

2016 Report to the Community



**BALTIMORE'S
PROMISE**

Every Child. Infinite Possibilities.



Babies Are Born Healthy

PAGE 14



Children Enter Kindergarten Ready to Succeed in School

PAGE 22



Children and Youth Achieve at Grade Level in School

PAGE 28



Youth Graduate from High School Prepared for the Next Step without Remediation

PAGE 38



Youth Earn Quality Post-Secondary Credential or Receive Training and are Career Ready

PAGE 46



Data Analysis & Evaluation PAGE 56

Next Steps PAGE 57

Scorecard PAGE 58

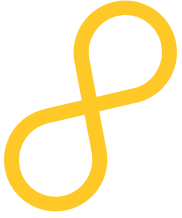
Data Sources, Definitions, and References PAGE 65



BALTIMORE'S PROMISE



BALTIMORE'S PROMISE is a collaborative, dedicated to improving outcomes for Baltimore City's youth. We are unique – a unified effort led by a group of dedicated leaders from the private, philanthropic, nonprofit, higher education, business, and government sectors focused on building a culture of shared accountability and collaboration across Baltimore City. Our organizers envision a city where all children and youth enter early adulthood healthy, educated, and well-equipped to lead productive lives and careers. Baltimore's Promise is committed to helping the city's children succeed from cradle to career by coordinating, informing, and guiding the efforts of a diverse group of individuals and entities all focused on helping Baltimore's young people fulfill their great potential.



A Call for Action

BALTIMORE IS A VIBRANT CITY, home to more than 600,000 people who want and need their city to be the best possible place to raise healthy, well-prepared children. Importantly, Baltimore is also home to scores of community leaders who are committed to our city and eager to be part of a transformational solution that benefits all children and young people.

Like many American cities, Baltimore has experienced a daunting combination of challenges during the past several decades, including population decline, deterioration of the economic base, loss of corporate headquarters, as well as high rates of poverty and crime. The challenges facing Baltimore's residents impact our children, who experience multiple threats to their health and well-being that severely constrain their opportunities and potential.

In the fall of 2012, foundation and business leaders throughout Baltimore began a new discussion around the idea of working together on behalf of our city's children. The discussion focused on innovative ways the community could come together to support children's health and education from birth through the time when they are college- or career-ready. This broad cradle-to-career focus is similar in intent to many collective impact strategies in cities across the United States. The scope of this effort is substantial.

Today, more than 250 stakeholders — including the school district, higher education institutions, foundations, businesses, nonprofits, and community and faith leaders — are engaged to build a broad basis of support for our commitment to work together to benefit our children. This engagement led to the creation of Baltimore's Promise, a collaborative dedicated to improving outcomes for Baltimore's youth.

Baltimore's Promise Operations Committee

The publication of the 2016 Report to the Community was supported by the Baltimore's Promise Operations Committee which includes:

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Baltimore City Health Department

Adar Ayira

Program Manager,
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President & CEO, Goldseker Foundation

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Hilary Roxe

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President, Johns Hopkins University

Brian Sturdivant

Director of Strategic Initiatives
and Community Partnerships,
Office of Community Engagement,
University of Maryland-Baltimore

Board of Directors

The commitment of a diverse leadership group serving as Baltimore's Promise's Board of Directors makes this effort unique. The Board of Directors includes:

Franklyn D. Baker

President & CEO, United Way of Central Maryland

Diane Bell-McKoy

CEO, Associated Black Charities

Michael Cryor

Chair, One Baltimore

Ronald Daniels

President, Johns Hopkins University

Robert Embry

President & CEO, Abell Foundation

Donald C. Fry

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Matthew Gallagher

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*** Patrick McCarthy**

President & CEO, The Annie E. Casey Foundation

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Secretary, Maryland Department of Health & Mental Hygiene

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Baltimore's Promise Staff

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Baltimore's Promise was created to serve as a backbone organization, independent and solely dedicated to guiding this work. Specifically, the mission of Baltimore's Promise is to coordinate strategy, identify quality programs, support alignment activities, establish shared measures for meaningful results, build public will, and advance policy on behalf of Baltimore City's youth.

Snapshot

Baltimore City

Baltimore City Demographic Profile

Baltimore is Maryland's largest city. Dubbed a "city of neighborhoods," Baltimore has a population that is vastly different from the state overall.

POPULATION INDICATORS, 2010–2014

	United States	Maryland	Baltimore City
Total Population	314,107,084	5,887,776	622,271
Total Population Under 18	23.5%	22.9%	21.2%
Total Population 18 and Over	76.5%	77.1%	78.8%

GENDER, RACE, AND ETHNICITY INDICATORS, 2010–2014

	United States	Maryland	Baltimore City
Female	50.8%	51.6%	52.9%
Male	49.2%	48.4%	47.1%
American Indian or Alaska Native	0.8%	0.3%	0.3%
Asian	5.0%	5.9%	2.5%
Black	12.6%	29.5%	63.0%
Hispanic	16.9%	8.8%	4.5%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
White	73.8%	58.1%	30.3%
Two or More Races	2.9%	2.9%	2.3%

EDUCATION ATTAINMENT, 2010–2014

	United States	Maryland	Baltimore City
Less than High School	15.0%	12.6%	17.8%
Females	12.6%	10.2%	14.5%
Males	17.3%	14.9%	21.4%
High School Graduate or Higher	86.3%	89.0%	80.9%
Females	87.0%	89.9%	81.9%
Males	85.6%	88.0%	79.8%
Bachelor's Degree or Higher	29.3%	37.3%	27.7%
Females	29.2%	37.4%	28.0%
Males	29.3%	37.2%	27.3%

ECONOMIC INDICATORS

	United States	Maryland	Baltimore City
Labor Force Participation, Ages 16 and Over	63.9%	62.8%	62.1%
American Indians or Alaska Natives	58.9%	67.9%	47.4%
Asians	65.4%	69.6%	68.8%
Blacks	62.2%	69.2%	59.1%
Hispanics	67.5%	78.4%	73.7%
Native Hawaiians and Pacific Islanders	67.4%	68.0%	65.8%
Whites	63.8%	67.9%	66.8%
Two or More Races	65.2%	71.1%	61.4%
Unemployment Rate ¹	4.9%	4.6%	6.7%
Median Household Income	\$53,482	\$74,149	\$41,819
Median Earnings Among Females	\$39,087	\$50,743	\$40,966
Median Earnings Among Males	\$49,400	\$60,165	\$46,501
Female Heads of Household with Children Under 18	13.0%	14.6%	22.9%

¹ US Bureau of Labor Statistics, July 2016; Maryland Department of Labor, Licensing and Regulation, July 2016

POVERTY STATUS DURING THE LAST 12 MONTHS, 2010–2014

	United States	Maryland	Baltimore City
Population in Poverty During the Last 12 Months	15.6%	10.0%	24.2%
Females	16.8%	11.0%	25.5%
Males	14.3%	8.9%	22.8%
American Indians or Alaska Natives	28.8%	15.4%	42.7%
Asians	12.7%	8.3%	22.9%
Blacks	27.3%	15.2%	28.3%
Hispanics	24.8%	14.1%	25.5%
Native Hawaiians and Other Pacific Islanders	20.7%	12.9%	10.3%
Whites	12.8%	7.0%	14.8%
Two or More Races	20.3%	12.9%	27.4%
Population Under 18 in Poverty During Last 12 Months	21.9%	6.5%	34.6%

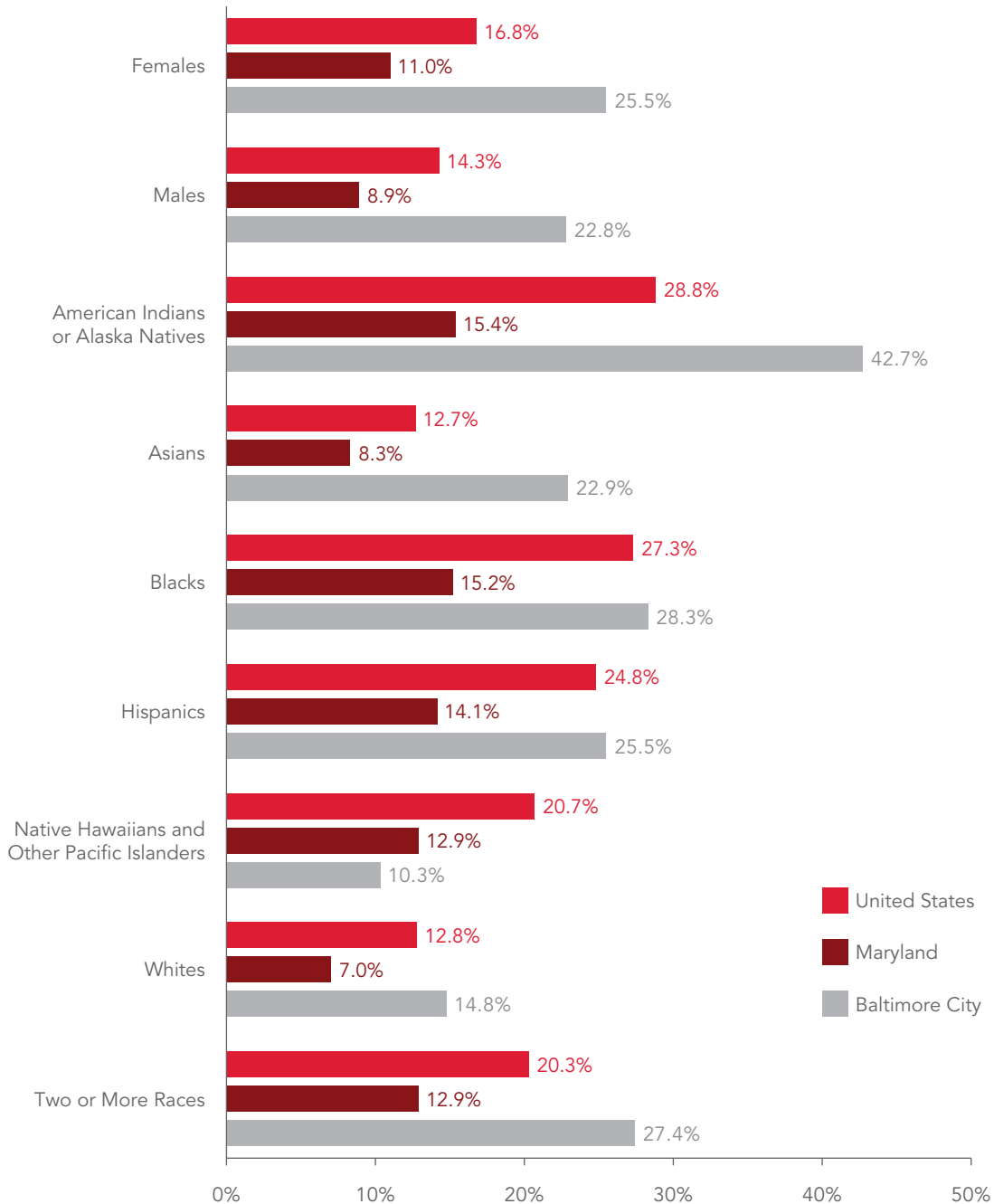
HOUSING AND COMMUNITY INDICATORS, 2010–2014

	United States	Maryland	Baltimore City
Renter-Occupied Housing	35.6%	32.9%	52.8%
Vacant Housing	12.5%	10.1%	18.3%
Violent Crime Rate (per 100,000) ²	365.5	441.3	1,345.9

Source (unless noted): US Census Bureau, 2010–2014 American Community Survey 5-Year Estimates

² FBI Uniform Crime Report Preliminary Semiannual Uniform Crime Report, January–June 2014; Maryland Governor's Office of Crime Control & Prevention, 2014 Data

Population in Poverty During the Last 12 Months By Gender and Race/Ethnicity, 2010–2014



Source: US Census Bureau, 2010–2014 American Community Survey 5-Year Estimates

Snapshot

Baltimore City Public Schools

BCPS Demographic Profile

With approximately 10% of the state's public school student enrollment, Baltimore City Public Schools (BCPS) differ sharply in terms of demographics from the overall population of Maryland public school students, with larger percentages of minority students, student mobility³, and students living in poverty.

STUDENT POPULATION INDICATORS, 2015–2016

	Maryland	Baltimore City
Total Enrollment	879,601	83,666
Female	48.7%	49.1%
Male	51.3%	50.9%
American Indian or Alaska Native	0.3%	0.2%
Asian	6.3%	1.0%
Black	34.4%	81.8%
Hispanic	15.5%	8.2%
Native Hawaiian or Pacific Islander	0.1%	0.2%
White	39.1%	7.9%
Two or More Races	4.3%	0.5%

³ The Maryland Report Card defines student mobility as the percentage of students entering (transferring in or re-entering) school during the September-to-June school year after the first day of school.



STUDENT STABILITY INDICATORS, 2015–2016

	Maryland	Baltimore City
Average Daily Attendance, Elementary	95.6%	93.7%
Average Daily Attendance, Middle	95.1%	92.3%
Average Daily Attendance, High	92.4%	82.4%
Student Mobility, Elementary	19.0%	31.2%
Student Mobility, Middle	15.5%	27.6%
Student Mobility, High	16.9%	32.4%

STUDENTS RECEIVING SPECIAL SERVICES, 2015–2016⁴

	Maryland	Baltimore City
Free and Reduced Price Meals (FARMS)	44.5%	72.3%
Limited English Proficiency (LEP)	7.8%	N/A
Special Education	11.3%	15.1%
Federal Dollars for Low-Income Schools (Title I)	21.9%	66.6%

Source: Maryland State Department of Education - 2016 Maryland Report Card

⁴ Percentages for Students Receiving Special Services were calculated by adding the number of elementary, middle, and high school students reported for each service and dividing by the total number of students.

Financial Landscape

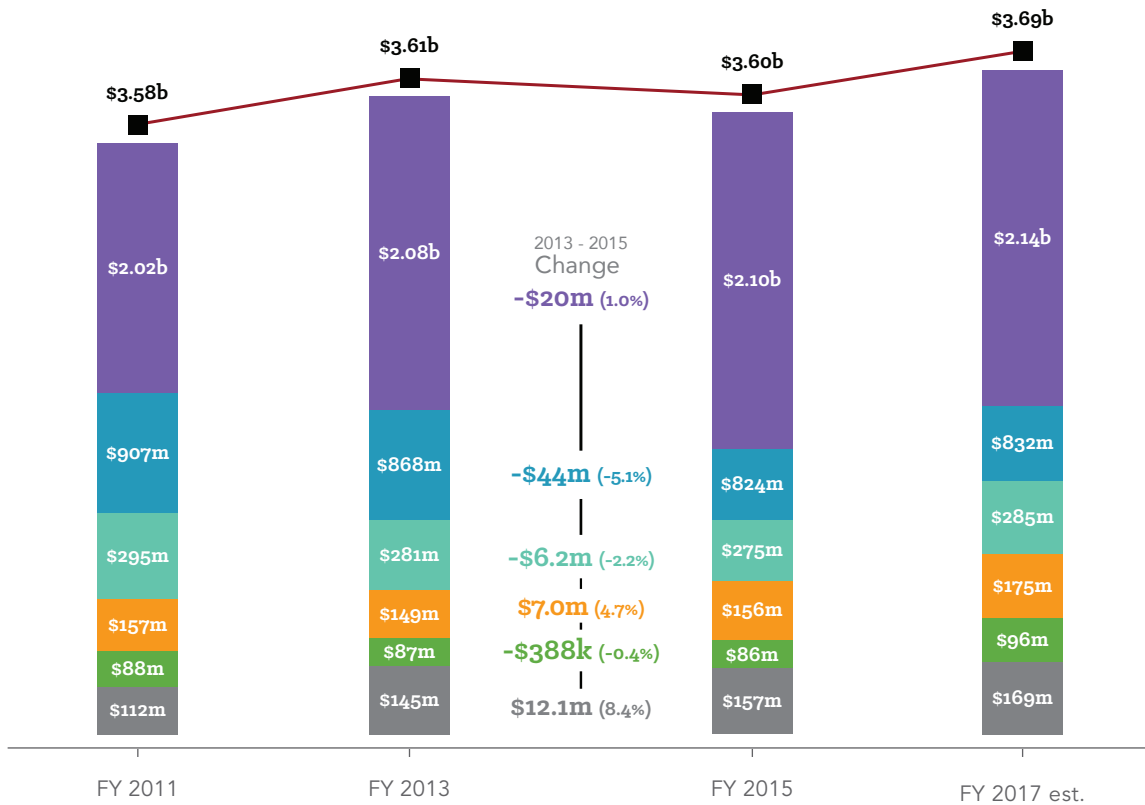
Total Investments in Baltimore City

Baltimore is a city of significant assets. Baltimore's cradle-to-career continuum received public and private investments totaling \$3.53 billion in fiscal year (FY) 2015, a 0.3% decrease compared to the \$3.54 billion in FY 2013. In 2015, 75% (\$2.65 billion) of the public investments were made by three agencies — Baltimore City Public Schools (BCPS), the Maryland Department of Human Resources (DHR), and the Maryland Department of Health and Mental Hygiene (DHMH). Philanthropic cradle-to-career investments increased \$16.4 million (27%), from \$61.5 million in FY 2013 to \$77.9 million in FY 2015. Overall, FY 2017 spending on children and young adults is projected to increase \$81.4 million, or 2.3%, to \$3.61 billion. These investments support a range of programs and services for Baltimore's youth, including early childhood programming, education and special education, health care, employment services, and crime prevention. The investments also include funding associated with so-called "deep end" services provided by systems not typically accessed by the general public, such as juvenile justice and foster care.

In 2015, **75% (\$2.65 billion)** of the public investments were made by three agencies — Baltimore City Public Schools (BCPS), the Maryland Department of Human Resources (DHR), and the Maryland Department of Health and Mental Hygiene (DHMH).

The full report, *2015 Baltimore City Cradle-to-Career Investments (September 2016)*, can be found at www.baltimorespromise.org.

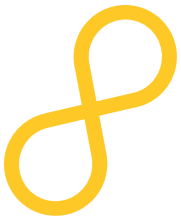
Total Investments by Cradle-to-Career Outcome Areaⁱ



- Healthy Babies
- Kindergarten Readiness
- Grade Level Achievement
- High School Graduation
- Career Readiness
- Total Cradle-to-Career Spending
- Not Allocated to Outcome Area

TOGETHER, WE ENVISION A BALTIMORE where activities are funded and evaluated based on how well they support our children's well-being, and are accountable not only for the dollars we invest, but also for the results we produce. We have an opportunity to align our human and financial resources toward effective practices to improve outcomes and opportunities for youth. Baltimore's Promise has five ambitious goals for the city's youth as they transition along each part of the cradle-to-career continuum:

- **Babies are born healthy**
- **Children enter kindergarten ready to succeed in school**
- **Children and youth achieve at grade level in school**
- **Youth graduate high school prepared for the next step without remediation**
- **Youth earn quality post-secondary credentials or receive training and are career ready**



Charting a Course for Progress

TO ACHIEVE OUR GOALS, we must support children and youth on their journey from cradle to career and identify where barriers and critical "leaks" in our education pipeline are occurring. Our cradle-to-career indicators measure achievement at important milestones along this journey to serve as clear markers of our community's progress in collectively supporting all children to achieve their full potential.

