2024-25

ANNUAL REPORT TO THE PUBLIC





EARLY CHILDHOOD EDUCATION

Pittsburgh Public Schools

ABOUT US

We provide children, ages Birth to Five, with a comprehensive, flexible program designed to reinforce and respond to the unique strengths and needs of each individual child and family. Programming for Birth to Five services is funded through State, federal and local funding sources. Grant awards are cost allocated to economize funding streams without negatively impacting the quality of services and ensuring the financial sustainability of the program.

Funding from multiple sources allows the Early Childhood Program to operate 86 preschool classrooms and 6 early head start classrooms in 35 locations scattered throughout the city, as well as collaborate with over 20 local childcare agencies to provide comprehensive services for children and families. We also provide a home visiting program option to families and a small number of paid slots for families that are 300% and above the Federal poverty guidelines.







MESSAGE FROM EXECUTIVE DIRECTOR



The 2024-25 school year was a busy one with lots of learning and excitement for our children, families, and staff. We began the year by setting five goals for the program:

1. Increasing family engagement & involvement;
2. Diving deeper into the Frog Street PreK curriculum;
3. Expanding the use of Frog Street to our Early Head Start Program;
4. Continuing to embrace Culturally Responsive Pedagogy; and
5. Fine-tuning our knowledge around the Head Start Performance Standards, PreK Counts Statues and Regulations, PPS Board Policy, the Early Childhood Environmental Rating Scale (ECERS), and the Classroom Assessment Scoring System (CLASS).

I'm happy to report that we have made great progress on all of these goals! Here's a quick snapshot of some of the things we did throughout the year to help us meet these goals...

Goal: Increasing family engagement and parental involvement:

We kicked off the school year with a family event at the Carnegie Science Center called Welcome to PreK Day. During this event families could explore the Science Center as well as attend a program overview session, so they'd be prepared to start the school year on the right foot. Throughout the school year, our Family Services Specialists hosted monthly parent meetings and recruited families to participate in the Head Start Policy Council. Our Family and Community Engagement staff began offering a variety of exciting educational activities, events, programs, and resources to parents and families on a regular basis. Some of these opportunities included a Parent Learning & Leadership Institute, the Male/Fatherhood Involvement group, and Parent Information sessions. The program also hosted multiple holiday events, art shows, resource fairs, and parent events to help recruit more families in our schools & classrooms to see the amazing work happening with their children.



Snowball Dance Formal at Weil

Goal: Continuing to embrace Culturally Responsive Pedagogy:

We appreciate and honor all children and families and as such we work to ensure everyone feels safe and welcome in our classrooms. During the 2024-25 school year we invested in multiple books recommended by the P.R.I.D.E. Program at the University of Pittsburgh and "best books" lists from the Carnegie Library so that children could see themselves represented in the classroom all year long. Additionally we celebrated the life and work of Dr. Martin Luther King as well as celebrated Black History Month through multiple family events and specialized staff professional development. We hired a teacher specifically to support dual-language learner students to help them make a smooth transition into the Program.



Ms. Halle from Carnegie Library reading the Best Book for Babies at the EHS Mother's Day Socialization

MESSAGE FROM EXECUTIVE DIRECTOR

Goal: Diving deeper into the Frog Street PreK curriculum and expanding the use of Frog Street in the Early Head Start infant/toddler Program:





It Takes A Villiage EHS PD

We were super excited to expand the use of the Frog Street curriculum and the DRDP assessment to our youngest learners in the Early Head Start program. That means that all children from birth through preschool will be using the same curriculum and following the same developmental trajectory. Doing this ensures that children make smooth transitions between the EHS and EC programs as well as enables staff and parents to track their educational and social-emotional development across multiple domains. We began the school year with a full day of professional learning for our teaching staff dedicated to Frog Street and the DRDP and hosted multiple follow-up sessions throughout the school year to support curriculum fidelity, answer questions, and provide one-on-one coaching to those in need. At the end of the school year, all students received a special backpack full of Frog Street materials to help prevent learning loss over the summer and keep children's minds actively engaged outside of school.

