A STABLE FORCE

Annual Report
2020-2021 SCHOOL YEAR

Family Development Services
A Head Start Organization
Children, Families, Community, and Staff are at the heart of everything we do at Family Development Services. It grounds us as we live through the outbreak of the coronavirus, economic disruptions and calls for racial justice — as well as the uncertainty of what might come next.

Though we cannot be confident of what the future holds, we can be clear and resolved in our mission: *To improve the lives of children by providing high quality early childhood education and comprehensive family focused services.*

We did that by providing in-person services and virtual events throughout the year for parents to stay engaged. We partnered with other organizations in our community to provide meals and groceries to families who were experiencing food insecurity. We were renewed in our resolve to be a stable force in our children’s and families’ lives.

Today, more of us than ever before understand the chasm of disparities and the need for systems change. We are fortunate to have received a grant from the Lilly Endowment Inc. as part of their Enhancing Opportunity in Indianapolis Initiative. This initiative is designed specifically to help individuals and families overcome the challenges of poverty and financial insecurity to help them make economically self-sufficient. We created the Level Up for Early Ed (Level Up) initiative. FDS families will have opportunities for improved economic self-sufficiency and staff will have opportunities for professional growth with an employer that inspires excellence and satisfaction.

By leveraging the talents and resources of all sectors — public, private and philanthropic — we did what none of us could achieve on our own. We are creating sustainable solutions that will continue to affect lives for years to come.

As always, I thank the Board of Directors, Parent Policy Council, and Staff for their work and commitment to Family Development Services.

Sincerely,

Kimberly Rhodes
Executive Director
FAMILY DEVELOPMENT SERVICES WAS CHOSEN AS 1 OF 28 LOCAL ORGANIZATIONS TO RECEIVE A GRANT FROM THE LILLY ENDOWMENT.

The Endowment initiative was designed to improve the livelihoods of individuals and families facing challenges associated with poverty and financial insecurity.

Receiving this grant has allowed us to implement a new initiative within our agency titled Level Up for Early Education. This initiative will allow us an opportunity to collaborate with other community partners to strengthen services that help young children and their families, by expanding access to high-quality early childhood education, strengthening mentoring programs, and implementing training and education initiatives that prepare individuals for college and career advancement opportunities in the field of Early Childhood.

Through our new Level Up Initiative, FDS will pilot these services this program year to include before care, after care, summer care and school break care at four centers: Pike Plaza, Southeast, Service Center 2 and Windsor Village East.

As parents request this service at other centers, we intend to expand over time to include all centers! The Level Up initiative provides this care at no extra charge for an interim period, if parents qualify and apply for a CCDF voucher. Once parents are approved to use a CCDF voucher, this will cover the cost of care.

LEVEL UP

INDIANAPOLIS ZOO

FDS employees and Head Start families alike enjoyed a few trips to the Indianapolis Zoo during the 2020-2021 program year. During the 2020-2021 program year, we were able to host 2 Mental Health and Family Engagement activities at the Indianapolis Zoo with the children.

As an effort to keep children and staff safe while providing in-person services during the pandemic, we made changes to our procedures that prevented parents and outside community partners from coming into our facilities. This meant that we were not able to hold our in-person family engagement events or to have in house field trips. We creatively found ways to engage families and staff virtually during the 2020 program year.

We know that family engagement opportunities support relationship building between the teacher and family, to provide the best care and support for young children. At FDS, we value our parents and guardians as their child’s first teacher and a partner in their educational journey.

Daddy READ TO ME!

Engaging and celebrating families is at the heart of supporting our youngest learners. NAEYC’s Week of the Young Child (April 12-16, 2021) celebrates children and families. It applauds family members’ role as young children’s first and most important teachers.