Last year, Baltimore's Promise was pleased to release the *2015 Baseline Report to the Community*. That inaugural report highlighted our commitment to working collaboratively with stakeholders to define community-level outcomes and use them as the basis for shared accountability. This includes continued efforts to create an environment for partners to select outcomes, define indicators, collect data, share information, and conduct analyses to monitor progress and drive quality improvement. We use data to continually identify, adopt, and scale up practices to improve outcomes. Data are also used to improve the efficiency and effectiveness of policies and systems.

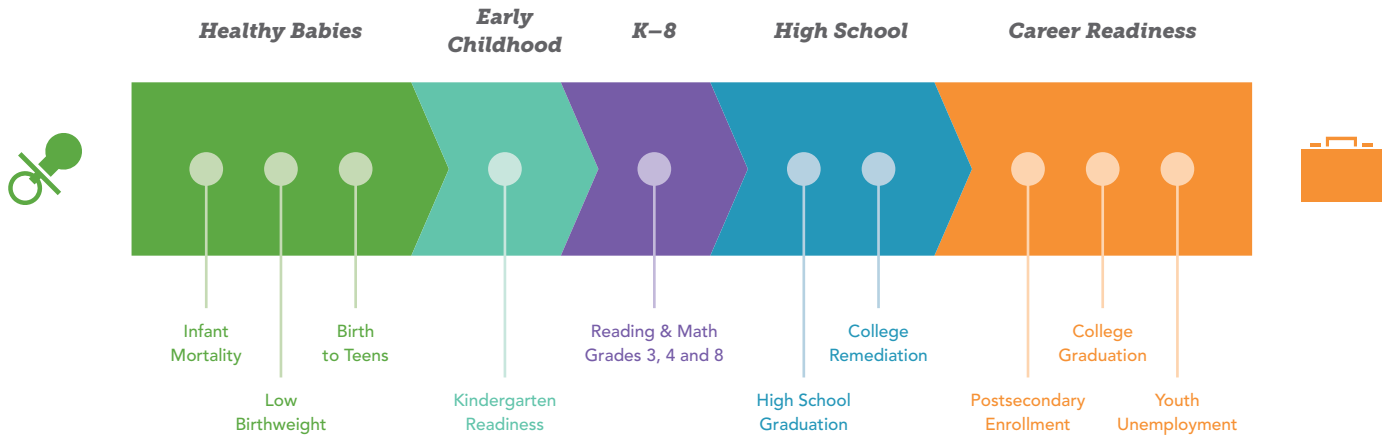
Far too many Baltimore City children and youth face significant obstacles to achieving their full

potential. Opportunity and a path to success are not equally available to all of our children. Decades of research confirm that inequities in opportunity and disparities in outcomes are driven by a number of circumstances, including race/ethnicity, gender, socioeconomic status, culture, disabilities, religion, and other societal factors. Through the use of research, data, and stakeholder input, Baltimore's Promise seeks to make transformational change in Baltimore City. This year, the second year of implementation of the collaborative's collective impact work, we are excited to share how our roughly 250 network partners are collaborating in new ways to achieve positive, sustained results. Though challenges remain, progress has been made.

Over the past year, the Baltimore's Promise collaborative has continued to convene stakeholders with the goal of devising and refining action plans related to the implementation of the 22 preliminary recommendations, presented in May of 2015 and shared in the *2015 Baseline Report to the Community*, that guide our impact within our strategic outcome areas. Toward this end, Baltimore's Promise:

- regularly convened six work groups and nine action teams, led by members of the

Cradle-to-Career Continuum



Baltimore’s Promise Board in partnership with community leaders who brought not only their expertise, but their knowledge of the city’s landscape from programmatic, policy, and funding perspectives to provide greater context to our conversations.

- began convening community conversations as a vehicle for engaging a broader group of grassroots-level community stakeholders.
- co-hosted an integrated data systems (IDS) symposium and data privacy roundtable with the Annie E. Casey Foundation, both of which were focused on data sharing to improve outcomes for children and youth, and developed a blueprint for an IDS in Baltimore City.
- co-hosted a symposium to share and discuss research that we commissioned in partnership with the Baltimore Workforce Funders Collaborative and the Job Opportunities Task Force to identify strategic recommendations to improve outcomes for the city’s Opportunity Youth population.

issued a comprehensive report highlighting public and philanthropic investments made in the cradle-to-career continuum in 2015, as well as projected investments for 2017.

The above referenced reports can be found at www.baltimorespromise.org/reports-and-research.

This *2016 Report to the Community* provides an overview of our collaborative’s efforts over the past year to move the needle on key indicators for the city’s children and youth. It highlights both the importance of those indicators, as well as recent trends to gauge our collective progress. Much of the data in this report suggest that the circumstances remain as challenging as they are hopeful. Both the incremental progress and setbacks reinforce our commitment to collaboration and greater expectations on behalf of our city’s children and youth.

Baltimore’s Promise also continues to conduct research and analysis to inform the financial landscape in the city. This year, Baltimore’s Promise



OUTCOME 1

Babies Are Born Healthy

Why It Matters

Health conditions affect a child's ability to learn and develop, starting in the earliest days and months of life. Children born pre-term or at low birthweight tend to have lower cognitive scores, increased incidence of ADHD, and more behavioral problems throughout childhood.ⁱⁱ Since 2005, Baltimore City has averaged over 9,200 births per year, with a recorded low of 8,656 in 2015. Baltimore's Promise has identified infant mortality, low birthweight, and teen pregnancy as our key indicators for this outcome.

What We're Doing About It

The Healthy Babies work group was formed in early 2015, and as part of its initial charge has worked to:

1. Identify and examine the impact of strategies to maintain and amplify the gains made to reduce rates of infant mortality, including efforts addressing racial disparities.
2. Identify and examine the impact of strategies and related policies to reduce the teen pregnancy rate, and further improve outcomes.



In 2015, the Healthy Babies work group, in partnership with B'more for Healthy Babies (BHB), put forth the below set of initial, strategic recommendations to move the needle on our key indicators for this outcome. The group monitored the following progress to date:

RECOMMENDATION #1

Propose an automatic cross-check system for all pregnant women who are uninsured or on Medicaid and visit a hospital emergency department to determine if they have a prenatal risk assessment (PRA) filed with the city, and then connect them to obstetrics care if an assessment has not yet been completed.

Progress to Date: A small group is piloting a PRA cross-check with women who visit hospital emergency rooms to test new protocols.

RECOMMENDATION #2

Create an easy online path to generate PRAs, which would include a feedback measure that would ensure that providers are aware of where women are in the process, as well as provide data back to the city about PRA completion.

Progress to Date: The Baltimore City Health Department (BCHD) is leading efforts to develop an electronic PRA system. BCHD has assessed the current PRA processes in 10 clinics, and is considering cost, system compatibility, and impact as they proceed.

RECOMMENDATION #3

Propose a citywide policy that no granting agency will make a grant for health to an organization that does not have a written policy on promoting smoking cessation.

Progress to Date: Efforts are underway to increase awareness and access to the Quitline, which provides cessation information on services available to Marylanders.

RECOMMENDATION #4

Request free airtime on local radio and TV stations for the BHB Safe Sleep Public Service Announcements.

Progress to Date: BHB launched a self-funded Safe Sleep campaign, including a new Sleep Safe video that was viewed 67,000 times in June 2016. Infant sleep-related deaths are at an all-time low thus far in 2016.

SPOTLIGHT

The Baltimore City Health Department (BCHD) is leading efforts to develop an electronic PRA system. BCHD has assessed the current PRA processes in 10 clinics, and is considering cost, system compatibility, and impact as they proceed.



SPOTLIGHT

The Preventing Substance Exposed Pregnancies Coalition launched the Baltimore Reproductive Health Initiative Pilot Project to increase access to reproductive health services, including family planning for women receiving substance use disorder treatment in three sites.

BCHD received a five-year, \$8.5 million award from the Office of Adolescent Health to support reproductive health education in all Baltimore City middle and high schools.

RECOMMENDATION #5

Propose that all substance use disorder treatment programs in the city screen patients for interest in family planning and have the capability to refer clients to receive family planning services.

Progress to Date: The Preventing Substance Exposed Pregnancies Coalition launched the Baltimore Reproductive Health Initiative Pilot Project to increase access to reproductive health services, including family planning for women receiving substance use disorder treatment in three sites.

RECOMMENDATION #6

Write a letter of support to BCHD and Baltimore City Public Schools (BCPS) in support of their proposed plan for improved reproductive health education.

Progress to Date: BCHD received a five-year, \$8.5 million award from the Office of Adolescent Health to support reproductive health education in all Baltimore City middle and high schools. All high schools are implementing Making Proud Choices: Out of Home Care and Title X clinics implementing Seventeen Days, a video-based intervention. Middle school implementation will begin in January 2017.

RECOMMENDATION #7

Expand Nurse-Family Partnership (NFP) within federally qualified health centers with the goal of reaching all first-time teen parents with evidence-based home visiting.

Progress to Date: BCHD is working in partnership with the Family League of Baltimore (FLB), NFP, and other stakeholders to review how to set up an integrated system of home visits, public health, hospitals, managed care organizations, and clinic stakeholders with the goal of ensuring NFP nurses are housed at city clinics, and FLB is researching best practices for implementation.

RECOMMENDATION #8

In support of the Intimate Partner Violence (IPV) project led by the Department of Health and Mental Hygiene (DHMH), write to all of the hospitals, clinics, and emergency rooms in Baltimore City to request that validated routine IPV screenings — using the new three-question screen supported by DHMH — are offered to all patients at every possible visit.

Progress to Date: The development of action steps regarding this recommendation is ongoing.

RECOMMENDATION #9

- Endorse a separate process to explore the identification of sustainable funding opportunities to support BHB.
- Moving forward, the BHB Steering Committee and the Healthy Babies work group will become one and the same.



Progress to Date: In January 2016, The Healthy Babies work group and BHB Steering Committee merged with a focus on examining BHB’s operations and supporting efforts to close funding gaps.

The BHB Financial Sustainability action team collaborated with DHMH to explore opportunities to leverage federal Medicaid matching funds for care coordination and home visiting services. A Medicaid waiver was submitted with input from BHB to include home visiting as part of the state’s Medicaid plan.

How the Data Have Changed

Two out of three indicators used to monitor infant well-being — infant mortality and the teen birth rate — suggest that health among babies and their mothers has improved across Baltimore City in recent years. However, disaggregating each of the indicators by race/ethnicity shows that the work to ensure all babies are born healthy in Baltimore City is far from over.

INFANT MORTALITY

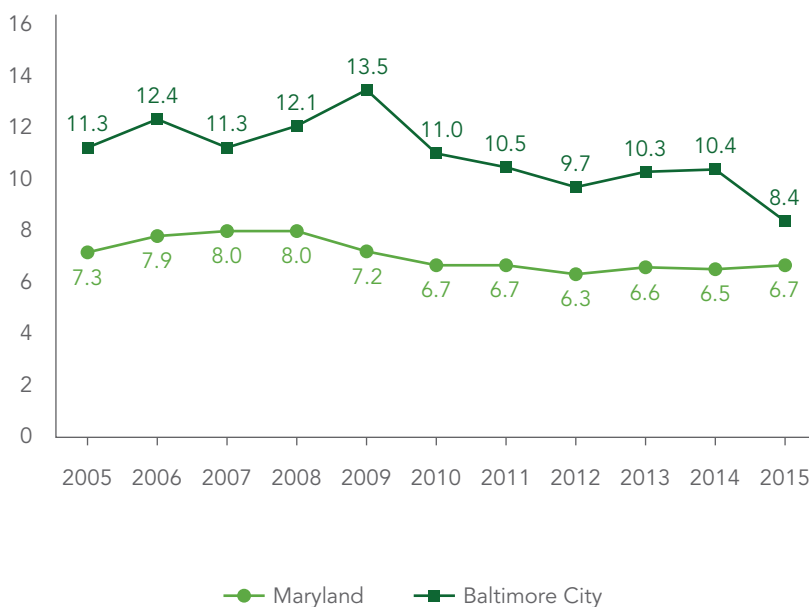
In 2015, roughly 8 out of every 1,000 babies born in Baltimore City died before reaching their first birthdays, while fewer than 7 died statewide. The overall rate in the city for 2015, 8.4, decreased a full 2 points from the rate of 10.4 in 2014. According to the Baltimore City Health Department, the 2015 infant mortality rate represents the lowest rate on record in Baltimore.ⁱⁱⁱ

SPOTLIGHT

A Medicaid waiver was submitted with input from BHB to include home visiting as part of the state’s Medicaid plan.

According to the Baltimore City Health Department, the 2015 infant mortality rate represents the lowest rate on record in Baltimore.

Infant Mortality (Per 1,000 Births)

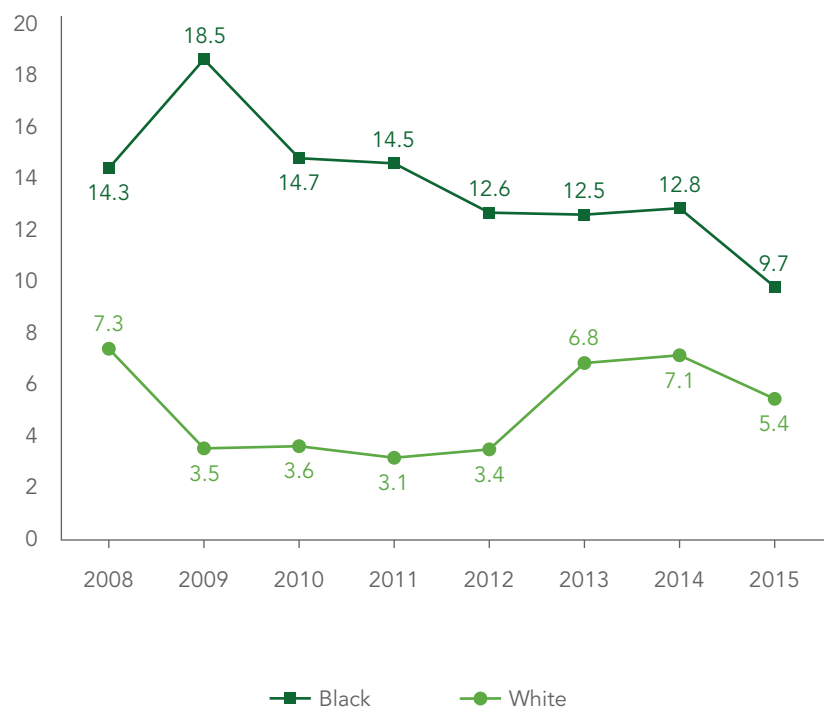


Source: Maryland Department of Health and Mental Hygiene, Vital Statistics Administration - Annual Reports



Babies born to black mothers in Baltimore City in 2015 were more likely to die before their first birthdays than babies born to white mothers. The data showed that the infant mortality rate for white babies reached as low as 3.1 per 1,000 in 2011, more than doubled between 2013 and 2014, and decreased again in 2015. Meanwhile, the rate among black mothers held steady between 2012 and 2014 but also decreased in 2015. The 2015 infant mortality rate among black mothers in Baltimore City represents a decline of 48% from an eight-year peak of 18.5 in 2009.

Racial/Ethnic Disparity in Baltimore City's Infant Mortality Rate (Per 1,000 Births)



Source: Maryland Department of Health and Mental Hygiene, Vital Statistics Administration - Annual Reports

SPOTLIGHT

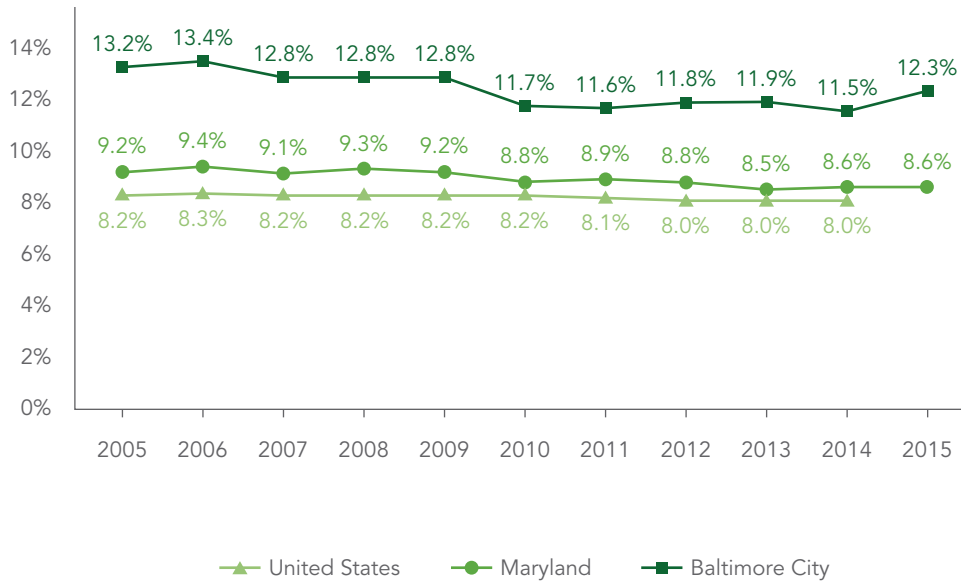
The 2015 infant mortality rate among black mothers in Baltimore City represents a decline of 48% from an eight-year peak of 18.5 in 2009.

LOW BIRTHWEIGHT DELIVERIES

In 2015, about 1 in 8 (12.3%) babies born in Baltimore City weighted less than 5.5 lbs. (2,500 g). The percentage was higher in Baltimore City than the statewide rate (8.6%) and the national rate (roughly 8.0%).

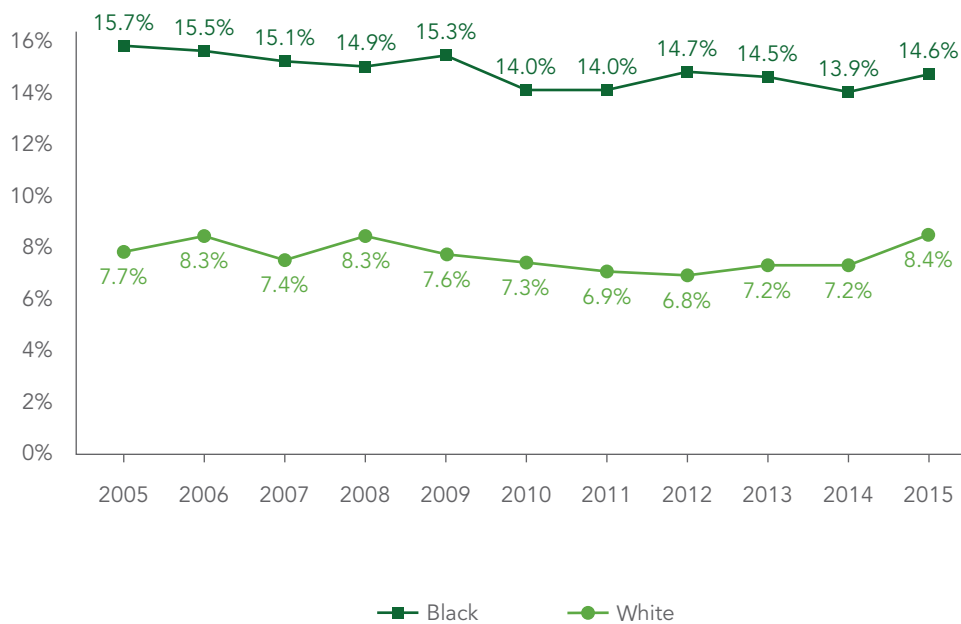
The data also showed that low birthweight deliveries remained more prevalent among black mothers than white mothers in Baltimore City. In 2015, 14.6% of black mothers in the city delivered low birthweight babies, while 8.4% of white mothers had low birthweight babies. Although rates among both black and white mothers for underweight births increased in Baltimore City, the rate among white mothers represented a ten-year high for the group.

