

A tree's beauty  
lies in its branches,  
but its strength lies  
in its roots.



The Baltimore City  
**Head Start**  
Collaborative  
Impact Report

**2020**

# The Baltimore City Head Start Collaboration

The Baltimore City Head Start Collaborative was created in 2013 with the vision to design a comprehensive and fully integrated system to address the early childhood development needs and family self-sufficiency needs of the City's financially underprivileged pregnant women and children from birth to kindergarten.

The Collaborative is comprised of organizations with long histories of providing support to young children and their families: Associated Catholic Charities of Baltimore, Inc., Maryland Family Network, the Mayor's Office of Children & Family Success Baltimore City, St. Vincent De Paul of Baltimore, and the Y in Central Maryland. Collectively, these members work together to assure a coordinated, citywide approach of Head Start services to ensure the consistent delivery of high-quality birth-to-five services in Baltimore City. The Collaborative is a self-governing body whose members establish five-year goals, objectives and strategies and meet on a monthly basis to monitor outcomes, share best practices, and coordinate resources.

Strategic partners in this Zero to Five effort include B'More for Healthy Babies and Baltimore City Public Schools.

This report to stakeholders provides an overview of the work proposed by and accomplished by the Baltimore City Head Start Collaboration through June 2020. More importantly, this report details the impact that such a coordinated and intentional effort has had on 3,619 children and families in Baltimore City each year.

## Unique to this year is the Impact of the COVID-19 pandemic.

The work of the Baltimore City Head Start/Early Head Start Grantees was never as urgent as during this extraordinary time. The pandemic prompted new and creative solutions for engaging and supporting young children and their families. Resourcefulness was required to reach the neediest children and families without access to physical classrooms, technology, a reliable Internet connection, fully trained teachers, healthy meals, and so much more. Young parents and caregivers needed even more support given so many uncertainties. Some parents continued to work and manage child care/home schooling. Due to increased economic strains, the Head Start programs continued to connect parents to food and other resources.

**The mission and strategy of Head Start remained the same. What changed was the "how".**





Giant sequoias are the world's largest single trees by volume. They reach an average height of 160 to 279 feet and average diameter of 20 to 26 feet . Sequoias have adapted to survive even the hottest wildfires. Their fibrous, fire-resistant bark can grow up to two feet and do not contain flammable resins like other tree bark. In fact forest fires are what cause the trees pines cones to release their seeds and germinate

# A Year Like None Other.....

The beginning of the 2019-2020 school year launched as seamlessly as any other year. 3,117 new and returning children participated in Head Start programs located throughout Baltimore City. Classrooms were bustling with activity.

Parents and Family Service Coordinators were engaged in developing goals and exploring resources to support their family. No one could have imagined how different things would be by March 2020. The impact of COVID generated uncertainty, fear, misinformation, layoffs, shutdowns, illness, death, dwindling resources, and more. The pandemic would disrupt life as we knew it.

As one Head Start Grantee put it, "this was the first pandemic for all of us", there was no guide or playbook. Given that Head Start families live at or below the federal poverty level, COVID has had a disproportionately harsh impact. Head Start staff, steadfast in their mission, quickly realized that "how" we deliver services needed to change.



"An acknowledged leader in early childhood education in "normal" times, our incredible Head Start team wasted no time adjusting to the onset of the pandemic last March, reconfiguring everything they do to not just accommodate a virtual learning environment for young children, but also to imaginatively and compassionately make sure our Head Start families have as many resources as possible."

John Hoey, President & CEO,  
the Y in Central Maryland



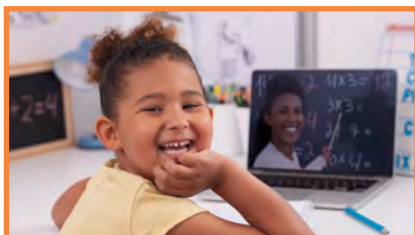
# Angels Among Us

At the onset of the quarantine, the entire Head Start team mobilized to keep in extra close contact with thousands of Head Start families. Outreach included calls to each family every week, helping to assure families have access to vital resources, health care, support for housing stability, and more.

Grantee agencies worked to ensure that families had enough food; directly providing boxes of healthy food or connecting them to food distribution locations in their neighborhoods.

“The anxiety that accompanied the COVID-19 pandemic exacerbated already stressful situations for struggling families. To combat against this, MFN’s Early Head Start program transitioned to virtual check-ins in order to be a consistent supportive resource for parents served by our Centers. In addition to emotional support, our team distributed essential supplies to parents including diapers, wipes, formula, and baby food. Early Head Start also provided books, art supplies, Play-Doh, tablet devices, and other materials to families so children would continue learning and playing at home while bonding with their parents. The first five years last forever and we made sure those years would be as free from interruption as possible for these children.”

– *Laura Weeldreyer, Executive Director, Maryland Family Network.*

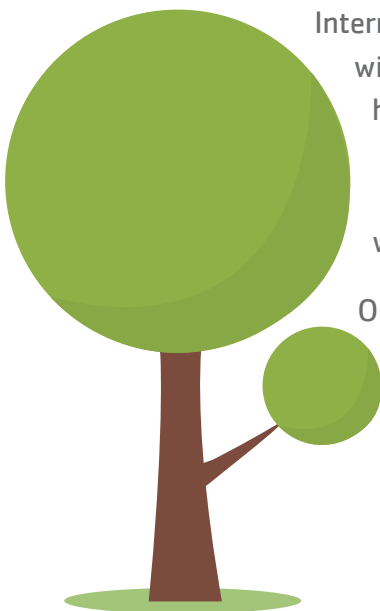


*Grantees were literally building the plane as they flew it.*

Home Learning Packets and Newsletters were developed and made available via internet, pick up, mail or home delivery. After researching virtual learning platforms for preschoolers, Head Start programs slowly moved to virtual learning beginning spring and into fall. This in itself was a challenge as staff needed to be issued technology along with training and technical assistance.

Head Start staff helped families access low cost or free internet services through Comcast Internet Essentials, and provided pre-loaded, user friendly loaner tablets for those without computers and trying to manage virtual school on their phones. Teachers held Tech and Learn sessions for parents, grandparents, and caregivers and one on one trainings were provided to families having challenges with accessing the platforms. Head Start teachers turned their living rooms into virtual classrooms and creatively worked to keep preschoolers engaged in learning.

One teacher took children on a virtual hike; teaching science along the way. Summer programming included virtual field trips to places like the Aquarium, the Zoo, and experiences with Mad Science and Blue Sky Puppets.



In Southeast Baltimore hands on learning is so important because of language barriers. Shakiyah Johnson and Tanya Daniels, the teaching team at the St. Vincent de Paul Fatima Head Start location, worked with their Family Service Coordinator, Jane Arias, to bridge the communication gap. With Ms. Jane's support, they were able to ensure that all their parent meetings and parent teacher conferences always had interpreter support. The teachers also used online translation tools to ensure that their text messages and Dojo communications were accessible to all their families."

Teachers like Nikema Isaac are so committed to making sure that parents have the supplies needed for home activities that she, like Amazon, has been making home deliveries since March.





Great Basin Bristlecone pines are remarkable for being the oldest species on the planet. This strange tree, shaped by the wind, snow, and rain has survived over thousands of years, overseeing the rise and fall of great empires, growing through ice-ages and catastrophic volcanic eruptions. But their ability to survive these harsh environments and adverse growing conditions is exactly their secret to great longevity.

## **“YOU CAN SEE COMPASSION.**

***“We are so very impressed with the way our staff and families have been able to stay connected and keep the health, safety and education of the children a top priority. In the midst of dealing with their own challenges, Head Start staff recognized that the pandemic intensified what our families were already dealing with and right away, committed to bridging the gap doing whatever it took to get them the support and services they needed. We saw the incredible commitment from families to keep their children engaged and learning on the virtual platform”.***

Olutunde Clarke,  
Division Director of Early Childhood Services,  
St. Vincent de Paul of Baltimore.

***“The Baltimore City Head Start Collaborative has demonstrated extraordinary resiliency and adaptability. The Collaborative showed sensitivity to the staff, the parents and the children. It has been a delicate balance, grounded in both compassion and empathy. As we begin to plan to return to in person learning, we will take many lessons from the pandemic into our ongoing work.”***

Tisha Edwards,  
Executive Director-  
Baltimore City Mayor’s  
Office of Children & Family Success







# Nurturing the Nurturers

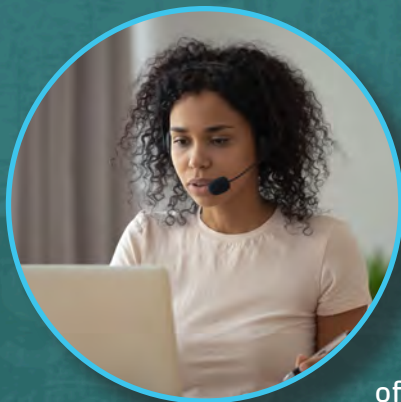
The importance of communication and relationships with staff are critical to navigating turbulent times.

Despite being able to keep Head Start staff employed, Grantees recognized that the toll of the pandemic had a greater impact on some coworkers. Several staff members lost loved ones to the virus. Others struggled with the physical and emotional consequences of the virus. Many have young children at home all-the-while they are working to support Head Start families. Still others whose household depended on two incomes confronted layoffs. One Grantee set up a food pantry just for Associates.



Grantee Employee Engagement efforts became essential with Town Hall Meetings, enhancements to Employee Assistance Programs, opportunities to meet with Mental Health professionals both in group settings and one-on-one sessions, and professional development days focused on Self-Care. Grantees were creative with virtual supportive events such as Motivational Mondays, Soul Day, Vision Boards, Mindfulness, Cooking, Painting, Dance and Yoga.

Opportunities were also extended to Head Start families in an effort to relieve stress and reduce isolation. Workshops such as How to Survive Virtual Learning were offered to parents and caregivers. Head Start staff planned virtual parties with “rooms” in which parents could participate in Ugly Sweater contests, Dance, Sip and Paint, BINGO, Cooking and more.