Many of our fathers joined in the celebration by participating in our virtual “Daddy Read to Me” event in April 2021. FDS engages fathers through our FROG (Fathers Reaching Opportunities for Greatness) Program, other family opportunities and events at the centers. We also participate in the Office of Head Start father engagement initiative – SSYAAB (Supporting the Successes of Young African American Boys) which correlates with our cultural responsiveness priorities to embrace fathers in our program. This helps us to learn how to better engage males in our program which we know support the development of all young children.
At Head Start, our approach to School Readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children. Family Development Services views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and lifelong learning.

We have established school readiness goals that are appropriate for the development of all children enrolled in our program, ages 6 weeks to 5 years old. These goals align with the Indiana Early Learning Foundations, Head Start Early Learning Outcomes Framework: Ages Birth to Five, Creative Curriculum, and Teaching Strategies Gold Assessment.

We implement, assess, analyze, and measure progress toward school readiness goals by working with our teachers to plan and implement individualized and group activities to support the needs of all children and to prepare them for the transition to kindergarten.

The results for areas of development are guided by our child outcomes data.

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
<th>Social &amp; Emotional Development</th>
<th>Language &amp; Literacy</th>
<th>Cognition</th>
<th>Perceptual, Motor &amp; Physical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>6 wks - 1 yr</td>
<td>100.00%</td>
<td>98.00%</td>
<td>98.97%</td>
<td>100.00%</td>
</tr>
<tr>
<td>1-2 yrs</td>
<td>89.06%</td>
<td>95.63%</td>
<td>75.29%</td>
<td>89.59%</td>
</tr>
<tr>
<td>2-3 yrs</td>
<td>80.00%</td>
<td>89.02%</td>
<td>81.29%</td>
<td>88.16%</td>
</tr>
<tr>
<td>EHS</td>
<td>89.69%</td>
<td>94.22%</td>
<td>85.18%</td>
<td>92.58%</td>
</tr>
<tr>
<td>3 yrs</td>
<td>81.68%</td>
<td>92.37%</td>
<td>84.82%</td>
<td>93.24%</td>
</tr>
<tr>
<td>4 yrs</td>
<td>65.60%</td>
<td>87.59%</td>
<td>72.98%</td>
<td>86.13%</td>
</tr>
<tr>
<td>Head Start</td>
<td>73.64%</td>
<td>89.98%</td>
<td>78.90%</td>
<td>89.69%</td>
</tr>
</tbody>
</table>

**Food DISTRIBUTION**

SEWA INTERNATIONAL | INDIANAPOLIS CHAPTER

Family Development Services had the opportunity to partner with the Sewa Indianapolis Chapter and International Market Place Coalition on Saturday April 24, 2021 to distribute 35lb food boxes. The boxes included perishable food items, including fresh fruits, vegetables, milk and cheese. The distribution took place at the Eagledale Center parking lot, and we were able to distribute 100 boxes of food to families in the community and our families with children enrolled at Eagledale and Pike Plaza. We were extremely excited to be a part of this community event and look forward to partnering with the Sewa Indianapolis Chapter again in the future!
Southwest partnered with the Mary Rigg Community Center to welcome families and children back to school.

Pre-packaged muffins and bagels were donated as well as juice, coffee and water. Families were welcomed with a photo wall to take those beautiful first day of school photos.

Mary Rigg had a table set-up with information for families who would be interested in getting job training and education as well as other helpful resources to support their everyday lives. Each family was given a ticket to receive a snow cone at pick-up time provided by Kona Ice.

Southwest had an amazing first day back and we are excited for the rest of the school year.

Community Assessment

During the 2020-21 school year, our agency continued to analyze data in our community assessment identified specific areas that affect our families and/or the communities they live in:
Key Statistics

**HEAD START**
- Children Served: 703
- Physicals: 603
- Dentals: 627
- Immunizations: 662
- Meals: 132,369
- Snacks: 63,341

**EARLY HS**
- Children Served: 162
- Physicals: 105
- Dentals: 109
- Immunizations: 152
- Meals: 27,337
- Snacks: 12,851
LONG-TERM PROGRAM GOALS

Provide culturally responsive practices that support diverse and inclusive environments with high-quality services that meet the needs of all learners, families, and staff to advance equity and equality.

