



Baltimore City
Head Start

Mayor's Office of Human Services



ANNUAL REPORT
2015 – 2016



STEPHANIE RAWLINGS-BLAKE, Mayor
Mayor's Office of Human Services



SHANNON BURROUGHS-CAMPBELL
Executive Director, BCHS

Shared Governance 2015-2016

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** Required by Head Start Act*

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Overview

Baltimore City Head Start (BCHS) has over five decades long history of providing high quality integrated early childhood development, health, family and other support services to young children ages 0 to 5 and their families. Since its beginnings, BCHS has remained committed to evolving and strengthening its programs and services based on the changing needs of Baltimore City children, their families and the communities in which the program operates.



During the 2015-2016 program year, BCHS completed its second year of a five-year Birth-to-Five Grant. Baltimore was one of five communities that was selected to apply for and received federal funding in 2014 to pilot this grant designed to provide comprehensive, seamless birth-to-five services. With this new grant, BCHS joined numerous grantees across the country in the transition from an indefinite grant to a five-year grant project. This move came about as directed by Office of Head Start (OHS) in accordance with the 2007 Head Start Reauthorization Act.

Under the new grant, Baltimore City developed a different model with more than one agency emerging as grantees to work collaboratively to better serve the needs of Baltimore City's young children and community with each partner targeting the population they "serve best."

These Collaborative members include The Mayor and City Council, Associated Catholic Charities, Maryland Family Network, Y of Central Maryland, St. Vincent de Paul, the Baltimore City Health Department, The Family League of Baltimore, Inc., Healthcare

Access Maryland, Inc., and Baltimore City Public Schools, incorporated the following strategies in order to close the achievement gap for the children in Baltimore City so they are able to enter kindergarten ready to learn and on track for long term success.

- Shift from a one-grantee EHS/HS system to a multiple grantee consortium to direct more funding to high performing community agencies.
- Develop a pipeline to ensure coordination and integration of high quality services for pregnant women and children birth through age 5.
- Link high-quality, evidenced based Birth-to-Three programming to Early Head Start and Head Start by partnering intentionally with B'More for Healthy Babies through the Baltimore City Health Department, The Family League of Baltimore and Healthcare Access Maryland, Inc.
- Expand Early Head Start opportunities for children and families by 33%
- Focus on the Head Start program serving three year olds in an effort to ensure center-based services for nearly every eligible three year old.
- Offer all full day Head Start services at six hours per day and lengthen the Head Start school year from 160 days to 170. These changes alone will result in the average number of hours of services received by each child in Head Start increasing 19%, which represents 27 additional days of learning for every child in Head Start.
- Strengthen the strategic partnership with the Baltimore City Public Schools to help transition and successfully serve children and their families in Pre-Kindergarten and beyond.

The result will be a dramatic expansion of both quantity and quality of services to children and families, all of which will be provided in a coordinated, community context.

In FY 15-16, BCHS program continued to implement its long-term, five-year goals with annual objectives and benchmarks.

Mission

Baltimore City Head Start strengthens families by providing a seamless delivery of family focused, comprehensive services that ensure all eligible children, regardless of economic circumstances, have the opportunity for educational achievement and to have a happy and productive life.

Long-Term Goals (5-Year)

- A. BCHS will better serve the population of families and children from age three to age five.
- B. BCHS will leverage resources to offset flat and reduced funding at the federal and state levels.
- C. BCHS will significantly increase the number of children who are school-ready: *To exceed the averages for Baltimore City, in the percentages of 4 year old children who are considered “fully ready” for kindergarten and in the percentages of 3 year old children who are considered “on track” to be ready.*

Annual Objectives and Benchmarks (Year 2, 2015 - 2016)