Low Birthweight Deliveries



Source: Maryland Department of Health and Mental Hygiene, Vital Statistics Administration - Annual Reports

Racial/Ethnic Disparity in Baltimore City's Low Birthweight Deliveries



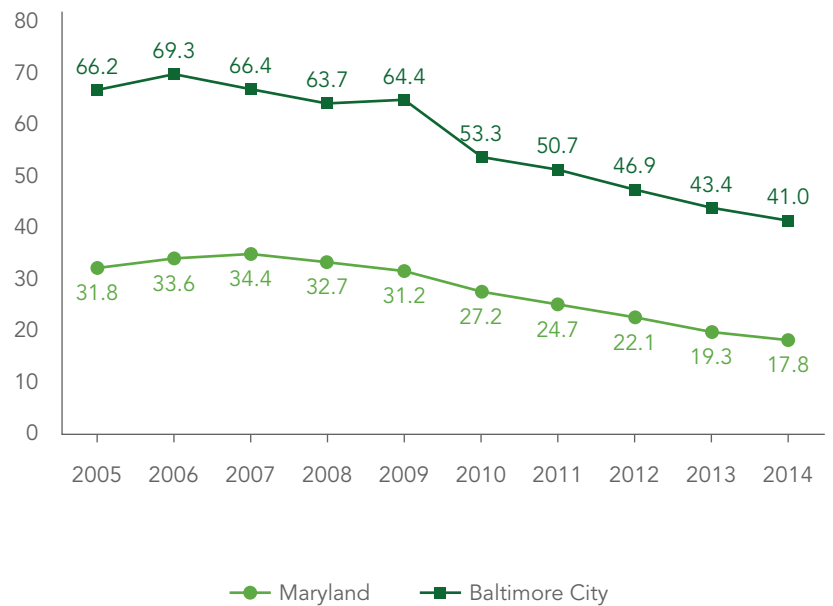
Source: Maryland Department of Health and Mental Hygiene, Vital Statistics Administration - Annual Reports



TEEN BIRTH RATES

Between 2005 and 2014, the number of teenage females giving birth in Baltimore City declined significantly, from 66.2 per 1,000 to 41.0 — a 38% decrease. Maryland's overall rate of 17.8 per 1,000 in 2014 represents a 44% decrease over ten years.

**Teen Birth Rate
(Per 1,000 Females Ages 15–19)**



Source: Maryland Department of Health and Mental Hygiene, Vital Statistics Administration - Annual Reports

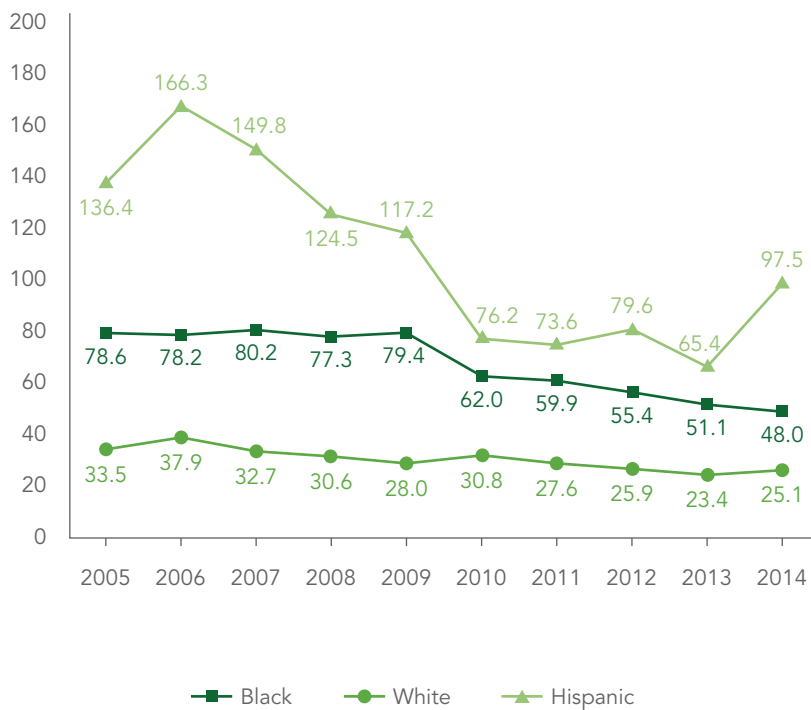
SPOTLIGHT

Between 2005 and 2014, the number of teenage females giving birth in Baltimore City declined significantly, from 66.2 per 1,000 to 41.0 — a 38% decrease.



The birth rate among black teenage females in particular, 48.0 per 1,000 in 2014, continues to be a challenge for Baltimore City. In contrast, the birth rate among white teenage females in the city was 25.1 per 1,000 in 2014. The birth rate among Hispanic teenage females, 97.5 in 2014, was more than double the black rate, but the number of actual births was far lower. Despite racial/ethnic disparities and higher rates compared to Maryland, much of the decline in Baltimore City's overall teen birth rate during the past 10 years can be attributed to decreases among black and Hispanic teenagers.

Racial/Ethnic Disparities in Baltimore City's Teen Birth Rate (Per 1,000 Females Ages 15–19)



SPOTLIGHT

Much of the decline in Baltimore City's overall teen birth rate during the past 10 years can be attributed to decreases among black and Hispanic teenagers.

Source: Maryland Department of Health and Mental Hygiene, Vital Statistics Administration - Annual Reports



OUTCOME 2

Children Enter Kindergarten Ready to Succeed in School

Why It Matters

Early childhood is a time of remarkable growth and rapid transformation.^{iv} Children who are ready for kindergarten are twice as likely as those who are not to complete middle school with strong academic and social skills.^v This trend is evident in Baltimore City, where a longitudinal study demonstrated that public school students who entered school ready to learn in kindergarten continued to achieve well into 6th grade compared to their peers who were still developing.^{vi}



What We're Doing About It

As part of its initial charge, the Kindergarten Readiness work group sought to examine the impact early childhood programs have on a student's readiness for kindergarten. This includes identifying opportunities to increase the number of children served by high-quality early childhood programs in Baltimore City.

The Kindergarten Readiness work group put forth the below set of initial, strategic recommendations to move the needle on our key indicator for this outcome. The group monitored the following progress to date:

RECOMMENDATION #1

Focus on human capital: Explore opportunities to create a system of quality professional development and training, including expanding the number of high-quality professionals available in early education; increase access to and engagement of informal care providers to improve their quality; and/or encourage them to become licensed.

Progress to Date: The Quality Early Education action team focused on understanding the challenges associated with the recruitment and retention of quality early childhood education program staff, identifying opportunities to align with the state's Master Plan for Professional Development, and potential mechanisms to improve outreach to informal care providers.

As a result of this work:

- The Greater Baltimore Committee has agreed to add issues regarding early childhood education, including the Adequacy Study, to its "Reconnecting Baltimore" advocacy agenda;
- The Maryland Family Network will soon launch a pilot, informed by the state's Professional Development Master Plan, in which a cohort of 20 participants are supported through successful completion of the Child Development Associate (CDA) credential;
- The Office of Child Care at the Maryland State Department of Education (MDSE) is working on a process for distributing lists of informal providers in each Judy Center's catchment area to facilitate outreach and begin linking informal providers to available training and technical assistance; and
- The team is working to support Baltimore City Public Schools (BCPS) in following MSDE's recent guidelines around aligning the high school childcare career, technical, education pathway with the CDA.

SPOTLIGHT

The Maryland Family Network will soon launch a pilot, informed by the state's Professional Development Master Plan, in which a cohort of 20 participants are supported through successful completion of the Child Development Associate (CDA) credential.



SPOTLIGHT

The Family League of Baltimore (FLB) is piloting out-of-school time (OST) programming for 40 pre-k students at two BCPS sites in the 2016–17 school year. If this pilot is successful, then the FLB will expand its OST grants to include pre-k seats in the 2017–18 school year.

The Family Literacy Coalition is conducting a pilot to identify best practices associated with transitioning children from early childhood education programs to eight BCPS elementary schools.

RECOMMENDATION #2

Explore opportunities to expand the number of seats available across all early childhood programs, including expanding the seats to full-day/full-year opportunities.

Progress to Date: The Early Education Program Quantity action team gathered and analyzed data associated with the enrollment, capacity, and distribution of early childhood education program seats. As a result of this work:

- The Family League of Baltimore (FLB) is piloting out-of-school time (OST) programming for 40 pre-k students at two BCPS sites in the 2016–17 school year. If this pilot is successful, then the FLB will expand its OST grants to include pre-k seats in the 2017–18 school year.
- The Head Start Collaborative successfully raised funds for 927 programming seats for Summer 2016 across the four programs, resulting in an increase of 141 seats from Summer 2015.
- BCPS and the Family Literacy Coalition piloted outreach to families in three targeted neighborhoods with low pre-k enrollment to increase utilization for the 2016–17 school year and identify best practices to improve enrollment.

RECOMMENDATION #3

Focus on coordination: Improve data quality, collection, and sharing to improve service delivery, coordination, and outcomes.

Progress to Date:

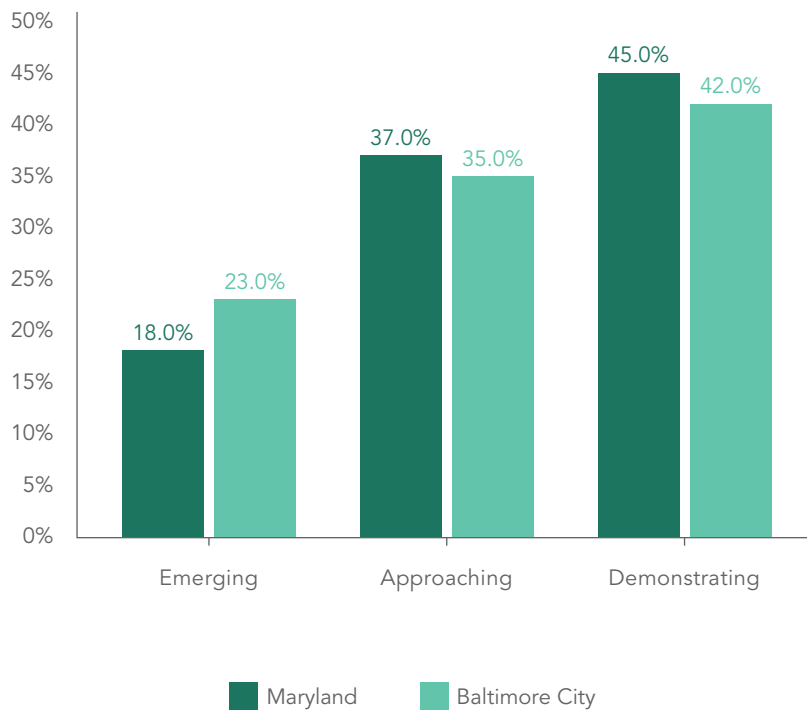
- The Family Literacy Coalition is conducting a pilot to identify best practices associated with transitioning children from early childhood education programs to eight BCPS elementary schools.
- The Early Education Data Collaborative, under the leadership of Baltimore Education Research Consortium, continues to release reports that describe the experience of Baltimore’s babies as they grow up in the city and enter school.



How the Data Have Changed

The Maryland State Department of Education has instituted a Kindergarten Readiness Assessment (KRA), which has been administered to its incoming kindergarten students each fall since 2014. The assessment is designed to measure school readiness, with the results ranked on an ordinal scale of Emerging (minimally prepared), Approaching (somewhat prepared), and Demonstrating (fully prepared). Students who are identified as Demonstrating are deemed ready for kindergarten, while those identified as Emerging or Approaching are then matched with instructional support. According to data from the Fall 2015 assessment, 5% more kindergarteners from Baltimore City were identified as Emerging compared to the statewide rate.

Students Demonstrating Kindergarten Readiness Based on KRA Results, 2015–2016



Source: Maryland State Department of Education, Division of Early Childhood Development - School Readiness Reports

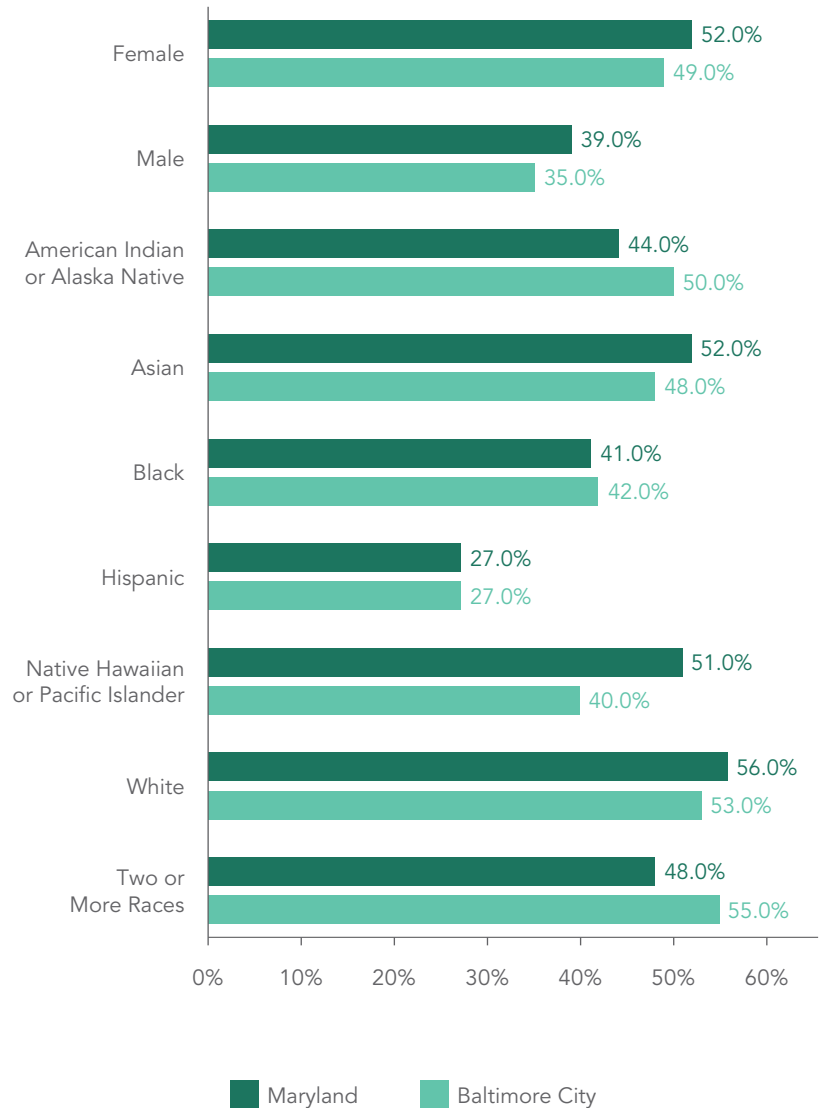
Disaggregating data for students who were identified as Demonstrating revealed disparities in gender and race/ethnicity. Female kindergarteners at both state and city levels were more likely to demonstrate readiness than their male classmates. Further, more than half of white kindergarteners and those from two or more races demonstrated readiness compared with other race/ethnicity groups. Black students performed slightly better than their statewide peers, and Hispanic students were the least likely to demonstrate readiness.

SPOTLIGHT

Female kindergarteners at both state and city levels were more likely to demonstrate readiness than their male classmates.



Students by Gender and Race/Ethnicity Who Demonstrated Kindergarten Readiness, 2015–2016



Source: Maryland State Department of Education, Division of Early Childhood Development - School Readiness Reports

SPOTLIGHT

The data showed that students with disabilities, those who received English language learning services, and those from lower-income households demonstrated readiness less frequently than their peers.

The data showed that students with disabilities, those who received English language learning services, and those from lower-income households demonstrated readiness less frequently than their peers.

Early childhood education programs showed promise in improving kindergarten readiness. Kindergarteners who were previously enrolled in non-public nursery school and pre-k programs were identified as ready more frequently than those not in a formal setting.

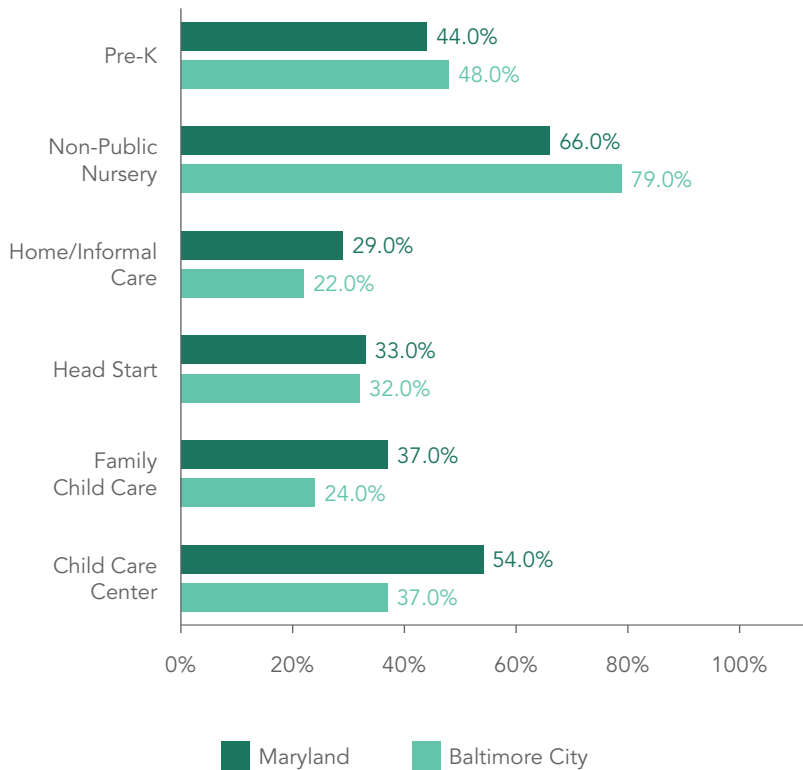


STUDENTS IN SPECIAL SERVICES OR ECONOMIC DISADVANTAGE WHO DEMONSTRATED KINDERGARTEN READINESS, 2015–2016

Disability Status	Maryland		Baltimore City	
With a Disability	20.0%	29 pt gap	24.0%	26 pt gap
Without a Disability	49.0%		50.0%	
English Proficiency	Maryland		Baltimore City	
English Language Learners	20.0%	32 pt gap	22.0%	28 pt gap
English Proficient	52.0%		50.0%	
Household Income	Maryland		Baltimore City	
Low-Income	36.0%	21 pt gap	46.0%	20 pt gap
Mid to High-Income	57.0%		66.0%	

Source: Maryland State Department of Education, Division of Early Childhood Development - School Readiness Reports

Students by Prior Care Setting Who Demonstrated Kindergarten Readiness, 2015–2016



Source: Maryland State Department of Education, Division of Early Childhood Development - School Readiness Reports

SPOTLIGHT

Kindergarteners who were previously enrolled in non-public nursery school and pre-k programs were identified as ready more frequently than those not in a formal setting.



OUTCOME 3

Children and Youth Achieve at Grade Level in School

Why It Matters

Research shows academic success is linked to increased high school graduation rates, college graduation, and adult outcomes such as income and employment.^{vii} Reading achievement predicts the likelihood of graduating from high school and attending college, as well as career success.^{viii} Students who cannot read at grade level by 3rd grade are four times less likely to graduate from high school on time than children who can.^{ix} Likewise, mathematics competence is related to higher rates of high school graduation, higher levels of employability, and higher earnings in adulthood.

