



Baltimore City
Head Start

Mayor's Office of Children & Family Success

ANNUAL REPORT

2018 – 2019



BERNARD C "JACK" Mayor
TISHA EDWARDS, Director
Mayor's Office of Children and Family Success



SHANNON BURROUGHS-CAMPBELL
Executive Director, BCHS

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**Attorney*

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**Early Childhood Education & Development*

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BCHS Policy Council

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** Required by Head Start Act*

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Parent, Union



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BCHS, *Executive Director*

Sheborah Jackson

Administrative Support

Barbara Bartels

Education, Disabilities, & Mental Health

Cristina Schweon

Family, Health Services, & ERSEA

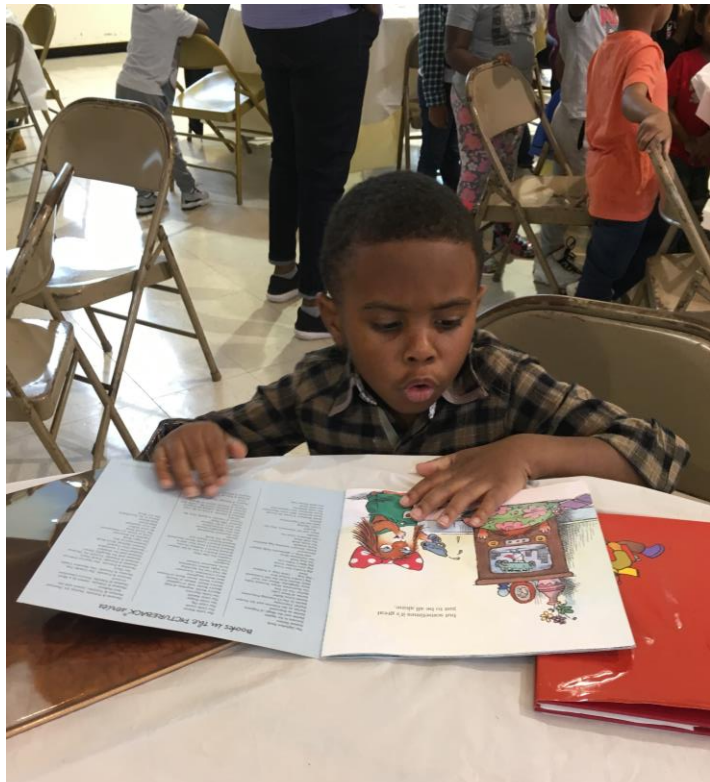
Donna Clayton

Management Systems, Volunteer Svcs, Health & Safety

Overview

In 2018-2019, the fifth and final year of our five-year Birth-to-Five Grant, Baltimore City Head Start (BCHS) under the Mayor's Office of Human Services, focused on using data to help evolve and strengthen the program and services to meet the changing needs of Baltimore City children, families and community while helping Head Start children close the achievement gap so they are able to enter kindergarten ready to learn and on track for long term success.

BCHS worked in partnership with its collaborative partners serving young children in Baltimore City (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) to accomplish the vision for the city. Specifically, BCHS' mission and five-year goals listed below, provided focus for the Program's annual 2018-2019 objectives and benchmarks that ultimately will help to close the achievement gap for Baltimore City children.



"Head Start services have helped improve the speech and social development of my son."

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 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 5, 2018 - 2019)

1. To meet or exceed ERSEA standards

- a. Maintain at least 88% Average Daily Attendance (ADA), by the end of the year
- b. Reduce Chronic Absenteeism to 20% or below every month
- c. 100% of children who are chronically absent (10% of the time) will have follow up, case management, and documentation in COPA
- d. Maintain a minimum of a 10% "verified" waitlist
- e. A minimum of 5% enrollees at the beginning of the program year will be children with disabilities.
- f. Achieve a minimum of 10% enrolled children with disabilities by January 1st and maintain every month thereafter
- g. Maintain a minimum of 10% children with verified disabilities, every month (beginning on January 1)

Overview (continued)

2. To increase the support for and impact of our family & community engagement services

- a. 100% of families have at least one Family Life Practice goal
- b. 100% of families “Complete” a 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 with high needs in a non-FLP area have goal “In Progress” by 2nd quarter
- e. 50% of families with high needs in a non-FLP area have a goal “Complete” by 3rd Quarter
- f. 100% of children are up to date with Early and Periodic Screening, Diagnostic and Treatment (EPSDT) requirements and immunizations by the end of the program year
- g. 100% of vision, hearing and developmental screenings are completed within 45 calendar days
- h. 100% of centers will offer monthly workshops to families in accordance with the established Family Engagement calendar.

3. To meet or exceed Fiscal Requirements

- a. Secure (or apply for) at least one supplemental grant
- b. Meet or exceed the non-federal share target of 25% of the federal grant funding.