- 1. To meet or exceed ERSEA standards**
 - a. Maintain End of Month (EOM) to funded enrollment levels, every month
 - b. Maintain at least 88% Average Daily Attendance (ADA), by the end of the year
 - c. Reduce Chronic Absenteeism from an average of 30% to an average of 20% or below, every month
 - d. Maintain a minimum of a 10% “verified” waitlist
 - e. Maintain a minimum of 10% disabilities, every month (*beginning on January 1*)
- 2. To increase the support for and impact of our family & community engagement services**
 - a. 100% of families have at least 1 Family Life Practice goal (FLP)
 - b. 50% of families “Complete” an FLP goal, by 3rd Quarter MBO
 - c. 100% of families with high needs in a non- FLP area have at least one goal set in that area
 - d. 50% of families “complete” a goal in that area by 3rd quarter MBO
- 3. To increase ensure that indoor and outdoor facilities and environments are safe and represent the quality of the program**
 - a. Program completes daily health and safety checks for all classrooms and playgrounds
 - b. Program completes monthly health and safety checks for each facility
 - c. Reduce the number of health and safety citations quarter over quarter
- 4. To be a model for safety, preparedness, and advocacy for our families and community.**
 - a. 100% of BCHS centers have an articulated emergency preparedness plan
 - b. Number and percent of families who participate in a Family Safety Plan Development workshop
- 5. To meet or exceed Fiscal Requirements**
 - a. Secure (or apply for) 1 supplemental grant
 - b. Meet or exceed the non-federal share target of 20% of the total grant.
- 6. To increase the support for and impact of our early education services**
 - a. 90% of 4 year olds and 90% of 3 year olds to be at/above “proficient” in each domain
 - b. 90% of 4 year olds to meet/exceed School Readiness goals
 - c. Program average CLASS scores to exceed the national averages in each domain, for the most recent reporting year.
- 7. To focus on record keeping & reporting systems – COPA, Work Sampling, eDECA, GoogleDocs – to ensure accurate and timely data**
 - a. All data is entered within 24 hours into COPA and all anecdotes into WS by Friday
 - b. Schedule and hold monthly Assessment Workgroups from October through May, with 100% of teachers presenting by the end of the year
 - c. 100% of quarterly file audits will align with COPA
 - d. Quarterly Work Sampling assessment will match 100% with class lists, birthdates, assessment type, indicators finalized by child
 - e. eDeca will match 100% of class roster and data entered by the 45th day

Program Design

Baltimore City Head Start (BCHS), Grantee since 1965 under the Mayor and City Council and the Mayor’s Office of Human Services (MOHS) since July 2012, remained a grantee under MOHS, operating under its new design that began Fall 2014. Two sub-contracted partners provided direct Head Start services to 3 to 5 year-olds.

As a member of the Birth to Five Collaborative, BCHS provided Head Start Services across 10 sites and 44 classrooms through our highly valued partners.

- Dayspring Head Start, run by Dayspring Programs, Inc., a non-profit organization founded to change the lives of homeless children and their families; and
- Union Baptist Head Start, run by Union Baptist Harvey Johnson Church School



Sub-Contracted Agencies	Programs & Funded Enrollment 2015-2016
1. Dayspring Programs, Inc.	Dayspring HS (584)
2. Union Baptist Harvey Johnson Church	Union Baptist-Harvey Johnson HS (175)

BCHS provided “full day” services (6 hours per day) for five days per week and 170 days per year. This was a significant shift in how services were provided in previous years which was a mixture of “full” and “part day” (3 ½ - 4 hours per day) services for fewer days per year. So far, this shift is having a positive impact on BCHS’ ability to maintain full enrollment, active waiting lists, and to be a more valuable resource to families in the community.

Monthly Enrollment		
Funded Enrollment	759	
Sept 2016	500	65.88%
Oct	499	65.74%
Nov	496	65.35%
Dec	562	74.04%
Jan	602	79.31%
Feb	624	82.21%
Mar	657	86.56%
Apr	672	89.46%
May 2017	678	89.33%
AME	589	77.54%
% Average Monthly Enrollment		77.54%



Although funded to serve 759 children, in FY 2015-2016, Baltimore City Head Start actually served a total of 795 children. The programs maintained an average monthly enrollment of 589 or 77.54% of funded enrollment throughout the year.

