



Baltimore City
Head Start

Mayor's Office of Human Services



ANNUAL REPORT
2014 – 2015



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Mayor's Office of Human Services



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** Required by Head Start Act*

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Overview

Baltimore City Head Start (BCHS) has a nearly five decade 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 2014-2015 program year, as a result of the first ever Birth-to-Five pilot opportunity offered by The United States Department of Health and Human Services and after a re-competition process, BCHS began a new chapter with its new Birth-to-Five Grant. Baltimore was one of five communities that was selected, to apply for and received federal funding 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 new 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 which now 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 14-15, BCHS program began implementing its newly developed 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)

1. To better serve the population of families and children from age three to age five.
2. To leverage resources to offset flat and reduced funding at the federal and state levels
3. To drastically 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 Targets (Year 1, 2014 - 2015)

1. To meet or exceed ERSEA standards
 - a. Maintain End of Month (EOM) to funded enrollment levels, every month
 - b. Maintain a minimum of a 10% “active” waitlist”
 - c. Maintain at least 87% Average Daily Attendance (ADA), every month
 - d. Reduce Chronic Absenteeism from 30% to at or below 20%, every month
 - e. Maintain a minimum of 10% disabilities, every month (*beginning on January 1*)
2. To increase the support for and impact of our early education services
 - a. For 90% of 4 year olds and 90% of 3 year olds to be at/above “proficient” in each domain
 - b. For program average CLASS scores to exceed the national averages in each domain, for the most recent reporting year.
3. To increase the support for and impact of our family & community engagement services
 - a. Ensure that 100% of families have at least 1 Family Life Practice goal
 - b. Ensure that 50% of families “Complete” an FLP goal, by 3rd Quarter MBO
 - c. At least 50% of family members who participate in the program, annually
4. To meet or exceed Fiscal Requirements
 - a. Create a Development Plan
 - b. Secure (or apply for) 1 supplemental grant
5. To focus on record keeping & reporting systems – COPA, Work Sampling, eDECA, GoogleDocs – to ensure accurate and timely data
 - a. Implement a quality assurance process to guarantee, at a minimum, that there is confidence that the program data gathered for the Annual Goals is accurate
 - b. Ensure all data is entered within 24 hours into COPA and all anecdotes into WS by Friday

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 beginning Fall 2014 with three sub-contracted programs serving 3 to 5 year-olds.

As a member of the Birth to Five Collaborative, BCHS provided Head Start Services across 13 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;
- Metro Delta Head Start, run by the Baltimore Metropolitan Alumnae Chapter of Delta Sigma Theta Sorority, Inc.; and
- Union Baptist Head Start, run by Union Baptist Harvey Johnson Church School



Sub-Contracted Agencies	Programs & Funded Enrollment 2014-2015
1. Dayspring Programs, Inc.	Dayspring HS (329)
2. Baltimore Metropolitan Chapter of Delta Sigma Theta Sorority	Metro Delta HS (255)
3. Union Baptist Harvey Johnson Church	Union Baptist-Harvey Johnson HS (175)

Under the new model, 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 has had 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.

Although funded to serve 759 children, in FY 2014-2015, Baltimore City Head Start actually served a total of 884 children. The programs maintained an average monthly enrollment of 778 or 103% of funded enrollment throughout the year.

Monthly Enrollment		
Funded Enrollment	759	
Sept 2014	787	103.69%
Oct	804	105.93%
Nov	794	104.61%
Dec	781	102.90%
Jan	782	103.03%
Feb	769	101.32%
Mar	774	101.98%
Apr	762	100.40%
May 2015	753	99.21%
AME	778	102.56%
% Average Monthly Enrollment		102.56%

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 2014-2015

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

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.

