

BALTIMORE CITY'S INVESTMENTS IN
CHILDREN AND FAMILIES:
A REVIEW OF OUTCOMES,
BEST PRACTICES, AND FINANCING FOR

Baltimore's **PROMISE**

EXECUTIVE SUMMARY

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INTRODUCTION & BACKGROUND

Baltimore's Promise is a newly launched non-profit organization dedicated to improving cradle to career outcomes for Baltimore City's children and youth. Baltimore's Promise has identified a series of outcomes that it is striving to achieve in order to create and sustain a Baltimore where children are healthy, educated, and well-equipped to lead productive careers and lives.



In July and August 2014, at the request of Baltimore's Promise and with the support of the Annie E. Casey Foundation, The Institute for Innovation & Implementation at the University of Maryland, Baltimore School of Social Work conducted a best practices and financing review around the specified outcome areas. This review built upon those conducted over the past decade in Baltimore and addressed indicators, best practices, and activity in Baltimore City, as well as the funding for programs and interventions for each of the identified outcome areas. The literature and best practices review used many of the same questions that framed the fiscal year (FY) 2011 Baltimore City fund maps, but also sought to examine the impact other factors may have on the specified outcome areas.

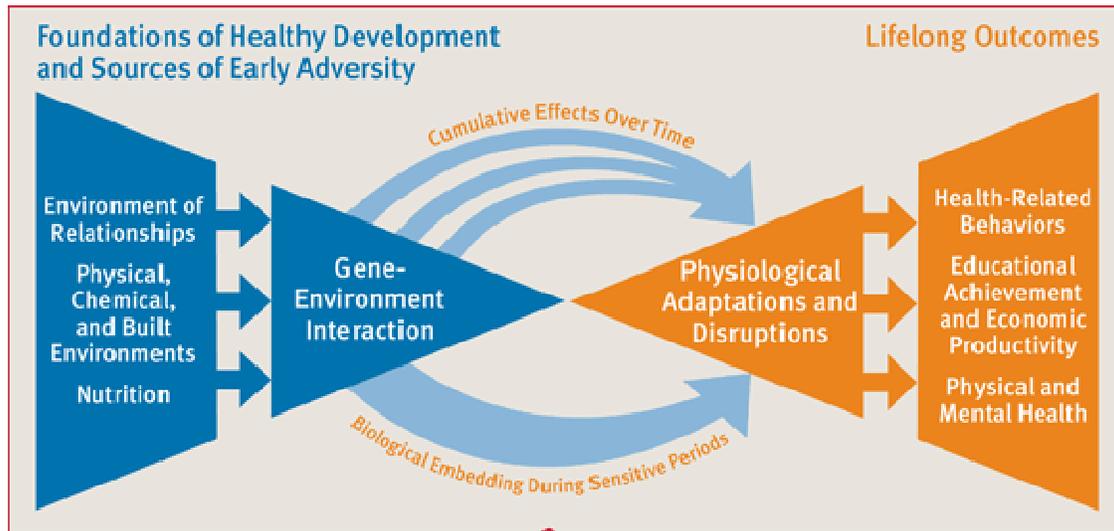
This review examined questions related to policy and funding, with the fund map focusing on federal, state, and local operational spending in FY13. Information also was requested from the philanthropic community. The children's budget matrix was completed using the same template as in prior years to allow for consistency, and focused on children ages 0-18.

This document is designed to be a starting point for the work of Baltimore's Promise, with the extensive knowledge and expertise of the Board of Directors and staff shaping and building upon the information presented in order to improve the lives of children, youth, and families in Baltimore.