“During this time, as a program, we recognized that everyone was having their first pandemic experience. With this in mind, it was extremely important for our leadership to understand that in the midst of the pandemic, life was still happening for each of us. This meant we had to extend compassion to our associates and our families. We worked to ensure that everyone was okay and everyone focused on checking in and supporting one another”.

*Tijuanna Huggins, Senior Executive Director,  
Head Start, The Y in Central Maryland*

“During the COVID Crisis, our Head Start and Early Head Start programs have continued to work to help children thrive and become school ready while we support families in ways that are more vital now than ever; providing services for access to basic needs as well as support for families struggling with health issues, employment needs, family care and emotional wellness. At the same time, we have had to find ways to maintain the health and well-being people of the special people who provide all those services under constantly changing and challenging circumstances.

We are grateful for the support of the Office of Head Start, our agencies, and the Collaborative in continuing to enable us to be what we need to be for families and children, our communities, and each other!”

Liza Frye, Administrator  
Head Start and  
Early Head Start Programs /  
Associated Catholic Charities  
of Baltimore



## Many stories will emerge from the pandemic. Here are but two.

A Head Start parent enrolled in St. Vincent de Paul Head Start, and who is an Essential Employee, had to send her children to extended family who were out of state because there was no one to care for them while she worked. During this time Teachers and Family Service Advocates continued to engage with this family to work with the children, parent and caregiving relatives using the virtual platform. They were even able to get the tablet and home learning kits to the children so that they could stay connected and keep moving forward with their classmates. Thankfully, our online connection through the virtual classroom became a key stabilizing factor for the family during this difficult time.

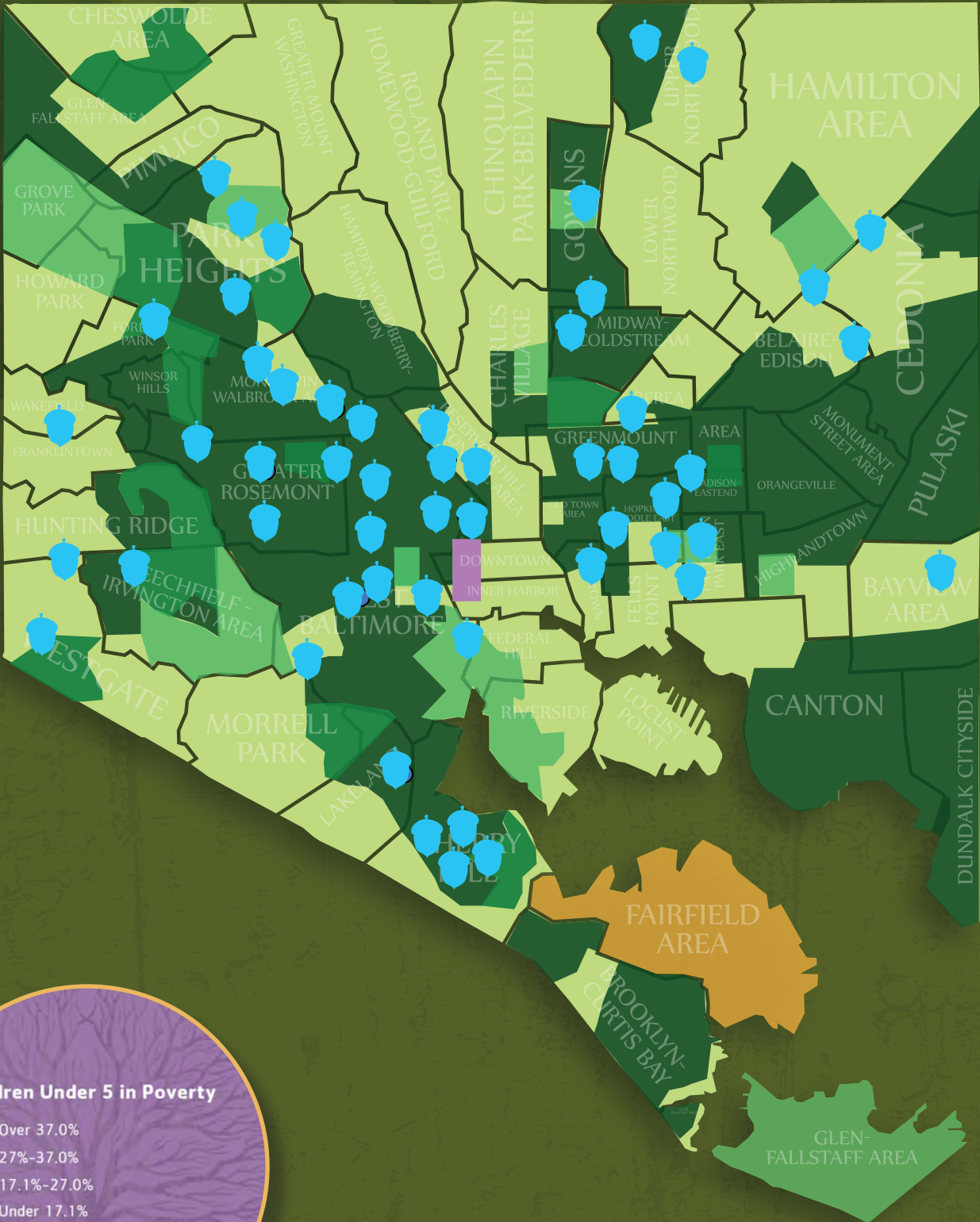


At a Y Head Start program a participating single mother with four children experienced the death of her sister in another state. This mother brought her sister's children, three little girls back to Maryland and now has seven children. The Head Start team adopted this fragile family, providing essentials such as food, clothing and emotional support.



A grove or forest of aspen is one of the largest living organisms on the planet? Aspen trees can make new trees with seeds and with their roots. The roots grow out of the ground and create new trees. The new trees make more roots that travel farther and create new aspen trees. Eventually, whole forests of aspen trees may grow from one aspen tree. All the trees may be connected by their roots. Even though it looks like many different trees, they may be all one organism.

# 60 Head Start and Early Head Start Locations throughout Baltimore City, 160 Classrooms, 32 of which are located in Baltimore City Public Schools



### Children Under 5 in Poverty

- Over 37.0%
- 27%-37.0%
- 17.1%-27.0%
- Under 17.1%
- No Population age 0-4 reported
- No Data or Data Suppressed

Like the branches  
on a tree...

we may grow  
in different  
directions,  
but our roots  
remain as one.



# Enrollment/Demographics/Eligibility

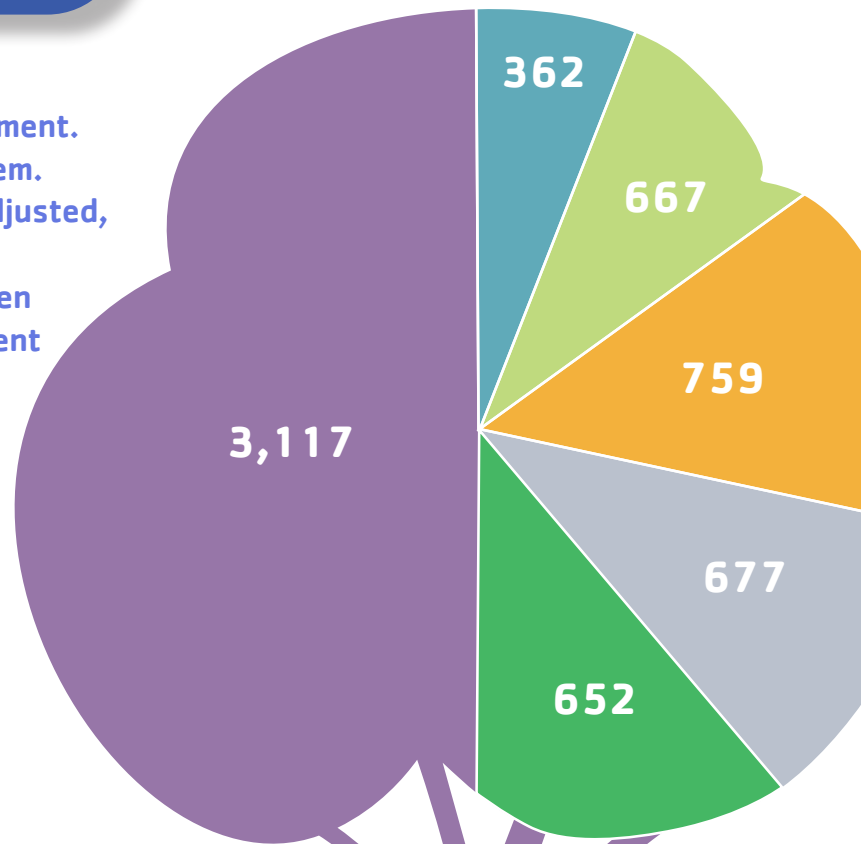
Baltimore City Head Start is funded to serve 3,117 children. Cumulatively, over the course of the 2019-2020 Program Year, 3,619 children and their families received Head Start services.

