



metropolitan[™]
family services

2021-2022 Head Start
Annual Report
Chicago

A HYBRID MODEL OF EARLY LEARNING SERVICES DURING A PANDEMIC

Metropolitan Family Services Early Learning staff continued to show incredible resilience, creativity, and drive to serve children and families amid an unprecedented global crisis. Here we showcase some of the highlights from September 2021 to July 2022 with a new hybrid model of early learning.

SUPPORTING THE CHILDREN'S DEVELOPMENT DURING A GLOBAL CRISIS

In-Person Classrooms

As the pandemic continued into the start of a new program, the way of providing quality education services changed with this new way of living. Teachers and staff worked collaboratively to create a new structure for in-person learning while at the same time creating virtual classrooms for the beginning of a brand new hybrid model. Policies and procedures were created to create a safe environment for children and staff. Children learned how to engage with each other and their teachers by air hugging, giving each other air high-fives and working collaboratively from six feet apart. Program hours and days were shortened to provide full teaching teams from open to close. All in-person classrooms hosted virtual groups to connect with children and families. In the event of a positive case of C-19, children were grouped with their siblings in order to minimize direct contact.

For children receiving virtual services that would typically be enrolled in IT classrooms, they were able to join their previous classroom with children in their own age group for the Friday groups.

Remote Classrooms

In order to meet the needs of all families, and their preferences on what was best for their child, at least one classroom at each center was dedicated to remote learning only. The remote teaching teams were made up of 2-3 staff members including bilingual teachers. Children were provided intentional activities including: stories, songs, and games all tied to developmental learning goals and individualized to each child and family. All members of the teaching team rotated leading the activities during the interactions to keep the child's engagement high and allowed for staff to take notes on the child's development. All the activities were designed to meet developmentally appropriate goals aligned with Creative Curriculum objectives.

Each child has the same consistent experience highlighted here:

- All children attended a **daily group interaction**
 - Groups were a virtual circle time, movement game, or read aloud
 - For teams that had multiple age groups, they hosted separate groups for IT and Preschool children
- Each child had a **minimum of two weekly individual virtual interactions** scheduled at a time that best met the parents' schedule
 - If the schedule permitted and parents requested, teachers would offer more than two interactions per child
- Families received a minimum of **two take home activities each week** for the parents to complete with their child, aligned with the target objectives for that week
- Each team created **one "video" activity** each week via Zoom, sent to their families, for parents to engage with their children at home. These videos were recorded in English and Spanish.
- *For Diverse Learners*, activities for each virtual interaction aligned with the child's Individualized Education Plan goals
- *For Dual Language Learners*, activities were conducted in the language with which the family is most comfortable; all resources and activities were in the family's home language
- Virtual Classrooms were expected to meet the same 45-day requirements as they normally would in person, with the exception of conducting screenings and assessments virtually

SUPPORTING HEALTH & SAFETY DURING A GLOBAL CRISIS

Continued Safety Measures

In collaboration with Metropolitan Family Services DuPage's Early Learning Leadership Team, an Early Learning Reunion Plan was created to ensure consistent health and safety practices for all children and staff while on site.

All staff had access to the appropriate PPE needed for their positions/tasks. Staff followed start of day screening and temperature procedures as established by the agency. All children were screened and temperature procedures followed with their parent present before drop-off was allowed. Parents continued to drop their child/ren off outside the centers.

State guideline updates led the revisions to the Reunion Plan in real time; staff and parents were made aware of the changes in writing immediately. As the vaccine became readily available, more and more staff began getting vaccinated. For the period of this report, 69% of our staff were vaccinated with the plan for more to become vaccinated in the following months in accordance with the agency's vaccine mandate.

Children receiving virtual services who would typically be enrolled in IT classrooms were able to re-join their previous classrooms, with children in their own age group, for the Friday groups.