Middle school performance is a critical mile marker toward completion of high school, with one study finding 8th grade achievement to have a greater impact on college and career readiness than any achievement gains made during high school.^x

Stakeholders expressed support for a quality, citywide focus on grade level achievement, especially for students beyond 3rd grade. With strategies led by



Baltimore City Public Schools (BCPS), as well as other initiatives such as the Baltimore School Climate Network and the Grade Level Reading Campaign, there is momentum in this area to build upon. Baltimore's Promise has identified standardized test scores as a key indicator of grade level achievement.

What We're Doing About It

As part of its initial charge, the Grade Level Achievement work group sought to identify and examine strategies to improve student achievement, including those targeting students at the greatest risk of failure and dropout, using an early warning process. This includes identifying: the exact rate of attendance or poor grades that indicate a student is at risk of dropping off track; key drivers impacting student achievement; opportunities for intervention, including out-of-school strategies; and strategies for sharing information with parents/families, service providers, teachers, and principals.

The Grade Level Achievement work group put forth the below set of initial, strategic recommendations to move the needle on our key indicators for this outcome. The group monitored the following progress to date:

RECOMMENDATION #1

Create and leverage effective partnerships between schools and external entities, including community-based organizations and institutions.

Progress to Date: The Effective Partnerships action team examined promising practices associated with school-based partnerships and generated ideas for developing a system that supports effective partnerships across the district. As a result of this work, the action team has:

- led the overhaul of the Partnerships Toolkit on the BCPS website, which is a resource for external partners and school leaders.
- supported the BCPS Office of Community Engagement in refining its trainings for principals in the 2016–17 school year.

RECOMMENDATION #2

Collaborate with the BCPS central office to identify opportunities to support long-term capacity building strategies that improve human capital.

Progress to Date: The Human Capital action team discussed the strengths and opportunities of strategies related to the recruitment, retention, and professional development of BCPS principals. The team drafted an action plan to launch an Advisory Board for the Office of Human Capital, as well as a plan to build a differentiated professional development strategy for principals based on tenure and identified needs. The refinement and implementation of these plans is ongoing based on recommendations from the new Acting Chief of the Office of Human Capital.

SPOTLIGHT

The Effective Partnerships action team worked with BCPS to revamp the Partnerships Toolkit on their website, a resource for external partners and school leaders.



SPOTLIGHT

With support from the Family League of Baltimore, the action team drafted a strategic vision for OST and youth development programming in Baltimore City.

RECOMMENDATION #3

Explore opportunities to align and expand quality individualized interventions to improve achievement. This includes enhancing and expanding: school-based academic interventions in both math and literacy, such as tutoring; health and behavioral health interventions; and quality out-of-school time (OST) programs.

Progress to Date:

- The Baltimore City Health Department produced a comprehensive Youth Health and Wellness strategy with input from a number of stakeholders, including Baltimore's Promise. Efforts are underway to implement the strategy.
- The Quality, Individualized Interventions — The OST action team examined the distribution and accessibility of OST seats, and the current alignment of OST programs with the district's instructional priorities. The action team also examined the quality improvement systems of various programs and their outcomes. With support from the Family League of Baltimore, the action team drafted a strategic vision for OST and youth development programming in Baltimore City.

How the Data Have Changed

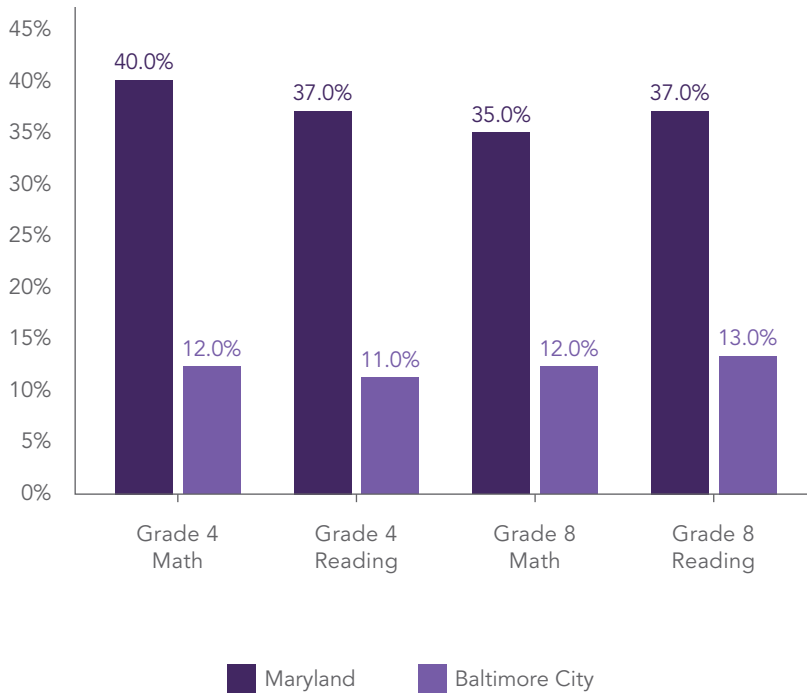
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The NAEP is administered to students by the National Center for Education Statistics and the Maryland State Department of Education. The purpose is to assess students' knowledge and skills for subjects on a scale of Basic (partial mastery), Proficient (solid performance), and Advanced (superior performance). At the state level, Math and Reading assessments are given to 4th and 8th graders every odd year, with the most recent assessment year being 2015.

NAEP data from 2015 revealed that Baltimore City 4th and 8th graders underperformed compared to their statewide cohorts. Maryland's percentages of students achieving Proficient or above on Grade 4 Math and Reading, as well as Grade 8 Math and Reading, ranged from 35.0% to 40.0%. The same percentages for Baltimore City ranged from 11.0% to 13.0%.



Percent of Students Scoring Proficient or Above on the NAEP, 2015



Source: National Center for Education Statistics - National Assessment of Education Progress data, 2015

Females and males performed similarly on NAEP assessments, but there were significant disparities in performance between black and white students. Whereas half of white 4th graders in Baltimore City scored Proficient on their Math and Reading assessments, only 1 in 10 black 4th graders did.

Both white and black 8th graders in the city struggled to improve in these subjects over time. Among white 8th graders, more than 3 in 10 were identified as Proficient on Math and Reading assessments. Meanwhile, only about 1 in 10 black students in Baltimore demonstrated similar proficiency by 8th grade.

SPOTLIGHT

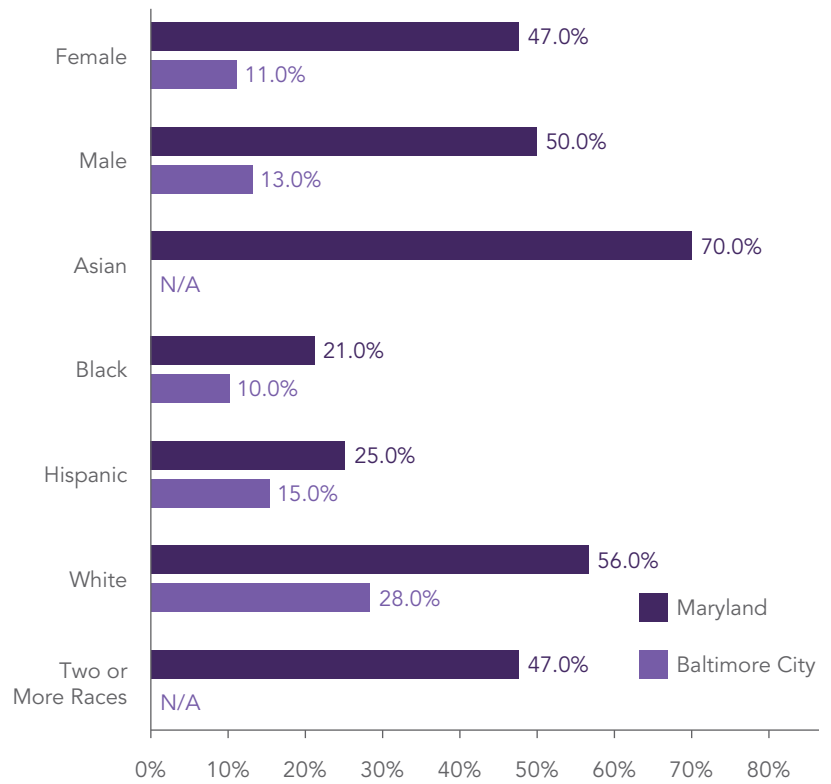
Females and males performed similarly on NAEP assessments, but there were significant disparities in performance between black and white students.



SPOTLIGHT

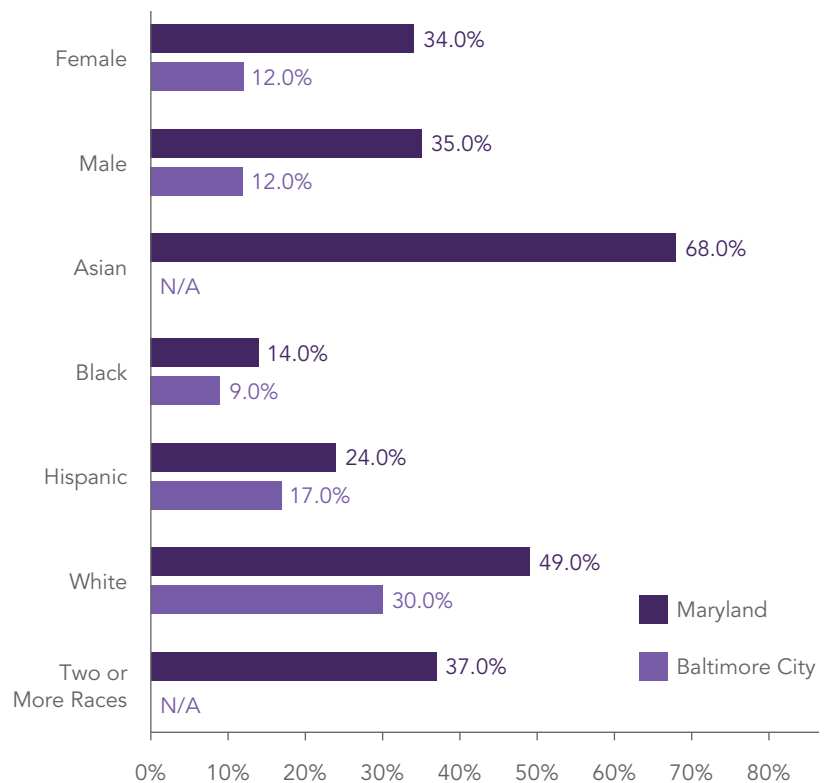
Students in Baltimore City were much less likely to score proficient or above on NAEP's math assessments than their peers across Maryland.

NAEP: Grade 4 Math — Proficient or Above by Gender and Race/Ethnicity



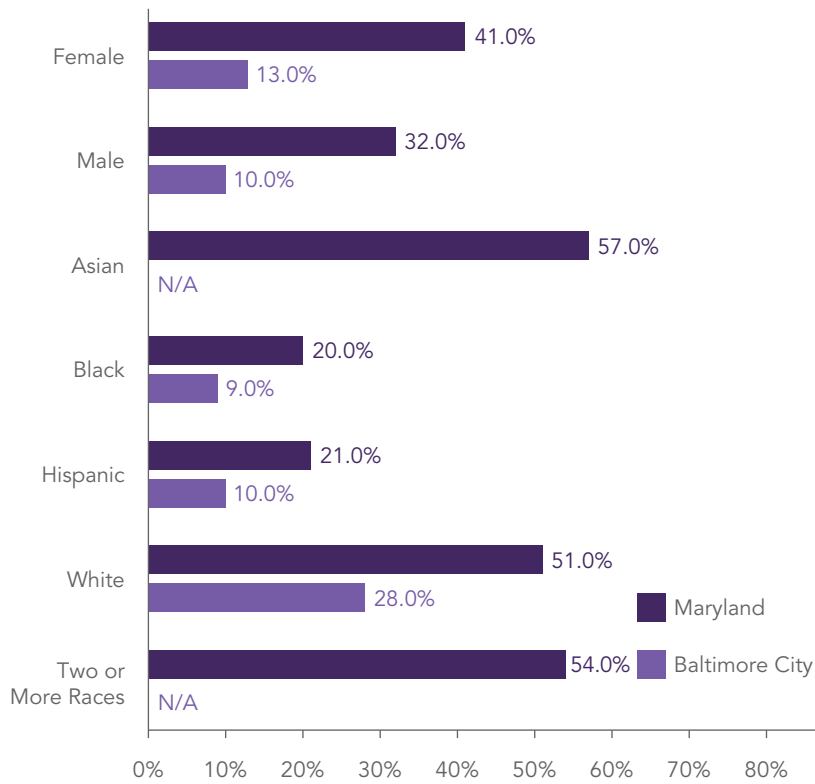
Source: National Center for Education Statistics - National Assessment of Education Progress data, 2015

NAEP: Grade 8 Math — Proficient or Above by Gender and Race/Ethnicity



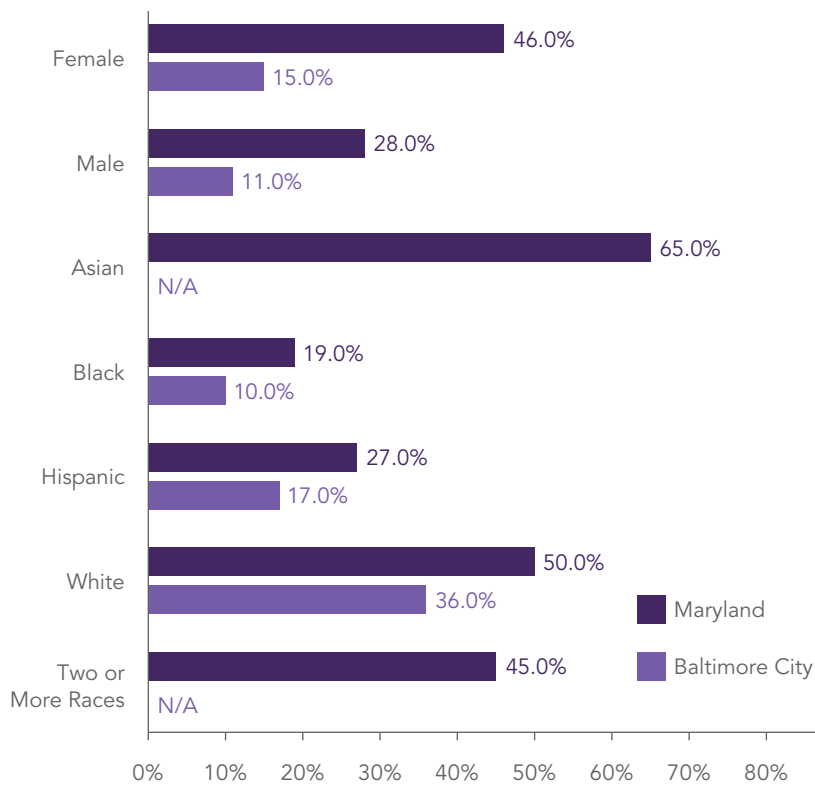
Source: National Center for Education Statistics - National Assessment of Education Progress data, 2015

NAEP: Grade 4 Reading — Proficient or Above by Gender and Race/Ethnicity



Source: National Center for Education Statistics - National Assessment of Education Progress data, 2015

NAEP: Grade 8 Reading — Proficient or Above by Gender and Race/Ethnicity



Source: National Center for Education Statistics - National Assessment of Education Progress data, 2015



SPOTLIGHT

White students in Baltimore City scored proficient or above on NAEP's reading assessments at least twice as often as black and Hispanic students.



SPOTLIGHT

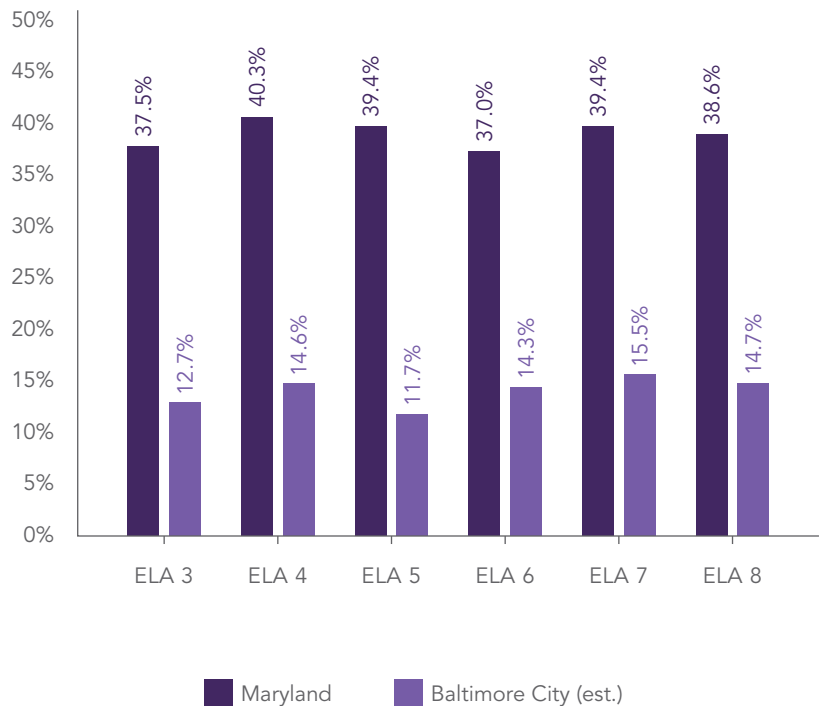
Although PARCC results in Baltimore City were much lower than in the rest of Maryland, Baltimore students showed improvement in their English Language Arts skills between grades 3 and 8.

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)

During the 2015–2016 school year, PARCC assessments were administered to five million students in 11 states, including Maryland. The purpose of PARCC assessments is not only to assess student performance but also to help educators identify where their students need more guidance.

Data on PARCC assessment results showed that students in Baltimore City met or exceeded expectations for English Language Arts (ELA) and Math less frequently than students across Maryland. The achievement gaps between state and city were severe across both dimensions, but the decline of Math performance by grade in Baltimore City was particularly alarming.