## Enrollment

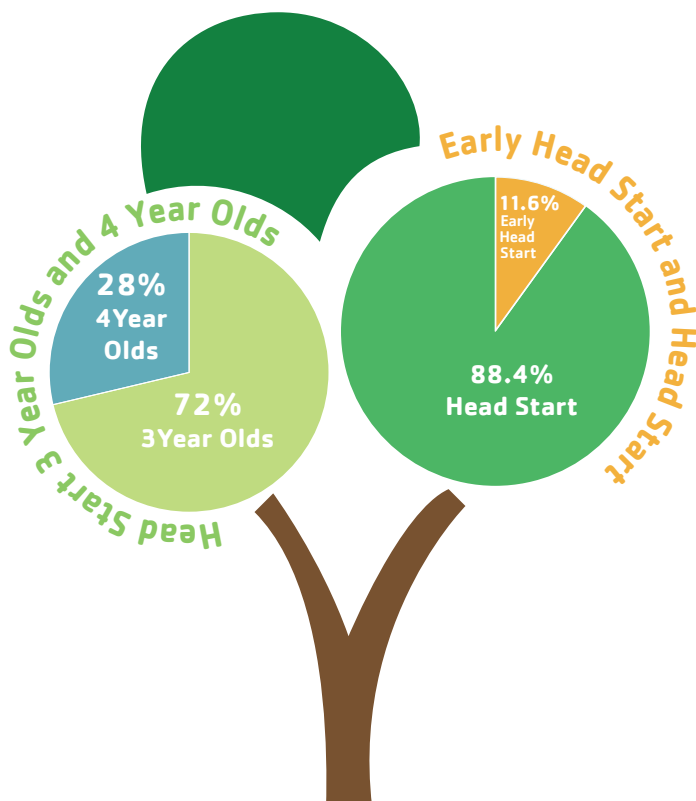
Funded Enrollment 3,117  
 Cumulative Enrollment 3,619

Selection Criteria ensures that the neediest children and families receive priority of enrollment. Applications are evaluated using a point system. This instrument is reviewed and if need be, adjusted, annually by each Grantees Policy Council. The Office of Head Start mandates that children from some categories are guaranteed placement including, foster care and homeless children.

## Total Funded Enrollment for Baltimore City Early Head Start and Head Start



- Maryland Family Network
- Catholic Charities
- Baltimore City HS
- Saint Vincent de Paul
- The Y in Central Maryland

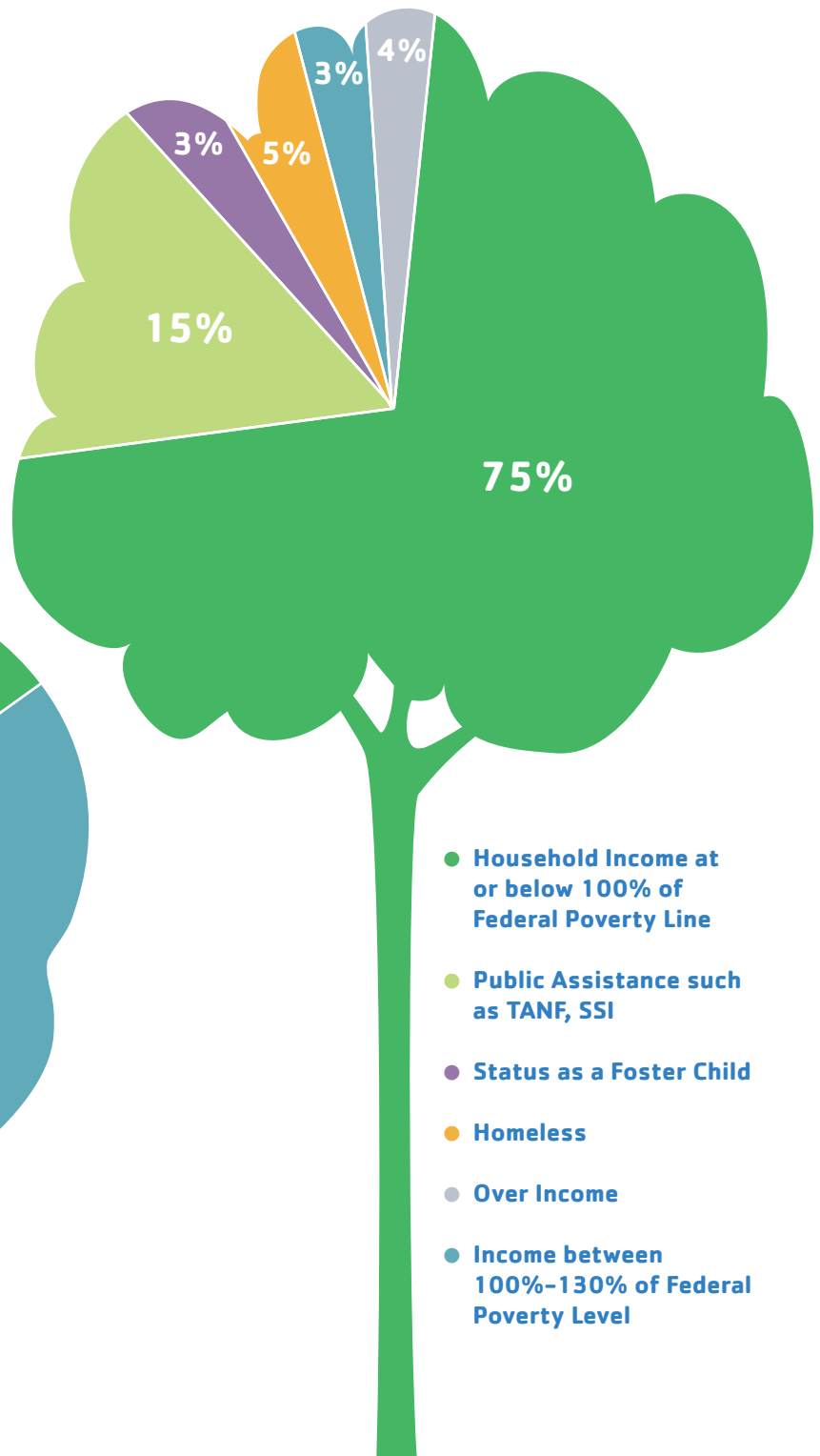




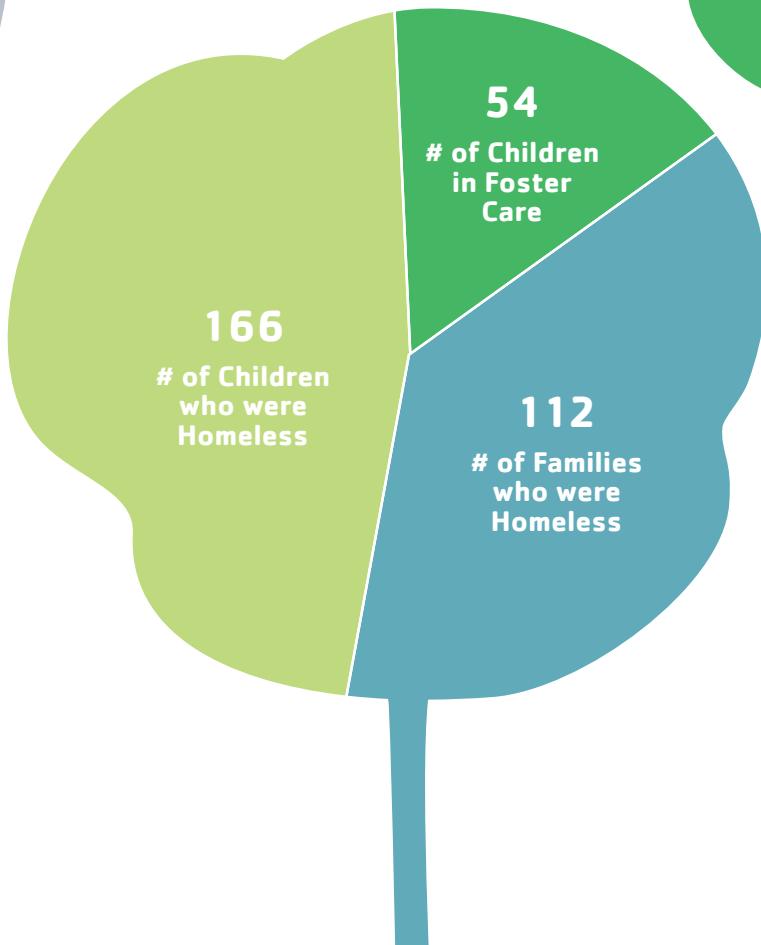
Racial/Ethnic Composition	
Hispanic	9%
Asian	0%
Black	79%
White	2%
Bi-Racial	10%

## Eligibility at Enrollment

The graphics demonstrate Head Start's commitment to reaching the neediest populations in our service area during program year 2019-2020.



## Foster Care And Homeless



- Household Income at or below 100% of Federal Poverty Line
- Public Assistance such as TANF, SSI
- Status as a Foster Child
- Homeless
- Over Income
- Income between 100%-130% of Federal Poverty Level

**The goal of Head Start is to ensure that children enter school healthy and ready to learn. Head Start programs support children's growth in a positive learning environment through a variety of services, which include:**

### **Early Learning and Development**

Children enrolled in Head Start participate in developmental and social-emotional screening within 45 days of enrollment. This data is used to help teaching staff individualize learning and determine necessary resources to ensure success. If needed, interventions and additional screenings are set up with partner agencies.

Head Start follows research-based curriculums that provide teachers with guided lesson formats. This approach supports individualized learning as well as opportunities to scaffold activities that help foster each child's educational needs. Assessments are conducted three times each year to monitor children's school readiness progress. In concert with Baltimore City Public Schools Pre-K, the Baltimore City Head Start Grantees measure 43 Skills, Knowledge, and Behaviors (SKB's) to monitor progress in all developmental areas. Assessment information is shared with parents as well as home strategies to support school readiness.

### **Health and Mental Health**

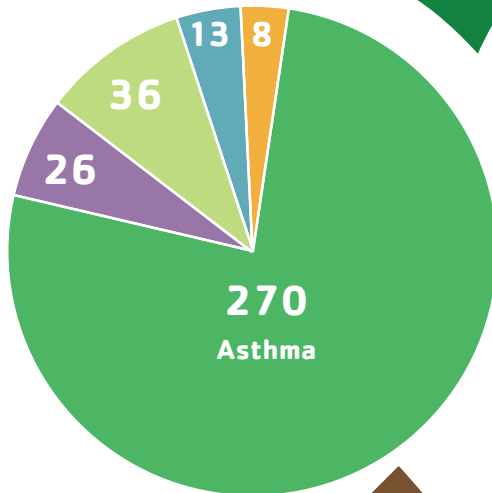
Health and physical development are crucial for early learning. Head Start programs provide safe and healthy learning experiences indoors and outdoors. All children receive health screenings and nutritious meals, and programs connect families with medical, dental, and mental health services to ensure children are receiving the care and attention they need. Children receive support for building resiliency to cope with possible adverse effects of trauma. Families also receive mental health consultation focused on each child's needs.