The review applied an ecological perspective to the outcomes identified by Baltimore's Promise. The ecological framework lends itself to a focus on the roles of adverse childhood experiences (ACE), trauma, and toxic stress on developing children. **Chronic exposure to toxic stress (chronic exposure to adversity) can lead to the release of stress hormones that physically damage a child's developing brain** and have impact well into adulthood, including cognitive effects such as a loss in IQ and a decrease in performance on memory tasks (Jouriles et al., 1998; Shonkoff, 2012). Moreover, there is a **multigenerational impact**, and, as demonstrated by the ACE study, parents who themselves have experienced multiple episodes of adverse childhood experiences are at increased risk for physical and mental health problems, substance abuse, domestic violence, unintended pregnancy, adolescent pregnancy, and even fetal death. These conditions may lead to compromised, suboptimal caregiving behavior, thus threatening repetition of the cycle of ACEs in the next generation.

While the effects of toxic stress are structural, chemical, neuropsychological, chromosomal, cognitive, and social-emotional, **environmental factors can buffer the impact of the stress.** Evidence suggests that the presence of a caring and responsive adult serves as a protective factor that reduces the impact of exposure to chronic stress for young children. Such caregivers provide important opportunities to observe, learn, and practice healthy, adaptive responses to adverse experiences (Shonkoff & Garner, 2012).

The image below from Harvard’s Center for the Developing Child depicts the interplay of the environment of relationships; physical, chemical, and built environment; and nutrition with the child’s own genetic makeup and how both the timing of such interactions and the cumulative effects of the interactions have implications for lifelong outcomes (Goldberg, 2014).



Goldberg, 2014

For school-age children, the various risk factors come together in a highly complex manner. For example, school-level concentrations of student risk factors such as lead exposure, child maltreatment, and homelessness can impact individual student academic outcomes (Bryk, Sebring, Allensworth, Easton, & Luppescu; 2010; Fantuzzo, LeBouef & Rouse, 2014). In addition, living in economically disadvantaged neighborhoods has been demonstrated to negatively impact academic achievement. This is compounded by the negative effects that exposure to violence and the resulting trauma can have on student’s rates of absenteeism, suspensions, standardized test scores, and GPA (Lepore & Kleiwer, 2013; Sharkey, Schwarts, Ellen & Lcoe, 2014).

In the sections that follow, each outcome is explored in terms of the indicators used to measure it and the risk and protective factors that have the power to mediate the indicators and improve outcomes for children, youth, and families.

The discussion of child outcomes requires the acknowledgement and understanding of the racial and ethnic disparities that pervade today’s society. It is well documented that relative to their White counterparts, certain racial and ethnic groups – in particular Black, American Indian, Hispanic, and Southeast Asian groups – face challenges and barriers that impede a child’s capacity and ability to succeed. These disparities are evident before birth and persist across a child’s lifetime (American Psychological Association, 2012).

In Baltimore City, where the Black population comprises more than 60% of the total population, racial and ethnic disparities are pronounced. The mechanisms through which racial and ethnic disparities penetrate different fields are complex, stimulating ongoing research and debates (Fluke et al., 2011). **However, there is broad agreement that building an infrastructure that successfully supports cradle to career outcomes means addressing the underlying racial and ethnic disparities present. Throughout the review of indicators and risk and protective factors, attention is drawn to racial and ethnic disparities within the data for Baltimore City, Maryland, and the U.S.**

METHODS & PROCESS

The indicators that define the outcome areas are influenced by a multitude of factors that can lead to a change, positive or negative, in the outcomes. These determinant factors are often referred to as risk and protective factors. Risk and protective factors are reciprocals and are often grouped together. The differences primarily arise from perspectives, with risk factors focusing on the risks and protective factors focusing on the assets (University of Kansas, 2014).

The links and relationships between the risk and protective factors and the desired outcomes are not straightforward. Risk and protective factors exist in multiple levels: individual, group, environment, and system (University of Kansas, 2014). The influences they exert on the outcomes are often a source of arguments due to the heterogeneity of the effects and varied measurement techniques. Implementing change in the cradle to career continuum will require the reduction of risk factors and strengthening of protective factors.