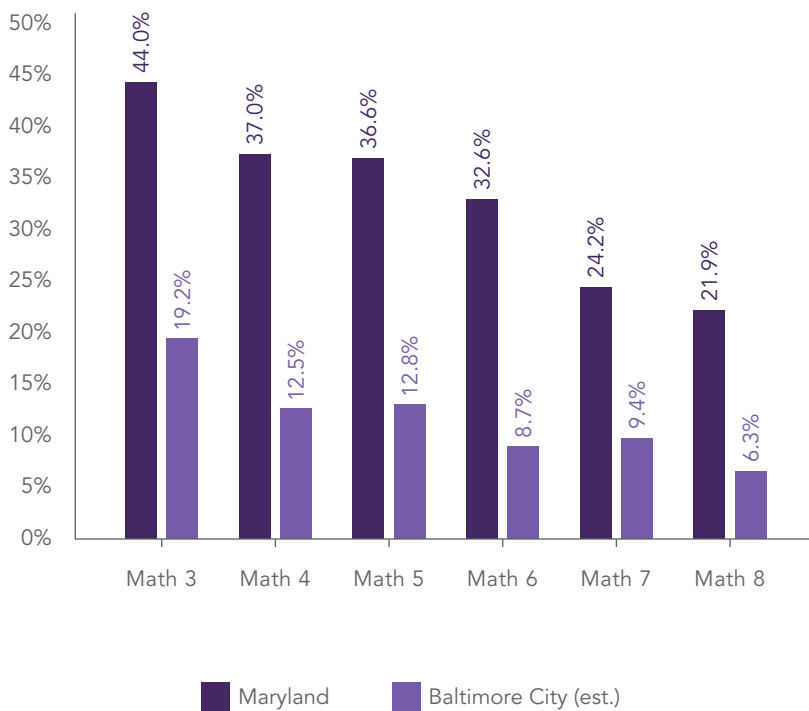
PARCC: Students Who Met or Exceeded English Expectations, 2015–2016



Source: Maryland State Department of Education – 2016 Maryland Report Card



PARCC: Students Who Met or Exceeded Math Expectations, 2015–2016



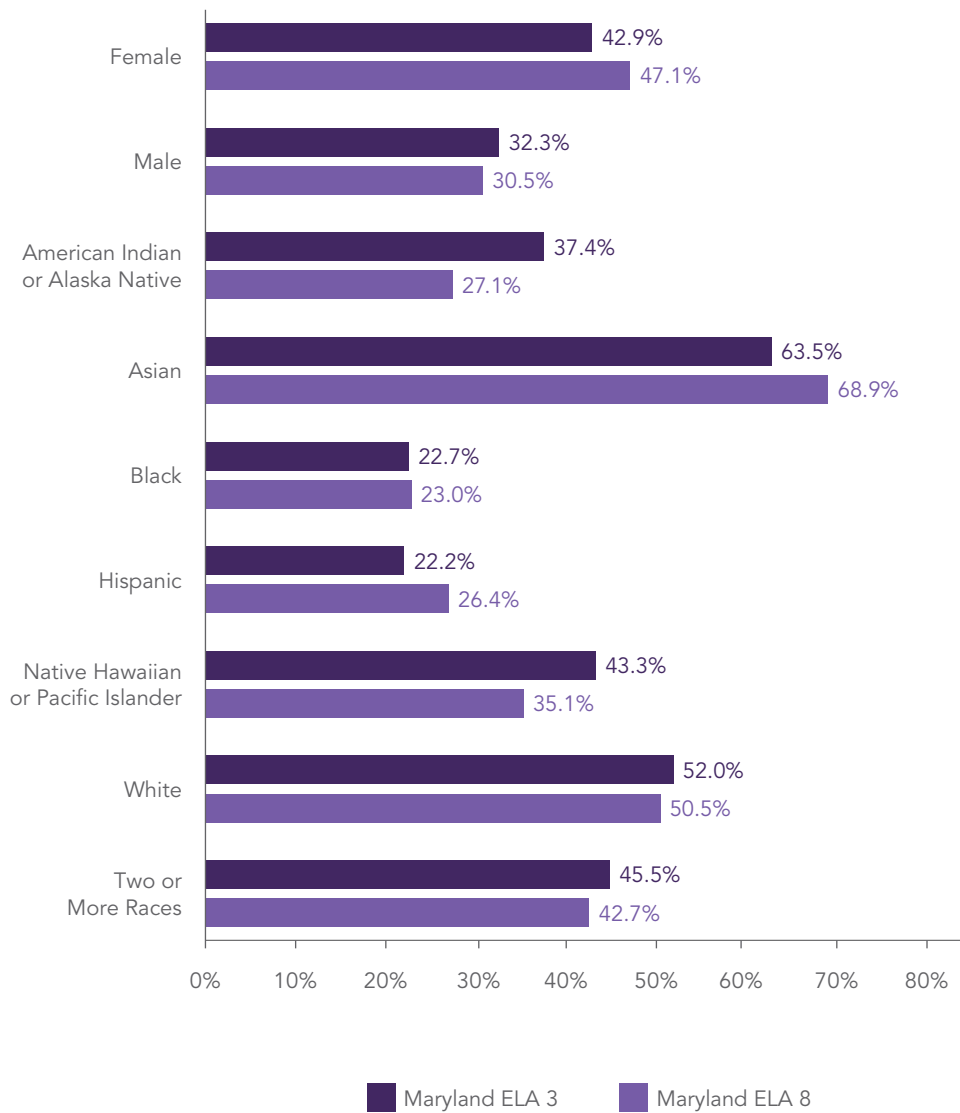
Source: Maryland State Department of Education – 2016 Maryland Report Card

SPOTLIGHT

The achievement gaps between state and city were severe across both dimensions, but the decline of Math performance by grade in Baltimore City was particularly alarming.

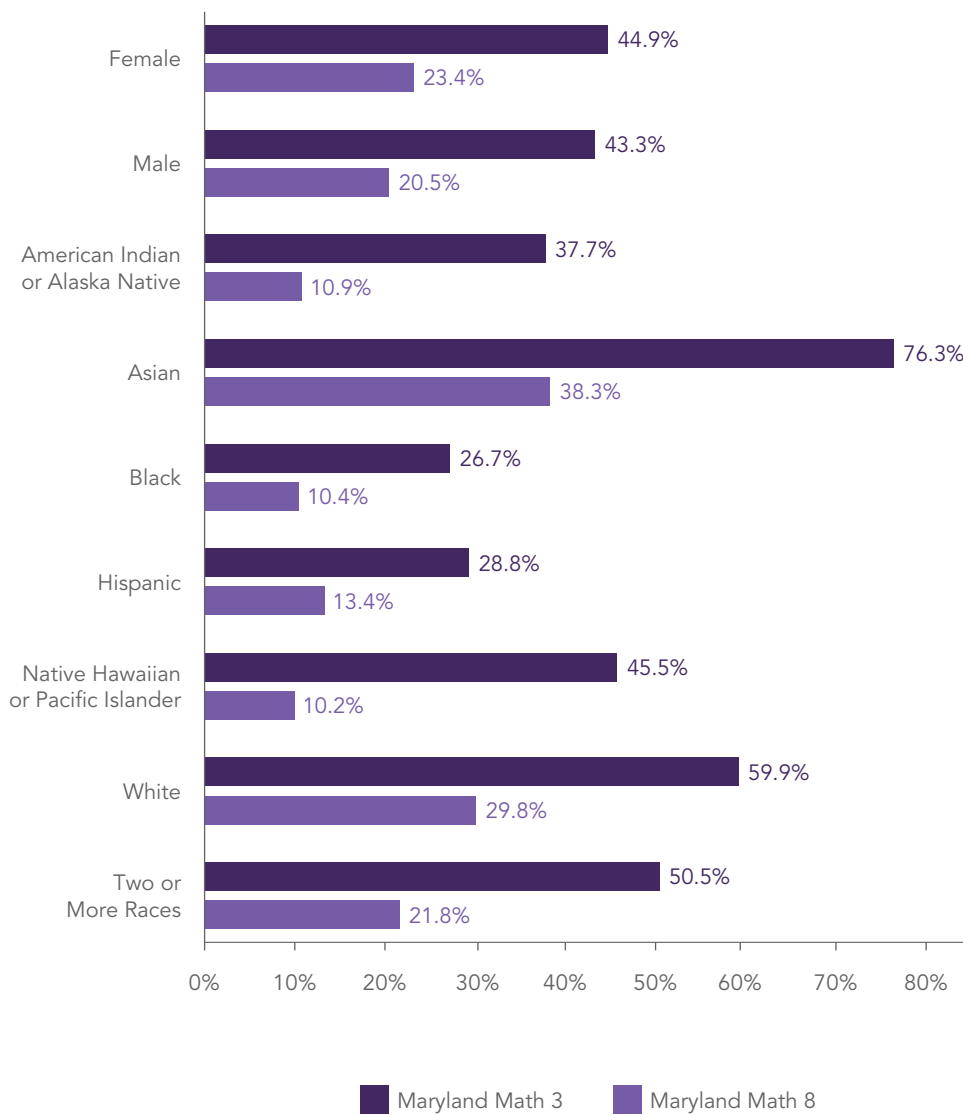
Statewide data also revealed the performance of more demographic subgroups than the data for the NAEP. In 2015, Asians and whites met or exceeded PARCC expectations more often than other subgroups, while Hispanics and blacks met or exceeded expectations less often.

PARCC: Maryland Students Who Met or Exceeded English Expectations by Gender and Race/Ethnicity, 2015–2016



Source: Maryland State Department of Education – 2016 Maryland Report Card

PARCC: Maryland Students Who Met or Exceeded Math Expectations by Gender and Race/Ethnicity, 2015–2016



Source: Maryland State Department of Education – 2016 Maryland Report Card



OUTCOME 4

Youth Graduate from High School Prepared for the Next Step without Remediation

Why It Matters

High school graduation is a strong predictor of lifelong success. Nationally, individuals without a high school diploma over the age of 16 face a 14% unemployment rate.^{xi} National Department of Labor data shows that, for those between the ages of 16 and 19 years, more than 1 in 4 cannot find jobs. Though the percentage of Baltimore City Public Schools (BCPS) students graduating in four years has been steadily improving, the performance of BCPS students is significantly below the statewide average.

Baltimore's Promise has identified the high school graduation rate and the remediation rate for those BCPS grads who enroll in a post-secondary institution as the key indicators for this outcome area.



What We're Doing About It

As part of its initial charge, the High School Graduation work group sought to identify, examine, and recommend promising strategies to improve the high school graduation rate and increase demonstrated readiness for college and/or career opportunities. In doing so, the group reviewed the policies, processes, and relevant data associated with high school graduation rates, promotion rates, attendance rates, and dropout rates. The group has also examined college and career readiness metrics and services, the role of tests and assessments, participation in summer school and online courses, and the transition from high school to college.

The High School Graduation work group put forth the below set of initial, strategic recommendations to move the needle on our key indicators for this outcome. The group monitored the following progress to date:

RECOMMENDATION #1

Explore opportunities to strengthen and expand career exploration and training programs, including Career Technology Education (CTE) programs, work-based learning, and connection to industry partners.

Progress to Date: The Career Exploration action team discussed the current state of career exploration programs and services for BCPS students, as well as workforce development best practices, then generated ideas for developing a system that supports the district's efforts to provide career exploration opportunities, quality CTE programs, and work-based learning experiences, including summer jobs, for students. The team continues to explore facilitating partnerships between businesses and schools, and creating a smooth handoff for CTE students post-graduation.

RECOMMENDATION #2

Explore opportunities to enhance college and career advising, both in school and out of school.

Progress to Date: The College & Career Advising action team reviewed the district's vision and strategic plan for college and career advising services, developed a definition of college/career advising, and discussed the existing network of community-based partners that provide advising services. As a result of this work:

- In partnership with BCPS, the team completed a survey of community-based organizations that provide advising services. The information gathered was representative of 34 organizations, a 62% response rate, and provided the team with a better understanding of the programs, the youth they serve, and the types of services they provide.
- Several members of the team joined an advisory group that is supporting the Fund for Educational Excellence and BCPS in

SPOTLIGHT

The College & Career Advising action team conducted a survey of organizations that provide advising services. 34 organizations, or 62% of identified organizations, responded and provided the team with a better understanding of their programs, the youth they serve, and the types of services they provide.



SPOTLIGHT

Baltimore's Promise partnered with the Maryland Mentoring Resource Center (MMRC) to encourage local mentoring programs to participate in a national survey conducted by MENTOR. Baltimore's Promise and MMRC co-hosted a survey-release kick-off event; 43 organizations completed the survey, which represents 55% of organizations with known city mentoring programs.

the development of a new online toolkit for students, families, and community members linked to the seven "Key Practices for Postsecondary Success."

- The development of a network for community-based organizations involved in college and career readiness work to come together in a variety of functions, including sharing best practices, leveraging collective resources, creating new collaborations, is ongoing.

RECOMMENDATION #3

Explore opportunities to expand and coordinate long-term mentoring opportunities.

Progress to Date: The Mentoring action team reviewed and reached consensus on local application of the national MENTOR standards to be used for determining quality. As a result of this work,

- Baltimore's Promise partnered with the Maryland Mentoring Resource Center (MMRC) to encourage local mentoring programs to participate in a national survey conducted by MENTOR. Baltimore's Promise and MMRC co-hosted a survey-release kick-off event; 43 organizations completed the survey, which represents 55% of organizations with known city mentoring programs.
- The team compiled its recommendations into a Citywide Strategy for Mentoring, which proposes a framework to achieve the goal of leveraging mentoring programs to ensure students are on track to graduate from high school in Baltimore City. The document outlines a vision for what a quality mentoring program looks like and how a coordinated citywide strategy will support programs in achieving that standard of quality.

RECOMMENDATION #4

Create and leverage effective partnerships between schools and external entities, including community-based organizations and institutions.

Progress to Date regarding this recommendation can be found under Recommendation #1 on page 29.

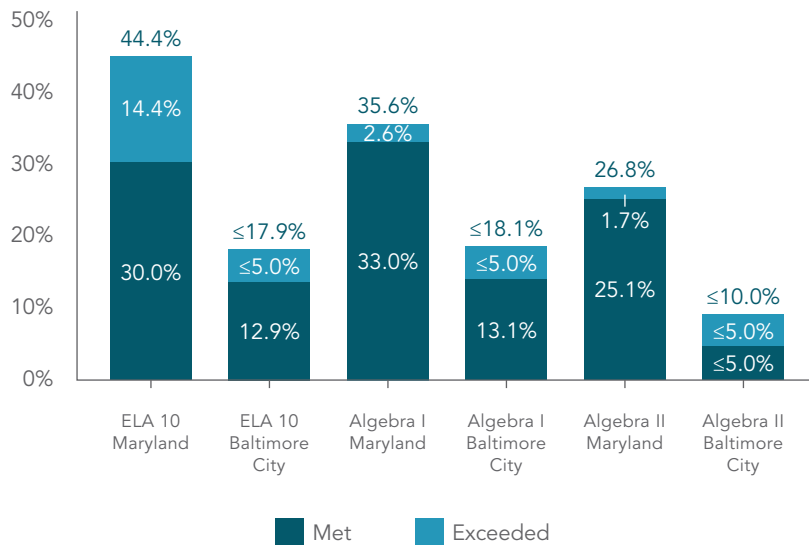
How the Data Have Changed

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)

Data for high school PARCC assessments showed that students in Baltimore City met or exceeded expectations for English Language Arts (ELA) and Algebra about half as often or more than students statewide. Due to MSDE reporting suppressed percentages for Baltimore City students on these assessments, city-level results are displayed as estimates on the chart that follows.



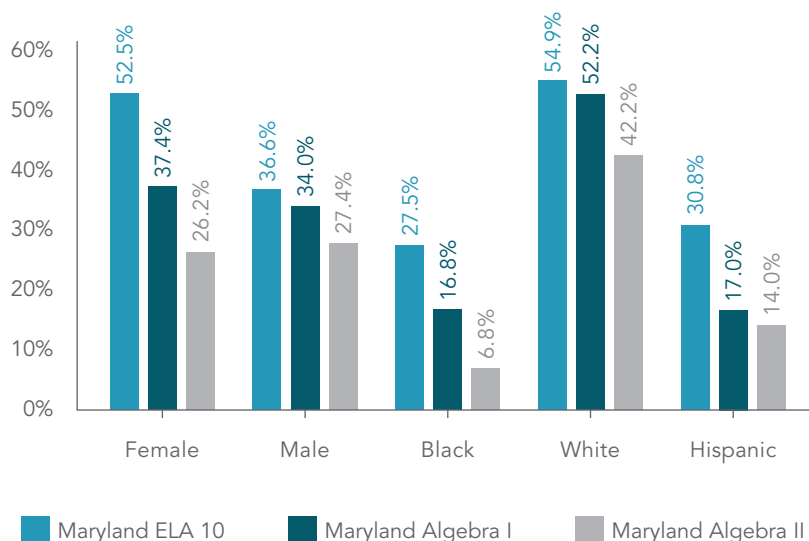
PARCC: Students Who Met or Exceeded Select Assessment Expectations, 2015–2016



Source: Maryland State Department of Education - 2016 Maryland Report Card

Statewide PARCC data also showed that, as with the lower grades, performance among high school students differed by subgroup throughout the state. In 2016, white students met or exceeded PARCC expectations more often than black or Hispanic students. Additionally, females in the state scored higher on two of the three select assessments than males.

PARCC: Maryland Students by Race/Ethnicity and Gender Who Met or Exceeded Select Assessment Expectations, 2015–2016



Source: Maryland State Department of Education - 2016 Maryland Report Card

SPOTLIGHT

Black and Hispanic students meet or exceed expectations less often than white students.



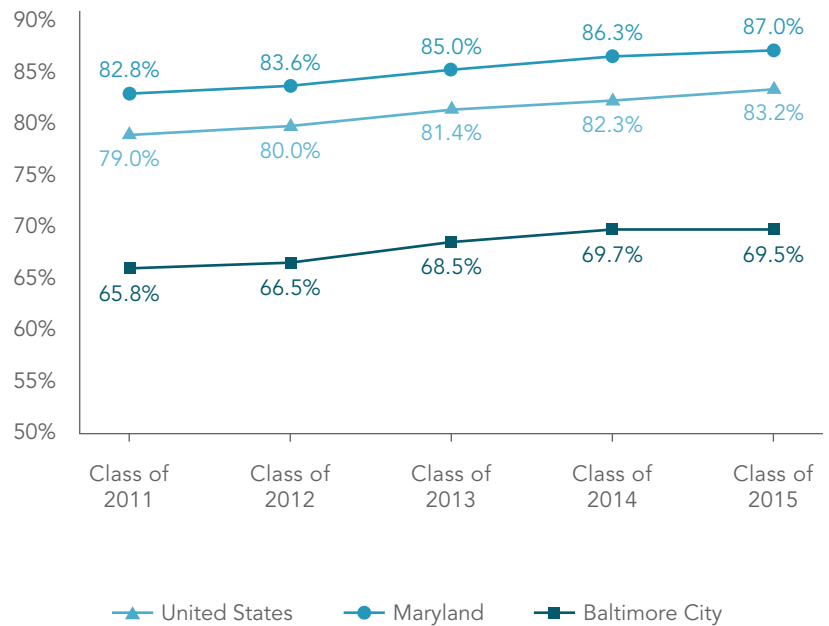
GRADUATION

Public high schools across the United States have reported increased graduation rates from their four-year cohorts in recent years. The trend has also been observed in Maryland's public high schools and, to some extent, in Baltimore City, although the city's rate appears to have plateaued. Despite these gains, Baltimore City's graduation rate in 2015 lagged behind the statewide rate by close to 20%.

SPOTLIGHT

Four-year graduation rates increased in Baltimore City's high schools by almost four points in five years, but the momentum appears to have stalled.

Four-Year Public High School Graduation Rates

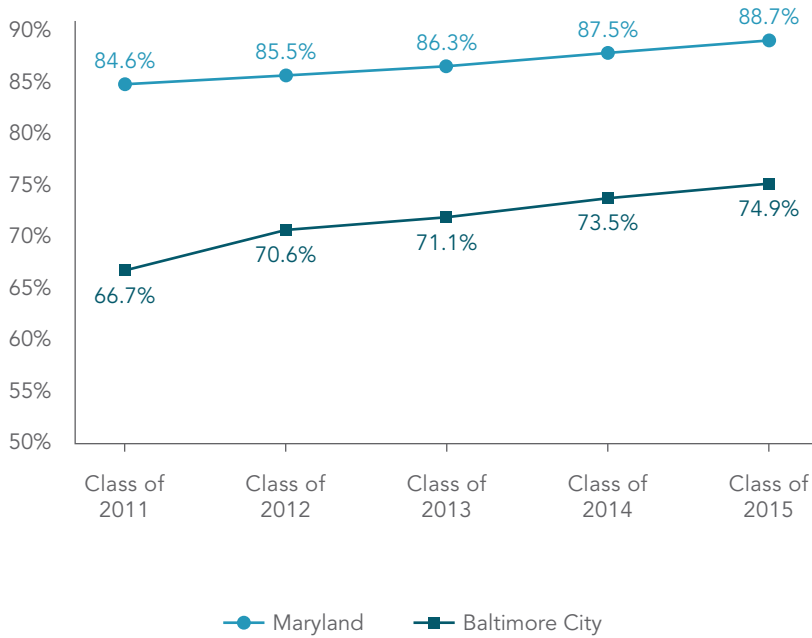


Source: National Center for Education Statistics - Public high school four-year adjusted cohort graduation rate tables; Maryland State Department of Education - 2016 Maryland Report Card



The graduation rate among five-year public high school students was slightly higher both at the state and city levels, with both trending upward every year between 2011 and 2015.

