



Baltimore City Head Start 2022 Impact Report:
From Setback to Comeback



Resilience is one thing, but turning your setback into a comeback is another.

Over the past two years, we have witnessed how COVID-19 disrupted education systems and deepened the learning crisis, exacerbating inequalities among children.

The full impact of the pandemic and the collateral consequences from isolation, fear, learning loss and economic hardship have yet to be fully realized. In addition, children and staff returning for the 2022 school year faced new and intimidating routines and circumstances.

Our resilience has been tested of late and continues to be as the pandemic throws challenges our way.

Not just recovering but improving.

Resilience tends to be thought of as something that keeps us going as we were. But what if we instead think of resilience as not simply returning to the original form, but changing shape and improving? Not bouncing back, but moving forward in order to become stronger and better able to deal with the next challenge.





As we emerge from the initial Pandemic, we are focused on

- ◆ Safe re-opening
- ◆ Recruiting and Retaining a highly qualified team
- ◆ Mitigating school readiness learning loss
- ◆ Engaging parents and community stakeholders as partners
- ◆ Enhancing the resilience of systems to address new trends and emerging challenges

**The desired impact
– a better situation:**
All children and families return to Head Start and Early Head Start, recover their learning losses and continue on their school readiness learning path; thus, developing the skills and knowledge to thrive.

Re-Opening Recovery Resilience



Re-Opening

Progressive Re-opening of Head Start Centers and Classrooms implementing rigorous Health and Safety Guidelines and Requirements including Vaccination Requirements, COVID Testing, Masking, Social Distancing, Deep Cleaning Protocols, etc.

Recovery

Transitioning from Virtual Engagement to Onsite Services.

Training and Gaining Trust of Parents to Bring Children back to the centers.

Staff willingness to come back to onsite programming.

Revolving opening and closing of classrooms due to COVID exposure.

Managing for Health and Safety in Preschool Environments i.e. Masking and Social Distancing.

Resilience

New Trends and Emerging Challenges

Understand the important role of climate and culture, more specifically, social and emotional learning and how critical it is to re-engaging children and supporting adults, rebuilding relationships and creating a foundation for learning.

Recruiting, Hiring, Training and Maintaining a Highly Qualified Workforce in a competitive environment.





Services to Children

- 95% of the children receiving comprehensive services live at or below the federal poverty line
- 100% of the children receive comprehensive services including school readiness, health and mental health services, nutrition and family services
- The Head Start program served 431 infants and toddlers and 2,043 3 and 4 Year Olds
- 55% of the 4's transitioned to Pre-K in Fall 2022
- 140 children transitioned from Early Head Start to Head Start
- 487,400 meals were served to children
- 2,247 Developmental Screenings were conducted
- 184 referrals were made to Child Find
- 272 children were identified with a disability
- 86% of children received follow-up medical/dental care
- 357 Teachers and 76 Family Service Coordinators supported the program
- 193 classrooms located throughout Baltimore City

Services to Families

- 90% of the families who requested a service, received that service over the course of the year
- 82% of families who set a goal achieved or were expected to achieve that goal
- 1,225 parents participated in training during the program year
- 783 families received holiday support, school supplies, clothing, etc.
- 417 parents volunteered in the Head Start program

Community Support

- 96 community volunteers provided their time and resources
- More than \$7 million dollars of in-kind support was provided to the Baltimore City Head Start programs

Consequences of the Pandemic

- Actual Enrollment (2,474) compared to Funded Enrollment (3,117)
- Average Daily Attendance was 70%
- The Maryland State Office of Child Care and Baltimore City Health Department requirements related to COVID resulted in classrooms being closed more than 200 times over the course of the school year.
- Significant staff vacancies (more than 100 citywide) contributed to classrooms not opening.
- Staff turnover during the pandemic was nearly 30%



School Readiness Outcomes

School Readiness Gains from Sept. 2021 to June 2022

School Readiness Domains	Approach to Learning	Social Emotional Foundations	Language & Literacy	Cognition/ Math & Science	Physical Development	Overall Gain
3 Year Olds	19%	21%	14%	11%	14%	15.80%
4 Year Olds	22%	25%	22%	24%	25%	23.60%

Classroom Assessment Scoring (CLASS) : an evidence-based tool that helps identify the effectiveness of Teacher-Child relationships and interactions.

CLASS Domains	Emotional Support	Classroom Organization	Instructional Support
Baltimore City Head Start Collaboration	6.06	5.66	3.14
2020 Median (50%)	6.05	5.8	2.94
2020 Lowest 10%	5.67	5.32	2.39

Note: Baltimore City Head Start exceeded the national mean score for Emotional Support and Instructional Support



Baltimore City Head Start Strategies to Support Success in School and Life



1 School Readiness

- ◆ Align the Curriculum, Lesson plans, and Home Learning with the Early Learning Assessment
- ◆ Use data by domain to identify needed areas of growth
- ◆ Initiate Curriculum Workgroups
- ◆ Initiate Assessment Workgroups
- ◆ 100% of children identified as requiring specialized services will have an Individual Development Plan
- ◆ Children flagged on the Behavioral Screening will receive additional services and/or referrals. Use supplemental behavior curriculum
- ◆ All staff will be trained on the Early Learning Assessment and Teaching Strategies Gold Assessment
- ◆ Track Assessments
- ◆ Provide attendance incentives for parents and children

2 Family Engagement

- ◆ Provide parent training related to the domains of school readiness and their role in supporting their child's success
- ◆ Use a tiered approach to triage families with the highest needs, develop and implement strategies to address needs
- ◆ Monthly follow-up to identify progress/barriers for achieving goals
- ◆ Bring community partners onsite to help minimize barriers and provide services in highest identified needs
- ◆ Target parent education to include transitions to school and understanding children's assessment data
- ◆ Initiate Parent Support Groups to promote Advocacy for their children





3 Staffing and Professional Development

- ◆ Recruit, train, and support a highly qualified workforce
- ◆ Train all staff on the Classroom Assessment Scoring System (CLASS)
- ◆ Train all staff on the Early Learning Assessment and Teaching Strategies Gold
- ◆ Monitor and coach classroom teaching to ensure fidelity to the curriculum
- ◆ Provide training and coaching directly related to social-emotional development and best practices
- ◆ Train Family Services team to break down larger goals that parents establish into achievable, incremental steps
- ◆ Ensure Family Services team are properly trained on record keeping, documenting and utilizing tracking systems
- ◆ Provide incentives to staff to acknowledge longevity
- ◆ Provide professional development support to include the Child Development Associate (CDA) credential and higher education

4 Seamless Transitions from Early Head Start to Head Start and from Head Start to PreK

- ◆ Work closely with families to support transitions beginning at 30 months of age for Early Head Start children and in the spring prior to entering PreK or Kindergarten.
- ◆ Develop a Referral Reporting System to track families being referred between programs and agencies.
- ◆ Expand enrollment fairs and information sessions at both Early Head Start and Head Start





5 Community Engagement

- ◆ Engage additional partnerships to meet the changing needs of families
- ◆ Bring community partners onsite to reduce barriers for families
- ◆ Develop a comprehensive resource list for parents
- ◆ Develop an annual Head Start Impact Report to share with community stakeholders
- ◆ Invite stakeholders to support the work of Head Start by donating their time, talent, and resources to the programs



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Resilience