OBJECTIVE
> Enhance coaching support to increase effective utilization of curriculum and assessment tools to support the needs of all children with a focus on targeted populations as identified by program data.
> Implement strategies for effective and impartial dialogue and communication for all levels of staff to promote an inclusive cultural environment.
> Establish diverse candidate pipelines by investing in recruitment and retention practices.

EXPECTED OUTCOME
> Increased fidelity and effective utilization of curriculum and assessment tools to improve the school readiness of all children.
> Ensure that 85% of children are meeting expectations in the 5 major domain areas: Social and Emotional Development, Language and Literacy, Approaches to Learning, Cognition and Physical Development.
> Strengthened inclusive cultural environments in the workplace.
> High-quality staff that are reflective of the community’s demographics.

1. Foster and advance strong partnerships with families, in collaboration with the community, to ensure family well-being and promote positive parent-child relationships that will drive child and family outcomes and increase quality of life.

OBJECTIVE
> Foster and advance strong collaborations and increase families’ awareness of and engagement in the four Family Life Practices.
> Provide culturally competent mental health education and resources to families and staff.

EXPECTED OUTCOME
> Strong partnerships with staff and families will create greater progress for children’s education and family success that move families from surviving to thriving.
> Parents are educated and engaged in establishing positive relationships with their children that support development in the 5 indicated domain areas and establishes a foundation for supporting school readiness and lifelong learners at home.
> Providing culturally competent mental health education and resources will increase awareness and understanding of mental health concerns and issues in a way that promotes increased engagement in families’ and staff’s personal healing journey.

2. Promote and maintain a data-informed culture that will drive continuous improvement and progress within the agency.

OBJECTIVE
> Streamline data-management and evidence-based practices that support self-assessment.
> Increase involvement and build the data-literacy of stakeholders to participate in data discussions and help make data-informed decisions.

EXPECTED OUTCOME
> Strengthened data management practices for a self-assessment process that drives continuous improvement and achievement of goals.
> Stakeholders will experience strengthened agency-wide collaboration, understanding of our purpose, and stronger outcomes for families and children.

3. Secure additional funding streams to increase services to children, parents, and staff to increase education and career opportunities.

OBJECTIVE
> Apply for funding to provide extended care i.e. before, after, and summer care.
> Become a CCDF voucher agent to secure additional funding for extended care.
> Partner with Ivy Tech College to provide CDA classes and a path to completing associates degree for staff and parents.

EXPECTED OUTCOME
> Increased opportunities for parents to work overtime and/or accept a promotion.
> Ensure continued funding when grant ends. Development.
> Within 2 years of Classroom Assistants starting at FDS will have completed CDA.
### ANNUAL FUNDING
For the Fiscal Year Ending February 28, 2021

<table>
<thead>
<tr>
<th>BUDGET LINE ITEM</th>
<th>ACTUAL EXPENDITURES For The Fiscal Year Ending February 28, 2021</th>
<th>FISCAL YEAR BUDGET March 2020 Through February 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$9,541,501</td>
<td>$11,445,885</td>
</tr>
<tr>
<td>Fringe</td>
<td>$2,485,568</td>
<td>$3,165,281</td>
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<tr>
<td>Travel</td>
<td>$2,576</td>
<td>$64,970</td>
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<tr>
<td>Equipment</td>
<td>$314,683</td>
<td>$119,600</td>
</tr>
<tr>
<td>Supplies</td>
<td>$3,035,613</td>
<td>$2,139,842</td>
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<tr>
<td>Contractual</td>
<td>$260,666</td>
<td>$634,208</td>
</tr>
<tr>
<td>Other</td>
<td>$3,328,683</td>
<td>$3,255,943</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$18,969,290</strong></td>
<td><strong>$20,825,729</strong></td>
</tr>
</tbody>
</table>

### Audit Results
There were no findings for the audited year ending February 2020. Audit findings for year ended February 28, 2021 will be available October 2021.