Early Childhood Education

Preparing Children for Kindergarten.

Baltimore City Head Start utilizes the Creative Curriculum for Preschool in all of its classrooms to provide children with strong foundation to support school readiness goals. Through the “Setting the Stage” training, teachers gained an in-depth understanding of children’s learning potential. School Readiness Goals were developed by the Birth-to-Five Collaborative in collaboration with parents and other leadership staff based on a thorough analysis of children’s current performance. These goals are aligned with the Head Start Child Development Early Learning Framework and the Maryland State Early Learning Standards and address the domains of Social/Emotional, Language and Literacy, Approaches to Learning, Physical Development and Health, and Cognitive and General Knowledge.



School Readiness Goals 2015-2016

1. Social-Emotional Development
 - Children will interact with peers and familiar adults through cooperation and resolution of social problems.
 - Children will develop self-regulation by participating in the group life of the CLASS™, the daily schedule and the management of transitions between activities.
2. Cognitive and General Knowledge
 - Children will recognize patterns, sequence and use critical thinking skills necessary to predict and classify objects in a pattern.
 - Children will acquire concepts and facts related to the natural and physical world and increase their understanding of occurring relationships.
3. Language and Literacy Development
 - Children will understand and respond to questions and direction by listening to gain meaning.
 - Children will comprehend expanded vocabulary and language for a variety of purposes.
 - Children will show interest in shared reading experiences, comprehend and respond to stories.
 - Children will become familiar with writing tools, conventions and emerging skills to communicate through written representation, symbols and letters.
4. Approaches to Learning
 - Children will engage in play and activities with purpose, persistence, attention and curiosity.
 - Children will show resistance to distraction, maintain attention, and continue the task at hand through frustration or challenges.
5. Physical Development and Health
 - Children will understand health and safety habits by performing self-care tasks.
 - Children will develop large muscle skills by demonstrating control and balance for a range of physical skills.
 - Children will maintain physical health, age-appropriate physical development and fine/gross motor skills.

Measuring Kindergarten Readiness

The Maryland State Department of Education (MSDE), implements the Kindergarten Readiness Assessment (KRA), which is closely aligned with the Head Start Child Outcomes, to provide a framework for best practices in early care and education programs throughout the state. It builds on and advances the MMSR (Maryland Model for School Readiness), and is part of the new Ready for Kindergarten (R4K). Maryland's early childhood comprehensive assessment system aligns with Maryland's more rigorous PreK-12 College and Career-Ready Standards and establishes higher benchmarks for children.

The KRA examines kindergarten readiness in four key Domains of Learning: Language & Literacy, Mathematics, Social Foundations, and Physical Well-being & Motor Development. The KRA measures the skills and behaviors that children learned prior to entering kindergarten. Kindergarten readiness levels are identified as:

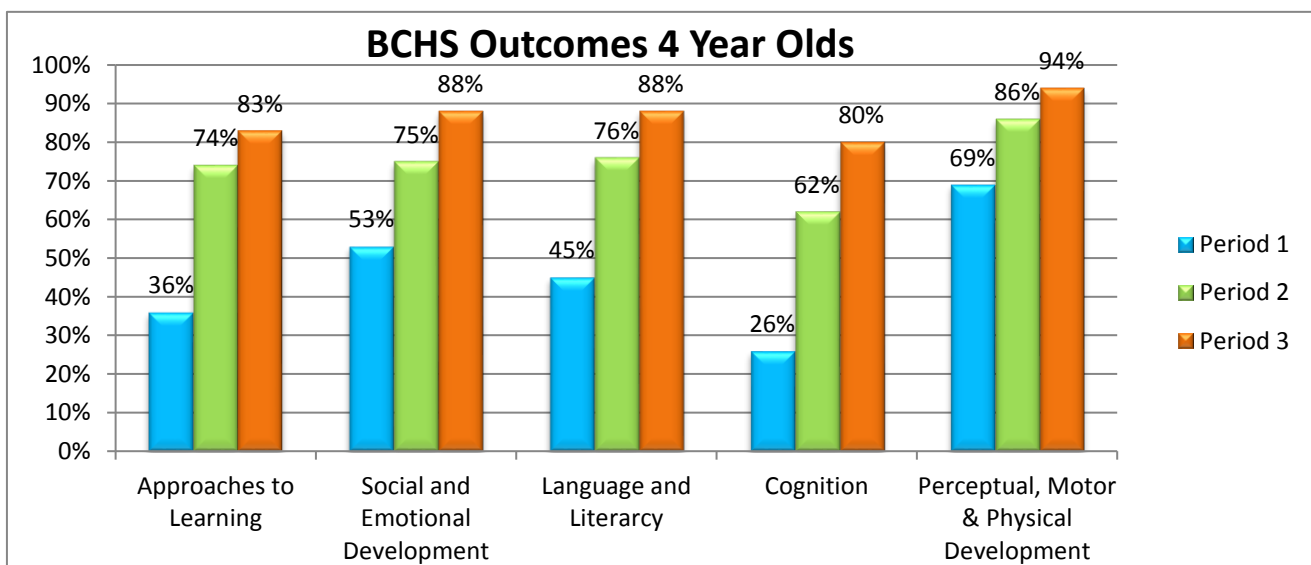
- **Demonstrating Readiness** – a child demonstrates the foundational skills and behaviors that prepare him/her for curriculum based on the kindergarten standards.
- **Approaching Readiness** – a child exhibits some of the foundational skills and behaviors that prepare him/her for curriculum based on the kindergarten standards.
- **Emerging Readiness** – a child displays minimal foundational skills and behaviors that prepare him/her for curriculum based on the kindergarten standards.



Of the children who transitioned from Baltimore City Head Start Programs to public schools for fall 2015, 621 were assessed by the teachers and 32% were found to be Demonstrating Readiness by their composite scores

Child Outcomes

Throughout the year Head Start teachers document observations for each child and individualize their teaching to meet children's individual needs weekly. Children's skills and abilities are evaluated three times per year in all developmental areas using the Pearson Work Sampling System (WSS) assessment tool. Assessment information is routinely shared with parents. Children and their families benefit from the clear and ongoing communication about what children need to learn to be successful in school. At the end of the 15-16 school year, BCHS 4-year olds were at/above "proficient" in each domain.



Child Health and Developmental Services

Health Outcomes

Medical

As required by the program’s Performance Standards, Baltimore City Head Start ensures that children are screened for developmental, sensory, and behavioral concerns within 45 days of entering the program and that a determination is made within 90 days whether children are up-to-date on Maryland’s EPSDT schedule (Early and Periodic Screening, Diagnostic and Treatment) of preventive and primary health care, including medical, dental and mental health. In FY 2015-2016, 86% of the children who entered the program were screened for medical conditions, 33% of whom were diagnosed with chronic conditions needing medical treatment.

BCHS staff follow up with families to assure that they secure further diagnosis and treatment for their children, track all services Head Start children receive, and individualize how the program and staff respond to each child’s health and developmental needs. Of the children diagnosed as needing medical treatment during the year, 89% received treatment for a variety of chronic conditions, including asthma, vision problems, anemia, and hearing difficulties.