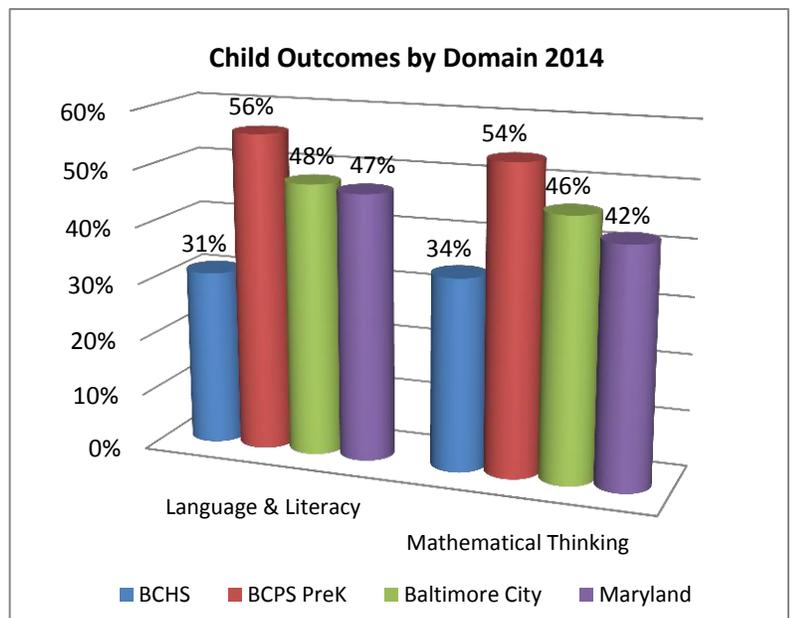
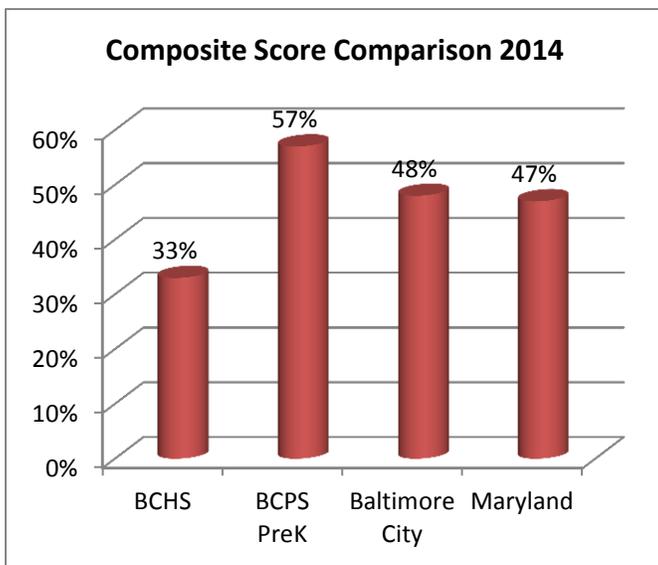
The Maryland State Department of Education (MSDE), as part of its ongoing commitment to early learning and school readiness, implemented the new Kindergarten Readiness Assessment (KRA) for the first time at the start of the 2014-2015 school year. The KRA provides a framework for best practices in early care and education programs throughout the state and is closely aligned with the Head Start Child Outcomes. 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.

3,500 Kindergarten teachers administered the new KRA to over 67,000 children to determine the readiness level of each kindergartener. The KRA uses age-appropriate performance tasks that measure specific skills and observations of children’s work and play to determine what each entering kindergartener knows and is able to do in four specific domains: Language & Literacy, Mathematics, Physical Well-Being & Motor Development, and Social Foundations. The KRA measures the skills and behaviors that children learned prior to entering kindergarten. Kindergarten readiness is identified as:

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

Child Outcomes

Of the 1126 children who transitioned from Baltimore City Head Start Programs to public schools for Fall 2014 (FY 2013 – 2014), 288 were assessed by the teachers. Based on the MSDE School Readiness Results, 33% were found to be performing at a level of full readiness by their composite scores.



BCBS will continue to employ strategies to improve outcomes in the specific areas of language and literacy (31%) and mathematical thinking (34%) as well as implement professional development opportunities for staff around this particular assessment.