4. To increase the support for and impact of our early education services

- a. 80% of 3-year-olds will have a composite score of “ready” by the 3rd checkpoint
- b. 90% of 4-year-olds will have a composite score of “ready” by the 3rd checkpoint
- c. 80% of 3-year-olds will demonstrate readiness level 1 or above in cognitive domain by the 3rd checkpoint
- d. 80% of 4-year-old will demonstrate readiness level 4 or above in cognitive domain by the 3rd checkpoint
- e. Program average Classroom Assessment Scoring System (CLASS) scores will meet/exceed the national averages in each domain, for the most recent reporting year.
- f. Implement FLIP IT behavior management to fidelity in 100% classrooms

5. To improve record keeping & reporting systems to ensure accurate and timely data

- a. All data is entered within 24 hours into COPA data management system and all observations into Early Learning Assessment (ELA) system by Friday at each program
- b. 100% reports will be turned in on time per contract or grantee due dates



Overview (continued)

Community Assessment Summary

Changing City Demographics

- Although the population of children in Baltimore City is estimated to have declined between 2010 and 2016, the proportion—and number—of children living in households below the poverty line has increased.
- In 2016, an estimated 13,527 children under the age of 5 in Baltimore City lived in households below the poverty line. Approximately 2,700 of these children were 3 years old.
- The racial and ethnic composition of Baltimore City’s youngest residents has changed in recent years. From 2007 to 2016, the total number of babies born annually to Baltimore City residents decreased. This decline was primarily due to decreases in births to Black or African-American mothers. Birth to non-Hispanic White or Caucasian mothers was practically unchanged, and births to Asian and Hispanic or Latina mothers increased.

Site Placements Correspond to Population

Program location appears to be associated with child enrollment. The areas with higher rates of child enrollment—such as West Baltimore or Cherry Hill—are areas with greater numbers of Head Start sites. Areas with relatively fewer sites—such as Northeast Baltimore—had lower attendance at Head Start for children whose mothers had 12 years or less of education.

Missed Opportunities

Substantial numbers of Baltimore City children whose mothers had 12 years or less of education enter kindergarten in Baltimore City Public Schools without having attended Head Start. Head Start centers are located in places where substantial numbers of children with low levels of maternal education do not attend the program. This suggests that the programs are located where there is need for them, but that capacity may not be able to satisfy demand.



Program Design

Sub-Contracted Agencies	Programs & Funded Enrollment 18-19
Dayspring Programs, Inc.	Dayspring Head Start (584)
Union Baptist Harvey Johnson Church	Union Baptist/Harvey Johnson Head Start (175)

In 2018-2019, Baltimore City Head Start provided direct, full-day Head Start services, five days per week, 170 days to 3 to 5 year-olds, with an emphasis on 3-year olds. Two contracted partners at 10 sites in 44 classrooms provided these services:

- Dayspring Head Start, run by Dayspring Programs, Inc., a non-profit organization founded to change the lives of homeless children and their families served 584 children; and
- Union Baptist Head Start, run by Union Baptist Harvey Johnson-Church School served 175 children.

With this model, BCHS was able to maintain full enrollment, active waiting lists, and be a more valuable resource to families in the community. While the program was funded to serve 759 children in FY 2018-2019, BCHS actually served more than the funded enrollment - a total of 875 children.

Monthly Enrollment		
Funded Enrollment	759	
September 2018	756	99%
October	753	99%
November	750	99%
December	753	99%
January	749	99%
February	755	99%
March	755	99%
April	751	99%
May	753	99%
June 2019	754	99%
AME	753	99%
% Average Monthly Enrollment		99%

BCHS maintained an average monthly enrollment of 753 or 99% during the program 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 a strong foundation to support its school readiness goals. In addition, the program incorporates the Second Step curriculum to strengthen children's social-emotional development. School Readiness Goals were developed by the Birth-to-Five Collaborative in partnership with parents and the School Readiness Committee 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, Cognitive and General Knowledge, Language and Literacy, Approaches to Learning, and Physical Development and Health.**

School Readiness Goals 2018-2019

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 demonstrate knowledge of numbers concepts by reciting, using one to one correspondence, subitizing and utilizing measurable attributes to describe objects and sets of objects.
- 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.



"Head Start has made a great difference in my child's life. She's so open to meet new people and she's learning new things every day"