FUNDER REQUIREMENTS IN THE VIRTUAL FORMAT

- **Center Based Programming** – Teachers reflected with new and returning families on hybrid learning, what to expect from our teachers and staff, and goals for their children.
- **Home Based Weekly Visits** – Home Visitors continued to honor their families' preferred schedules in providing the virtual format. Home visits also shifted to in-person visits for families who were comfortable with returning to the regular format. Families and staff alike were happy to see each other in person again.
- **Virtual Recruiting** – Family Service Workers continued to foster relationships and build partnerships in a virtual format. In preparation for the FY22 program year, all recruiting was conducted through a virtual format while shifting to in-person toward the later end of the program year.



CHICAGO EARLY CHILDHOOD EDUCATION PROGRAMS

GENERAL INFORMATION

Grantee:	Department of Family Support Services/ Carole Robertson Center for Learning		
Delegate Agency:	Metropolitan Family Services Chicago		
Grant Number:	05CH8460/ 05CH012058		
Address:	101 North Wacker Drive, 17th Floor, Chicago, IL 60606		
Phone:	312-986-4000		
Fax:	312-986-4334		
Associate Director:	Dawn Delgado	delgadod@metrofamily.org	
Early Learning Manager:	Rhonda Freeman	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-based 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. North has 35 Pre-School slots and Midway Children's Center has 51 Pre-School slots with blended funding: Head Start, Preschool for All, and Child Care Assistance Program. North Children's Center also has 16 Early Head Start/Prevention Initiative/Child Care slots and Midway Children's Center has 8 Early Head Start/ Prevention Initiative/ Child Care slots. The Learning and Wellness center has 68 Head Start/ Pre-School for All/Childcare slots in addition to 32 center-based Early Head Start/Prevention Initiative/Childcare 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 84 Early Head Start children, families, and prenatal clients across Three sites throughout Chicagoland. North Center, the Learning and Wellness Center and Southeast Chicago each have 24 Early Head Start home-based slots. Our home-based Centers are located at the following locations.

Southeast Chicago
12 Early Head Start slots
3062 West 91st Street
Chicago, Illinois 60617

Midway
3249 North Central
Chicago, Illinois 60634

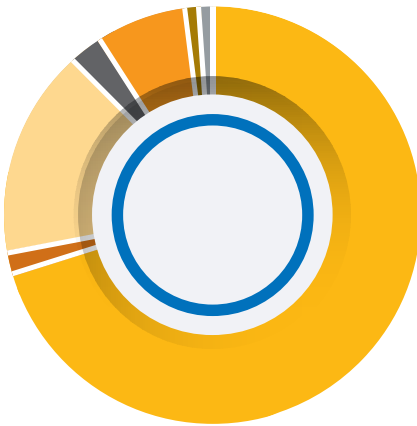
North
3249 North Central
Chicago, Illinois 60634

Learning and Wellness Center
5338 South Loomis
Chicago, Illinois 60609

OVERALL DELEGATE BUDGET

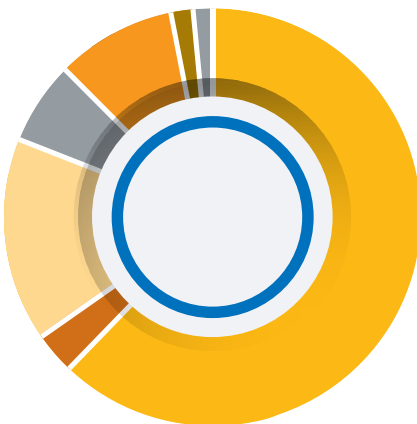
TOTAL PUBLIC AND PRIVATE FUNDS RECEIVED: \$7,083,511

Public Funds		Private Funds	
Source	Amount	Source	Amount
City of Chicago	\$2,557,275	Carole Robertson Learning Center	\$3,294,649
State of Illinois	\$203,625	Foundations/Individuals/Corporations	\$580,726
Illinois Network of Childcare Resources	\$417,510	Client Fees	\$29,726
Total	\$3,178,410	Total	\$3,905,101



2021 BUDGETED EXPENDITURES

- 69%** Salaries/Benefits
- 1%** Subcontractors/Professional Fees
- 16%** Administrative
- 4%** Program Expenses/Food
- 8%** Occupancy/Technology
- 1%** Other
- 1%** Staff/Client Transportation