<b>Health</b>	<b>Head Start</b>	<b>Early Head Start</b>
<b>Health Insurance at End of Enrollment</b>	<b>95%</b>	<b>72%</b>
<b>Ongoing Source of Health Care</b>	<b>98.75</b>	<b>66.5%</b>
<b>Up to Date on Preventative and Primary Medicine</b>	<b>68%</b>	<b>65%</b>
<b>Children with a Health Condition Receiving Treatment</b>	<b>96.25%</b>	<b>100%</b>
<b>Up to Date Immunization</b>	<b>84.50%</b>	<b>74%</b>
<b>Ongoing Dental Care</b>	<b>93.25%</b>	<b>88%</b>

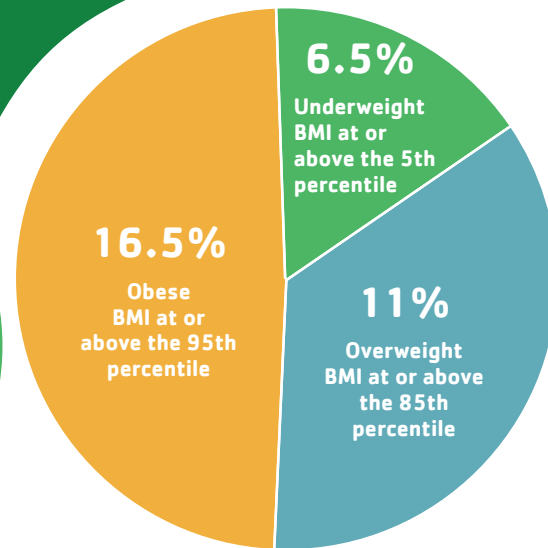


## Children with Chronic Health Conditions

- Vision
- Hearing
- High Lead
- Anemia



## Underweight / Overweight



Experiencing traumatic things as a child puts you at risk for lifelong health effects. There is an established link between adverse childhood experiences, or ACEs and negative health and behavior outcomes later in life. Abuse, Neglect, and Household Dysfunction are the three categories of ACE. Many Head Start children experience Adverse Early Childhood Experiences. Knowledge about ACEs can help early learning professionals better understand parent's and children's behaviors. This is especially important because interventions are the most impactful with young children. Given this reality, Head Start Grantees developed and organized Professional Development opportunities for staff to better understand and respond to some of the challenging behaviors exhibited by children and parents in the most challenged communities. Grantees contract with Mental Health consultants to provide one on one support to children and refer parents when necessary to outside therapists.

## Disabilities

Nearly half of the children with disabilities in Head Start Head are diagnosed after they enroll in the program. This usually occurs through screening or the ongoing assessment and referral process. Head Start staff work with parents to ensure they understand their right to obtain an evaluation, the benefit of receiving services as early as possible, and their ability to participate in decisions about their children including where services should be delivered.



Engaging parents early on and empowering them to advocate for their child's services is imperative to obtaining services during Head Start and as the child transitions to kindergarten and beyond.

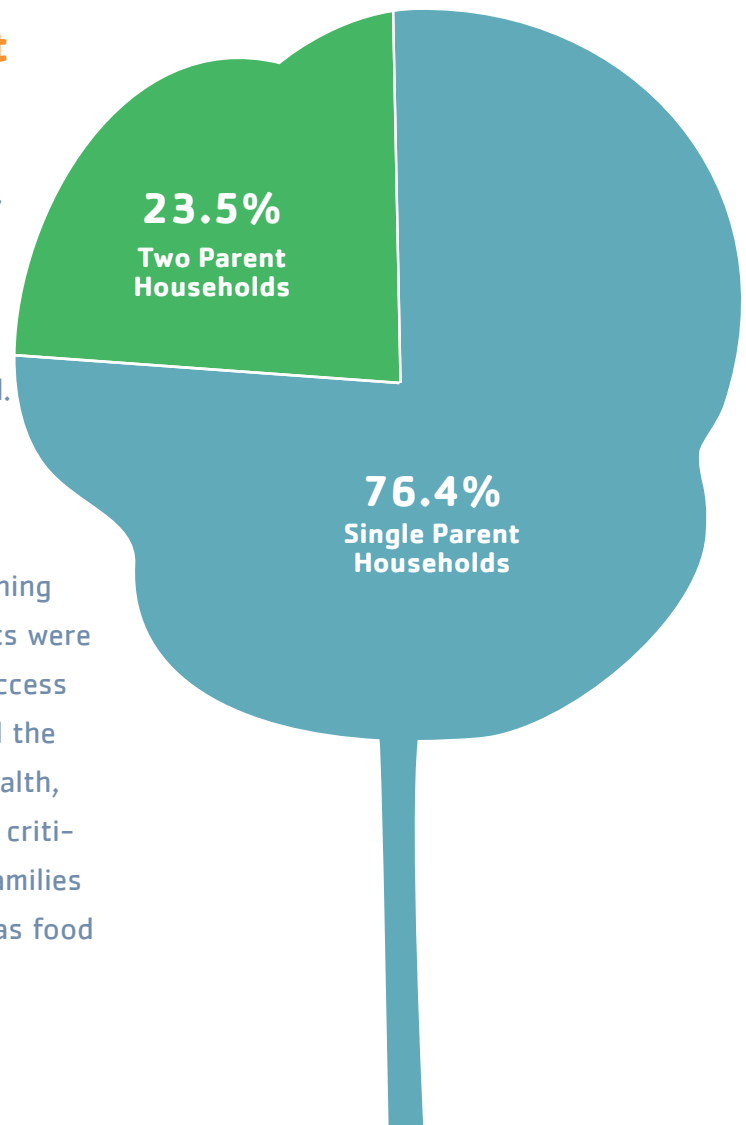
Head Start Children with Disabilities	Individual Education Plan	Individual Family Service Plan	Speech/ Language	Autism	WCD
	188	99	131	3	101

## Households

### Family and Community Engagement

Parents and families are offered program services to support family well-being and to achieve family goals, such as housing stability, continued education, and financial security. Head Start programs support and strengthen parent-child relationships and engage families in the learning and development of their child.

3,331 families were served during the 2019-2020 Program Year. The majority of our families are single parents; most of whom are working and/or in job training programs. In the beginning of the school year, parents were working with Family Advocates to determine needs, access resources, and set goals. As the year progressed and the pandemic unfolded, needs and priorities changed. Health, Mental Health and Emergency Assistance surfaced as critical needs. Family Advocates worked to ensure that families stayed connected and had necessary resources such as food and housing.



Be like a tree.

Stay grounded.

Connect with your roots.

Turn over a new leaf.

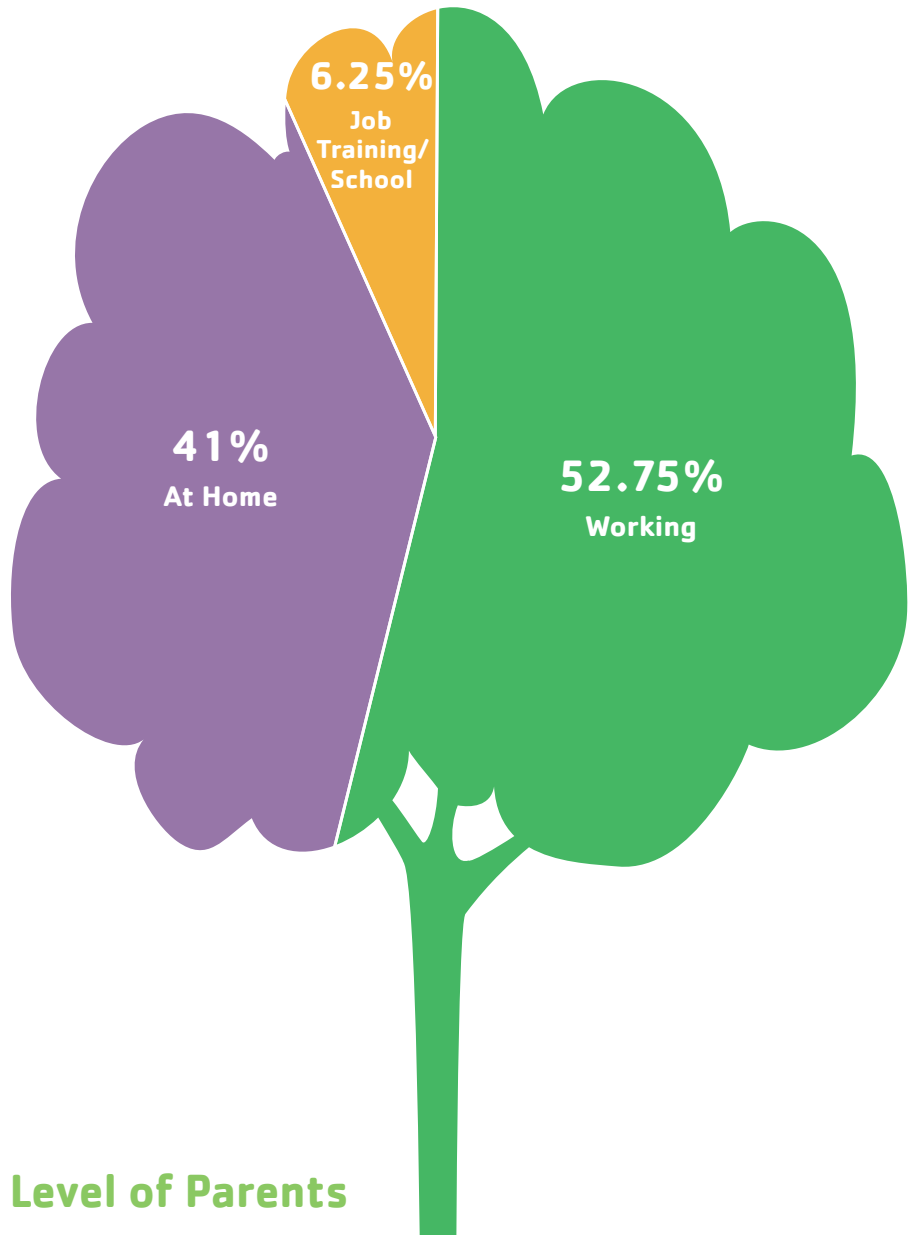
Bend before you break.

