	135	52%
Biracial/Multi-racial	8	3%
Other	24	9%

ENROLLMENT BY PRIMARY LANGUAGE

English	101	39%
Spanish	90	35%
Middle Eastern & South Asian Languages	36	14%
East Asian Languages	1	0%
European & Slavic Languages	12	5%
African Languages	9	3%
Other	11	4%

HEALTH

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

Children With Health Insurance	170	99%
Number Enrolled in Medicaid and/or CHIP	166	97%
Number With Private Insurance	4	2%

MEDICAL HOME (at end of enrollment)

Number of Children With an Ongoing Source of Continuous, Accessible Healthcare	170	99%
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MEDICAL SERVICES (at end of enrollment)

Number of all Children Up-to-Date on:

EPSDT Schedule	48	28%
Of These, the Number Diagnosed With a Chronic Condition Needing Medical Treatment	1	1%
Of These, the Number Who Have Received or are Receiving Medical Treatment	1	1%

Number of all Children who Received Medical Treatment of the Following Chronic Health Conditions, Including Those Diagnosed Prior to June 30, 2017:

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

IMMUNIZATION SERVICES (at end of enrollment)

Number of Children Determined Up-to-Date or on Catch up Schedule	61	36%
Number of Children Exempt	1	1%

DENTAL HOME (at end of enrollment)

Number of Children with Continuous, Accessible Dental Care Provided by a Dentist	135	79%
Number of infant/toddlers determined up-to-date on EPSDT Schedule for oral care	48	28%

HEALTH SERVICES INFORMATION – PREGNANT WOMEN	# ENROLLED	% TOTAL ENROLLMENT
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HEALTH INSURANCE (at end of enrollment)

Number of Pregnant Women With at Least One Type of Health Insurance	6	100%
Pregnant Women – Services		
Prenatal Care	6	100%
Postpartum Care	6	100%
Mental Health Interventions and Follow-up	2	33%
Substance Abuse Prevention	2	33%
Prenatal Education on Fetal Development	6	100%
Breastfeeding Education	5	83%
Number of Pregnant Women Who Received a Professional Dental Exam and/or Treatment	2	33%

HEALTH SERVICES INFORMATION (CHILDREN) - HEAD START

# ENROLLED	% TOTAL ENROLLMENT
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HEALTH INSURANCE (at end of enrollment)

Children With Health Insurance	258	99%
Number Enrolled in Medicaid and/or CHIP	248	95%
Number With Private Insurance	9	3%

MEDICAL HOME (at end of enrollment)

Number of Children With an Ongoing Source of Continuous, Accessible Healthcare	258	99%
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MEDICAL SERVICES (at end of enrollment)

Number of all Children Up-to-Date on:

EPSDT Schedule	193	74%
Of These, the Number Diagnosed With a Chronic Condition Needing Medical Treatment	8	3%
Of These, the Number Who Have Received or are Receiving Medical Treatment	7	3%

Number of all Children who Received Medical Treatment of the Following Chronic Health Conditions, Including Those Diagnosed Prior to June 30, 2017:

Anemia	0	0%
Asthma	0	0%
Hearing Difficulties	0	0%
Vision Problems	4	2%
High Lead Levels	0	0%

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

Number of Children Determined Up-to-Date	254	98%
Number of Children Exempt	6	2%

DENTAL HOME (at end of enrollment)

Number of Children with Continuous, Accessible Dental Care Provided by a Dentist	253	97%
Number of Children who Received Preventative Dental Care	140	54%
Number of Children in Need of Treatment	29	11%
Number of Children who Received Treatment	5	2%

FAMILY INFORMATION

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

Total Number of Families	151	100%
Number of Two-Parent Families	93	62%
Number of Single-Parent Families	58	38%

FAMILY SERVICES

The Number of Families who Received Services:

Emergency/Crisis Intervention	27	18%
Housing Assistance	4	3%
Mental Health Services	57	38%
ESL Training	4	3%
GED	2	1%
Job Training	2	1%
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	1	1%
Health Education	35	42%
Parenting Education	35	43%
Relationship Education	0	0%
Assistance to Families of Incarcerated Individuals	0	0%
Asset Building Services	2	1%
Number of Families That Received at Least One Service	70	46%

NUMBER OF FAMILIES – HEAD START

ENROLLED

% TOTAL ENROLLMENT

Total Number of Families	247	100%
Number of Two-Parent Families	139	56%
Number of Single-Parent Families	108	44%

FAMILY SERVICES

The Number of Families who Received Services:

Emergency/Crisis Intervention	156	69%
Housing Assistance	18	7%
Mental Health Services	240	97%
ESL Training	13	5%
GED	15	6%
Job Training	12	5%
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	3	1%
Health Education	243	98%
Parenting Education	243	98%
Relationship Education	1	0%
Assistance to Families of Incarcerated Individuals	2	1%
Asset Building Services	3	1%
Number of Families That Received at Least One Service	245	100%

SCHOOL READINESS

Special Efforts to Prepare Children for Kindergarten

SCHOOL READINESS GOALS

Social Emotional:

- Children will demonstrate positive social, interpersonal, and self-help skills.