Team building event at Roosevelt with System 1-2-3



Goal: Fine-tuning our knowledge around the Head Start Performance Standards, PreK Counts Statues & Regulations, PPS Board Policy, the Early Childhood Environmental Rating Scale (ECERS), and the Classroom Assessment Scoring System (CLASS)

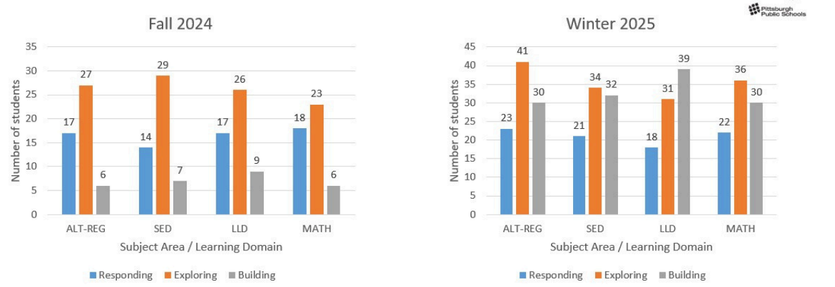
Over the summer the management team staff spent a great deal of time revising staff and family handbooks to ensure compliancy with the Head Start Performance Standards, the PreK Counts Statues & Regulations, as well as PPS Board Policy. All information in both handbooks were directly linked to policies and standards so both staff and parents would have a better understanding of why we do things the way that we do. To increase staff knowledge around both the ECERS and CLASS rating tools, we began dedicating a full page in the bi-weekly staff newsletter focusing on tips, suggestions, and curriculum connections. Additionally, many hours of professional learning sessions werre devoted to one of these topics to help build staff familiarity and comfortability with policies, procedures and rating tools.

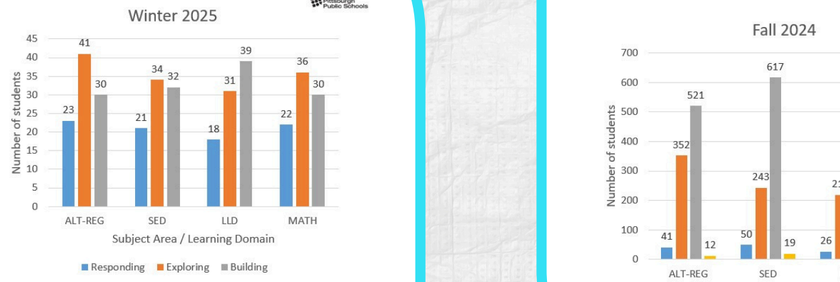
Looking ahead to the 2025-26 school year, we plan to build on the progress we've made as we prepare for two federal reviews and multiple state monitoring visits. Though these reviews and visits can be stressful, they also ensure that we are providing the absolute best services to our children and families, which is always our ultimate goal. On behalf of the whole Early Childhood Education Program, we want to wish you all the best for a prosperous and joyful 2025-26 school year!

Kim Russo Joseph

SCHOOL READINESS OUTCOMES

Early Head Start Fall 2024 - Spring 2025

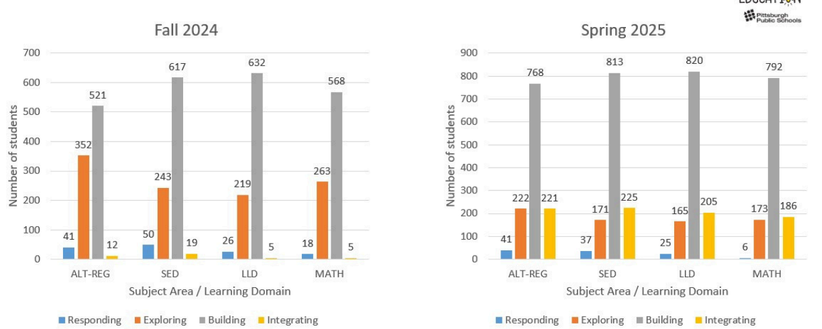




50 Early Head Start students assessed in Fall 2024 / 92 Early Head Start students assed in Spring 2025

ALT-REG = Approaches to Learning & Self-Regulation
SED = Social-Emotional Development
LLD = Language & Literacy Development
MATH = Mathematics

DRDP Overall Data Fall 2024 - Spring 2025





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SED = Social-Emotional Development
LLD = Language & Literacy Development
MATH = Mathematics