Enjoy your unique natural beauty.

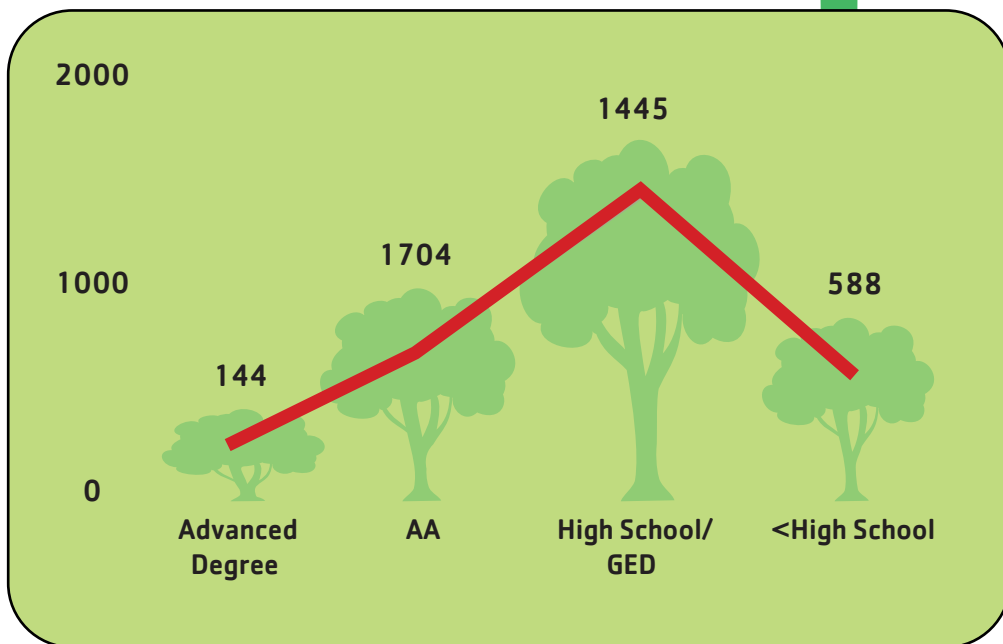
Keep growing.



## Parent Activity



## Educational Level of Parents



# Progress to Date: Goals and Outcomes

## Program Goal 1: Education

The Baltimore City Early/Head Start Collaboration will increase the number of children who are on target to enter school, ready to learn, and to ensure that all the children are on the path to kindergarten readiness and beyond.

### Objective 1:

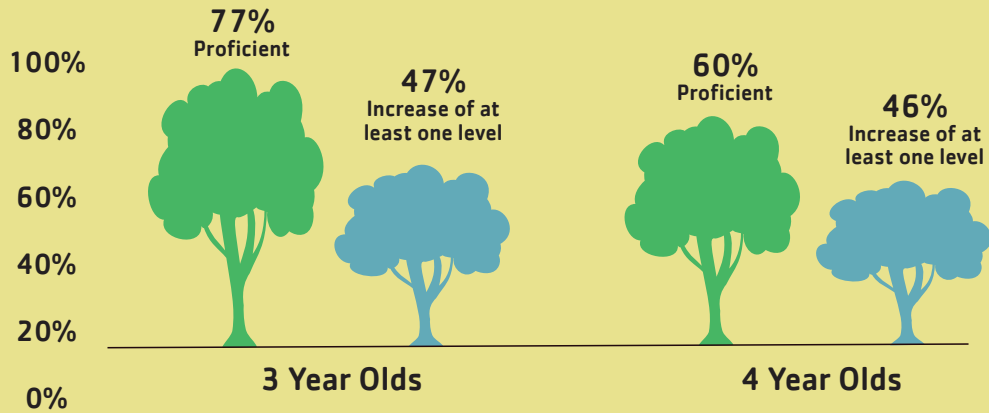
**100% of Early/Head Start children who are enrolled in the program for at least 2 checkpoint periods will show proficiency, or an increase of at least 1 level, in targeted domain areas**



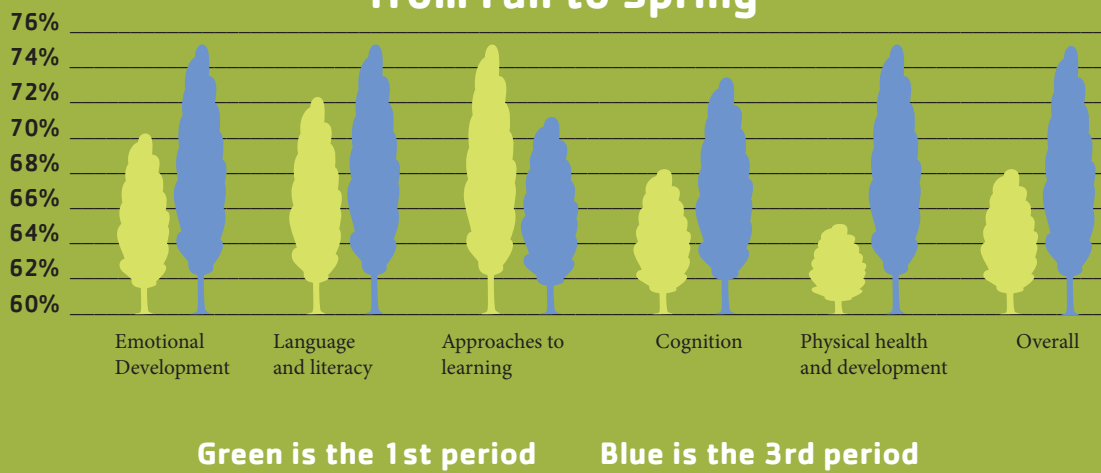


# Outcome

## Head Start Growth In Targeted Domains from Fall to Winter



## School Readiness Gains in Early Head Start from Fall to Spring



## Objective 2:

**The Baltimore City Early/Head Start Collaboration Spring ELA data for 4 Year Old's will meet or exceed the previous year's scores in each of the 5 Head Start Domains.**



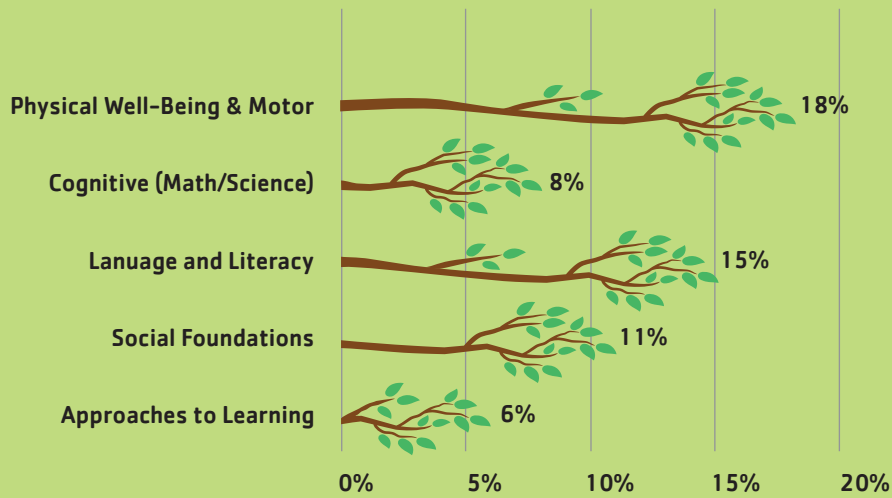
**Data from Year 1 will serve as a baseline for future measurement**



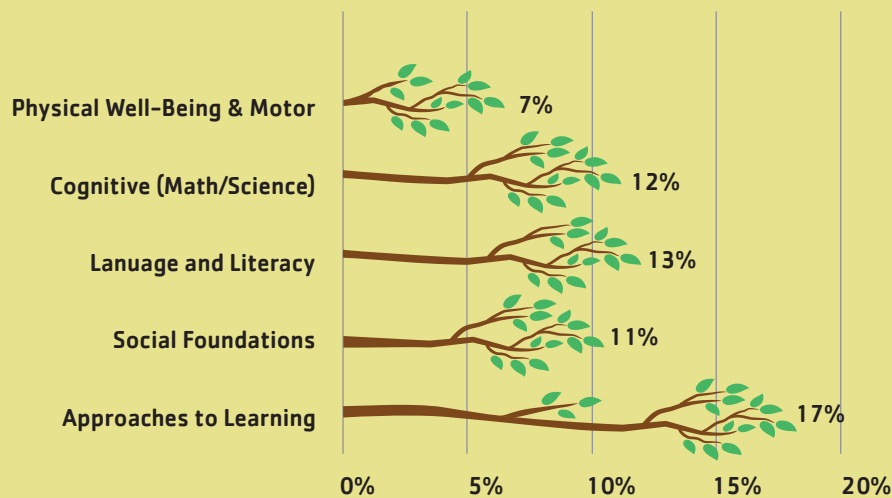
# Outcomes for Head Start Fall and Winter Assessments

(Spring Assessments could not be conducted due to COVID)

## Head Start School Readiness Gains for 4 Year Olds over 2 periods



## Head Start School Readiness Gains for 3 Year Olds over 2 periods



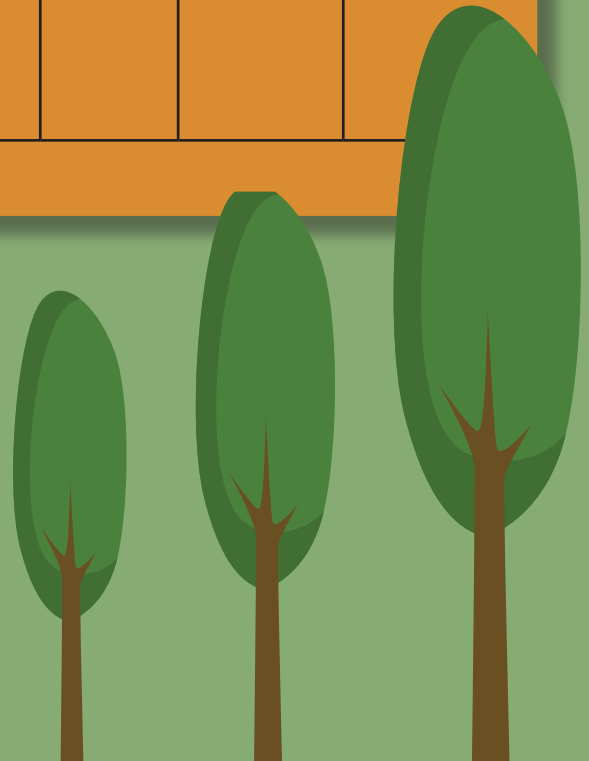
# Head Start Summer 2020

The Summer of 2020 was like none another. Despite multiple challenges, including very limited tech support, Head Start provided a virtual learning program for 514 children.