Multiple stages of research were conducted in order to provide an in-depth analysis of the outcome areas. The purpose of the initial research was to identify indicators used to measure the outcome areas. Primary indicators were selected based on their communication power (ability to communicate to a broad range of audiences), proxy power (ability to say something of importance about the outcome or result desired and ability to stand alone), and data power (quality data available on a timely basis) (Friedman, 2005). In order to provide relevant information to Baltimore City and Maryland, greater attention was directed towards indicators used within the state of Maryland.

After defining the risk factors, the study shifted to defining common risk and protective factors that were highly associated with the outcome indicators. The research operated under the premise that it would not define all risk and protective factors involved but would focus on risk and protective factors that were often cited and well documented in existing literature. With the outcome indicators and related risk and protective factors established, a more targeted research approach was undertaken. The risk and protective factors are one component of the “story behind the baseline,” or the deeper understanding of the indicator and what it portrays.

Therefore, the next level of research focused on the “effects” and “relationships” between the risk and protective factors and the outcome indicators. Special attention was given to meta-analyses and published literature reviews that synthesize the extensive body of research that have already been conducted. Key subject matter experts were also consulted throughout the development of this document. The specific methodology employed with regard to identifying evidence-based and promising practices and key services and interventions available in Baltimore is outlined in that section.

The importance of early childhood—beginning with the prenatal period—cannot be overstated with regard to its implications for healthy development, and each developmental period has a scaffolding effect, building upon prior history, experiences, and development.

OUTCOMES, INDICATORS, AND RISK & PROTECTIVE FACTORS

No single outcome area or indicator can be viewed in isolation. Risk and protective factors throughout the lifespan have mitigating effects and the trajectory of indicators at the individual and population levels that are trending in the wrong direction can be addressed while the pace of progress on other indicators is accelerated.

Notes regarding the data tables for each indicator:

- The *change over time* figures are raw numbers and do not reflect percentage changes.
- All data provided are for Baltimore City.
- Data sources are identified within each outcome section and additional detail on the measures are provided there as well.
- + indicates a numerical increase; - indicates a numerical decrease.
- Changes in **green** indicate that the indicator has been moving in the right direction; changes in **red** indicate that the indicator has been moving in the wrong direction. Changes in **black** indicate no movement.



OUTCOME 1: BABIES BORN HEALTHY

The outcome *babies born healthy* is a priority of the City of Baltimore, the State of Maryland, and the U.S. Department of Health and Human Services. This outcome has been defined by the Maryland Children’s Cabinet using the indicators of infant mortality, low birthweight, and births to adolescents. However, **it is recommended that Baltimore’s Promise define *babies born healthy* in terms of the following indicators:**

- **Preterm Birth Rate:** Births occurring to babies prior to the 37th week of gestation.
- **Rate of Babies Born at Low Birthweight:** Infants weighing less than 2500 grams (5.5 pounds) at birth
- **Infant Mortality Rate:** Deaths of infants less than one year old per 1,000 live births.

All three indicators are highly interrelated. For example, babies born prior to 37 weeks of gestation (preterm births) are at-risk for being born at a low birthweight; both are risk factors for infant mortality. Therefore, efforts to promote *babies born healthy* will require a comprehensive approach, incorporating all three measures.

TABLE 1: OUTCOME 1: BABIES BORN HEALTHY

Measure	Definition	Current		Change	
		Year	Level	Over-the-Year	Three Year
Preterm Birth Rate	% of births occurring before 37 weeks	2012	15.4%	0.0	-0.6
Low Birthweight Rate	% of births with infants weighing ≤ 5.5 lbs.	2012	11.8%	-0.2	-1.0
Infant Mortality Rate	Infant deaths per 1,000 live births	2012	9.7%	-0.8	-3.8

Babies born prematurely are not fully developed and are exposed to a greater risk for infant mortality and serious short-term and long-term health problems (The American College of Obstetrician and Gynecologists , 2013; National Research Council, 2007). Children born prematurely are also at increased risk for neurodevelopmental, behavioral, social-emotional, and educational problems, including problems with attention and executive functioning (National Research Council, 2007). There are wide disparities across racial and ethnic groups in regards to preterm births. In 2010-2012, babies born in Baltimore City to Asian mothers were the least likely to be born preterm while babies born to Black mothers were almost twice as likely to give birth to a preterm baby as an Asian mother (March of Dimes, 2014).