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 2014-2015, 86% of the children who entered the program were screened for medical conditions, 31% 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, 91% received treatment for a variety of conditions, including asthma, vision problems, anemia, and hearing difficulties.



Dental

Poor dental health is also a major concern among low income families. 57.7% (510) of enrolled 3-5 year old children in 2014-2015 completed a dental exam. 78 or 72.2% of the 108 Head Start children who were diagnosed as needing dental treatment received it.

Medical Screenings and Follow up Services	# of children	% of children
Children who received medical screening in BCBS for 2014 - 2015	759	85.9%
Children who needed medical treatment of those screened	278	31.4%
Children who received follow up services of those needing treatment	253	91.0%
• Asthma	177	20.0%
• Vision Problems	7	0.8%
• Anemia	2	0.2%
• Hearing difficulties	2	0.2%
• High Lead Levels	0	0.0%
• Diabetes	0	0.0%

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 14-15 for 12% of enrolled BCHS children, a mental health professional consulted with the program staff about the child's behavior, and for 42% of these children, the mental health professional provided three or more consultations with program staff. Likewise for 10%, a mental health professional consulted with the parents about the child's behavior, and for 38% of these children, the mental health professional provided three or more consultations with the parents. 5% of enrolled BCHS children received an individual mental health assessment. Only 5 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 2014-2015 11.7% of BCHS children were diagnosed with having a disability. 103 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	103	11.7%
Most significant disability for which BCHS children received services:		
• Speech or language impairments	89	86.4%
• Non-categorical/developmental delay	13	12.6%
• Autism	1	1.0%