The daily attendance for the 7-week Summer Head Start programs averaged 32.87%.

- ◆ Home Learning Kits were distributed to 514 children. Teachers, working from home, used virtual platforms to engage children and parents in fun, educational activities designed to support school readiness.
- ◆ Virtual Field Trips took preschoolers and their families to locations such as The Maryland Science Center, The National Aquarium, Oregon Ridge, and presented special guests such as Blue Sky Puppets.
- ◆ Movement activities provided yoga, and creative dance.

Total Children Served	# Hours per Day	Total # of Days	Curriculum Used	Digital Platform	Participation Rate	Total Families Served
514	Avg. 6 hrs.	4-5 days per week; 7 weeks	<p>Frog Street Curriculum, Creative Curriculum for Preschool</p> <p>The Peep the Explorer preschool science curriculum; Zula International ; Little Builders (Engineering Program); *MUREP STEM &amp; Aerospace Program</p> <p>Virtual field trips to the Maryland Aquarium, Oregon Ridge Theatre, and Maryland Science Center, Music w/ Miriam, and Abrakadoodle, Creative Dance, Yoga, Mad Science, Blue Sky Puppets, All That Drama</p>	Zoom & Class Dojo	32.87%	514



## Objective 3a:

100% of Head Start Grantees will meet or exceed the National Classroom Assessment Scoring System (CLASS) average in the 3 major domains, with 75% of classrooms meeting or exceeding the national average by Year 4, and 100% of classrooms meeting or exceeding the national average by Year 5.

CLASS is an observation instrument that assesses the quality of teacher - child interactions in center-based preschool classrooms.

## Outcome

Head Start CLASS Scores	Emotional Support	Classroom Organization	Instructional Support
Baltimore City Head Start Collaborative Average	5.93	5.39	3.05
2019-2020 National Averages of all Head Start programs	6.05	5.8	2.94
2019-2020 Lowest 10% of all Head Start programs	5.67	5.31	2.38

## Objective 3b:

By Year 5, all Early Head Start programs will score no less than 6.00 on the Infant Toddler Environment Rating Scale (ITERS)

The ITERS is a classroom assessment tool that is designed to measure the quality of group programs for infants and toddlers by collecting data through classroom observations and a staff interview.



## Outcome

All Early Head Start programs scored at least a 6 on the ITERS.

# Program Goal 2: Family & Community Partnership & Health

The Baltimore City Early/Head Start Collaboration will ensure that families are connected in ways that support Family Life Practices, Self-Sufficiency, Support for Families, and Support for Children

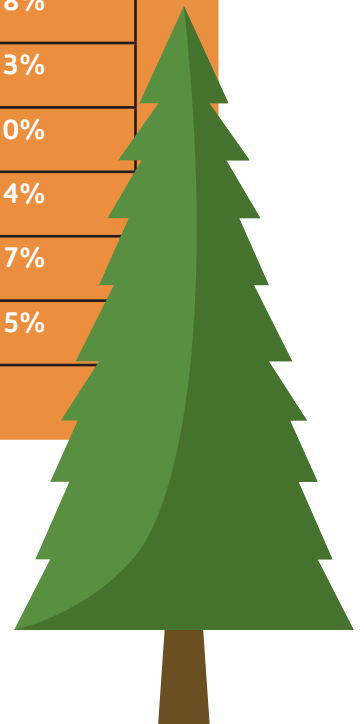
## Objective 1:

**90% of families that request a referral or service in identified areas will receive the service within the program year by Year 4**

## Outcome

**(some services were not available due to COVID)**

Emergency/crisis intervention such as meeting immediate needs for food, clothing or shelter	95.25%
Housing assistances such as subsidies, utilities, repairs, etc.	47%
Mental health services	71%
English as a Second Language ESL training	45%
Adult education such as GED programs and college selection	38%
Job training	43%
Domestic violence services	40%
Health education	54%
Parenting education	77%
Asset building services	65%

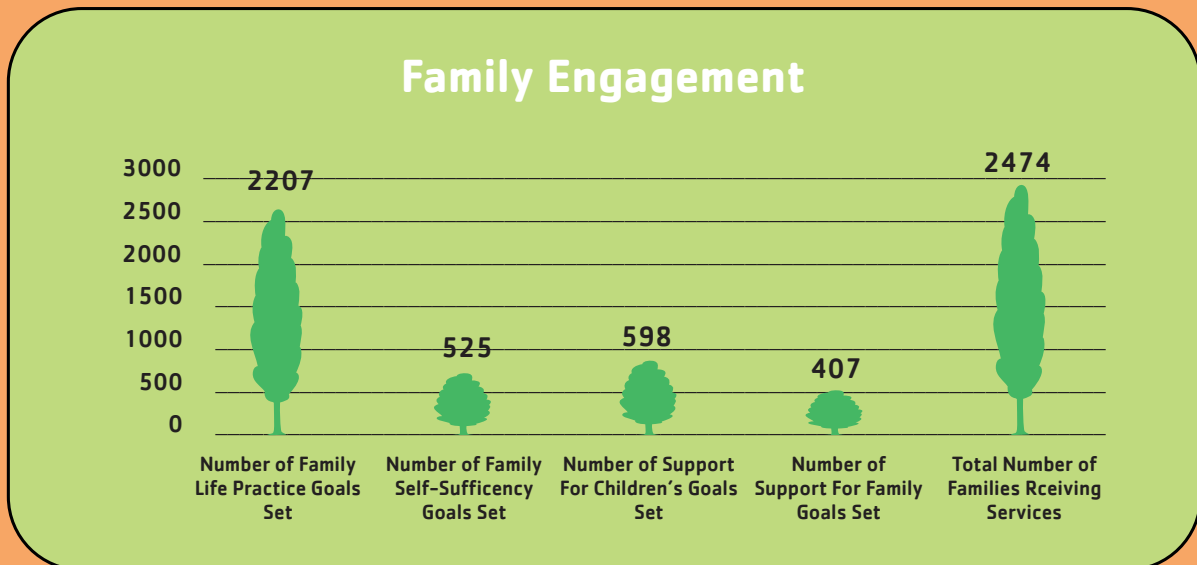


## Objective 2:

100% of families that want to set a goal will set at least 1 goal and be identified as “Complete,” or “Expected to Achieve,” within the program year.



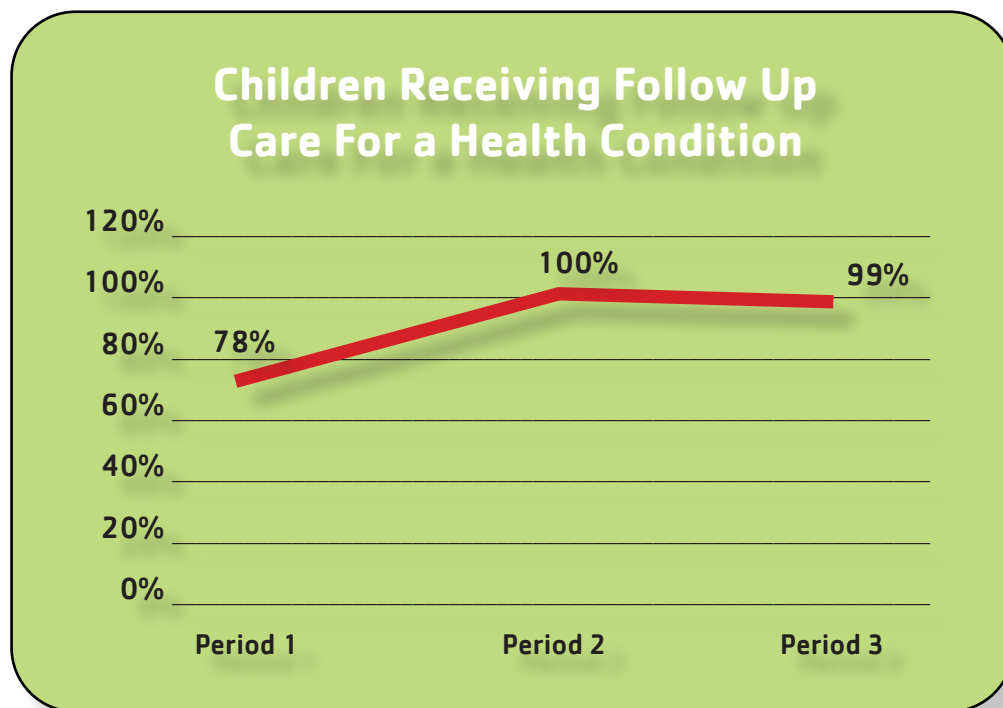
## Outcome



## Objective 3:

100% of children identified as needing follow-up treatment for a health condition will receive follow-up services within the program year.