Medical Screenings and Follow up Services	# of children	% of children
Children who received medical screening in BCHS for 2015 - 2016	677	86%
Children who needed medical treatment of those screened	226	33%
Children who received follow up services of those needing treatment	200	89%
<ul style="list-style-type: none"> • <i>Asthma</i> 	111	56%
<ul style="list-style-type: none"> • <i>Vision Problems</i> 	13	7%
<ul style="list-style-type: none"> • <i>Anemia</i> 	12	6%
<ul style="list-style-type: none"> • <i>High Lead Levels</i> 	10	5%
<ul style="list-style-type: none"> • <i>Hearing difficulties</i> 	6	3%
<ul style="list-style-type: none"> • <i>Diabetes</i> 	1	1%

Dental

Poor dental health is also a major concern among low income families. 70% (554) of enrolled 3-5 year old children in 2015-2016 completed a dental exam. 51 or 60% of the 85 Head Start children who were diagnosed as needing dental treatment received it.

Mental Health

Early detection and treatment of mental health issues can be extremely beneficial in helping families alleviate future suffering, lead high quality, productive lives, and decrease cost to society. Head Start provides an important opportunity to provide access to mental health services. In 15-16, for 14% of enrolled BCHS children, a mental health professional consulted with the program staff about the child’s behavior, and for 52% of these children, the mental health professional provided three or more consultations with program staff. Likewise for 14%, a mental health professional consulted with the parents about the child’s behavior, and for 43% of these children, the mental health professional provided three or more consultations with the parents. 3% of enrolled BCHS children received an individual mental health assessment. Only 4 children were referred for mental health services outside of the program and all of them received mental health services.

Disabilities

The Head Start Act requires that at least 10% of the total number of enrollment opportunities be available to children with disabilities. In fiscal year 2015-2016 10% of BCHS children were diagnosed with having a disability. 76 children in Head Start had an IEP; 100% of these children received special services.

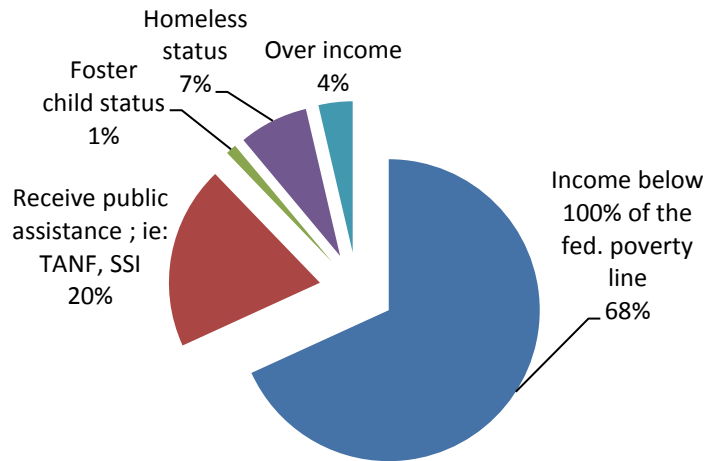


Disability Determination and Special Services	# of children	% of children
Children determined to have a disability in BCHS	76	10%
Most significant disability for which BCHS children received services:		
• Speech or language impairments	63	83%
• Non-categorical/developmental delay	13	3%

Family & Community Engagement

Head Start services are designed to strengthen families and to help them break the cycle of poverty. To do this, BCHS not only works to improve child development, but also focuses on the well-being of families by providing health, parental involvement, nutrition, and social support services.

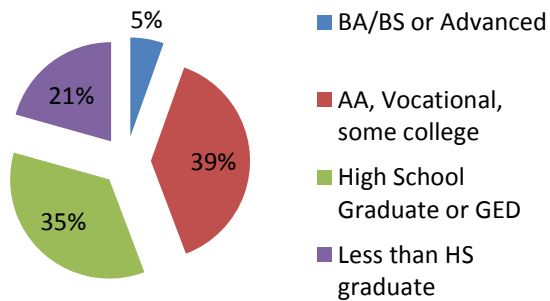
The majority of the children served by BCHS in FY15-16 came from low income households, which means that a family of four for instance earned less than \$23,850 a year.



Enrollment based on Eligibility (795 Children)

Parent Education and employment status is of particular importance to the program. Baltimore city families enter the program at various stages of education and employment, and BCHS works with them to help them secure job training, enroll in school, or seek employment opportunities.