Five-Year Public High School Graduation Rates



Maryland State Department of Education - 2016 Maryland Report Card

SPOTLIGHT

About 3 out of every 4 fifth-year seniors in Baltimore City graduated from high school in 2015.



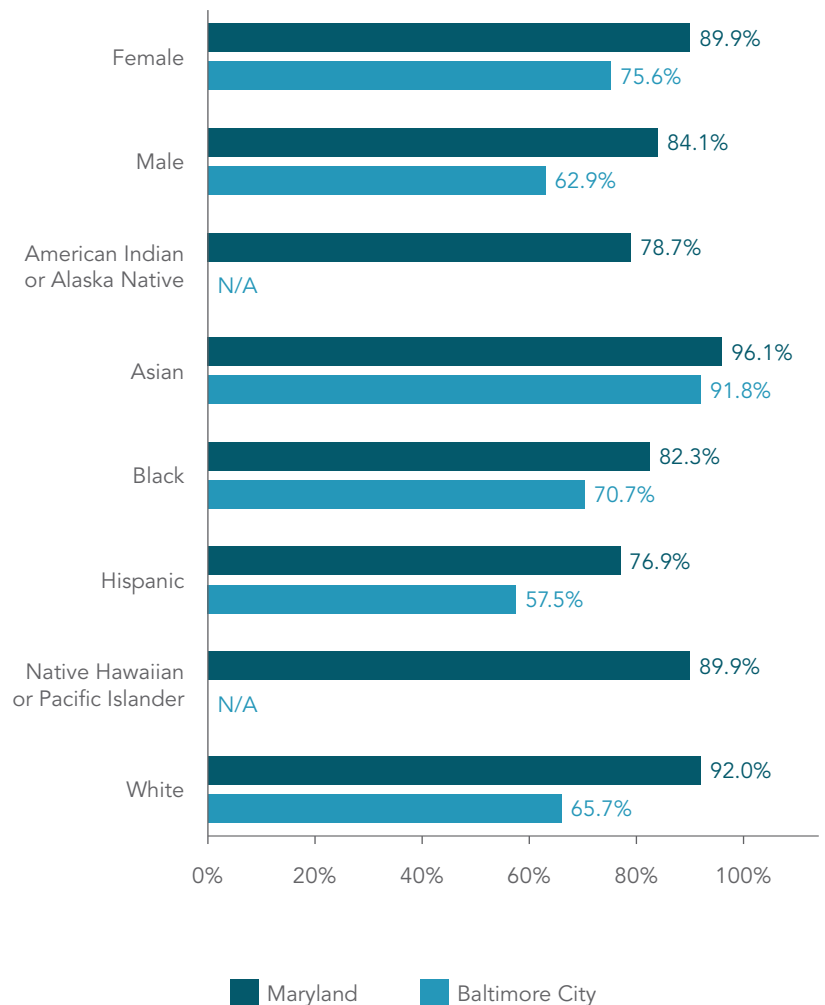
SPOTLIGHT

In terms of percentage, more black seniors graduate from Baltimore City Public Schools than white seniors, with 7 out of the district's 10 black seniors graduating in 2015.

Graduation data from four-year cohorts shows that black and white seniors in public high schools do not graduate at an equal rate. In terms of percentage, more black seniors graduated from Baltimore City Public Schools than white seniors, with 7 out of the district's 10 black seniors graduating in 2015. The city's black graduation rate may catch up with the national rate for the group if the trend continues. However, the city's white graduation rate, which dropped to 65.7% in 2015, did not come close to national or statewide rates for the same group.

The data also showed that there was a large gap between the percentages of female and male graduates in Baltimore City. Whereas about 75% of female seniors graduated from the city's public high schools on time in 2015, only about 63% of the male seniors did during the same year.

Four-Year Public High School Graduation Rates by Gender and Race/Ethnicity Class of 2015



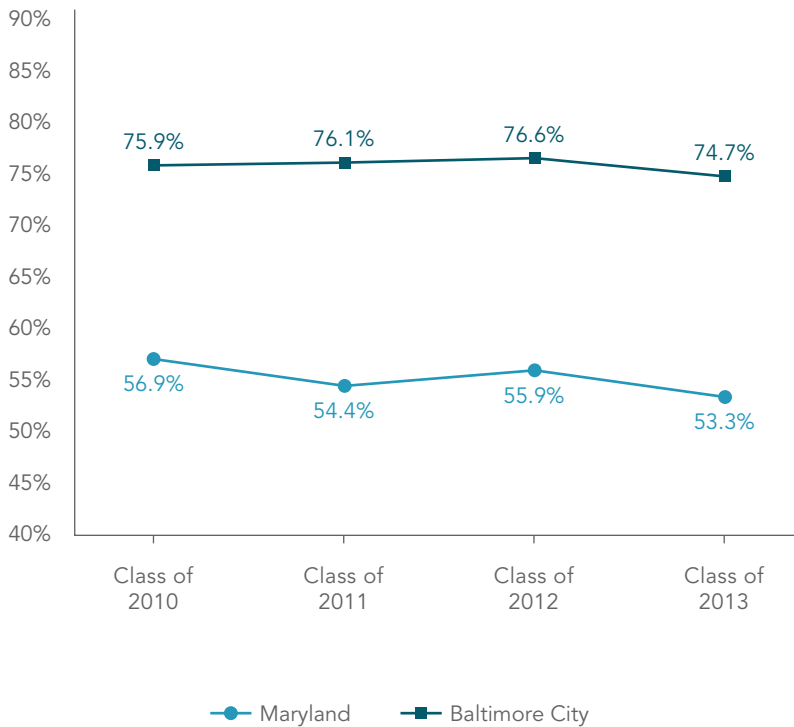
Source: Maryland State Department of Education - 2016 Maryland Report Card



REMEDICATION

The percentage of Maryland's high school graduates requiring remedial courses in college declined, from 56.9% in 2010 to 53.3% in 2013. For the same period, Baltimore City's remediation rate remained around 75%.

Remediation Rates of Recent High School Graduates



Source: Maryland Higher Education Commission, High School Graduate System, 2009–2013

SPOTLIGHT

Although roughly 3 in 4 graduates of Baltimore City Public Schools need remedial courses in college, the percentage appears to be slowly decreasing.



OUTCOME 5

Youth Earn Quality Post-Secondary Credential or Receive Training and are Career Ready

Why It Matters

Research shows that education directly impacts poverty and unemployment.^{xii} A bachelor's degree has also been linked with longer life expectancy, lower incarceration rates, and greater civic engagement.^{xiii}

Similarly, an individual with appropriate training (via apprenticeships or formal skills training programs) has increased chances of securing employment and earning a living wage.^{xiv} Individuals with professional certifications or licenses earn more than individuals without those credentials at each level of education below a bachelor's



degree.^{xv} Providing youth with the skills, knowledge, and experience relevant to the current demand for workers will help to ensure that those youth will have the opportunity to begin successful careers and earn a living wage.

Baltimore's Promise has identified post-secondary enrollment, the six-year college graduation rate for Maryland four-year public institutions, and the youth unemployment rate as the key indicators for this outcome area.

What We're Doing About It

As part of its initial charge, the Career Readiness work group sought to:

1. Identify and examine the impact of strategies and related policies to increase college completion rates.
2. Identify and examine the impact of post-secondary career-readiness strategies to provide work experience, training, and career credentialing opportunities for young adults with a high school diploma.
3. Identify and examine the current sector-based employment programs and policies, community college-based partnerships, and strategies for opportunity youth ages 18–24.

The Career Readiness work group put forth the below set of initial, strategic recommendations to move the needle on our key indicators for this outcome. The group monitored the following progress to date:

RECOMMENDATION #1

Increase college completion rates by implementing a large-scale guaranteed scholarship model for four-year colleges/universities and conducting further research to understand the impact of tuition guarantees on the population of students who attend community colleges to pursue associate degrees and/or transfer to four-year institutions.

Progress to Date:

- The set of scholarship model criteria developed was shared with city leaders as they considered the development of a guaranteed scholarship model.
- Further research was conducted to understand strategies that provide wrap-around support addressing academic and non-academic needs during the high school advising/matching phase, transition from high school to college matriculation, and year-to-year retention during college.
- A small task group with representatives from the institutions of higher education commonly attended by BCPS graduates was created to implement retention elements identified as best practices through research.

SPOTLIGHT

A small task group with representatives from the institutions of higher education commonly attended by BCPS graduates was created to implement retention elements identified as best practices through research.



SPOTLIGHT

A mini-pilot of web-based career assessment and guidance tool, My Best Bets, is underway at three Baltimore out-of-school youth-focused organizations, per the coordination of TheCONNECT.

RECOMMENDATION #2

Improve the quality of data collected on training completion, job placement, job retention, and wages. Develop a mechanism to inform consumers and policymakers about outcomes related to workforce training.

Progress to Date: The work group is actively pursuing strategies toward the further development and implementation of this recommendation including:

- Actively promoting career credentialing/skills training for high demand occupations in growth sectors as a viable alternative to and/or a first credential on the way toward a degree. For example, a mini-pilot of web-based career assessment and guidance tool, My Best Bets, is underway at three Baltimore out-of-school youth-focused organizations, per the coordination of TheCONNECT.
- Supporting the Baltimore Workforce Investment Board (BWIB) and its staff at the Mayor's Office of Employment Development (MOED) in building the capacity to serve as the local repository for performance data on tuition-free, community-based occupational skills training programs.
- Supporting the Baltimore Educational Research Consortium (BERC) as it conducts research to better understand the educational and employment trajectories of BCPS students, using administrative data assembled by the Maryland Longitudinal Data System Center (MLDSC).
- Exploring effective interventions to increase cohort-level completion, job placement, and the consistent collection and public reporting of wage data regarding for-credit and non-credit tuition-based certificate and degree programs. For example, BERC and the Community College of Baltimore County (CCBC) are analyzing educational pathways and completion rates of graduates of city schools that enroll at CCBC.

RECOMMENDATION #3

Expand opportunities for tuition/supports for credentialing programs in conjunction with expansion of existing effective training programs and the creation of new training programs.

Progress to Date: A proposal to create the Baltimore Fund for Occupational Training via the Baltimore Workforce Investment Board was developed. The Fund will help sustain, strengthen, and expand the existing network of high-quality, tuition-free, community-based credentialing programs that meet employers' needs for skilled workers and align with jobs in growth sectors. The proposal was shared with a state lawmaker for possible inclusion in the 2016 legislative package, but corresponding legislation was never introduced. The work group has revised this recommendation in an effort to support a two-year initiative to double the number of opportunities for 18–24 year olds to participate in occupational skills training that leads to career track employment. The updated recommendation will be adopted as a demonstration model in the coming months.

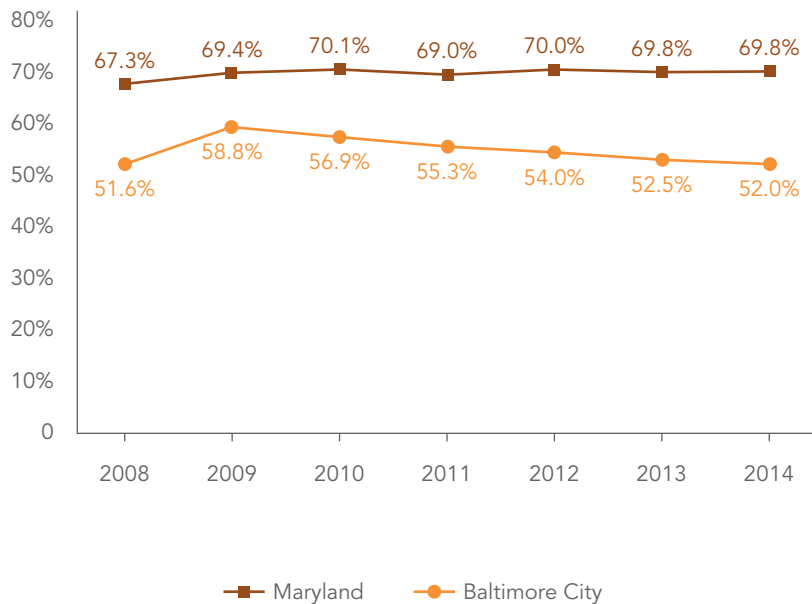


How the Data Have Changed

COLLEGE ENROLLMENT

Although more than half of high school graduates from Baltimore City enroll in college within 16 months of graduating, the percentage has slowly decreased since 2009. Whereas about half of the city's 2014 cohort enrolled in college within 16 months, about 7 in 10 graduates from the statewide class of 2014 enrolled during the same period.

High School Graduates Who Enrolled in College 16 Months Post High School



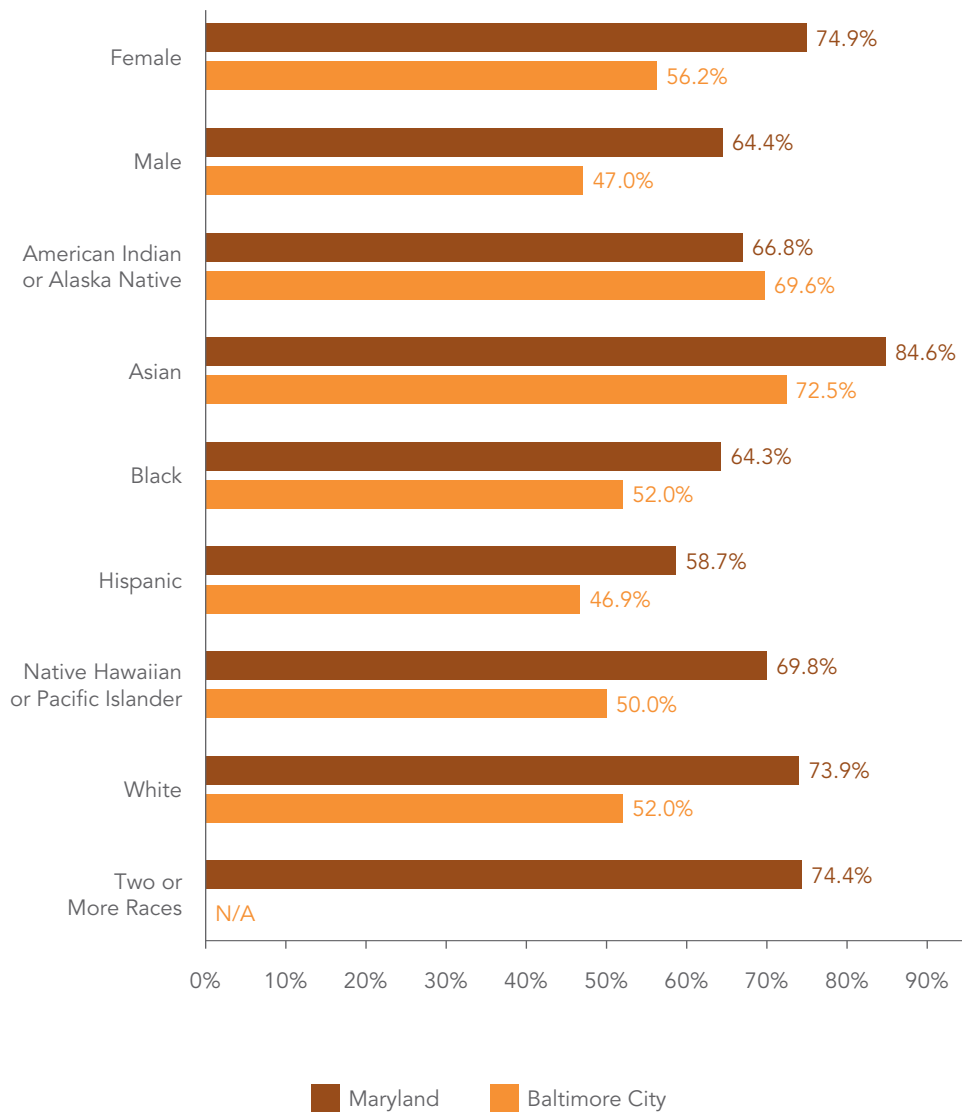
Source: Maryland State Department of Education - 2016 Maryland Report Card

SPOTLIGHT

About half of high school graduates from Baltimore City Public Schools enroll in college within 16 months of graduating.

Data from the 2014 cohort of high school graduates showed disparities in college enrollment by gender and race/ethnicity. Females across Maryland and in Baltimore City enrolled more frequently than males over the last decade, but the gap there appears to be closing. In a racial and ethnic context, the groups with the lowest percentages of enrollees in 2014 were blacks and Hispanics, both in Maryland and in Baltimore City.

High School Graduates in the Class of 2014 Who Enrolled in College Within 16 Months by Gender and Race/Ethnicity



Source: Maryland State Department of Education - 2016 Maryland Report Card

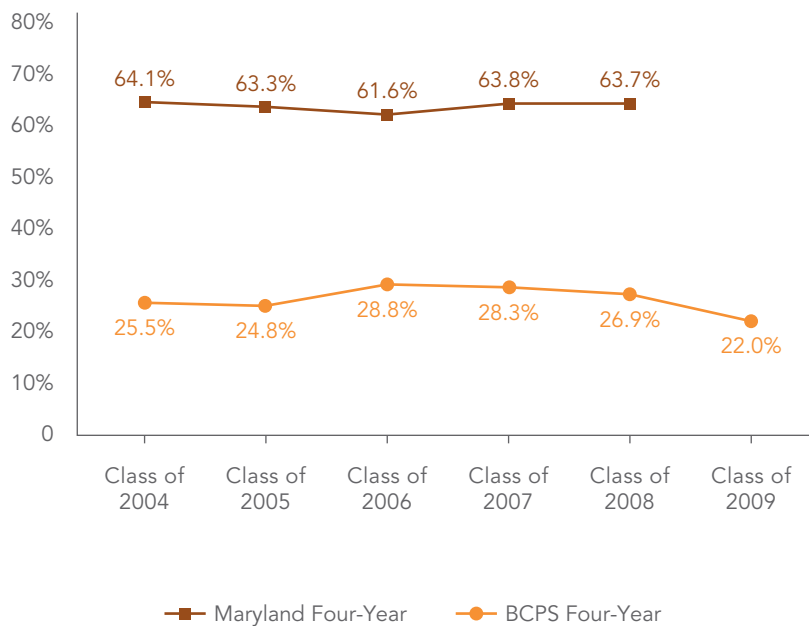


DEGREE COMPLETION

The chart below shows cohorts of first-time, full-time BCPS graduates who enrolled in college the fall after graduation and completed four-year degrees within six years (e.g. 2004–2010, 2009–2015).