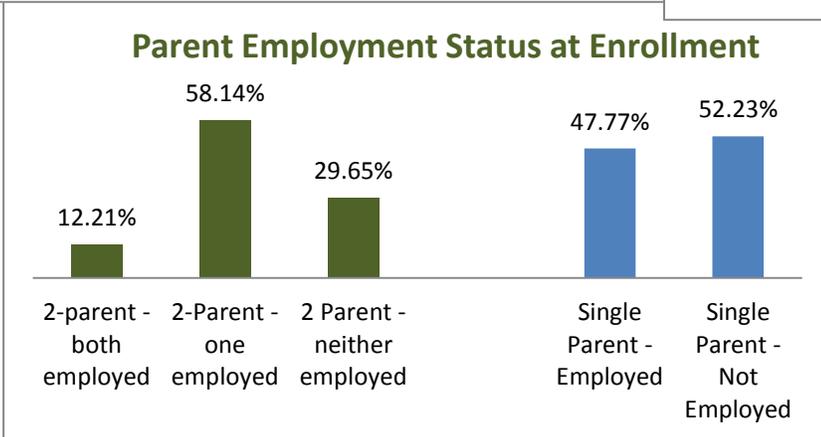
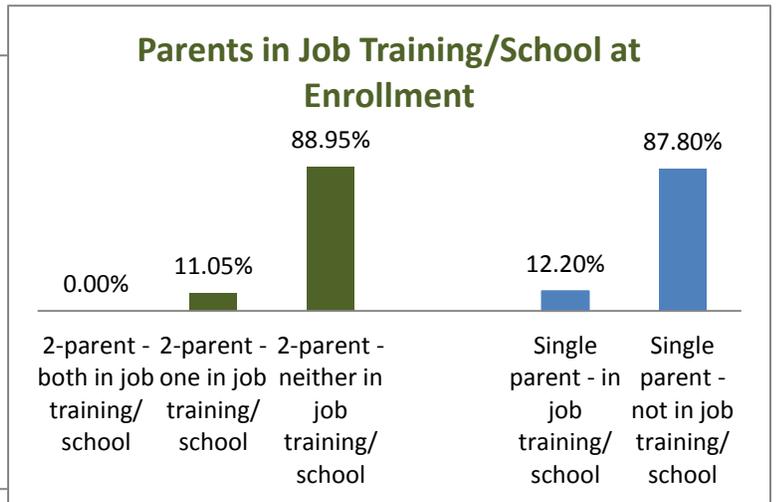
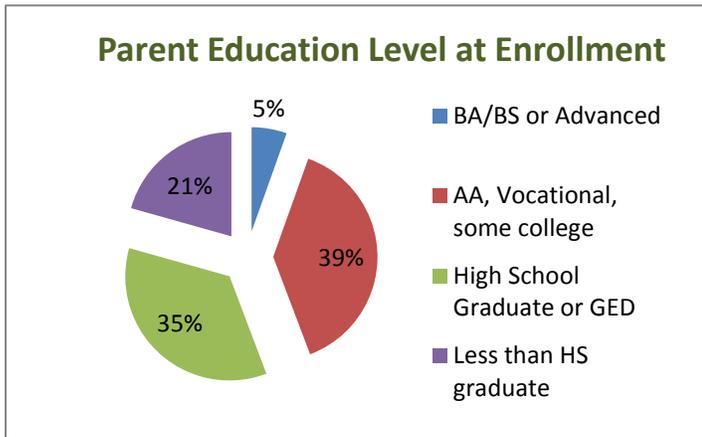
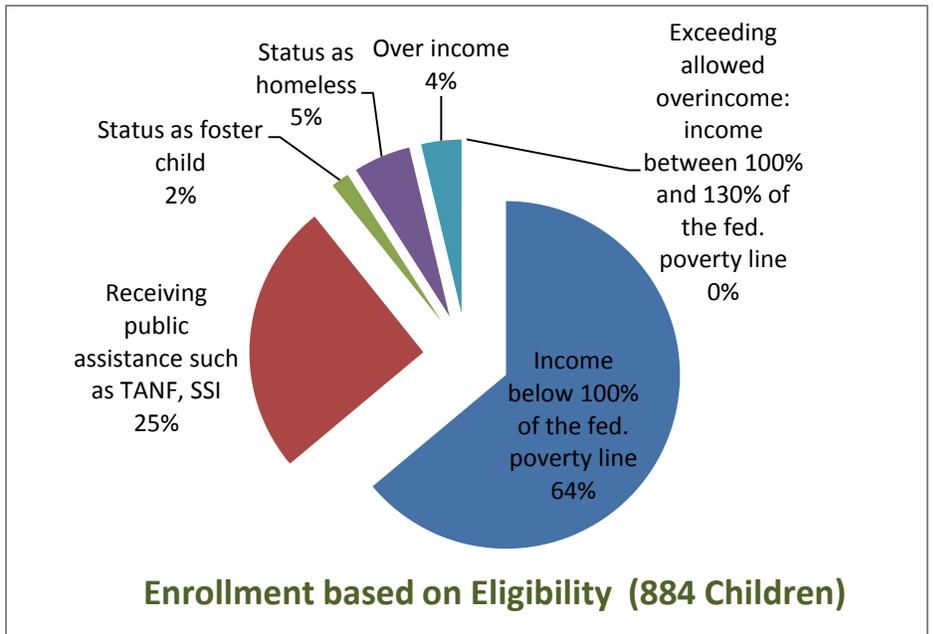


Family & Community Engagement

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 FY14-15 came from low income households, which means that a family of four for instance earned less than \$23,850 a year.

Parent Education and employment status is of particular importance to the program. BCHS works with families to help them secure job training, enroll in school and to seek employment opportunities.



Two-Parent Families Served – 172
Single-Parent Families Served – 672

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 14-15, BCHS families set and achieved family goals in the following four areas:

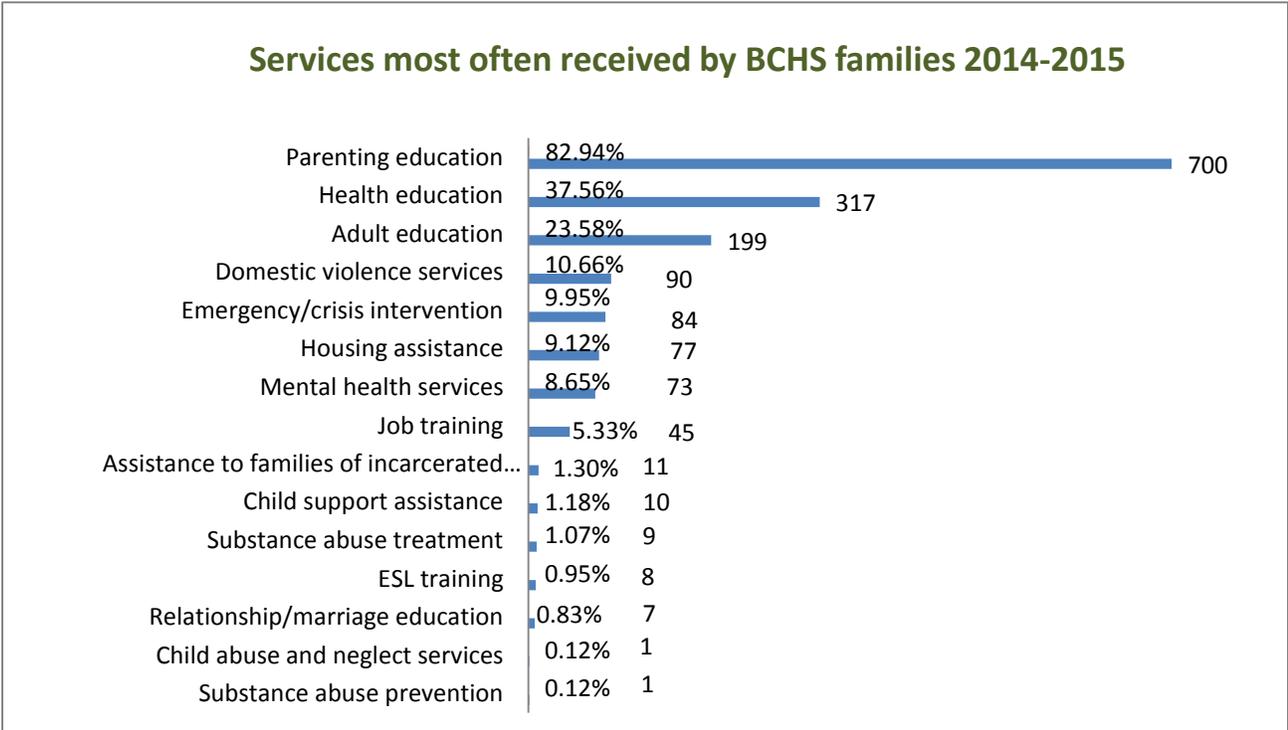
- *Family Life Practice (84%)* – Goals around practices that families develop to help their children close the achievement gap and maintain home environments that promote their children’s healthy development and school readiness. These include – Establishing stable family routines; promoting positive discipline; creating an experience and language rich home environment; and reading or engaging in other literacy based activities every day.



- *Support for Children (11%)* – Goals that 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 (18%)* – Goals that help families become self-sufficient in areas such as housing, employment, education, family finances, transportation, acculturation, child care, etc.
 - *Support for Family Members (7%)* – Goals that 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.

Program	Dayspring	Metro Delta	Union	BCHS
Family Life Practice Goals	76.85%	89.30%	92.59%	84.34%
Support for Children Goals	15.70%	6.40%	9.25%	11.14%
Family Self-Sufficiency Goals	22.51%	17.52%	10.49%	18%
Support for Family Goals	7.72%	9.40%	1.85%	6.91%

Head Start helps families access necessary support services either directly or through referrals. In 2014-2015 the services most often received by the 844 families served included parenting education, health education, adult education, domestic violence services, emergency/crisis intervention, housing assistance, mental health services, and job training.



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 FY14-15, 1,470 individuals volunteered in the program in some capacity, 1,020 (70%) of whom were current or former parents or guardian, and 443 (31%) of whom were male.