Pittsburgh Public Schools Desired Results Developmental Profile (DRDP) Data 2024-25

DRDP Developmental Level	Meaning
Responding (generally seen in infant/birth-1 age group)	The child displays knowledge or behaviors at a basic level, such as by demonstrating the ability to engage in back-and-forth interactions with adults. Children at this level usually communicate nonverbally.
Exploring (generally seen in toddlers/1-2 age group)	The child actively and purposefully explores independently: for example, by manipulating objects and beginning to cooperate with others. Children at this level are growing their ability to communicate verbally or in other conventional language forms.
Building * (generally seen in preschoolers/3-4 age group) *This is where we expect most of our EC/Pre-K students to be.*	The child shows an understanding of how people and objects relate, how things work, and how they can investigate ideas by themselves. Children at this level can use language to express themselves and participate in group interactions.
Integrating (generally seen in kindergarteners/5-6 age group)	The child can connect and combine strategies in nuanced ways, using a variety of skills. Children at this level can cooperate with others and solve multi-step problems.

The DRDP measures student growth along the developmental continuum, it is not an assessment of skill mastery.

GROWTH

Total number of students assessed in Spring 2025 = 1247 *
Black/African American = 742 / 60%
White = 211 / 17%
Multi-Racial = 147 / 12%
Asian = 71 / 6%
Hispanic = 65 / 5%
Native Hawaiian or American Indian = 10 / 1%

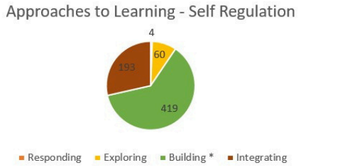
- * Includes all students in our PPS district classrooms, including EHS, regardless of funding source.
- Number of students assessed in Fall 2024 = 926

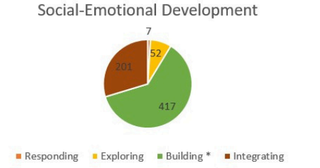
Pittsburgh Public Schools | Students first Always, in all ways.

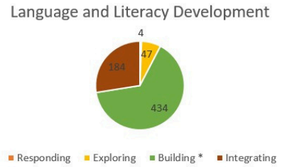
Pittsburgh Public Schools | Students first Always, in all ways.