2021 ACTUAL EXPENDITURES

- 60%** Salaries/Benefits
- 4%** Subcontractors/Professional Fees
- 16%** Administrative
- 7%** Program Expenses/Food
- 9%** Occupancy/Technology
- 2%** Other
- 2%** Staff/Client Transportation

ENROLLMENT

EARLY HEAD START - FUNDED ENROLLMENT

ENROLLED

% TOTAL ENROLLMENT

Total Funded Early Head Start Enrollment	140	N/A
Early Head Start Funded (Actual) Enrollment	140	N/A
Total Cumulative Enrollment – Children	186	75%
Number of Children Enrolled < 45 days	0	0%

ENROLLMENT BY PROGRAM OPTION

Home-Based Program	84	60%
Center-Based Full-Day Full - Year 5 Days per Week	56	40%

ENROLLMENT – CHILDREN BY AGE

Under 1 Year	43	24%
1 Year Old	51	28%
2 Years Old	60	34%
3 Years Old	25	14%

ENROLLMENT – PREGNANT WOMEN

Total Enrollment of Pregnant Women	7	100%
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ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line	162	87%
Receipt of Public Assistance (TANF, SSI, etc.)	17	9%
Foster Child	0	0%
Status as Homeless	5	3%
Eligibility Based on Other Type of Need	2	1%

ENROLLMENT BY ETHNICITY

Hispanic or Latino Origin	156	84%
Non-Hispanic or Non-Latino Origin	30	16%

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	3%
Black or African American	19	10%
White	146	79%
Biracial/Multi-racial	7	4%
Other	8	4%

ENROLLMENT BY PRIMARY LANGUAGE

English	68	37%
Spanish	114	61%
Middle Eastern & South Asian Languages	3	2%
East Asian Languages	1	1%
European & Slavic Languages	0	0%
African Languages	0	0%

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

Total Funded Head Start Enrollment	154	N/A
Head Start Funded (Actual) Enrollment	154	N/A
Total Cumulative Enrollment	203	76%
Number of Children Enrolled < 45 days	0	0%

ENROLLMENT BY PROGRAM OPTION

Home-Based Program	0	0%
Center-Based - 5 Days per Week		
Full Day Enrollment	154	100%
Part-Day Enrollment	0	0%

ENROLLMENT - CHILDREN BY AGE

2 Years Old	0	0%
3 Years Old	91	45%
4 Years Old	74	36%
5 Years Old	38	19%

ENROLLMENT BY ELIGIBILITY

Income Below 100% Poverty Line	183	90%
Receipt of Public Assistance (TANF, SSI, etc.)	11	5%
Status as Foster Child	1	1%
Status as Homeless	0	0%
Over-Income	8	4%

ENROLLMENT BY ETHNICITY

Hispanic or Latino Origin	157	77%
Non-Hispanic or Non-Latino Origin	23	23%

ENROLLMENT BY RACE

American Indian or Alaska Native	0	0%
Asian	3	2%
Black or African American	40	19%
White	150	74%
Biracial/Multi-racial	9	4%
Other	1	1%

ENROLLMENT BY PRIMARY LANGUAGE

English	116	57%
Spanish	85	41%
Middle Eastern & South Asian Languages	0	0%
East Asian Languages	1	1%
Pacific Island Languages	0	0%
European & Slavic Languages	0	0%
African Languages	0	0%
Other (e.g., American Sign Language)	1	1%

HEALTH

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

Children With Health Insurance	187	92%
Number Enrolled in Medicaid and/or CHIP	116	57%
Number With Private Insurance	71	36%

MEDICAL HOME (at end of enrollment)

Number of Children With an Ongoing Source of Continuous, Accessible Healthcare	200	98%
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MEDICAL SERVICES (at end of enrollment)

Number of all Children Up-to-Date on:

EPSDT Schedule	150	74%
Of These, the Number Diagnosed With a Chronic Condition Needing Medical Treatment	7	3%
Of These, the Number Who Have Received or are Receiving Medical Treatment	0	0%