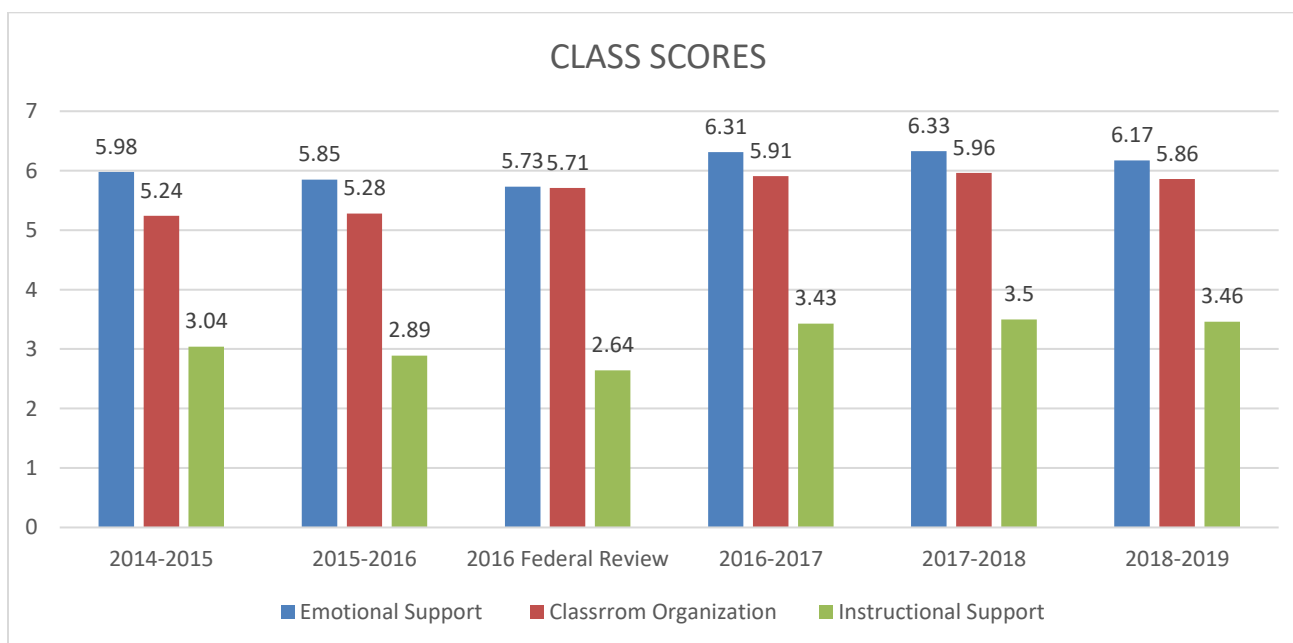
Early Childhood Education (continued)

CLASS Assessment

To assess and ensure quality teacher-child interactions, BCHS uses CLASS, an observation tool that looks at three domains or categories of teacher-child interactions – **Emotional Support (ES)**, the degree to which teachers establish and promote a positive climate in their classrooms through everyday interactions; **Classroom Organization (CO)**, classroom routines and procedures related to the organization and management of children’s behavior, time and attention in the classroom; and **Instructional Support (IS)**, the ways in which teachers implement the curriculum to effectively promote cognitive and language development. CLASS evaluations are on a 7-point scale. Scores of 1-2 mean that the quality of teacher-child interaction is low. Scores of 6-7 mean that effective interactions are consistently observed. CLASS assessments were conducted quarterly and scored by trained and certified mentor coaches using a specific protocol. The coaches then used that data to provide reflective coaching to all teaching teams. The national threshold in 18-19 for Emotional Support was >6.08, Classroom Organization is >5.80, and the Instructional Support is >2.96. At the end of the school year, BCHS scored higher than the national threshold in all areas: **6.17 in ES, 5.86 in CO, and 3.46 in IS.**



“Head Start has helped my child gain social skills which helps outside of school.”



*BCHS scored higher than the national threshold in all areas in PY18-19: **6.17 in ES, 5.86 in CO, and 3.46 in IS.** The Program’s CLASS scores have remained high over the past 3 years.*

Early Childhood Education (continued)

Measuring Kindergarten Readiness

BCHS implements The Maryland State Department of Education (MSDE) Kindergarten Readiness Assessment (KRA), which is closely aligned with the Head Start Child Outcomes. 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** – demonstrates the foundational skills and behaviors that prepare the child for curriculum based on the kindergarten standards.
- **Approaching Readiness** – exhibits some of the foundational skills and behaviors that prepare the child for curriculum based on the kindergarten standards.
- **Emerging Readiness** – displays minimal foundational skills and behaviors that prepare the child for curriculum based on the kindergarten standards.