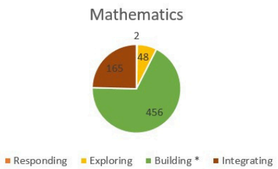
Children Transitioning to Kindergarten

676 total children transitioning – final assessment
Goal: Building & Integrating



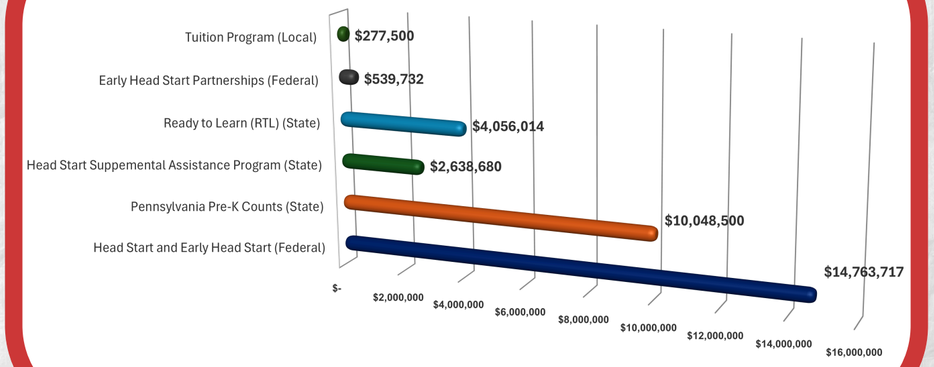




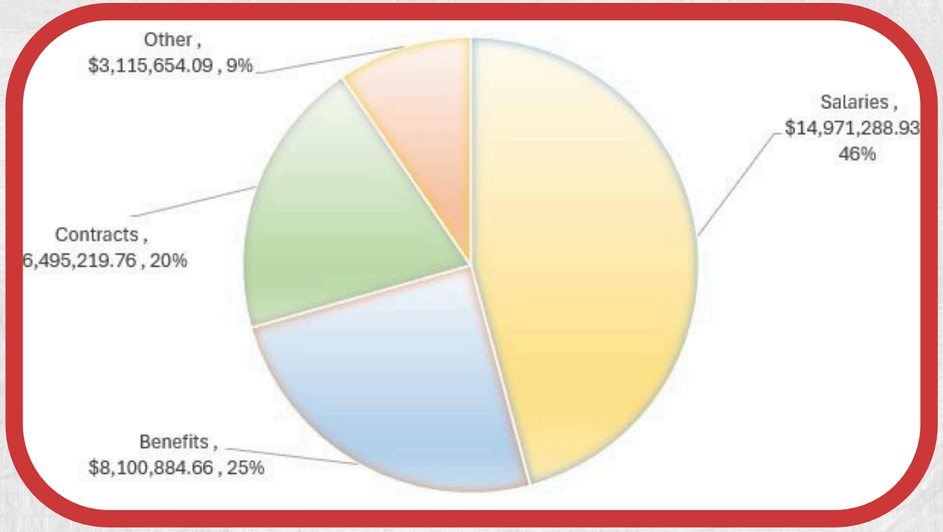


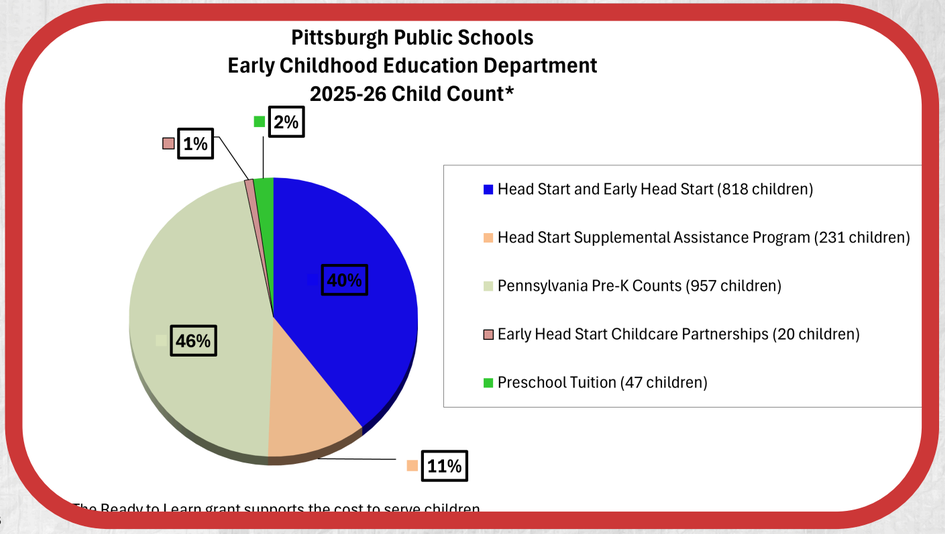


2025-26 PROJECTED FUNDING SOURCES AND CHILD COUNT



2024-25 ACTUAL EXPENDITURES BY CATEGORY (FINAL)