Physical Development:

- Children will develop control and manipulation of large and small muscles.

Language:

- Children will increase their ability to communicate.

Approaches to Learning:

- Children will develop skills to foster learning.

Literacy:

- Children will develop pre-reading and writing skills

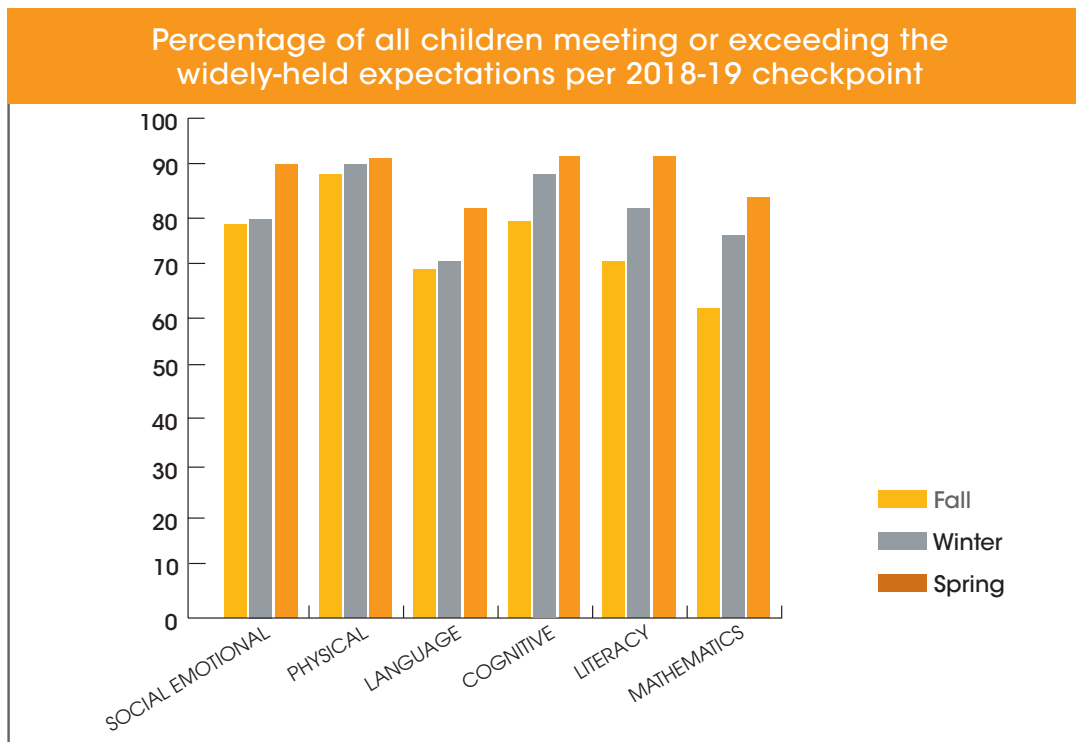
Mathematics:

- Children will demonstrate mathematical concepts, ideas, and language.

English Language Acquisition:

- Dual Language Learners will demonstrate progress in English language development.