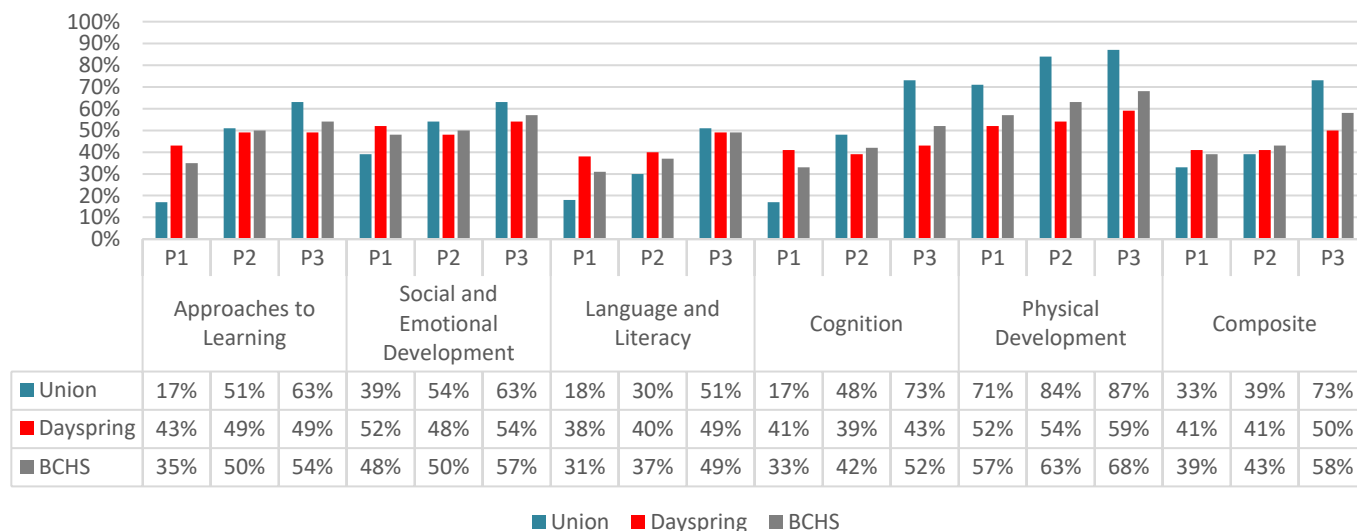


Child Outcomes

Children’s skills and abilities are evaluated by education staff three times per year in all developmental areas using the Maryland State Department of Education’s Early Learning Assessment (ELA). At the end of the 2018-2019 school year, BCBS 4-year olds were at/above the City’s KRA “Demonstrating Readiness” score.

875
Children
Served

Outcomes for 4-Year-Olds



At the end of 2018-2019 school year, BCBS 4-year olds were at/above the city’s KRA “Demonstrating Readiness” score

Health Services

Health Outcomes



Medical

Within 45 days of entering the program BCHS children are screened for developmental, sensory, and behavioral concerns, and a determination is made within 90 days whether they are up-to-date on Maryland's EPSDT schedule of preventive and primary health care, including medical, dental and mental health. In FY 2018-2019, 80% of the children who entered the program were up-to-date with EPSDT, and 25% of them 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 these children receive, and



"Head Start has helped me establish routines and a schedule for my child."

individualize how the program and staff respond to each child's health and developmental needs. Of the 175 children diagnosed with a chronic condition during the year, 90% received treatment for a variety of chronic conditions, primarily asthma and vision problems.

Dental

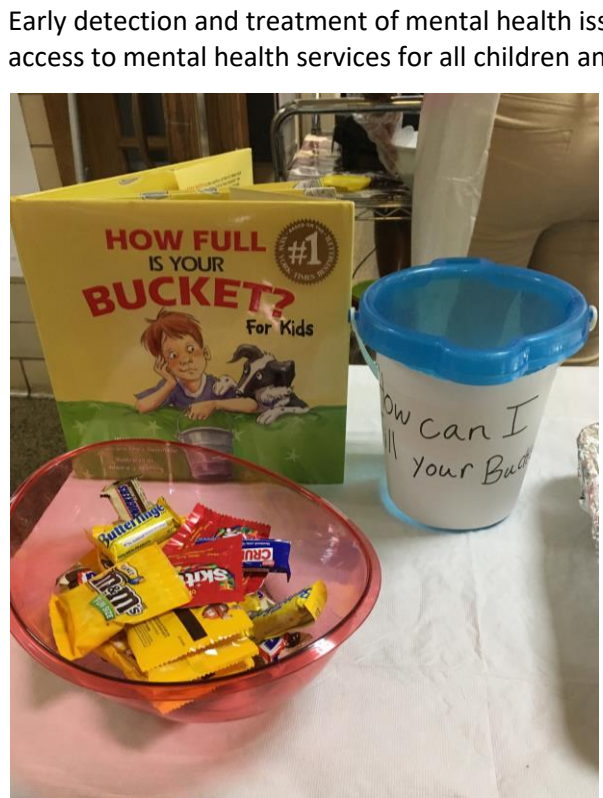
To ensure that BCHS children enrolled in 2018-2019 received needed dental services, staff made sure that the children completed their dental exams and follow-up treatments. 672 or 77% of all BCHS children completed a dental exam, and 43 or 66% of the 65 BCHS children who needed dental treatment received services.