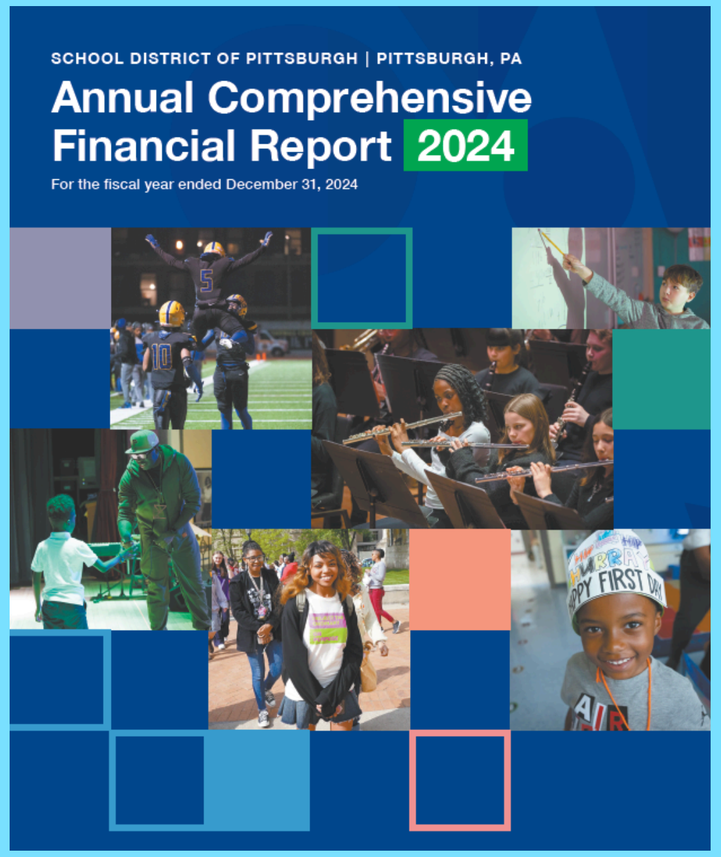




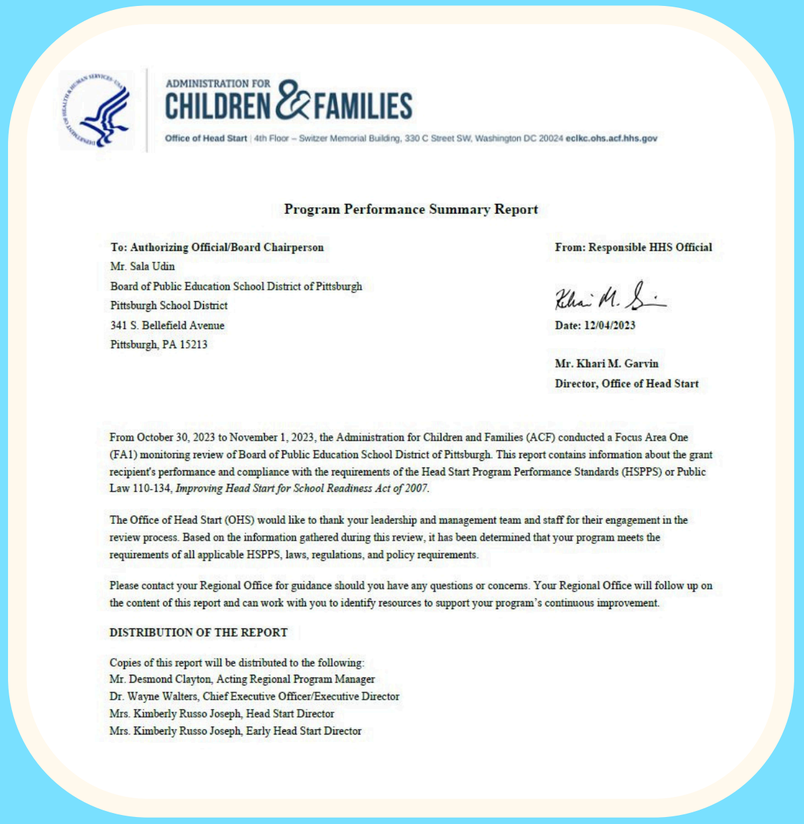
The Ready to Learn grant supports the cost to serve children

AUDITS

Most Recent ACFR



Most Recent Head Start Federal Monitoring Report



ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson
Mr. Sala Udin
Board of Public Education School District of Pittsburgh
Pittsburgh School District
341 S. Bellefield Avenue
Pittsburgh, PA 15213

From: Responsible HHS Official

Date: 12/04/2023

Mr. Khari M. Garvin
Director, Office of Head Start

From October 30, 2023 to November 1, 2023, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of Board of Public Education School District of Pittsburgh. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your leadership and management team and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that your program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

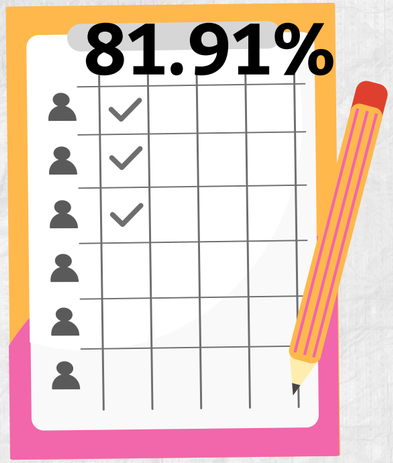
DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following:
Mr. Desmond Clayton, Acting Regional Program Manager
Dr. Wayne Walters, Chief Executive Officer/Executive Director
Mrs. Kimberly Russo Joseph, Head Start Director
Mrs. Kimberly Russo Joseph, Early Head Start Director