CHILD OUTCOMES DATA



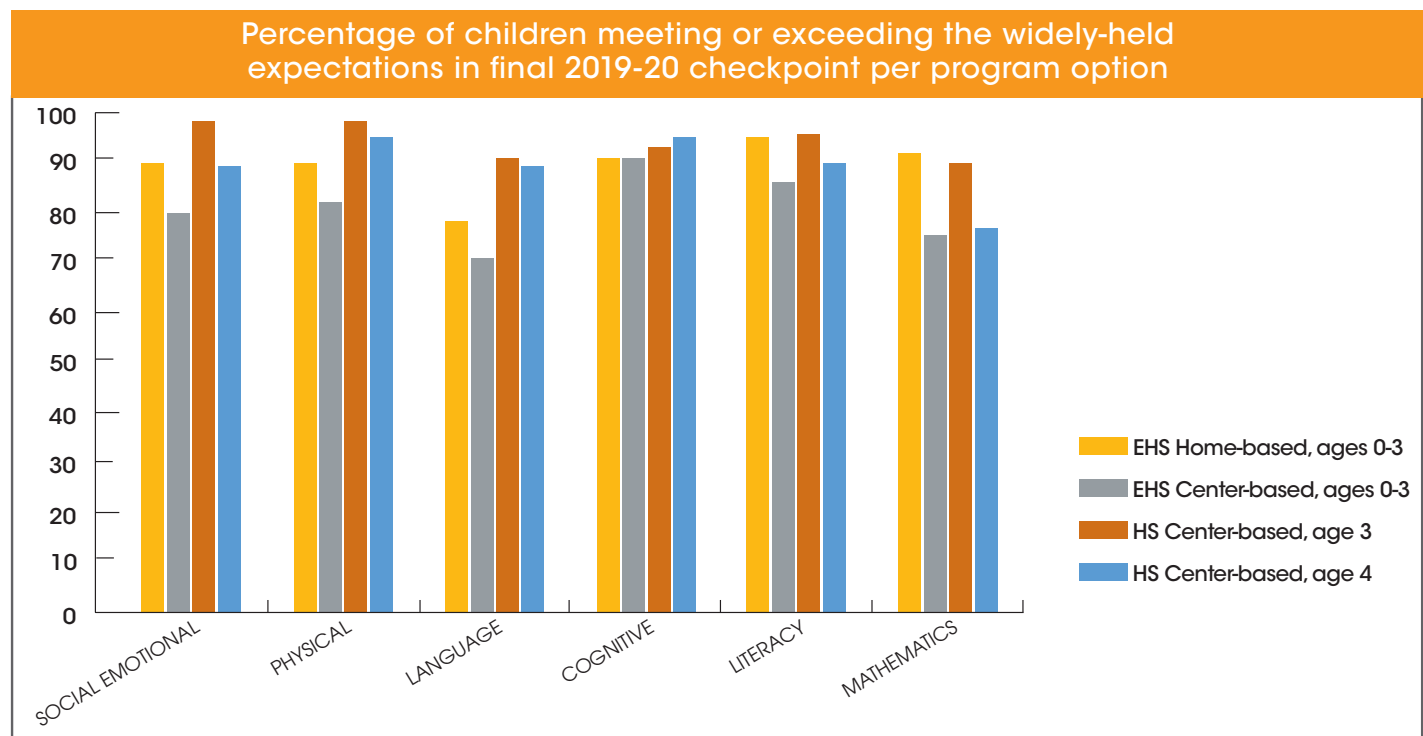
** This chart represents data from children in both center-based and home-based programs. A total of 432, 442, and 441 children were assessed in the Fall, Winter, and Spring checkpoints, respectively.*

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

Our grant goal is that 85% of children will meet or exceed the widely held expectations. By spring, the programs exceeded this goal in all domains apart from Language and Mathematics. After each checkpoint period, all staff 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 development opportunities, for example, in the areas of working with dual language learners and children who exhibit challenging behaviors.

CHILD OUTCOMES DATA



** This chart represents data from 159 children in EHS Home based, 49 children in EHS Center based, 105 children in HS Center based for age 3, and 128 children in HS Center based for age 4.*

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

Metropolitan Family Services did not participate in any Federal Monitoring reviews during the FY19 program year; however, it is expected that two monitoring reviews (CLASS and Focus Area 2) will be conducted during the FY20 program year.

PARENT INVOLVEMENT & FAMILY ENGAGEMENT

Metropolitan Family Services-DuPage 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, family trainings and workshops, twice monthly socializations for our home-based program, a year-end parent activity 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 opportunities, child / teacher events and at-home activities. The Conscious Discipline parenting curriculum was also introduced to families and incorporated in family events, meetings and activities.

FINANCIAL AUDIT

Metropolitan Family Services' financial audit for fiscal year 2018 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 DuPage Parent Policy Council shared the audit report on November 15, 2018 and by the Metropolitan Board of Directors on November 27, 2018.

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.



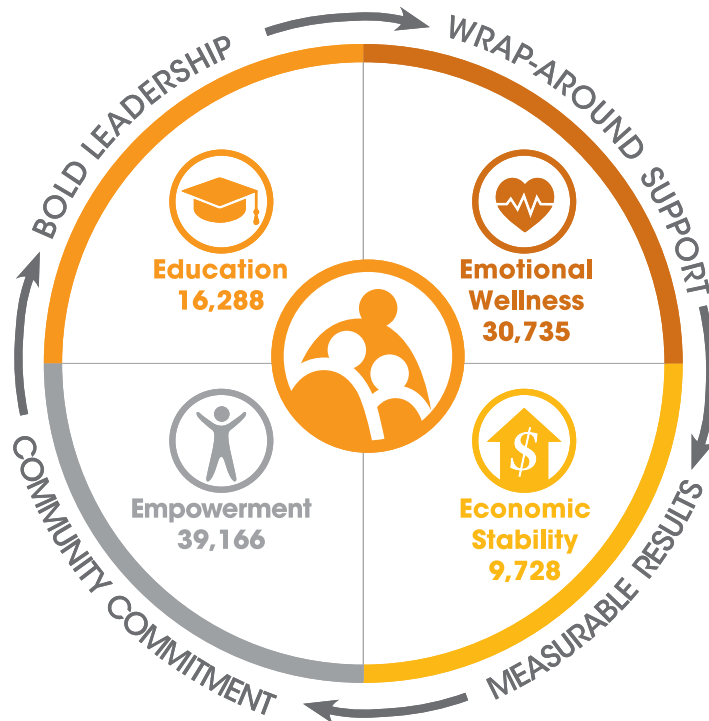
ECONOMIC STABILITY

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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312-986-4000
www.metrofamily.org



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