Being born at a low birthweight (weighing less than 2,500 grams/5.5 pounds) or very low birthweight (weighing less than 1500 grams/3.3 pounds) has been associated with increased

mortality and morbidity. The Centers for Disease Control and Prevention (CDC) observed that low birthweight “is the single most important factor affecting neonatal mortality and a significant determinant of post-neonatal mortality. Low birthweight infants who survive are at increased risk for health problems ranging from neurodevelopmental disabilities to respiratory disorders” (2009, n.p.). Martin, Hamilton, Osterman, & Curtin (2013) found that in 2010 22% of infants born at very low birthweight did not survive their first year while just over 1% of low birthweight babies and only 0.2% of infants born at a weight of 2,500 grams or more did not survive their first year. For those who survive beyond their first year, low birthweight babies are more likely to experience cognitive delays and chronic health conditions (Bailey & Byrom, 2006).

Both Baltimore City and Maryland have experienced modest improvements in reducing the percent of births that are low birthweight over the past several years, with an average annual change of 2% from 2007-2012. However, as with preterm births, racial and ethnic disparities in low birthweight data are striking. Similarly, the percentage of babies born at a very low birthweight has been declining since 2007 in Baltimore City and across Maryland. The percentage of very low birthweight babies born to Black, non-Hispanic mothers is three times the percentage born to White, non-Hispanic mothers.

Infant mortality – the death of an infant within the first year of life – is both an indicator for babies born healthy and its own, terrible outcome. In the U.S., the infant mortality rate was 6.7 per 1,000 live births in 2006; by 2011, the rate decreased slightly to 6.1 (MacDorman, Hoyert, & Matthews, 2013). **Baltimore City has made significant progress in decreasing infant mortality, bringing the rate from 13.5 in 2009 to 9.7 in 2012, registering an average annual decrease of 2.4 (see Error! Reference source not found.).** During that same time, Maryland reduced the rate from 7.2 to 6.3, with an average annual decrease of 2.4%. Although there was a 6.8% change in the average infant mortality rate in Baltimore City from the 2003-2007 time period to the 2008-2012 time period, the change was not statistically significant (DHMH, 2013b).

The decrease in infant mortality rate exhibited since 2009 in Baltimore City was primarily driven by improvements among the African American population.

RISK AND PROTECTIVE FACTORS ASSOCIATED WITH *BABIES BORN HEALTHY*

In Maryland in 2012, the five leading causes of infant death accounting for over 67% of infant deaths were disorders related to short gestation and unspecified low birthweight (27.7%); congenital abnormalities (15.3%); SIDS (10.3%); maternal complications of pregnancy (e.g., premature rupture of membranes & cervical incompetence; 7.2%); and complications of the placenta, cord and membranes (5.2%) (DHMH, 2013b).

The majority of the causes of adverse birth outcomes and infant mortality are related to the health of the mother and baby prior to and during pregnancy and delivery. The following factors were identified as related to *babies born healthy*:

- Maternal health and wellbeing, including sufficient nutritional intake, management of chronic physical health conditions, behavioral health (mental health and substance use/abuse), and prenatal care;
- Age, including both teenage mothers and mothers over 45 years of age;
- Socioeconomic background, including housing instability, health services utilization, poverty, and exposure to unfavorable environmental conditions.

For *babies born healthy*, impacting low birthweight and preterm births have great potential to impact the infant mortality rate as well as the outcome as a whole.