Medical Screenings and Follow up Services	# of children	% of children
Children up to date with EPSDT in BCHS for 2018 - 2019	698	80%
Children diagnosed with a chronic condition of those screened	175	25%
Children with chronic conditions who received medical treatment	158	90%
• Asthma	84	53%
• Vision Problems	6	4%
• Hearing difficulties	1	1%
• High Lead Levels	1	1%
• Anemia	0	0%
• Diabetes	0	0%

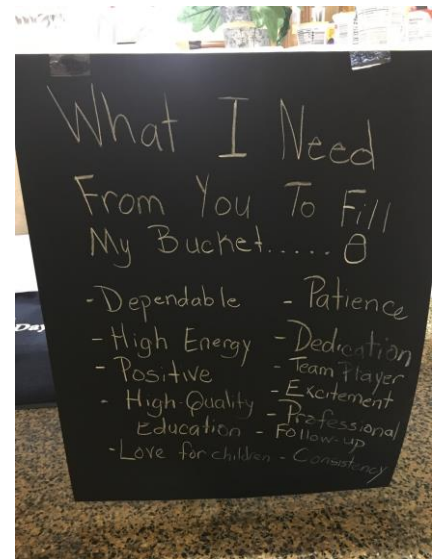
In FY 2018-2019, 80% of the children who entered the program were up to date with EPSDT; 25% of whom were diagnosed with chronic conditions needing medical treatment, and of these, 90% received medical treatment.

Health Services (Continued)

Mental Health



Early detection and treatment of mental health issues is key to a high quality, productive life, and BCHS provides access to mental health services for all children and families. For 50 children or 6% of BCHS enrollment in 2018-2019 school year, a mental health professional consulted with the program staff about the children’s behavior or mental health and for 11% of these children, the mental health consultant provided three or more hours of consultation to staff. Similarly, for 32 or 4% of enrolled children, a mental health professional consulted with the parents about the children’s behavior or mental health, and for 22% of these children, the consultant provided three or more hours of consultation with the parents. Only one child received an individual mental health assessment, and in two cases the consultant facilitated referrals. One child was referred for mental health



services outside of the program during the program year, and that child received services.

Disabilities

Head Start requires that at least 10% of the total number of enrollment opportunities be available to children with disabilities. 12% of BCHS children were diagnosed with having a disability during the year – 101 had an Individualized Education Plan (IEP). Most were in the area of speech and language. One had autism spectrum disorder. 100% of children with disabilities received specialized services.

Disability Determination and Special Services	# of children	% of children	# who Received Services
Children determined to have a disability in BCHS	101	12%	101
Most significant disability for which BCHS children received services:			
• Speech or language impairments	71	74%	71
• Non-categorical/developmental delay	29	26%	29
• Autism	1	.99%	1

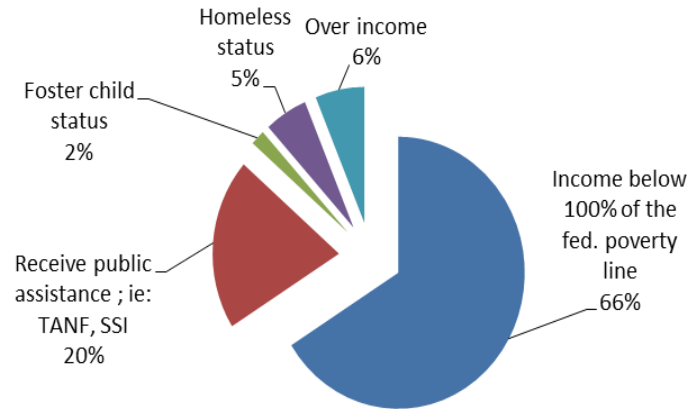
In FY 2018-2019, 12% of enrolled BCHS children had a diagnosed disability for which they all received services.

Family & Community Engagement

Eligibility

The majority of the children served by BCHS in FY18-19 came from low income households, which, for a family of four would mean less than \$25,750 a year in income. 20% of these low income families received public assistance, and 5% were homeless.

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



Total Enrollment (875 Children)

Parent Involvement

In Head Start, parents are taught that they are their child's first teacher and are encouraged to become involved both at home and in the program to ensure the success of their children and families. Parents participate in parent/ teacher conferences, volunteer in the program, and participate on classroom and policy committees or on the policy council as leaders. Engaging at the program level allows them to discuss issues and share ideas with staff that help strengthen the program and develop their own skills. On the Policy Council at the grantee level, parent representatives from each program attend monthly 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 field trips, present to their child's classrooms and more. During the program year 1,068 individuals volunteered in the program in some capacity, 619 (58%) of whom were current or former parents or guardians.



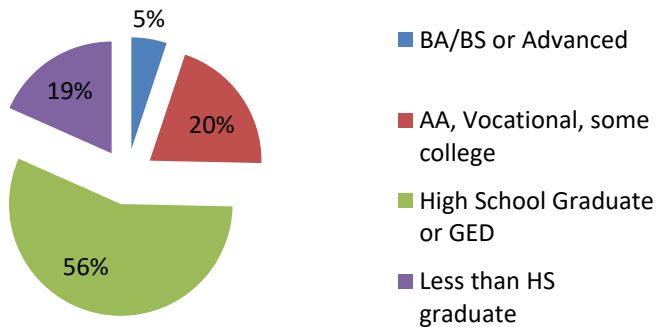
"Head Start made a difference in my life by helping me become a better teacher for my child."