## Outcome





# Community Engagement

We sincerely thank and acknowledge the valuable contributions made by our partners through resources, services and in-kind donations.

- Annie E Casey Foundation
- B'More for Healthy Babies
- Baltimore City Community College
- Baltimore City Early Childhood Advisory
- Baltimore City Health Department
- Baltimore City Public Schools
- Baltimore Education Research (BERC)
- Baltimore's Promise
- Behavioral Health Systems of Baltimore
- Center for Urban Families • Kennedy Krieger Institute
- Cristo Rey
- Grade Level Reading Campaign
- Harry and Jeanette Weinberg Foundation
- Hearing and Speech Agency
- Irvine Nature Center
- Johns Hopkins University
- Judy Center
- Living Classrooms Foundation
- Loyola University
- Maryland Science Center
- Maryland State Department of Education
- Maryland Therapy Network
- Mayor's Office of Human Services Community Action Partnership
- Notre Dame of Maryland University
- PNC Bank
- Raising a Reader
- Read for Health
- Summer Funding Collaboration
- Towson University
- UMBC
- United Way
- University of Maryland School of Nursing
- Wright Family Foundation



# Current and Future Initiatives

Nonprofit organizational resilience is the ability to respond effectively to change and adapt successfully to new and unforeseen circumstances while staying true to mission

Today and in the future, there is one thing we can be sure of; disruption, uncertainty, and change. The COVID 19 pandemic challenged Baltimore City Head Start to pivot from traditional service delivery models to find new ways to engage with children and parents, to nurture and support staff, and strengthen collaborative relationships. Key takeaways include:

**The Mental Health needs of children, families, and staff are critical and must be addressed in a comprehensive manner.**

- o Children living in families and communities with significant Adverse Early Childhood Experiences (ACES) will require even more support as we emerge from the pandemic and return to classrooms. Head Start programs will need to modify goals and redirect funds to ensure that Mental Health needs are being addressed.
- o Parents who have been isolated and living with the uncertainty of the health consequences of the virus will need the encouragement of the Head Start teams to send their children back to programs. Head Start will need to hear and address parent concerns to gain their confidence.
- o Head Start staff will need the assurance of their Grantees that protocols are in place to ensure that they are returning to healthy environments. Grantees will be required to demonstrate that they really do care about staff health and well-being through listening sessions, training, and personal and professional resources such as Trauma Informed Care.

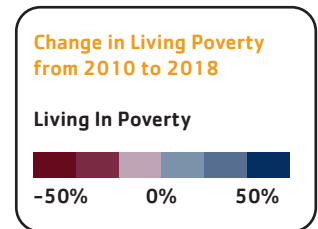
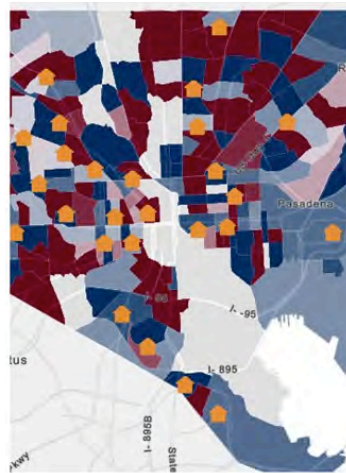
**The Baltimore City Head Start Collaboration realized its strength during the pandemic. Grantees met on a regular basis to learn from each other, problem solve, respond in a cohesive manner, and support one another.**



**The 2019–2020 Community Needs Assessment conducted by Heartlands documents that communities are changing in Baltimore City. And, while the impact of the pandemic cannot yet be statistically measured for Baltimore, early indicators require Head Start Grantees to address emerging issues:**

- Increase in Poverty**

From 2018 to 2019, the poverty rate across the U.S., including within the city of Baltimore, decreased. However, due to the COVID-19 pandemic the poverty rates in 2020 and 2021 are estimated to increase a substantial amount. According to a study done at Columbia University’s Center on Poverty & Social Policy, poverty hit a pandemic-era high at 17.3% in the U.S. as a whole, significantly higher than the poverty rate the year previous (12.3%).



**Increase in Poverty**

Source: <https://static1.squarespace.com/static/5743308460b5e922a25a6dc7/t/5f87c59e4cd0011fabd38973/1602733471158/COVID-Projecting-Poverty-Monthly-CPSP-2020.pdf>

- Unemployment**

The unemployment rate peaked at an unprecedented level in April 2020 at 14.8% across the U.S. The unemployment rate has now almost doubled from 2019 due to the impact of the COVID-19 pandemic on the workforce.

**Unemployment**

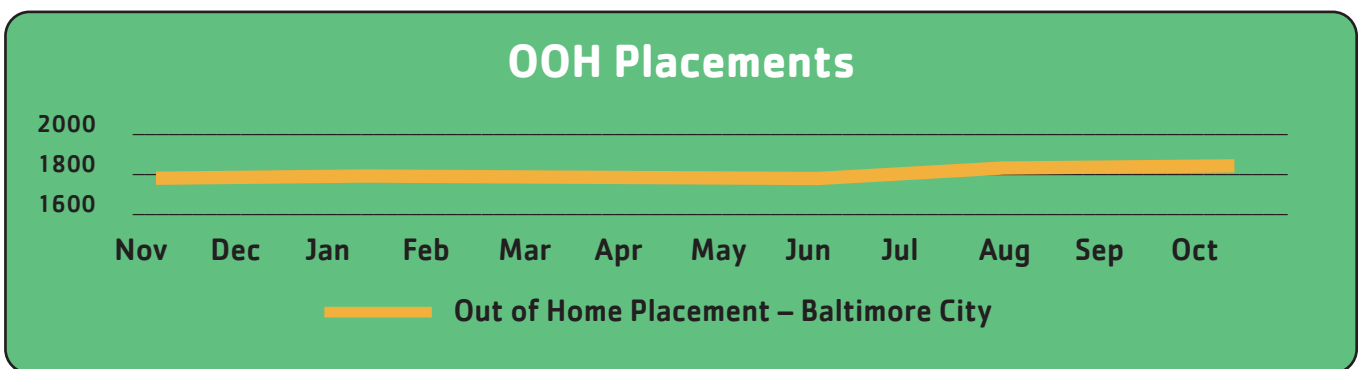
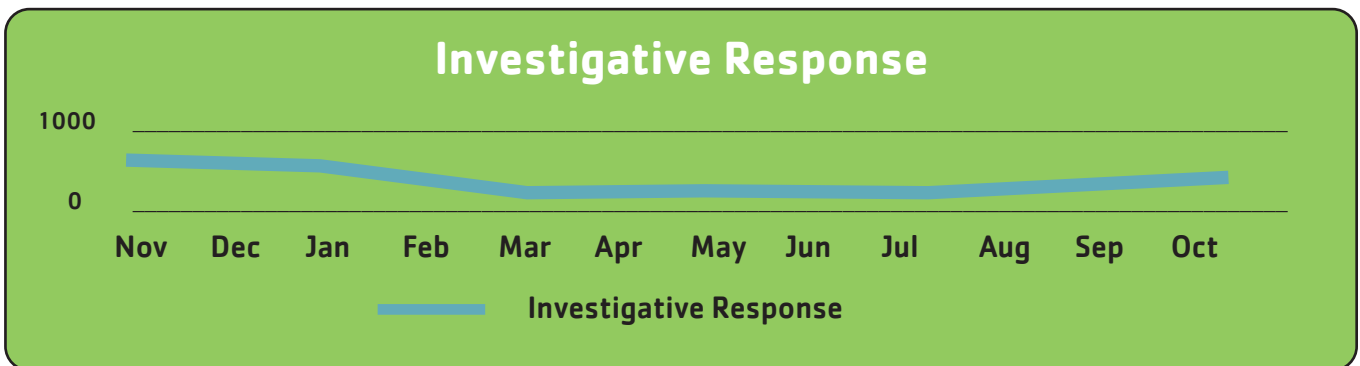
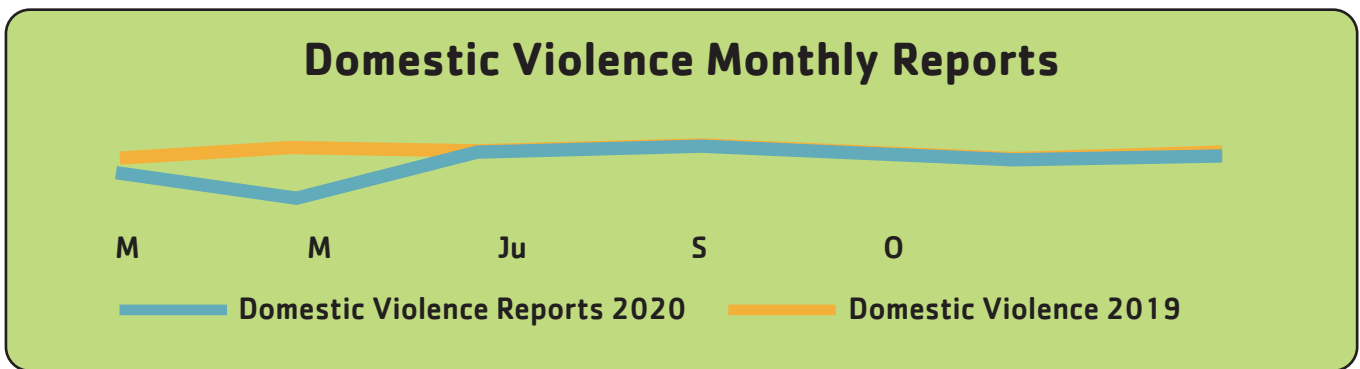
Source: Unemployment Rates During the COVID-19 Pandemic: In Brief, Congressional Research Service. January 12, 2021. <https://fas.org/sgp/crs/misc/R46554.pdf>  
 Economic Research Federal Reserve Bank of St. Louis. Unemployment Rate.