OUTCOME 2: CHILDREN ENTER KINDERGARTEN READY TO SUCCEED IN SCHOOL (KINDERGARTEN READINESS)

Early childhood is a time of remarkable and rapid transformation: from the time of conception to the first day of kindergarten, a child’s developmental pace exceeds that of any subsequent stage of life (National Research Council, 2000). Children who are ready for school are twice as likely to complete middle school with strong academic and social skills (Grannis & Sawhill, 2013). This trend is evident in Baltimore City, where a longitudinal study demonstrated that students who entered school ready to learn in kindergarten continued to achieve well into 6th grade compared to their counterparts who continued to lag behind in math (Baltimore City Public Schools, 2014c).

For the purpose of assessing Baltimore City’s progress to-date, the outcome of children entering kindergarten ready to learn and succeed should be defined using the **Maryland Model for School Readiness (MMSR) Work Sampling System (WSS) School Readiness.**

The Maryland Model for School Readiness defines school readiness as **“the state of early development that enables an individual child to engage in and benefit from early learning experiences.** As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and emotional development, cognition and general knowledge, language development, physical well-being, and motor development. School readiness acknowledges individual approaches toward learning as well as the unique experiences and backgrounds of each child.”

Maryland State Department of Education, 2009 (p.8)

TABLE 2: OUTCOME 2: CHILDREN ENTER KINDERGARTEN READY TO SUCCEED IN SCHOOL

Measure	Definition	Current		Change	
		Year	Level	Over-the-Year	Three Year
Kindergarten Assessment					
Social & Personal	% of students identified as fully ready in Social	2014	75.0%	-2.0	+9.0
Language & Literacy	% of students identified as fully ready in Language	2014	69.0%	-1.0	+13.0
Math	% of students identified as fully ready in Math	2014	71.0%	+2.0	+11.0
Science	% of students identified as fully ready in Science	2014	62.0%	0.0	+10.0
Social Studies	% of students identified as fully ready in Social Studies	2014	66.0%	-1.0	+16.0
Arts	% of students identified as fully ready in Arts	2014	80.0%	-2.0	+14.0
Physical Development	% of students identified as fully ready in Physical Dev.	2014	88.0%	0.0	+9.0
Composite	% of students identified as fully ready overall	2014	76.0%	-2.0	+9.0

Beginning with the 2014-2015 school year, the outcome should be measured by the **percent of children identified as ready for kindergarten** according to the Ready for Kindergarten (R4K) Assessment.

From 2001-2013, the Maryland Model for School Readiness (MMSR) was used as the standardized assessment of school readiness across all 24 local school districts in Maryland. The MMSR framework defined standards and assessments of learning expectations for young children and guided educators and parents to fully support the development of the child during these critical years (Maryland State Department of Education, 2014k). As part of the MMSR, the Work Sampling System (WSS) was administered to children in the fall of kindergarten. The WSS includes measures in seven developmental domains. Based on the WSS, students are identified as fully ready, approaching readiness, or developing readiness.

During the 2013-2014 school year, teachers rated 76% of students in Baltimore City as fully ready to learn. This is slightly below the statewide average of 83%. In Baltimore City, approximately the same percentage of White and Black students was identified as fully ready: 76% and 77% respectively. This contradicts the statewide trend where 88% of White kindergarten students were identified as fully ready while only 80% of Black students were fully ready.

For the past five years, school readiness in Baltimore City has been on an upward trend. Both the White and Black population groups have exhibited steady increases in school readiness over the past five years. Although improvements have been made in recent years, the city-state gap among the White population continues to be in the double digits at -12 percentage points in 2013-2014. School readiness for the Black population has remained close to 80% for the past couple of years for both the state and Baltimore City. The Black population in Baltimore has consistently performed slightly better than the statewide average; however, the gap has been closing.