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

Autism spectrum disorder (ASD)	2	1%
Asthma	5	2%
Hearing Difficulties	0	0%
Vision Problems	0	0%
High Lead Levels	0	0%

IMMUNIZATION SERVICES (at end of enrollment)

Number of Children Determined Up-to-Date	178	88%
Number of Children Exempt	1	1%

DENTAL HOME (at end of enrollment)

Number of Children with Continuous, Accessible Dental Care Provided by a Dentist	200	98%
Number of Children who Received Preventative Dental Care	113	82%
Number of Children in Need of Treatment	12	9%
Number of Children who Received Treatment	8	6%

FAMILY INFORMATION

EARLY HEAD START - NUMBER OF FAMILIES

ENROLLED

% TOTAL ENROLLMENT

Total Number of Families	173	100%
Number of Single-Parent Families	121	70%
Number of Two-Parent Families	52	30%

FAMILY SERVICES

The Number of Families who Received Services:

Emergency/Crisis Intervention	53	31%
Housing Assistance	22	13%
Mental Health Services	7	4%
ESL Training	9	5%
GED	62	36%
Job Training	53	31%
Substance Misuse Prevention	0	0%
Substance Misuse Treatment	0	0%
Child Abuse and Neglect Services	0	0%
Domestic Violence Services	3	2%
Child Support Assistance	0	0%
Health Education	26	15%
Parenting Education	50	29%
Relationship Education	3	2%
Assistance to Families of Incarcerated Individuals	0	0%
Asset Building Services	11	6%
Number of Families That Received at Least One Service	129	75%

HEAD START - NUMBER OF FAMILIES

ENROLLED

% TOTAL ENROLLMENT

Total Number of Families	190	100%
Number of Single-Parent Families	154	81%
Number of Two-Parent Families	36	19%

FAMILY SERVICES

The Number of Families who Received Services:

Emergency/Crisis Intervention	84	44%
Housing Assistance	33	17%
Mental Health Services	8	4%
ESL Training	10	5%
GED	62	33%
Job Training	54	28%
Substance Misuse Prevention	0	0%
Substance Misuse Treatment	0	0%
Child Abuse and Neglect Services	0	0%
Domestic Violence Services	2	1%
Child Support Assistance	0	0%
Health Education	47	25%
Parenting Education	59	31%
Relationship Education	1	1%
Assistance to Families of Incarcerated Individuals	0	0%
Asset Building Services	13	7%
Number of Families That Received at Least One Service	135	71%

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.

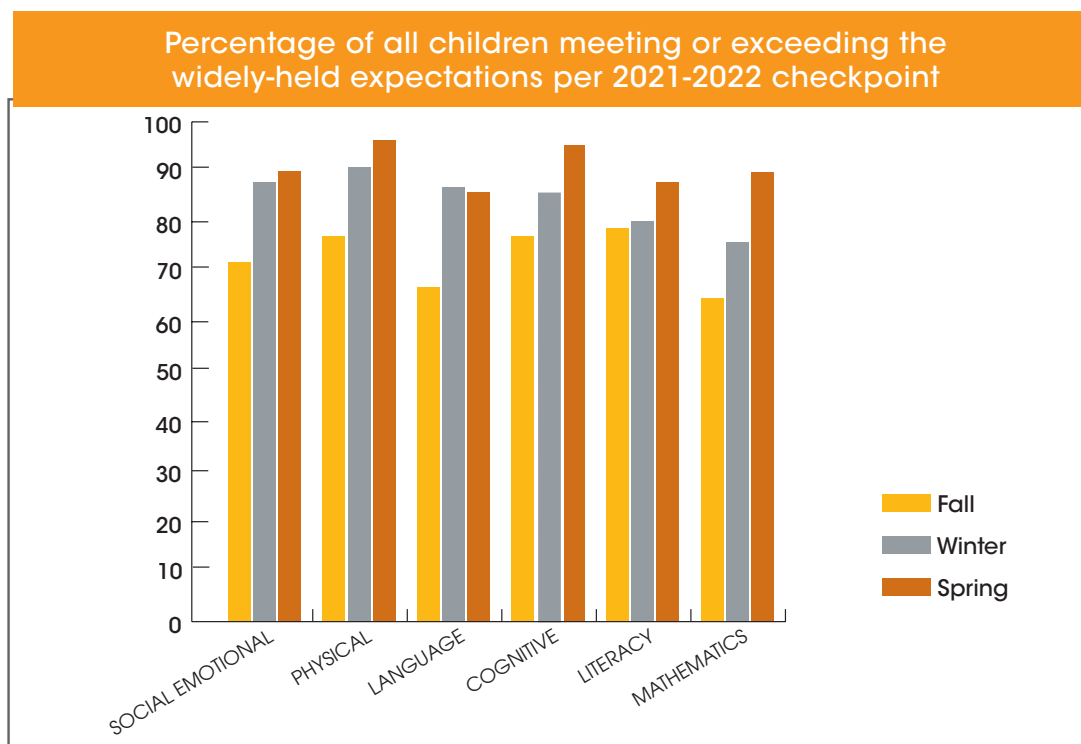
Mathematics:

- 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



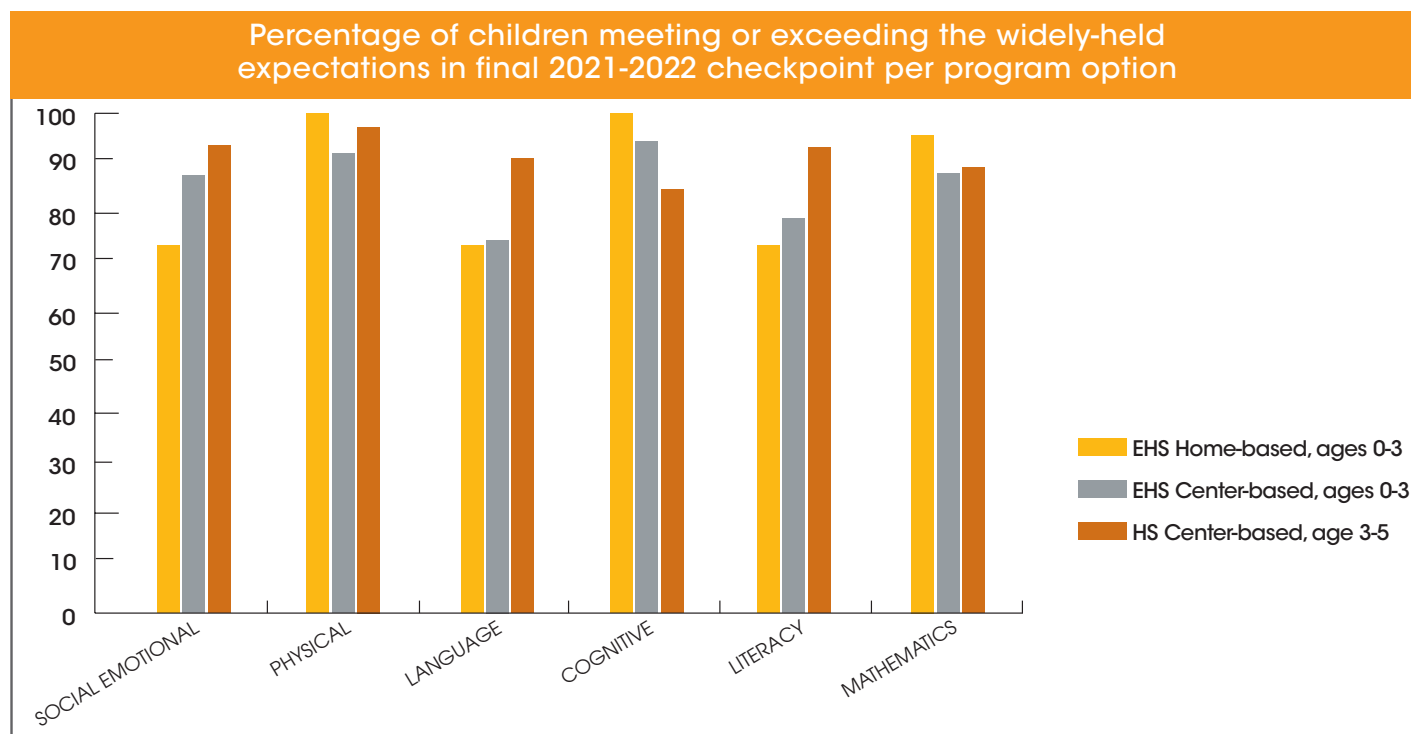
This chart represents data from children in both center-based and home-based programs. A total of 226, 241, and 201 children were assessed in the Fall, Winter, and Spring checkpoints, respectively.