**Unemployment**

Area	Labor Force	Unemployment Nov. 2019	Unemployment Nov. 2020	Change
Baltimore City	299,106	4.6%	8.5%	+3.9%
Baltimore County	466,605	3.3%	6.3%	+3.0%
Maryland	3,292,061	3.2%	6.6%	+3.4%
United States	165,431,597	3.3%	6.7%	+3.4%

- Domestic Violence, Child Abuse, Foster Care**

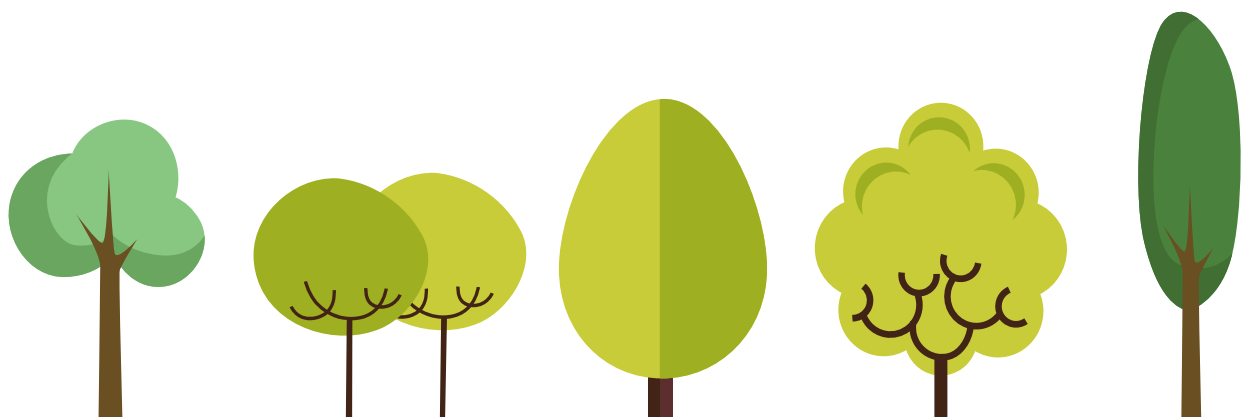
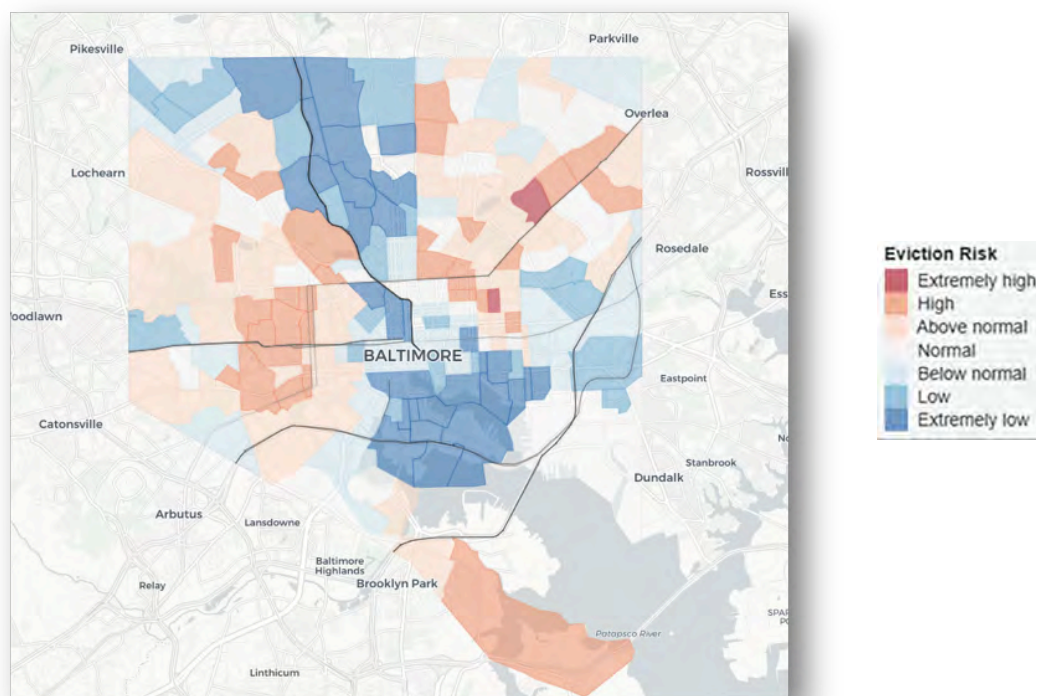
The rate of child abuse is just beginning to reflect the impact of the isolation and stress caused by the pandemic. According to MD Child Welfare Services data, the number of child maltreatment reports was lower than in prior years, particularly for the time period between March, 2020 and July, 2020 when offices were closed and reporting was delayed. However, when compared month to month, similar to domestic violence cases, rates of child abuse and correspondingly rates of foster care placement (out of home placements -OOH) are increasing. As shown in the following charts, the rates of investigative response reports and the rates of OOH are on the rise.



- **Homelessness**

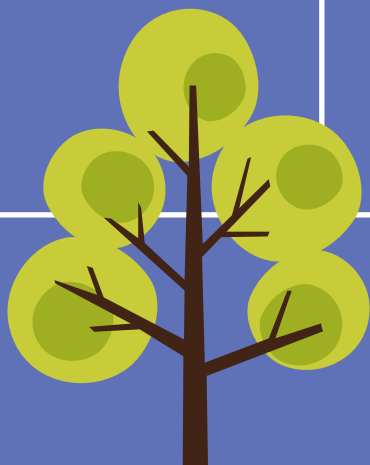
The eviction rate for Baltimore is higher than national rates. A recent study noted that 46% more female-headed households were removed from their homes as compared to male-headed households. This is significant for Head Start programs due to the large number of single-female headed families enrolled. Additionally, the eviction rate is higher among Black / African Americans at 4,775, compared to 1,614 evictions of whites .

Baltimore Eviction Risk Map. <https://evictions.study/maryland/maps/baltimore.html>  
Baltimore Evictions Study. June 2020. <https://evictions.study/maryland/report/baltimore.html#:~:text=The%20overall%20eviction%20rate%20for,national%20eviction%20rate%20of%202.3%25.&text=Female%20headed%20households%20were%20evicted,or%2046%25%20more%20than%20men>



# Adverse Early Childhood Experiences of Baltimore City Children

Adverse Early Childhood Experience	Geography Year	Statistic	
		Population Prevalance	% of Baltimore City Head Start Children
Economic Hardship	Baltimore City 2018	22% of all children in poverty 52% of all children live below 200% of poverty	100% of children 166 children were Homeless
Parental Divorce/ Separation	Baltimore City 2019	63% of children live in single parent household	76% of children live Single-Parent Households
Incarcerated Household Member	Maryland 2017	3% of children in Maryland had an incarcerated parent	<1%
Mentally Ill Household Member	Maryland 2020	16.9% of adults experience Mental Illness	42 parents received Mental Health Services
Substance Abuse Household Member	Baltimore City 2018	888 Drug and Alcohol related deaths	59 families received Substance Abuse Services
Child Maltreatment	Baltimore City 2019	1,213 children have alternative response findings 2,938 children have investigative response findings	76 children were involved with Protective Services 54 children were placed in Foster Care



The Baltimore City Head Start Collaboration, in partnership with its Stakeholders, is challenged to respond to the issues and opportunities that presented this past year. 2020 was a galvanizing year in terms of a recommitment to our mission. We are clear eyed about our vision all-the-while realizing that how we accomplish our goals will change. We have the responsibility and the resources to effectively address the changes in our community, our children and families.

Some of the questions that we will tackle include:

1. What can the program do to create connections among families, staff, and the community that will reduce isolation and mediate the collective trauma that is currently being experienced by staff, families, and the community?
2. Are there new screenings or assessments we should be utilizing to address trauma? How might we further adjust program policies to be trauma-sensitive?
3. How can the program grow and flex to address the changing needs of families as well as the broader impacts of inequality that were revealed as a result of the pandemic?

**“Be clear about your North Star,  
and how you are going to use that to guide you through tough decisions”  
Philip Kilbridge**

In addition to these realities, Head Start is planning for a safe and healthy return to classrooms. Grantees are in discussion with State and City Governments, Licensing Agencies, Baltimore City Schools, Advisory and Policy Councils, and Parents as we look to transition from the virtual platform back into centers. We are listening and learning what will make parents and staff comfortable with returning. We are educating ourselves and our families; studying the science, developing protocols and procedures, purchasing protective equipment and cleaning supplies.

“At their best, resilient nonprofits respond to disruptions as tipping points, rather than tragedies, finding new opportunities to learn, grow, evolve, and ultimately, better serve their communities.”

*–Diana Scearce with June Wang*

Source: [Resilience at Work . How Nonprofits Adapt to Disruption. April 2020](#)



# BALTIMORE CITY HEAD START COLLABORATION

## Vision for Children

Every child who is low income in Baltimore and is eligible for Head Start services will receive comprehensive early child development and education services as well as family support so that he or she will enter school prepared to succeed.



## Vision for the Collaborative

Baltimore City's Head Start Grantees work together to assure a coordinated, comprehensive, citywide approach of Head Start services to ensure the consistent delivery of high quality birth-to-five services in Baltimore City.



## 0-3 Years

- Maryland Family Network/ Early Head Start
- B'More for Healthy Babies



## 3-4 Years

- Catholic Charities
- Baltimore City Mayor's Office of Children and Family Success
- Baltimore City Head Start
- St. Vincent de Paul
- Y in Central Maryland



## PreK & K

- Baltimore City Public Schools



## Head Start

Y in Central Maryland  
**410-400-1091**  
Contact: Tijuanna Huggins

Baltimore City Mayor's Office  
of Children and Family Success  
Baltimore City Head Start  
**443-413-5549**  
Contact: Shannon Burroughs-Campbell

Catholic Charities  
**667-600-3783**  
Contact: Erica Knox

St. Vincent De Paul  
**410-685-7288**  
Contact: Olutunde Clarke

## Early Head Start

Maryland Family Network  
**410-659-7701 ext 132**  
Contact: Faith Miller