The 2014-2015 school year marks the launch of R4K, a comprehensive new assessment system for early childhood education. R4K aligns with Maryland's new standards for K-12 education based on the Common Core Standards (CCS) and it provides an opportunity to measure the needs and progress of children from ages 36-72 months (3-6 years of age). R4K uses seven domains, which were based upon the MMSR domains. R4K has two components, the first of which is an early learning assessment that measures progress of learning across five levels of learning advancements in the seven domains. The Kindergarten Assessment will be administered to all incoming kindergarteners between the first day of school and the end of October, providing a snapshot of school readiness levels while also identifying individual needs of children (Ready at Five, 2014).

The score cut-off for "school readiness" based on the Kindergarten Assessment has not been defined by the Maryland State Department of Education (which is working with the Ohio Department of Education on its development and implementation). However, once established, it will be used to track the progress of children in Maryland.

RISK AND PROTECTIVE FACTORS ASSOCIATED WITH KINDERGARTEN READINESS

Children who enter kindergarten with low levels of school readiness are at greater risk for progressively falling behind in the ensuing academic years, an impact which can last all the way through secondary school. Early educational experiences are the building blocks for children's long term academic achievement and lifetime success. Measuring school readiness is challenging because it is multidimensional and involves the interaction among a set of experiences, circumstances, and relationships. There are many interrelated factors that can contribute to a child's ability to enter school ready to learn, making it difficult to isolate the effects of a singular factor. Nevertheless, "we cannot expect children to learn if they come to school hungry or poorly nourished, if they are ill, if they have poor or no health care, and if they do not have the support of families and communities" (NCREL, 1995, para. 2). The following risk factors have been identified as related to *children entering kindergarten ready to succeed in school*:

- Parents and families, including living in a safe, stable and nurturing environment; secure attachments to primary caregivers; and, child-caregiver interactions;
- Normative child development, including achieving certain levels of social-emotional, language, cognitive, and fine and gross motor development by kindergarten;
- Participation in high quality early childhood care and education programs;
- Social and behavioral competence of young children; and,
- Socioeconomic background and exposure to high quality resources and early learning opportunities, including living in a low income neighborhood and food insecurity.



OUTCOME 3: CHILDREN ACHIEVE AT GRADE-LEVEL IN SCHOOL (GRADE LEVEL ACHIEVEMENT)

It is critical for children and youth to remain on or above grade-level in reading and math. Strong evidence has supported the strong connection between early achievements and college and career readiness; falling behind is costly and efforts to bridge the gap are not always successful. Reading proficiently by the end of third grade has been identified as being a significant milestone in a child's educational career (Annie E. Casey Foundation, 2010).

Third-grade reading level is a significant predictor of eighth-grade reading level, and that eighth-grade reading achievement, ninth-grade school characteristics, and individual ninth-grade course performance explain most of the differences in graduation and college enrollment rates among students who were in *below*, *at*, or *above* grade level groups in third-grade (Lesnick, Goerge, Smithgall, & Gwynne, 2010).

For the purpose of assessing Baltimore City's progress to-date, the outcome of children achieving grade-level reading and math should be defined using the indicators below.

TABLE 3: OUTCOME 3: CHILDREN ACHIEVE AT GRADE-LEVEL IN SCHOOL

Measure	Definition	Current		Change	
		Year	Level	Over-the-Year	Three Year
Maryland State Assessment (MSA)-Reading					
Grade 3	% of student reaching advanced or proficient levels	2014	55.9%	-9.0	-13.5
Grade 5	% of student reaching advanced or proficient levels	2014	73.9%	-0.3	-2.2
Grade 8	% of student reaching advanced or proficient levels	2014	54.7%	-7.3	-6.7
MSA- Math					
Grade 3	% of student reaching advanced or proficient levels	2014	47.0%	-21.1	-26.4
Grade 5	% of student reaching advanced or proficient levels	2014	42.5%	-22.5	-22.3
Grade 8	% of student reaching advanced or proficient levels	2014	28.5%	-9.4	-6.6