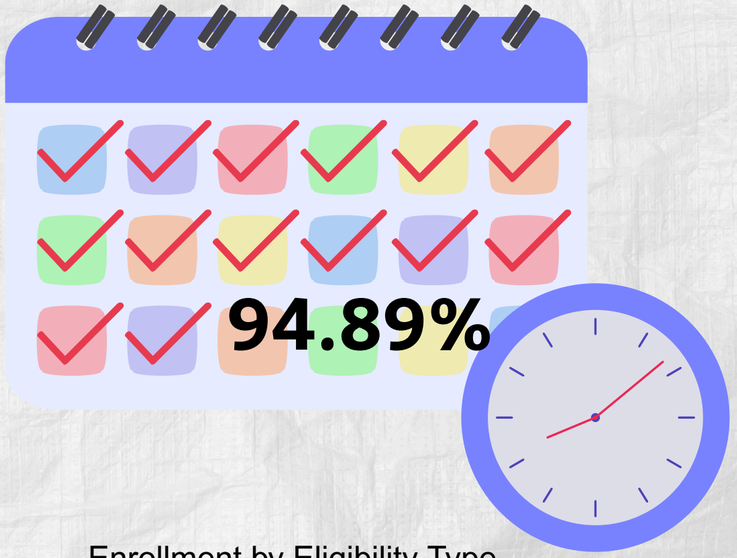
CUMULATIVE ENROLLMENT



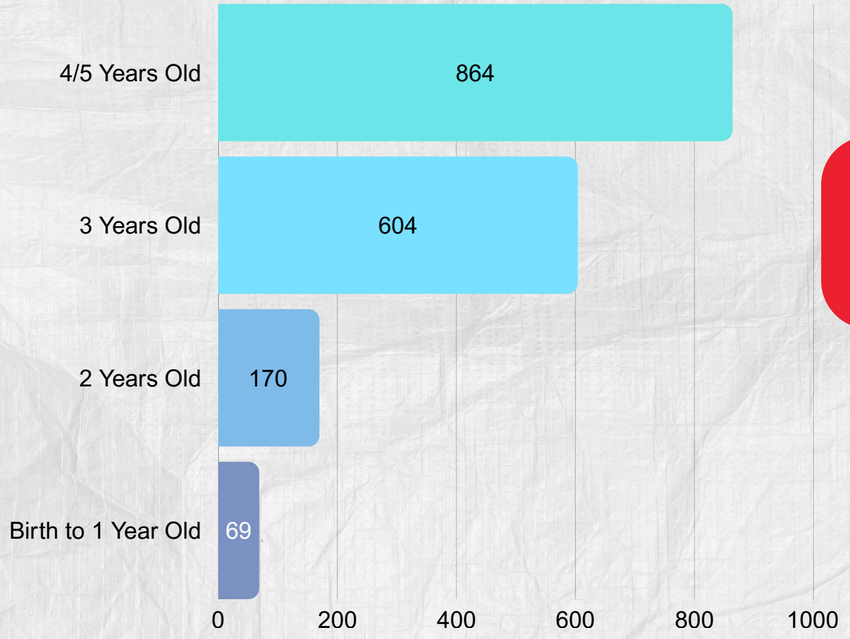
DAILY ATTENDANCE



MONTHLY ATTENDANCE



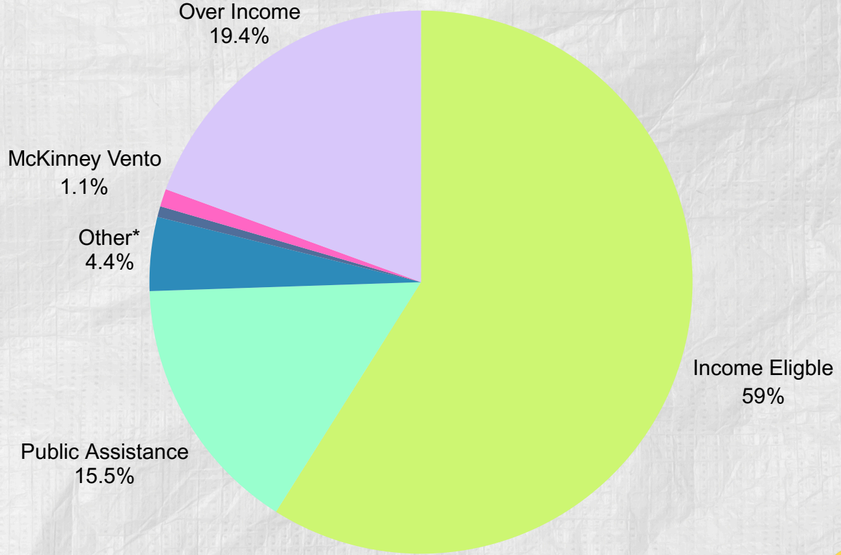
Cumulative Enrollment By Age



STATS

Enrollment by Eligibility Type (Cumulative)

Note: Includes all program options which may have different eligibility criteria standards



YEAR IN REVIEW

Staff at Peabody Early Childhood Center were super excited to welcome new and returning students and families back to school! We're looking forward to an amazing academic year packed with excitement and discovery for our little ones. They will be exposed to a world of learning that will foster their creativity and imagination. We're ready, so let's get to work!





Sunnyside preschoolers learned that September 11 is a very important day in our nation's history to celebrate America's heroes. Students finger-painted American flags to show how proud they are to be American and showed honor to those brave heroes for their ultimate sacrifice by creating a wonderful piece of art.



We promote strong fatherhood engagement as witnessed by the big smiles on kids faces as dads dropped off their children at the Carnegie Science Center preschool room for a jammed-packed day of learning.

Students at Northview Heights Pre-K learned about body parts and senses and read the book, The Colors of Us by Karen Katz. They painted self-portraits and learned that friends can have different shades of skin color but we're still friends all the same! We're teaching our little ones that our differences are beautiful, and our friendships are what bring us all together.







Our Family Services Specialists saw a great turnout at the Pumpkin Fest in the Allegheny Commons East Park. Many families stopped by our table to learn more about our programming and to receive important information and resources about early childhood education.



Students at SciTech Pre-K read and compared different versions of book, The Gingerbread Man, from around the world. They practiced identifying the title, characters, setting of the book, and summarizing the story. They also decorated paper gingerbread men and worked together to measure ingredients and mix gingerbread dough that they used to make beautiful ornaments for their families.

Students at Langley developed their own creative works of art to celebrate the accomplishments of many heroic Black Americans in celbration of Black History Month:

- Students glued tissue paper to make an AB pattern ice cream cone after learning about Alfred Cralle (the inventor of the ice cream scoop who lived in Pittsburgh) and Augustus Jackson who helped adding certain flavors to ice cream to make them taste better.
- Students talked about shapes and colors and made a rocket ship after reading the book, Mae Among the Stars after learning about Mae Jemison.
- Students used watercolors to create abstract artwork while listening to music of John Coltrane and Ladysmith Black Mambazo.
- Students made abstract art into hearts after learning about Alma Woodsey Thomas.







Our little learners at Beechwood had the best time celebrating Literacy Week! From the suspense of Mystery Readers to the quiet focus of Drop Everything and Read (D.E.A.R.), the PreK classrooms were buzzing with excitement. A huge shout out to all the parents and family members who volunteered to be Mystery Readers! Your surprise visits made the kids' eyes light up, helped build their confidence and curiosity and instill a love for reading.

Students at Roosevelt completed Theme 6 of the Frog Street curriculum, On the Go, by celebrating with a flight simulation activity! Students worked together to create suitcases and passports as they prepared to board their plane to take off to an exotic destination! Students voted on where they wanted to "fly" and they chose Asia.







Happy Teeth, Happy Me!



As part of the comprehensive services available to children, we were pleased to introduce a new partnership with Golden Onsite Dental to provide mobile dental exams and fluoride treatments. The dental technician used a fun, camera-based tool that allowed students to see what was happening during their exam. Every student received a take home bag with stickers, an oral hygiene handout, a flosser pick, and a toothbrush. Families received a report with exam results and follow-up referral information, if needed.

At Chartiers Early Childhood Center, we held our own version of March Madness as players from the Pittsburgh Steelwheelers and members of the Westinghouse High School varsity sports teams volunteered their time to help create a positive, supportive school-community environment, sharing their love of basketball with our students and impressing upon them the importance of teamwork and sportsmanship in everyday life.