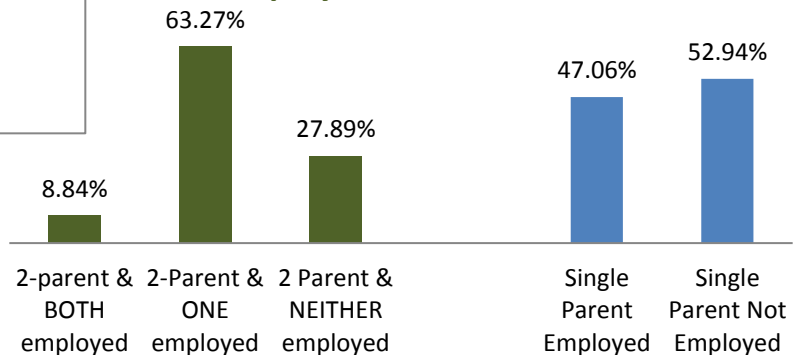
Parent Education Level at Enrollment



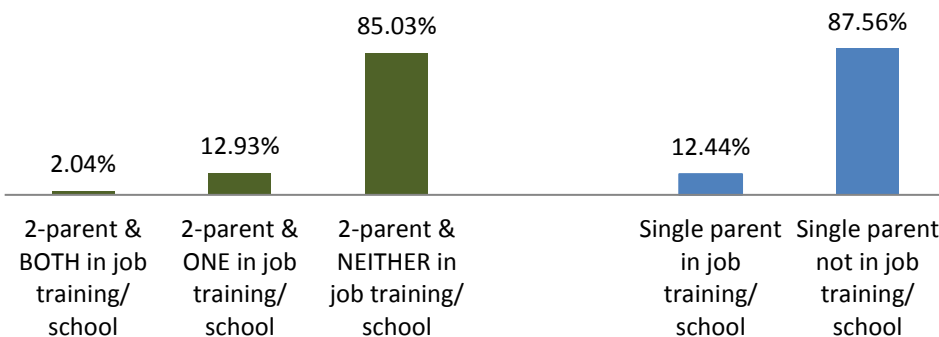
Two-Parent Families Served – 147

Single-Parent Families Served – 595

Parent Employment Status at Enrollment



Parents in Job Training/School at Enrollment



Family Outcomes

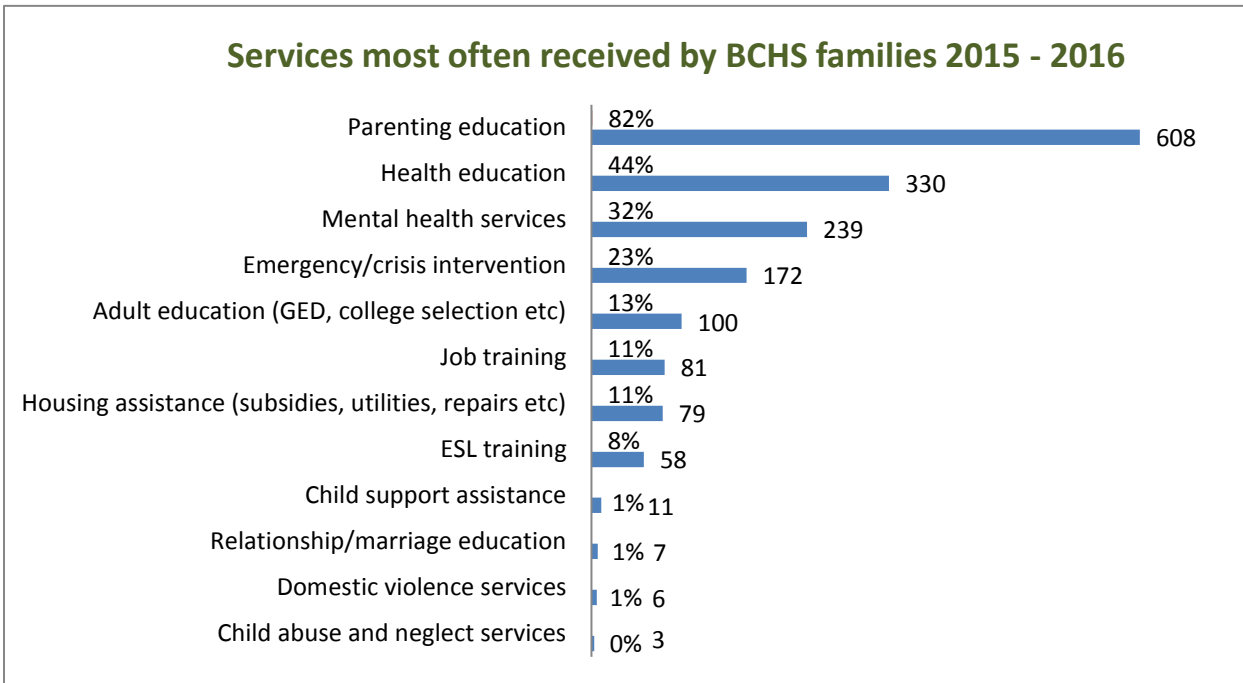
Baltimore City Head Start coordinates with other agencies to support parents in identifying and accomplishing their goals. Staff work with parents to develop family partnership agreements that identify goals, responsibilities, timetables and strategies for achieving these goals. In 15-16, BCHS families set and achieved family goals in the following four areas:



- *Family Life Practice* (84%) – These goals include practices that families develop to maintain home environments that promote their children’s healthy development and school readiness and help their children close the achievement gap. These include, establishing stable family routines; promoting positive discipline; creating an experience and language rich home environment; and reading or engaging in other literacy based activities every day.
- *Support for Children* (19%) – The goals set in this area help families of children with chronic health conditions or children with special needs or challenging behaviors find additional supports or coordinate more efficiently between school and home.
- *Family Self-Sufficiency* (34%) – These goals help families become self-sufficient in areas such as housing, employment, education, family finances, transportation, acculturation, child care, etc.