As of 2015, less than a quarter of BCPS high school graduates who enrolled in college the fall after graduation completed four-year degrees within six years. Their statewide peers completed four-year degrees more than twice as often.

First-time, Full-time Undergraduates Completing a Degree Within Six Years of Enrollment



Source: Maryland Higher Education Commission, Office of Research and Policy Analysis - 2011–2016 Annual Data Books; Baltimore Education Research Consortium - College Opportunities and Access: Baltimore City Graduates through the Class of 2014; Forthcoming BERC Fact Book

SPOTLIGHT

As of 2015, less than a quarter of BCPS high school graduates who enrolled in college the fall after graduation completed four-year degrees within six years.



SPOTLIGHT

One in five young people ages 16–24 (approximately 18,000 young people) are disconnected from work and school in Baltimore City.

OPPORTUNITY YOUTH

Sometimes referred to as “disconnected youth,” opportunity youth are young people aged 16 to 24 who are not attending school, not working, and do not possess degrees beyond high school. Research shows that in Baltimore City:

- One in five young people ages 16–24 (approximately 18,000 young people) are disconnected from work and school.
- 38% of these youth lack a high school diploma or GED, and on average have a 7th grade reading level and 5th grade math ability.
- 79% are black, compared to the citywide black population of 63%.^{xvi}

We know that there are monetary consequences associated with the lack of meaningful engagement of the opportunity youth population. For example, an opportunity youth costs \$13,900 per year or about \$235,680 over the course of his or her lifetime as a result of long-term unemployment, increased reliance on government supports, crime, and poor health.^{xvii} Connecting opportunity youth to jobs can be a complicated challenge. Workforce programs for adults are often not fully equipped to serve people younger than 24, a population that tends to need additional supports and a youth-focused approach that allows participants to learn, explore, and build confidence while gaining work experience.^{xviii}

Baltimore’s Promise, in partnership with the Baltimore Workforce Funders Collaborative and the Job Opportunities Task Force, commissioned two reports, as well as a summary document, “A Call to Action,” about the city’s approach to opportunity youth:

- “Expanding Sector Employment Opportunities for Young Adults in Baltimore” prepared by Kingslow Associates, provides guidance on developing a strategy for opportunity youth focused on specific workplace sectors and makes suggestions on improving the city’s opportunity youth infrastructure.
- “Connecting Baltimore’s Opportunity Youth to Careers” prepared by Field Guide Consulting, examines national best practices and offers guidance for Baltimore on how to reframe programming to help opportunity youth overcome barriers and enter paths leading to work and careers.

Key findings from the reports show that:

- A range of factors, including concentrated poverty, institutional racism, and disinvestment, contribute to the city’s large population of opportunity youth.
- A number of nonprofits are doing good work to serve opportunity youth; however, a major, cross-cutting response is needed to better address the needs of this population.
- City agencies and nonprofits involved in serving opportunity youth should examine their internal processes and practices, revamp strategies to enhance collaboration and effective service delivery, and implement better approaches.
- Increased investments are needed to expand high-quality and well-coordinated services that assist opportunity youth throughout Baltimore City.



- By using industry sector-focused strategies that are developed with the specific needs of young adults in mind, the potential exists to connect many more of Baltimore’s opportunity youth to careers.
- Re-engaging these young people will result in significant economic benefits for youth, employers, society, and taxpayers.

Key recommendations from the “Call to Action”:

1. Expand Baltimore’s industry-based workforce development programs to more effectively serve opportunity youth.
2. Build on Baltimore’s existing youth-oriented career resources to better serve opportunity youth.
3. Expand collaboration and partnerships citywide in any build-out of a youth-focused sector strategy.
4. Engage and work with youth to develop new approaches to serving opportunity youth.
5. Build system-wide data collection and data sharing capacity.
6. Build a culture of evaluation, learning, and continuous improvement.
7. Expand funding opportunities to effectively connect opportunity youth to sector-based training.
8. Develop systemic interventions to address basic math and reading deficiencies.
9. Engage more employers and proactively improve perceptions of opportunity youth.
10. Assess and enhance Mayor’s Office of Employment Development programs for opportunity youth.

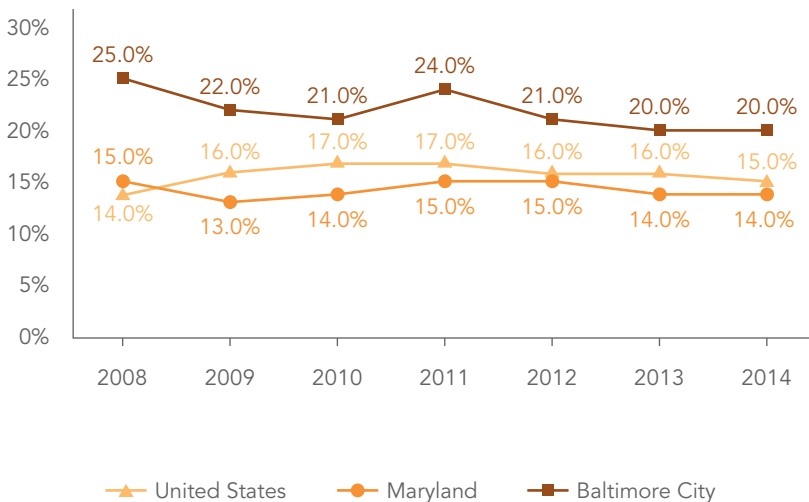
Both reports can be found at

www.baltimorespromise.org/reports-and-research.

SPOTLIGHT

By using industry sector-focused strategies that are developed with the specific needs of young adults in mind, the potential exists to connect many more of Baltimore’s opportunity youth to careers.

Young Adults 18–24: Not Attending School, Not Working, and No Degree Beyond High School



Source: Kids Count Data Center



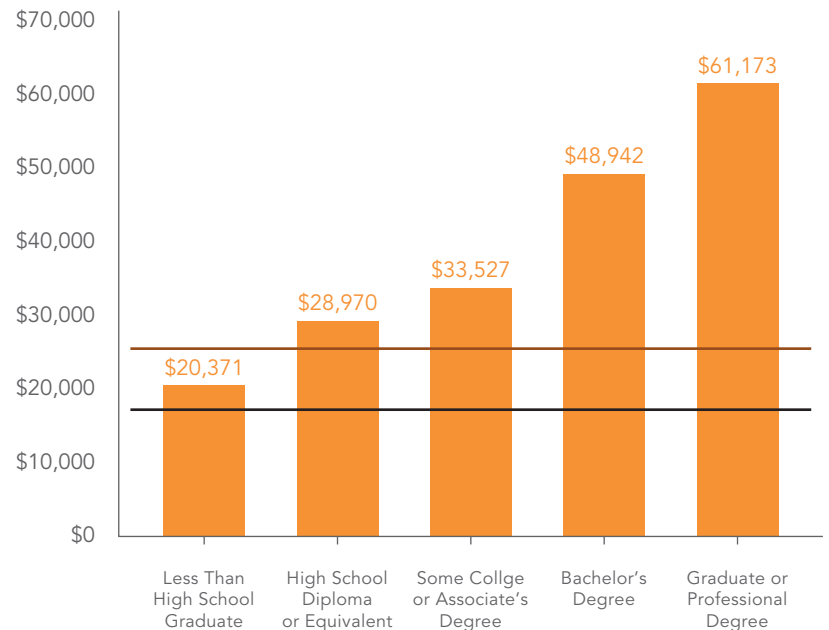
SPOTLIGHT

Between 2010 and 2014, the median income for Baltimoreans with bachelor's degrees was about 40% higher than for those with only high school diplomas.

THE IMPACT OF EDUCATION

Census data from Baltimore City showed that a person's median earnings increased as they accumulated education beyond high school. Between 2010 and 2014, the Census Bureau estimated that individual Baltimoreans with less than a high school education could earn slightly more than the minimum wage if they worked a full-time job. By contrast, estimates for median earnings among those with bachelor's or graduate degrees were substantially higher.

Median Earnings by Education Level



— One Person Working Full-Time at Living Wage (\$12.33):
\$25,646 Annual Gross

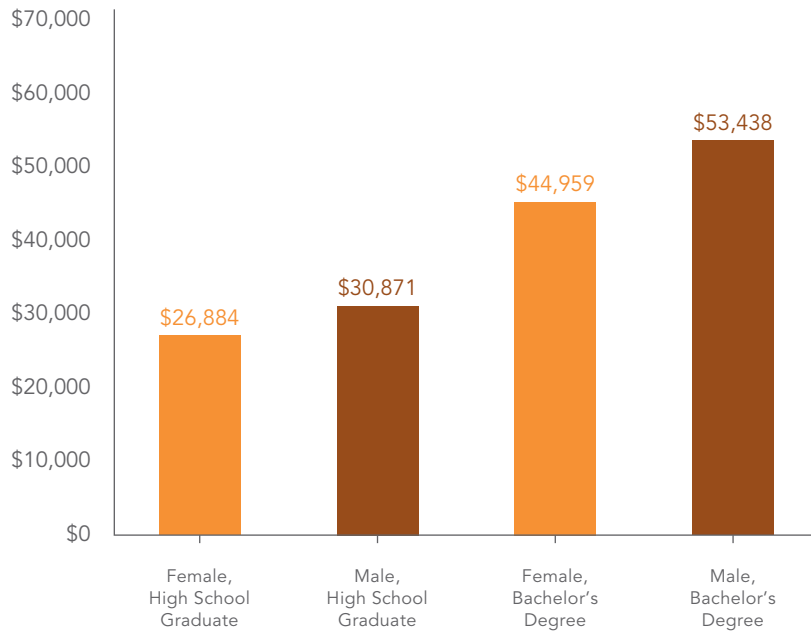
— One Person Working Full-Time at MD Minimum Wage (\$8.75):
\$18,200 Annual Gross

Source: US Census Bureau, 2010–2014 American Community Survey Five-Year Estimates
Wage figures: Massachusetts Institute of Technology (MIT) Living Wage Calculator for Living Wage Standards;
Maryland Department of Labor, Licensing and Regulation, June 2016



Census data also showed that women with high school diplomas in Baltimore City earned slightly less than men with diplomas. The difference was more pronounced among women and men with bachelor's degrees. Based on this observation, the effect of occupational outcomes on these differences could be a topic for future research.

Differences Between Median Earnings Among Female and Male Graduates in Baltimore City



Source: US Census Bureau, 2010–2014 American Community Survey Five-Year Estimates

SPOTLIGHT

Between 2010 and 2014, women with high school diplomas and bachelor's degrees in Baltimore City earned less than men with the same levels of education.



SPOTLIGHT

A staff appointment was created at the Maryland Longitudinal Data System Center on behalf of Baltimore's Promise via the Baltimore Education Research Consortium.

Baltimore's Promise co-hosted an IDS symposium with the Annie E. Casey Foundation (AECF) in January 2016 with both local and national experts to explore the creation of an IDS in Baltimore. A blueprint of an IDS for Baltimore was created and work is ongoing.

Data Analysis and Evaluation

LIKE OTHER COLLECTIVE IMPACT STRATEGIES,

Baltimore's Promise uses data to continually identify, adopt, and scale up practices that improve outcomes. Data analysis and evaluation are central components of the five strategic work groups. A separate Data Analysis work group is dedicated solely to supporting and guiding this work.

As part of its initial charge, the Data Analysis work group sought to:

1. Support the development and release of the Baltimore's Promise Baseline Report and subsequent annual reports.
2. Provide ongoing data support to the strategic outcome area work groups and related action teams.
3. Assist with securing appropriate data and developing data sharing agreements with gatekeeper agencies.
4. Promote consistent data disaggregation by race/ethnicity, gender, and other special populations.
5. Encourage the use of additional research methods to contextualize data.
6. Explore opportunities in Baltimore to create an integrated data system (IDS).

Progress to Date:

- The Data Analysis work group established a shared measures framework for each outcome area work group.
- A formal data sharing agreement between Baltimore's Promise and Baltimore City Public Schools (BCPS) was finalized.
- A staff appointment was created at the Maryland Longitudinal Data System Center on behalf of Baltimore's Promise via the Baltimore Education Research Consortium.
- Baltimore's Promise co-hosted an IDS symposium with the Annie E. Casey Foundation (AECF) in January 2016 with both local and national experts to explore the creation of an IDS in Baltimore. A blueprint of an IDS for Baltimore was created and work is ongoing.
- Baltimore's Promise co-hosted a Data Privacy Roundtable with AECF in August 2016, with both local and national experts, to explore the policies governing the ability to access and share data as we build an IDS, as well as the degree to which flexibility may exist.



Next Steps

BALTIMORE'S PROMISE WAS FORMED to engage a multitude of stakeholders, with a variety of views, to arrive at a transformational solution that benefits all children and youth. We recognize that a sustained effort is needed to create and maintain forward momentum. In the upcoming year, we intend to focus our efforts to improve outcomes for children and youth, by:

- convening stakeholders and building public will;
- monitoring activities from our convenings and serving as an accountability partner;
- conducting data analysis, evaluation and research; and
- using information gathered (via data, research, and/or work group/action team intelligence) to influence and impact policy and funding decisions.

In the upcoming year, Baltimore's Promise will be implementing demonstration models to help advance our work, scale practices that achieve tangible results for the city's children and youth, and capture lessons to support the work across the entire cradle-to-career continuum. The demonstration models will be a mechanism to accelerate our work to move the needle on our identified outcomes for children and youth. The ongoing development, implementation, and outcomes associated with the demonstration models will be tracked in the coming year.

SPOTLIGHT

In the upcoming year, Baltimore's Promise will be implementing demonstration models to help advance our work, scale practices that achieve tangible results for the city's children and youth, and capture lessons to support the work across the entire cradle-to-career continuum.



Scorecard

To measure the improvement in our collective achievement, we need a very clear understanding of our starting point. Though detailed in the preceding pages, the tables that follow provide a transparent framework across each of our core indicators that is used to help track progress for each of the outcome areas. Trends reflect changes in the data over the past three years.

The change-over-time figures are percentage point changes and do not reflect percentage changes. Symbols are used to indicate a numerical increase (▲) or decrease (▼). Changes in green show that the indicator has been moving in the right direction. Changes in red show that the indicator has been moving in the wrong direction. N/A indicates the data was not available.

OUTCOME 1: BABIES ARE BORN HEALTHY

		2013	2014	2015	Trend
Infant Mortality Rate - All (Infant deaths per 1,000 live births)	BC	10.3	10.4	8.4	▼
	MD	6.6	6.5	6.7	
Infant Mortality Rate - Black	BC	12.5	12.8	9.7	▼
	MD	10.5	10.6	11.2	
Infant Mortality Rate - White	BC	6.8	7.1	5.4	▼
	MD	4.5	4.2	4.3	

		2013	2014	2015	Trend
Low Birthweight - All (% of births with infants weighing 5.5 lbs. or less)	BC	11.9%	11.5%	12.3%	▲
	MD	8.5%	8.6%	8.6%	
Low Birthweight - Black	BC	14.5%	13.9%	14.6%	▲
	MD	12.0%	12.1%	11.8%	
Low Birthweight - White	BC	7.2%	7.2%	8.4%	▲
	MD	6.6%	6.6%	6.8%	

		2012	2013	2014	Trend
Teen Birth Rate - All (Live births per 1,000 females ages 15–19)	BC	46.9	43.4	41.0	▼
	MD	22.1	19.3	17.8	
Teen Birth Rate - Black	BC	55.4	79.6	25.9	▼
	MD	32.6	28.9	25.1	
Teen Birth Rate - White	BC	25.9	23.4	25.1	▼
	MD	17.5	15.2	15.0	
Teen Birth Rate - Hispanic	BC	79.6	65.4	97.5	▲
	MD	44.6	39.5	39.8	

OUTCOME 2: CHILDREN ENTER KINDERGARTEN READY TO SUCCEED IN SCHOOL

		2015	2016	Trend
KRA Results - All (% of students with a KRA composite score of Demonstrating)	BC	48.0%	42.0%	▼
	MD	47.0%	45.0%	
KRA Results - Female	BC	53.0%	49.0%	▼
	MD	54.0%	52.0%	
KRA Results - Male	BC	39.0%	35.0%	▼
	MD	40.0%	39.0%	
KRA Results - American Indian or Alaska Native	BC	55.0%	50.0%	▼
	MD	40.0%	44.0%	
KRA Results - Asian	BC	41.0%	48.0%	▲
	MD	53.0%	52.0%	
KRA Results - Black	BC	49.0%	42.0%	▼
	MD	43.0%	41.0%	
KRA Results - Hispanic	BC	35.0%	27.0%	▼
	MD	27.0%	27.0%	
KRA Results - Native Hawaiian of Pacific Islander	BC	50.0%	40.0%	▼
	MD	35.0%	51.0%	
KRA Results - White	BC	59.0%	53.0%	▼
	MD	57.0%	56.0%	
KRA Results - Two or More Races	BC	54.0%	55.0%	▲
	MD	52.0%	48.0%	

OUTCOME 3: CHILDREN AND YOUTH ACHIEVE AT GRADE LEVEL IN SCHOOL

		2011	2013	2015	Trend
NAEP Math - Grade 4 (% of students who scored Proficient or above)	BC	17.0%	19.0%	12.0%	▼
	MD	48.0%	47.0%	40.0%	
NAEP Math - Grade 8 (% of students who scored Proficient or above)	BC	13.0%	13.0%	12.0%	▼
	MD	40.0%	37.0%	35.0%	
NAEP Reading - Grade 4 (% of students who scored Proficient or above)	BC	11.0%	14.0%	11.0%	-
	MD	43.0%	45.0%	37.0%	
NAEP Reading - Grade 8 (% of students who scored Proficient or above)	BC	12.0%	16.0%	13.0%	▲
	MD	40.0%	42.0%	37.0%	

		2014	2015	2016	Trend
PARCC Math - Grade 3 (% of students who met or exceeded expectations)	BC	N/A	17.9%	19.2%	▲
	MD	N/A	36.4%	44.0%	
PARCC Math - Grade 8 (% of students who met or exceeded expectations)	BC	N/A	5.7%	6.3%	▲
	MD	N/A	23.2%	21.9%	
PARCC English Language Arts - Grade 3 (% of students who met or exceeded expectations)	BC	N/A	20.4%	12.7%	▼
	MD	N/A	38.1%	37.5%	
PARCC English Language Arts - Grade 8 (% of students who met or exceeded expectations)	BC	N/A	14.0%	14.7%	▲
	MD	N/A	40.4%	38.6%	

OUTCOME 4: YOUTH GRADUATE FROM HIGH SCHOOL PREPARED FOR THE NEXT STEP WITHOUT REMEDIATION

		2014	2015	2016	Trend
PARCC Algebra I (% of students who met or exceeded expectations)	BC	N/A	≥ 9.3%	≤ 18.1%	-
	MD	N/A	31.2%	35.6%	
PARCC Algebra II (% of students who met or exceeded expectations)	BC	N/A	≥ 5.7%	≤ 10.0%	-
	MD	N/A	20.2%	26.8%	
PARCC English Language Arts - Grade 10 (% of students who met or exceeded expectations)	BC	N/A	28.0%	≤ 17.9%	-
	MD	N/A	39.7%	44.4%	