Family & Community Engagement (continued)

Parent Education and Employment

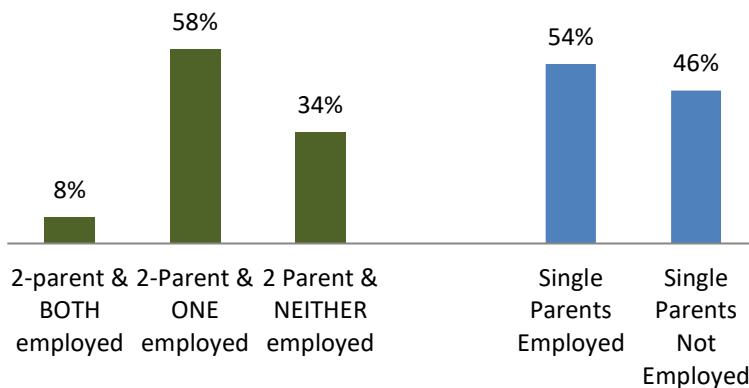
Baltimore City families enter the program at various stages of education and employment, and BCHS works with them to help them secure job training, enroll in school, or seek employment opportunities. In 2018-2019, 56% of BCHS families had a high school diploma at enrollment.

Parent Education Level at Enrollment



“Head Start gives me options. I can work daily versus remain home without earning income and it also gives my son productive hours engaged in school.”

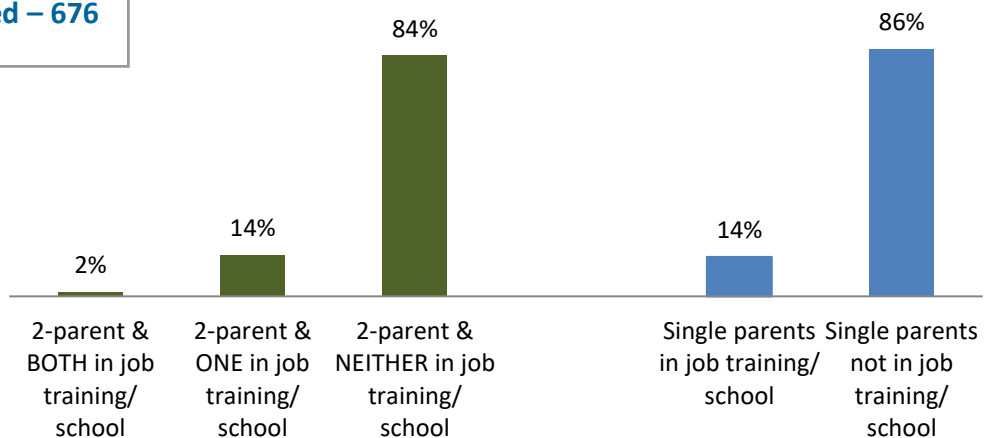
Parent Employment Status at Enrollment



Two-Parent Families Served – 125

Single-Parent Families Served – 676

Parents in Job Training/School at Enrollment

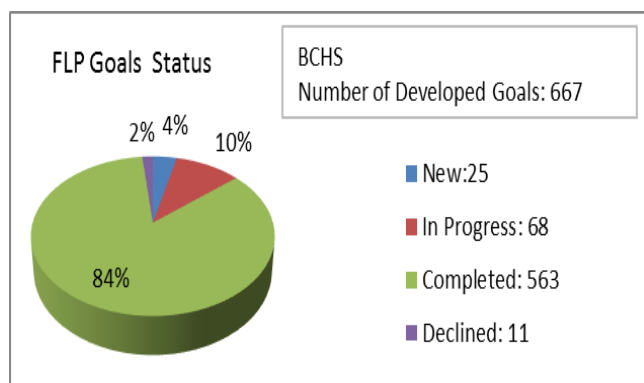


Family & Community Engagement (continued)

Family Outcomes

BCHS 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 2018-2019, BCHS families set and achieved family goals in the following four areas:

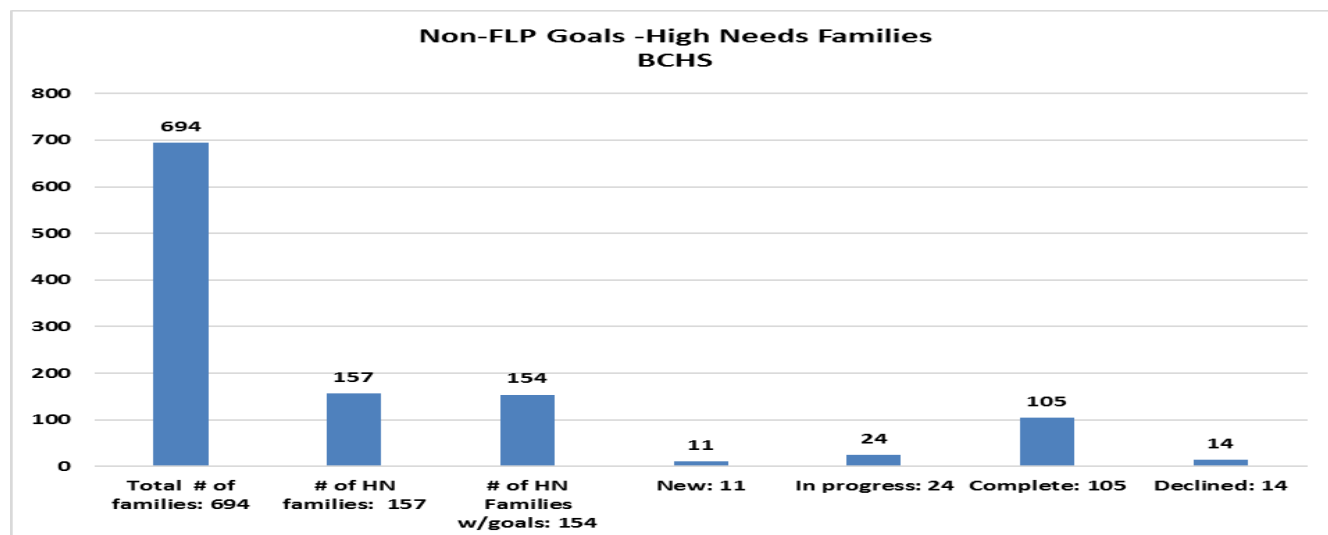
- **Family Life Practice (FLP)** – These goals consist of practices that families develop to maintain home environments that promote their children’s healthy development and school readiness and help their children close the achievement gap. These include, establishing stable family routines; promoting positive discipline; creating an experience and language-rich home environment; and reading or engaging in other literacy based activities every day.
- **Support for Children (SC)** – The goals set in this area help families of children with chronic health conditions, special needs or challenging behaviors find additional supports or coordinate more efficiently between school and home.
- **Family Self-Sufficiency (FS)** – 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 (SF)** – Goals in this area help families impacted by high risk behaviors or unable to meet their basic needs by linking to community partners such as substance abuse treatment programs, mental health agencies, domestic violence shelters, and immigration advocacy groups.



In 2018-2019 BCHS encouraged ALL families to set at least one FLP goal and families with high needs in the other three areas to set goals in those areas according to their needs.

667 or 96% of families set FLP Goals of which 84% completed their goals.

Of the 157 families with high needs in the other areas – SC, FS, and SF – 154 or 98% set at least one goal in those areas of which 105 or 68% completed.



667 or 96% of families set FLP Goals with 84% of families completing goals. 154 families with high needs in the other areas – SC, FS, and SF – set at least one goal in those areas of which 105 or 68% completed their goals.

Family & Community Engagement (continued)

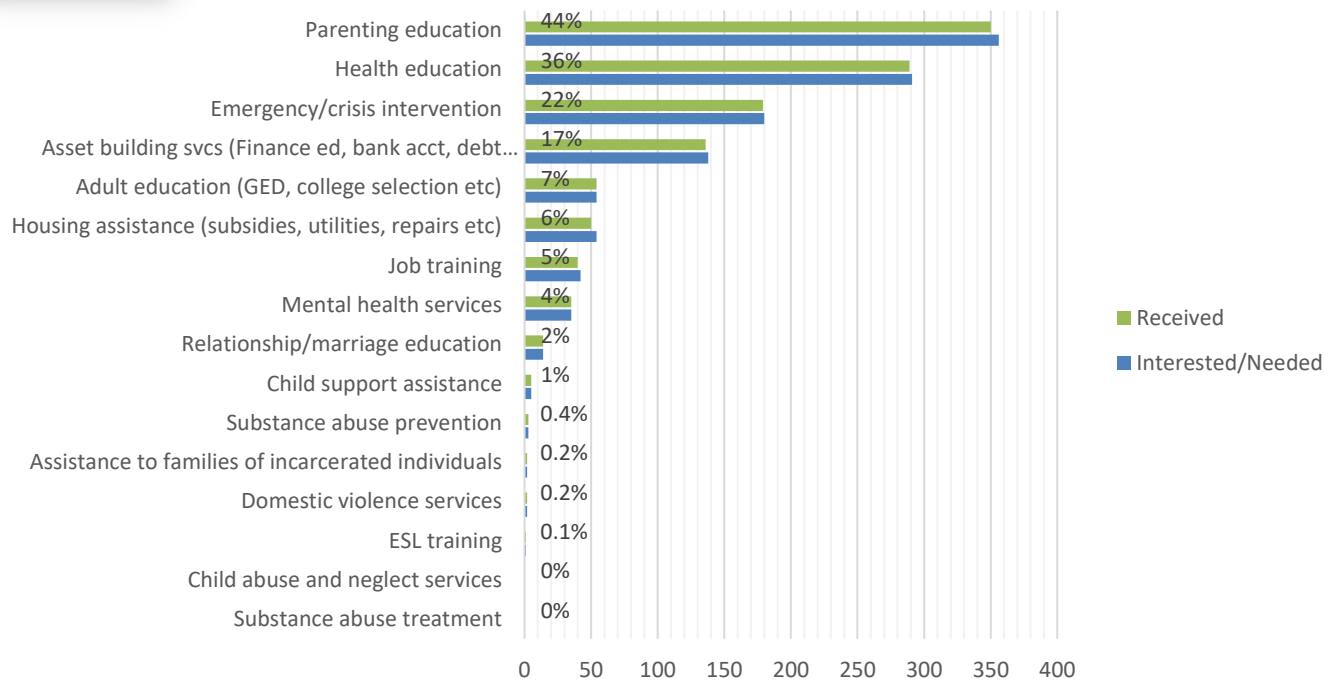
Head Start helps families access necessary support services either directly or through referrals. In 2018-2019 the services most often requested and received by the 801 families served included parenting education, health education, emergency/crisis intervention, asset building services, adult education, housing assistance, job training, mental health services, relationship/marriage education, and child support assistance.