- *Support for Family Members* (8%) – Goals set in this area help families impacted by high risk behaviors or who are unable to meet their families basic needs link to community partners such as substance abuse treatment programs, mental health agencies, domestic violence shelters, and immigration advocacy groups.



Head Start helps families access necessary support services either directly or through referrals. In 2015-2016 the services most often received by the 742 families served included parenting education, health education, mental health services, emergency/crisis intervention, adult education, job training, housing assistance, ESL, and child support assistance.



Parent Involvement

To ensure success of our children and families, parents are taught that they are their child’s first teacher and are encouraged to become involved both at home and in the program. Parents participate in parent/ teacher conferences, volunteer in the classroom, and participate on classroom and policy committees or council as leaders. Engaging at the program level allows them to discuss issues and share ideas with staff that help strengthen the program. On the Policy Council at the grantee level, parent representatives from each program attend monthly Policy Council meetings and vote on many of the important decisions affecting the entire agency. Parents are active on advisory committees and on committees that focus on specific issues affecting the program, such as health, education or male involvement. As classroom volunteers they work with children on art activities, read to them individually or in small groups, help during meals or transitions, chaperone on field trips, present to their child’s classrooms and more. In FY15-16, 1,093 individuals volunteered in the program in some capacity, 650 (60%) of whom were current or former parents or guardian, and 342 (31%) of whom were male.