Maryland, like much of the nation, is undergoing a transition period as it implements the Common Core Standards (CCS). Maryland is part of a consortium of states, the Partnership for Assessment of Readiness for College and Careers (PARCC), which is developing a common set of assessments that are aligned to the CCS. The PARCC Assessments will be introduced in Maryland in

the 2014-2015 school year (Maryland State Department of Education, 2014u), replacing the MSA. The CCS are designed to support students to achieve college and career readiness (Maryland State Department of Education, n.d.).

A sample of students from across the state participated in a pilot test of the PARCC Assessment in the 2013-2014 school year in lieu of the MSA (Maryland State Department of Education, 2014a). Recent trends in MSA Reading and Math among students in Baltimore City show that noticeable declines in the most recent test year. Prior to 2014, a larger share of students in the earlier grades was reaching proficient or advanced levels. Another troubling trend exhibited is the differences in the scores for Black students as compared to all Baltimore City students. During the time period examined (2011-2014) fewer Black students exhibited scores of proficient or above in MSA Reading and Math compared to the city-wide average. **On average, the percentage of Black students scoring proficient or better on the MSA is about two percentage points below the city-wide Reading average and roughly three percentage points below the city-wide Math average.**

The Maryland State Department of Education and local school systems across the state observed that **the decreases in the past year's scores were not unexpected due to the transition to the CCS** (Baltimore City Public Schools, 2014d; Bowie, 2014). The Baltimore Sun also observed that the scores across Maryland were still higher on average than they were when the tests were first administered in 2003. Additionally, they noted that 40,000 students statewide participated in pilot testing of the PARCC assessment instead of the MSA, which may have also impacted the results (Bowie, 2014). At this time, the performance standard for the K-2 PARCC assessments is not known. These indicators should be reviewed and updated as necessary on an annual basis as the CCS and PARCC Assessments are fully implemented.

RISK AND PROTECTIVE FACTORS ASSOCIATED WITH GRADE-LEVEL ACHIEVEMENT

Combinations of internal and external factors contribute to a child's performance in school. Researchers have identified a combination of economic, sociological, and psychological factors that can potentially influence academic achievement. Frequently discussed risk and protective factors related to achieving grade-level performance are:

- Family characteristics, including a stable home environment and parental involvement in the child's education;
- Socioeconomic background, including the amplification of the negative effects of poverty from the concentration of low-income students in under-resourced schools, exposure to stressors and traumatic events, poorer health, and reduced access to health care services; and,
- School environment and student characteristics, including the engagement of the student in school, chronic absenteeism and truancy, school climate, and summer educational losses.



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

Leaving school without earning a high school diploma or passing a General Educational Development (GED) has been associated with multiple undesirable outcomes including lower lifetime earnings (Rouse, 2005), higher rates of unemployment (U.S. Department of Labor, 2010), poor health outcomes (Pleis, Ward & Lucas 2010), high rates of incarceration (Aud et al.), and

increased reliance on welfare (Levin & Belfield, 2007 as cited in Chapman, Laird, Ifill, & Kewal Ramani, 2011).

Youth graduate from high school prepared for the next step without remediation addresses two primary components: (1) receiving a high school diploma and (2) obtaining the preparation required to enroll and succeed in post-secondary institutions.