Mad Science visited Spring Garden Early Childhood Center to present a series of hands-on experiments called, “Fire and Ice”. They used common ingredients such as vinegar and baking soda to show chemical reactions and demonstrated how dry ice can create steam and make bubbles. Students loved the entire show and were particularly fascinated with the foam and bubbles!



Early Head Start Shareable Moments

Allderdice






Students at Allderdice enjoyed a visit from a librarian from the Carnegie Library, who shared a book from the Best Books for Babies list.

Students have been learning about bugs this week. Mrs. Hill, Ms. Heather, and Ms. Betty have been incorporating bugs into outdoor play (observing the bugs that can see all around us), sensory experiences (searching for bugs in shaving cream), and in free play (bug manipulatives and magnifying glasses at the light table).

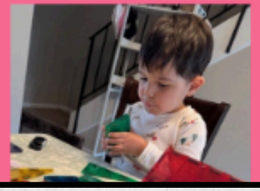
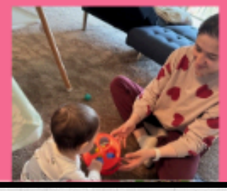
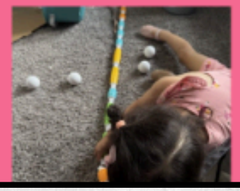
Students in EHS have been lucky enough to receive visits from the Children's museum over the last two months! Students at U Prep and Westinghouse made dinosaur dioramas using clay, seashells, and plastic trees and plants.





Home Visitors

Children and families who receive home visits from EHS home visitors have been enjoying exploring magnetic manipulatives!

Brashear





Brashear has been doing a wonderful job implementing engaging small group activities for their students! They drove a bus during gross motor, listened to books focused on open-ended questioning and vocabulary development, and got to build on their interest in the Children's Museum dinosaur clay activity by exploring dinosaurs and kinetic sand in the sensory tables.

Crescent 2



The EHS artists at Crescent 2 have been hard at work! They created these beautiful projects for Take a Father to School Day and have been incorporating process art into their literacy activities themed around Five Little Ducks.



Westinghouse





Students at Westinghouse have been loving their visits from Ms. Betty at the Cultural Trust! They love listening to stories, participating in the readalouds, exploring different instruments, and moving their bodies while they learn.

Crescent 1






At Crescent 1, students had a chance to incorporate their families into their butterfly release! What a special memory to create for the children and families in our program. They got to dress up in raincoats and galoshes to go searching for puddles to jump in and used scientific tools to observe the butterflies before releasing them!

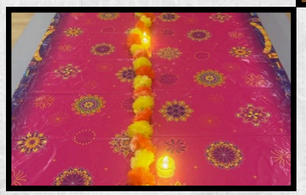
Crescent hosted a "Last Blast" field day to celebrate the end of the school year. Students enjoyed face painting, a tie-dye station, sidewalk chalk, a bubble station, and visits from first responders representing the Bureau of Fire and the EMS Department.

















Chartiers held a “Diwalloween" event—a vibrant mashup of the Diwali Festival of Lights and Halloween fun. Students engaged in several fun, academic, and gross motor activities such as Diwali BINGO, created large Diwali posters as classroom teams, played Halloween ring toss, and read a variety of Fall, Diwali, and Halloween-themed books.



The Early Head Start End-of-Year summer socialization event at the East Liberty Carnegie Library was a huge success! Families enjoyed a fun and engaging day participating in activities and exploring various community resource tables with the Alliance for Infants and Toddlers, the Pittsburgh Scholar House, HealthyCHIILD, and the Pittsburgh Parks Conservancy.

There were also plenty of arts and crafts, including paint daubers, paper bag puppets, and temporary tattoos! Every young learner received a free book to take home thanks to our partners from Reading Is Fundamental (RIF).

Numerous kindergarten transition activities are planned for children and families throughout the school year and students receive transition materials and supplies at the end of the school year to help them maintain kindergarten readiness over the summer. The Frog Street At-Home Kits are specifically tailored to keep students' skills sharp by turning "summer slide" into "summer stride".







Kindergarten transition event with the Birmingham Project at the Carrick Library

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