"Head Start has given me free time to pursue my personal goals."

801
Families
Served

Services most often requested and received by families 2018-2019

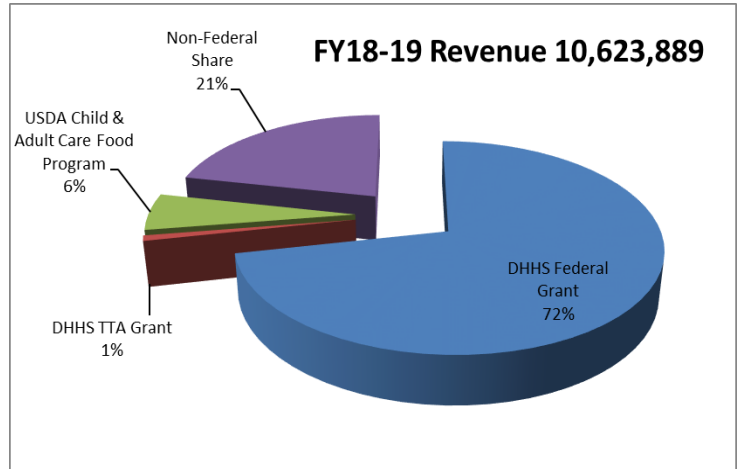


During the year, the top four services most often received by the 801 families in BCHS were parenting education, health education, emergency/crisis intervention, and asset building services.

Financial Information

BCHS Revenue FY2018-2019

Federal	
DHHS Federal Grant	\$ 7,617,983
DHHS TTA Grant	\$ 90,249
USDA Child and Adult Care Food Program	\$ 616,817
Total Federal	\$ 8,325,049
Non-Federal	
MSDE State Supplemental Grant	\$ 132,984
Volunteer & Other Contributions	\$ 2,165,856
Total Non-Federal	\$ 2,298,840
TOTAL REVENUE	\$ 10,623,889



BCHS Budgetary Expenditure FY2018 – 2019

Personnel	
Personnel	\$ 4,702,016
Total Personnel	\$ 4,702,016
Fringe	
Head Start Grantee	\$ 188,233
Head Start	\$ 1,064,186
Total Fringe	\$ 1,189,695
Supplies/Equipment	
Head Start Grantee	\$ 55,998
Head Start	\$ 127,884
Total Supplies/Equipment	\$ 183,882
Contractual	
Head Start Grantee	\$ 135,640
Head Start	\$ 260,616
Total Contractual	\$ 396,256
Training & Professional Dev.	
Head Start	\$ 90,249
Total Training & Prof. Dev	\$ 90,249
Other	
Head Start Grantee	\$ 91,432
Head Start	\$ 901,729
Total Other	\$ 993,161
TOTAL EXPENDITURE	\$ 7,617,783

BCHS Proposed Budget FY2019 – 2020

Personnel	
Personnel	\$ 4,843,612
Total Personnel	\$ 4,843,612
Fringe	
Head Start Grantee	\$ 189,160
Head Start	\$ 984,112
Total Fringe	\$ 1,173,272
Supplies/Equipment	
Head Start Grantee	\$ 65,998
Head Start	\$ 85,099
Total Supplies/Equipment	\$ 151,097
Contractual	
Head Start Grantee	\$ 134,140
Head Start	\$ 268,932
Total Contractual	\$ 403,072
Training & Professional Dev.	
Head Start	\$ 75,900
Total Training & Prof. Dev	\$ 75,900
Other	
Head Start Grantee	\$ 115,685
Head Start	\$ 974,236
Total Other	\$ 1,089,921
TOTAL BUDGET	\$ 7,736,874

Federal Review

BCHS had one successful Federal Review in the spring of 2017 in the area of ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance). No deficiencies, non-compliances, or areas of concern were identified.



Financial Audit

The City of Baltimore, Department of Audits conducted the CACFR and single audit and there was a finding related to having Service Organization Control Reports on file from vendors. Executive summaries as well as complete versions of recently issued reports can be found at <https://comptroller.baltimorecity.gov/files/final-version-mohs-08-02-2019pdf>.