		2013	2014	2015	Trend
Four-Year HS Grad - All (% of students in the cohort who graduate within four years of HS enrollment)	BC	68.5%	69.7%	69.5%	▲
	MD	85.0%	86.3%	87.0%	
Four-Year HS Grad - Female	BC	75.4%	76.3%	75.6%	▲
	MD	88.4%	89.7%	89.9%	
Four-Year HS Grad - Male	BC	61.1%	62.8%	62.9%	▲
	MD	81.6%	83.1%	84.1%	
Four-Year HS Grad - American Indian or Alaska Native	BC	90.8%	89.5%	N/A	▼
	MD	83.5%	86.8%	78.7%	
Four-Year HS Grad - Asian	BC	88.3%	82.6%	91.8%	▲
	MD	95.0%	95.3%	96.1%	
Four-Year HS Grad - Black	BC	68.3%	69.6%	70.7%	▲
	MD	78.3%	80.5%	82.3%	
Four-Year HS Grad - Hispanic	BC	61.5%	64.0%	57.5%	▼
	MD	75.1%	77.5%	76.9%	
Four-Year HS Grad - Native Hawaiian or Pacific Islander	BC	N/A	76.9%	N/A	-
	MD	81.4%	76.4%	89.8%	
Four-Year HS Grad - White	BC	65.3%	68.2%	65.7%	▲
	MD	91.1%	91.9%	92.0%	



OUTCOME 4: YOUTH GRADUATE FROM HIGH SCHOOL PREPARED FOR THE NEXT STEP WITHOUT REMEDIATION (CONTINUED)

		2013	2014	2015	Trend
Five-Year HS Grad - All (% of students in the cohort who graduate within five years of HS enrollment)	BC	71.7%	73.5%	74.9%	▲
	MD	86.3%	87.5%	88.7%	

		2011	2012	2013	Trend
College Remediation Rate (% of recent high school graduates who needed remediation courses in college)	BC	76.1%	76.6%	74.7%	▼
	MD	54.4%	55.9%	53.3%	

OUTCOME 5: YOUTH EARN A QUALITY POST-SECONDARY CREDENTIAL OR RECEIVE TRAINING AND ARE CAREER READY

		2012	2013	2014	Trend
College Enrollment - All (% of high school graduates who enrolled in college within 16 months post HS)	BC	54.0%	52.5%	52.0%	▼
	MD	70.0%	69.8%	69.8%	
College Enrollment - Female	BC	58.5%	56.8%	56.2%	▼
	MD	74.8%	74.7%	74.9%	
College Enrollment - Male	BC	48.6%	47.1%	47.0%	▼
	MD	65.1%	64.7%	64.4%	
College Enrollment - American Indian or Alaska Native	BC	60.0%	87.1%	69.6%	▲
	MD	66.5%	68.3%	66.8%	
College Enrollment - Asian	BC	62.1%	78.9%	72.5%	▲
	MD	83.5%	85.5%	84.6%	
College Enrollment - Black	BC	54.0%	51.4%	52.0%	▼
	MD	64.0%	63.7%	64.3%	
College Enrollment - Hispanic	BC	38.6%	31.1%	46.9%	▲
	MD	58.9%	58.6%	58.7%	
College Enrollment - Native Hawaiian or Pacific Islander	BC	N/A	N/A	50.0%	-
	MD	52.8%	75.0%	69.8%	
College Enrollment - White	BC	52.7%	60.5%	52.0%	▼
	MD	74.6%	74.1%	73.9%	

		Class of 2007	Class of 2008	Class of 2009	Trend
Degree Completion (% of first-time, full-time undergrads completing degrees within six years)	BC	28.3%	26.9%	22.0%	▼
	MD	63.8%	63.7%	N/A	

		2012	2013	2013	Trend
Opportunity Youth (% of adults aged 18–24 not in school, not working, and no degree beyond HS)	BC	21.0%	20.0%	20.0%	▼
	MD	15.0%	14.0%	14.0%	

Data Sources and Definition Guide

Baltimore City Demographic Profile Definitions

Total Population: The population count or estimate used as the starting point in the estimates process (January 1–December 1).

Total Population Under 18: The population count or estimate used as the starting point in the estimates process (January 1–December 1) for all individuals under 18.

Total Population Over 18: The population count or estimate used as the starting point in the estimates process (January 1–December 1) for all individuals over 18.

American Indian or Alaska Native: A person having origins in the original peoples of North and South America, and who maintains tribal affiliation or community attachment.

Asian: A person having origins in subgroups from the Far East, Southeast Asia, or Indian subcontinent.

Black: A person having origins in racial subgroups from Africa, generally consisting of both non-Hispanic and Hispanic ethnicities.

Hispanic: A person who identifies as belonging to Hispanic, Latino, or Spanish ethnic subgroups. People in this category may be of any race; thus, statistics on Hispanic populations should not be combined with racial ones.

Native Hawaiian or Pacific Islander: A person having origins in the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in subgroups from Europe, the Middle East, or North Africa, generally consisting of both non-Hispanic and Hispanic ethnicities.

Two or More Races: A person who reported origins in more than one of six race categories used in Census data.

Less than High School: People of compulsory school attendance age or above who were not enrolled in school and were not high school graduates.

High School Graduate or Higher: People whose highest degree was a high school diploma or its equivalent, people who attended college but did not receive a degree, and people who received associate's degrees, bachelor's degrees, master's degrees, or professional or doctorate degrees. People who reported completing the 12th grade but not receiving a diploma are not included.

Bachelor's Degree or Higher: People whose highest degree was a bachelor's degree, and people who received a master's degree, or a professional or doctorate degree.

Labor Force Participation, Ages 16 and Over: The proportion of the population over age 16 that is either employed or unemployed and looking for work.

Unemployment Rate: The number of unemployed individuals as a percentage of the labor force (the sum of the employed and unemployed).

Median Household Income: The level of income between the top half and bottom half of households in a population. The income of the householder and all other individuals 15 years old and over in the household is included, whether they are related to the householder or not. Because many households consist of only one person, average household income is usually less than average family income.

Median Earnings: The level of income between the top half and bottom half of individual earners in a population.

Female Family Heads of Household, Families with Children Under 18: Families with female householders and children, but with no spouses present. Children in these households who are under 18 years old have never married and are either sons or daughters by birth to the householder, are stepchildren, or are adopted children.

Population Below Poverty: The share of all people who live in families with incomes below the federal poverty level. The federal poverty definition consists of

a series of thresholds based on family size and composition. In calendar year 2014, a family of two adults and two children fell in the “poverty” category if their annual income fell below \$23,850. Poverty status is not determined for people in military barracks, institutional quarters, or for unrelated individuals under age 15 (such as foster children). The data are based on estimates of incomes received in the 12 months prior to Census surveys.

Population Under 18 in Poverty During Last 12 Months: The share of children under age 18 who live in families with incomes below the federal poverty level.

Renter-Occupied Housing: All occupied housing units which are not owner-occupied, whether they are rented or occupied without payment of rent.

Vacant Housing: A housing unit is vacant if no one is living in it at the time of interview. Units occupied at the time of interview entirely by persons who are staying two months or less and who have a more permanent residence elsewhere are considered to be temporarily occupied, and are classified as “vacant.”

Violent Crime Rate: The incidence of violent crime, defined by the FBI’s Uniform Crime Reports program as those offenses which involve force or threat of force to the resident population.

Source | Unemployment Rate: US Bureau of Labor Statistics, June 2016; Maryland Department of Labor, Licensing and Regulation, June 2016 | Violent Crime Rate: FBI Uniform Crime Report Preliminary Semiannual Uniform Crime Report, January–June 2014; Maryland Governor’s Office of Crime Control & Prevention, 2014 Data | All other indicators: US Census Bureau, 2010–2014 American Community Survey 5-Year Estimates.

Baltimore City Public Schools Demographic Profile Definitions

Total Enrollment: The number of students enrolled in school as of September 30. The number includes ungraded special education and pre-kindergarten students.

Average Daily Attendance (Elementary): The percent average daily attendance of elementary students (grades 1 through 5), including ungraded special education students under age 11. Summer school is excluded.

Average Daily Attendance (Middle): The percent average daily attendance of middle school students (grades 6 through 8), including ungraded special education students age 11 through 13. Summer school is excluded.

Average Daily Attendance (High): The percent average daily attendance of high school students (grades 9 through 12)

including ungraded special education students ages 14 and over. Summer school is excluded.

Student Mobility: The percentage of students entering (transferring in or re-entering) or withdrawing (transfers and terminations) for any reason school during the September to June school year after the first day of school. Data are reported at elementary (kindergarten through grade 5), middle (grades 6 through 8) and high (grades 9 through 12) school levels. The percentage of entrants is calculated by dividing the number of entrants by the average daily membership. The percentage of withdrawals is calculated by dividing the number of withdrawals by the average daily membership. The student mobility percentage is calculated by dividing the sum of entrants and withdrawals by the average daily membership.

Free and Reduced Price Meals (FARMS): The percentage of students eligible for free or reduced price meals at schools. Eligibility criteria are set by the US Department of Agriculture’s Food and Nutrition Service.

Special Education: The percentage of special education program participants, i.e. students with disabilities who have current Individualized Education Plans (IEPs).

Federal Dollars for Low-Income Schools (Title I): The percentage of students receiving Title I services of the Elementary and Secondary Education Act (ESEA) (the Hawkins-Stafford Amendments of 1988).

Source | All Indicators: Maryland State Department of Education (MSDE) - 2016 Maryland Report Card.

Definition Guide for Outcome Areas

OUTCOME 1

Babies Are Born Healthy

Infant Mortality Rate: The deaths of infants less than one year old per 1,000 live births.

Infant Mortality Racial Disparities: The deaths of infants less than one year old per 1,000 live births, by race/ethnicity.

Low Birthweight Deliveries: A birthweight of a live born infant of less than 2,500 g (5 pounds 8 ounces) regardless of gestational age.

Teen Birth Rate: The number of women per 1,000 who give birth between ages 15–19 out of the total number of women in the age cohort.

Source | All Indicators: Maryland Department of Health and Mental Hygiene (DHMH), Vital Statistics Administration - Annual Reports.

OUTCOME 2

Children Enter Kindergarten Ready to Succeed in School

Percent Ready for Kindergarten:

Reporting of the scores on the Kindergarten Readiness Assessment reflects the percentage of students who have reached one of the following levels of readiness:

Demonstrating Readiness: Students demonstrate foundational skills and behaviors that prepare them for curriculum based on kindergarten standards.

Approaching Readiness: Students demonstrate some foundational skills and behaviors that prepare them for curriculum based on kindergarten standards.

Emerging Readiness: Students demonstrate limited foundational skills and behavior that prepare them for curriculum based on kindergarten standards.

Source | All Indicators: Maryland State Department of Education, Division of Early Childhood Development - School Readiness Reports.

OUTCOME 3

Children and Youth Achieve at Grade Level in School

National Assessment for Educational Progress (NAEP) (Grades 4 and 8): Sponsored by the Department of Education, NAEP assessments have been conducted periodically (typically bi-annually) in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects measuring academic achievement of elementary and secondary students. NAEP collects and reports academic achievement at the national level and, for certain assessments, at the state and district levels.

NAEP assesses a representative sample of students each year rather than the entire population of students. For Maryland, sample sizes ranged from 3,500 to 4,900 between 2009 and 2015. For Baltimore City, the sample sizes ranged from 1,000 to 1,500.

Partnership for Assessment of Readiness for College and Careers (PARCC): In 2015–2016, PARCC assessments were administered to five million students in 11 states, not only to assess

student performance but to help educators identify where students needed more guidance. This section uses data from students in Maryland and Baltimore City who took PARCC assessments in grades 3–8.

Due to low sample sizes and data suppression rules, MSDE reported results for students in Baltimore City who exceeded expectations on their PARCC assessments with a generic $\leq 5.0\%$. To estimate general percentages of students who either met or exceeded PARCC expectations in Baltimore City, this report combines 2015–2016 percentages for students who met PARCC expectations in Baltimore City by grade with 2014–2015 percentages for students who exceeded expectations by grade, the latter of which ranged from 0.3% to 2.3%. PARCC is expected to publish accurate results in 2017.

Source | NAEP Scores: National Center for Education Statistics - National Assessment of Education Progress data, 2009–2015 | PARCC Scores: MSDE - 2016 Maryland Report Card; PARCC - 2014–2015 Tables of Cross-State and State-Specific PARCC Results.

OUTCOME 4

Youth Graduate from High School Prepared for the Next Step without Remediation

PARCC: This section uses data from students in Maryland and Baltimore City who took selected PARCC assessments during grades 9–12 in 2015–2016. Due to low sample sizes and data suppression rules, MSDE reported results of categories for Baltimore City students with a generic $\leq 5.0\%$. PARCC is expected to publish accurate results in 2017.

Four-Year Adjusted Cohort Graduation Rate: The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

Five-Year Adjusted Cohort Graduation Rate:

The five-year adjusted cohort graduation rate is the number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

Remediation Rates: The percentage of all students requiring remedial coursework when entering college for the first time.

Source | PARCC Scores: MSDE - 2016 Maryland Report Card | Four- and Five-Year Cohort Graduation Rates: National Center for Education Statistics - Public high school four-year adjusted cohort graduation rate tables; MSDE - 2016 Maryland Report Card | Remediation Rates of Recent High School Graduates: Maryland Higher Education Commission, High School Graduate System, 2009–2013.

OUTCOME 5

Youth Earn Quality Post-Secondary Credential or Receive Training and are Career Ready

College Enrollment: The percentage of high school graduates who enroll in college for the first time within 16 months of exiting high school.

College Graduation: The percentage of high school graduates who enrolled in college the fall after graduation and completed four-year degrees within six years. For Baltimore City, statistics on graduates from the city's public high schools were used.

Opportunity Youth: The percentage of youth, 18–24, not attending school, not working, and not possessing a degree beyond high school.

Median Earnings by Education: The level of income between the top half and bottom half of individual earners by education level.

Source | College Enrollment: MSDE - 2016 Maryland Report Card | College Graduation: Maryland Higher Education Commission, Office of Research and Policy Analysis - 2011–2016 Annual Data Books; Baltimore Education Research Consortium - College Opportunities and Access: Baltimore City Graduates through the Class of 2014; Forthcoming BEREC Fact Book | Opportunity Youth: Kids Count Data Center | The Impact of Education: For median earnings by education: US Census Bureau, 2010–2014 American Community Survey Five-Year Estimates. For wage figures: Massachusetts Institute of Technology (MIT) Living Wage Calculator for Living Wage Standards; Maryland Department of Labor, Licensing and Regulation, June 2016.

Baseline Scorecard (Data Sources only)

Infant Mortality: Maryland Department of Health and Mental Hygiene, Vital Statistics Administration - Annual Reports

Low Birthweight: Maryland Department of Health and Mental Hygiene, Vital Statistics Administration - Annual Reports

Teen Birth Rate: Maryland Department of Health and Mental Hygiene, Vital Statistics Administration - Annual Reports

Kindergarten Readiness Assessment: Maryland State Department of Education, Division of Early Childhood Development - School Readiness Reports

National Assessment of Educational Progress (NAEP): National Center for Education Statistics - National Assessment of Education Progress data, 2009–2015

Partnership for Assessment of Readiness for College and Careers (PARCC): Maryland State Department of Education - 2016 Maryland Report Card

Adjusted Graduation Cohort (Four and Five-Year): Maryland State Department of Education - 2016 Maryland Report Card

College Remediation Rate: Maryland Higher Education Commission, High School Graduate System, 2009–2013

College Enrollment: Maryland State Department of Education - 2016 Maryland Report Card

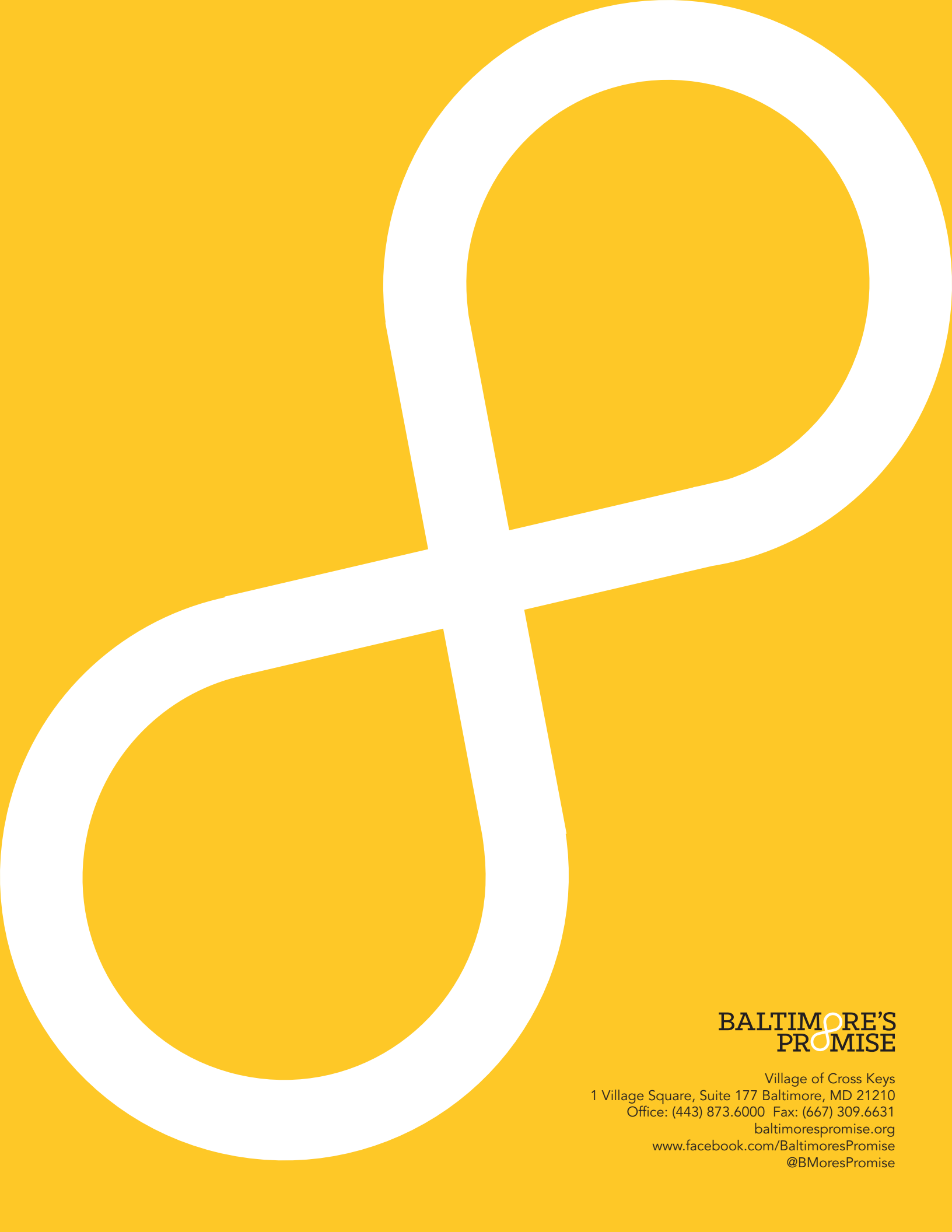
Degree Completion: For Maryland: Maryland Higher Education Commission, Office of Research and Policy Analysis - 2011–2016 Annual Data Books | For Baltimore City: Baltimore Education Research Consortium - College Opportunities and Access: Baltimore City Graduates through the Class of 2014; Forthcoming BEREC Fact Book

Opportunity Youth: Kids Count Data Center

References

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- ii Harburger, D.S., McNear, D., Acuna, R., Nativ, S., Greeno, E., Uretsky M., & Zabel, M. (2014). *Baltimore City’s investments in children and families: A review of outcomes, best practices, and financing for Baltimore’s Promise*. Baltimore, MD: University of Maryland School of Social Work, Institute for Innovation & Implementation.
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