Financial Information

BCHS Revenue FY2015-2016

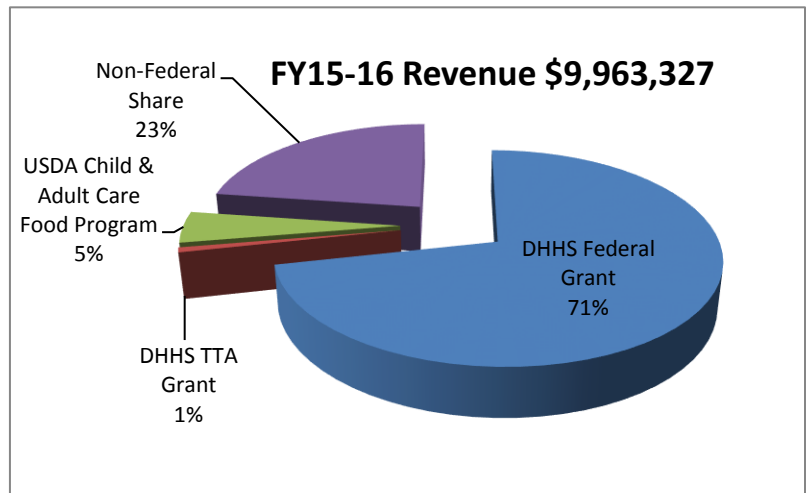
Federal

DHHS Federal Grant	\$	7,135,884
DHHS TTA Grant	\$	75,194
USDA Child and Adult Care Food Program	\$	483,596
Total Federal	\$	7,694,674

Non-Federal

MSDE State Supplemental Grant	\$	132,984
Volunteer & Other Contributions	\$	2,135,669
Total Non-Federal	\$	2,268,653

TOTAL REVENUE \$ 9,963,327



BCHS Budgetary Expenditure FY2015 – 2016

Personnel

Child Health and Development	\$	2,349,944
Family & Community Partnerships	\$	687,454
Program Design & Management	\$	659,446
Other Personnel	\$	48,211
Total Personnel	\$	3,745,055

Fringe

Head Start Grantee	\$	88,432
Head Start	\$	751,905
Total Fringe	\$	840,337

Supplies/Equipment

Head Start Grantee	\$	35,646
Head Start	\$	316,046
Total Supplies/Equipment	\$	236,962

Contractual

Head Start Grantee	\$	92,685
Head Start	\$	278,745
Total Contractual	\$	371,430

Training & Professional Dev.

Head Start	\$	23,579
Total Training & Prof. Dev	\$	23,579

Other

Head Start Grantee	\$	1,530,939
Head Start	\$	229,315
Total Other	\$	1,760,254
TOTAL EXPENDITURE	\$	7,092,347

BCHS Proposed Budget FY2016 – 2017

Personnel

Child Health and Development	\$	2,847,376
Family & Community Partnerships	\$	831,014
Program Design & Management	\$	692,608
Other Personnel	\$	126,018
Total Personnel	\$	4,497,016

Fringe

Head Start Grantee	\$	206,566
Head Start	\$	930,549
Total Fringe	\$	1,137,115

Supplies/Equipment

Head Start Grantee	\$	47,198
Head Start	\$	135,343
Total Supplies/Equipment	\$	182,541

Contractual

Head Start Grantee	\$	128,086
Head Start	\$	232,600
Total Contractual	\$	360,686

Training & Professional Dev.

Head Start	\$	75,194
Total Training & Prof. Dev	\$	75,194

Other

Head Start Grantee	\$	185,488
Head Start	\$	901,484
Total Other	\$	1,086,972
TOTAL BUDGET	\$	7,339,524

Federal Review

Baltimore City Head Start had three successful Federal Reviews in the spring of 2016. The areas reviewed included Environmental Health and Safety, CLASS (Classroom Assessment Scoring System), and CSSR (Comprehensive Services and School Readiness). No deficiencies, non-compliances, or areas of concern were identified.

Financial audit

Head Start completed its annual financial audit for FY2014. The City of Baltimore, Department of Audits conducts the CACFR and A-133. There were no findings. Executive summaries as well as complete versions of recently issued reports can be found at <http://comptroller.baltimorecity.gov/audits/reports>.