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 Physical, 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 across all domains. 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 22 children assessed in EHS Home Based programming, 47 children assessed in EHS Center Based programming, and 132 children assessed in HS Center Based Programming.

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 and Literacy for ages 0-3 and Cognitive for ages 3-5). Our home-based program met or exceeded this goal in all domains apart from Social Emotional, 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. We had made some significant changes within our home visiting program to account for staffing shortages. Over this time, we combined clusters and attempted to give families the most individualized education we could with less than half of a team. With this in mind, while not all areas reached the 85% mark, there was still significant growth across all domains.

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 2021-2022 program year.

COACHING AND PROFESSIONAL DEVELOPMENT

Our Education Coaches alongside the Education Manager worked collaboratively to provide professional development and coaching opportunities that are individualized to the needs of staff. Monthly Professional Developments were conducted over Zoom where staff members could collaborate and communicate with one another across the sites to increase knowledge and professional capacity for the first time.

In the 2021-2022 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. They will also be supported by Professional Learning Communities designed to allow staff to collaborate with one another, celebrate the knowledge and strengths our staff have to offer their colleagues, and increase teacher leadership.

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.

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, parenting and family support and older adult services.



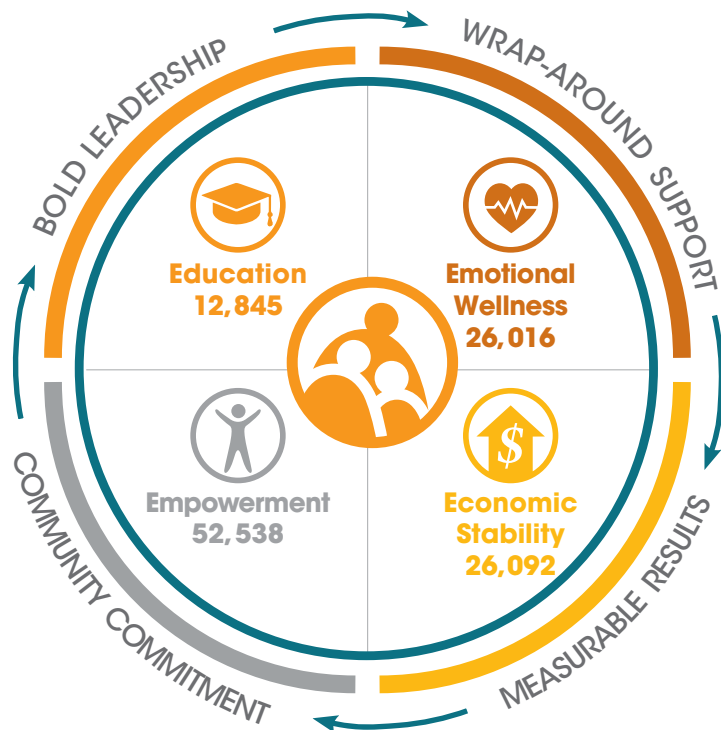
ECONOMIC STABILITY

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, violence prevention, and domestic violence services.



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



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.



ACCOUNTABILITY

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



MOBILIZE FOR SOCIAL JUSTICE

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



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.



LEARNING ORGANIZATION

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



YES-MINDED APPROACH

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

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