Financial Information

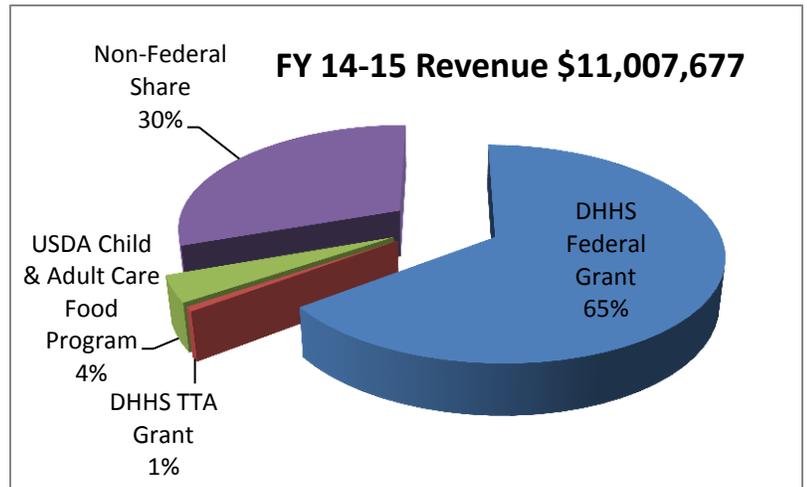
BCHS Revenue FY2014-2015

Federal

DHHS Federal Grant	\$	7,135,884
DHHS TTA Grant	\$	75,194
USDA Child and Adult Care Food Program	\$	441,604
Total Federal	\$	7,652,682

Non-Federal

MSDE State Supplemental Grant (Sequest)	\$	304,666
MSDE State Supplemental Grant	\$	227,156
Volunteer & Other Contributions	\$	2,823,173
Total Non-Federal	\$	3,354,995
TOTAL REVENUE	\$	11,007,677



BCHS Budgetary Expenditure FY2014 – 2015

Personnel

Child Health and Development	\$	2,666,782
Family & Community Partnerships	\$	733,411
Program Design & Management	\$	798,253
Other Personnel	\$	98,210
Total Personnel	\$	4,296,653

Fringe

Head Start Grantee	\$	145,802
Head Start	\$	980,880
Total Fringe	\$	1,126,682

Supplies/Equipment

Head Start Grantee	\$	38,518
Head Start	\$	198,444
Total Supplies/Equipment	\$	236,962

Contractual

Head Start Grantee	\$	125,932
Head Start	\$	172,755
Total Contractual	\$	298,687

Training & Professional Dev.

Head Start	\$	30,528
Total Training & Prof. Dev	\$	30,528

Other

Head Start Grantee	\$	203,544
Head Start	\$	955,392
Total Other	\$	1,158,936
TOTAL EXPENDITURE	\$	7,148,451

BCHS Proposed Budget FY2015 – 2016

Personnel

Child Health and Development	\$	2,696,801
Family & Community Partnerships	\$	843,190
Program Design & Management	\$	670,842
Other Personnel	\$	132,728
Total Personnel	\$	4,343,561

Fringe

Head Start Grantee	\$	186,056
Head Start	\$	909,764
Total Fringe	\$	1,095,820

Supplies/Equipment

Head Start Grantee	\$	42,644
Head Start	\$	245,505
Total Supplies/Equipment	\$	288,149

Contractual

Head Start Grantee	\$	131,287
Head Start	\$	282,400
Total Contractual	\$	423,687

Training & Professional Dev.

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

Other

Head Start Grantee	\$	161,484
Head Start	\$	833,183
Total Other	\$	994,667
TOTAL BUDGET	\$	7,211,078

Federal Review

In accordance with the Head Start Act, to determine whether the program meets standards established with respect to program, administrative, financial management and other requirements, and in order to help programs identify areas for improvement and areas of strengths as part of their ongoing self-assessment process, a review in identified areas is conducted each year by the Office of Head Start. Baltimore City Head Start did not have a federal review in FY14-15. One is anticipated in FY 15-16.

Financial audit

Head Start completed its annual financial audit for FY2013. 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://www.comptroller.baltimorecity.gov/Audits.html>.