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

Measure	Definition	Current		Change	
		Year	Level	Over-the-Year	Three Year
High School Assessment					
High School Assessment-Algebra	% of students who have taken and passed	2013	64.1%	+1.4	N/A
High School Assessment-English	% of students who have taken and passed	2013	64.2%	+0.0	N/A
4 Year Adjusted Cohort High School (HS) Graduation Rate	% of students within the cohort who graduate within 5 years of HS enrollment	2013	68.5%	+2	+7.0
5 Year Adjusted Cohort HS Graduation Rate	% of students within the cohort who graduate within 5 years of HS enrollment	2012	71.7%	+1.1	N/A
4 Year Cohort HS Dropout Rate	% of students within the cohort who leave school within the four year period	2013	12.1%	-2.0	-11.7
High School Program Completion					
University System of Maryland Course Requirements	% of high school graduates who met the requirement to qualify for the University System of Maryland	2013	75.6%	+1.3	N/A
Rigorous High School Program	% of high school graduates who completed a rigorous course of study	2013	5.4%	N/A	N/A
Post-Secondary Enrollment	% of students who receive a diploma and enrolled in any post-secondary institution <u>12 months</u> after HS graduation	2012	50.6%	-1.2	-4.5
College Readiness					
College and Career Preparation (CCP)	% of students who meet at least one of the CCP criteria	2011	68.7%	+1.1	N/A
College Remediation Rate	% of recent HS graduates who needed to take remediation courses in college	2011	76.1%	+0.2	+10.7

Maryland requires that all students achieve testing requirements in order to receive a high school diploma. Students can meet the requirements by passing each of the High School Assessment (HSA) examinations. Substitutions for the HSAs include the Advanced Placement (AP) or International Baccalaureate (IB) Tests or the Modified HSA, an alternative for students with disabilities who meet specific participation criteria. **The performance of Baltimore City students on the HSA is**

significantly below the statewide average. In Maryland, 87.0% of 11th grade students have taken and passed all the required HSA exams. For both the State and Baltimore City, the Black population is behind their counterparts. **Only 57.0% of Black 11th graders in Baltimore City have passed all required HSA exams;** the statewide average for the Black population of 74.8% is well below the overall statewide average.

Two common measures of high school completion are graduation rates and dropout rates. The **4 year adjusted cohort graduation rate** is a common indicator of High School achievement. The **4 year adjusted cohort dropout rate** accounts for students who leave schools for any reasons (with the exception of death) and do not transfer to another school district within the 4 year period (Maryland State Department of Education, 2014f). Recent trends among graduation and dropout rates in Baltimore City indicate a positive trajectory.

Although graduation rates have been increasing in Baltimore City, it still falls behind the statewide average. The 4 year adjusted graduation rate in Baltimore City was 68.5 in 2013, notably below the statewide rate of 84.97. The gap is also exhibited among the Black population. The graduation rate for the Black population in Baltimore City in 2013 was 68.31, well below the state rate for the Black population of 78.26.

Dropout rates have been on a downward trend in Baltimore City, decreasing from 23.8% in 2010 to 12.1% in 2013. The Maryland average dropout rate has also been declining during the same time period, but at a slower pace. Between 2010 and 2013, the statewide average dropout rate decreased from 11.9 to 9.4%. The Black population has contributed largely to the decline in overall dropout rates, with the dropout rates for the Black population decreasing by 11.8 percentage points in Baltimore City and 4.0 percentage points in Maryland.

The Maryland State Department of Education (2014g) identifies students who completed course requirements that would qualify them to be admitted in the University System of Maryland and a state approved Career and Technology Education Program. Furthermore, the state tracks the percentage of students who complete a rigorous high school program. Approximately three-fourths of high school graduates in Baltimore City met the requirements to qualify for the University System of Maryland, notably above the statewide average of roughly 60%. However, only about 5% of high school graduates completed a rigorous high school program, compared to the statewide average of 24.6%. **This trend suggests that Baltimore City students are meeting the requirements to enroll in college, but are not necessarily prepared to handle the rigors of college coursework.**

Maryland has established **Career and Technology Education (CTE) Pathways** for students. In these programs, students take academic courses and participated in work-based learning opportunities. Students can graduate from high school with industry certification or college credit. The Maryland State Department of Education has established career clusters for the CTE pathway, and more than 20 Baltimore City middle and high schools offer state-approved CTE programs within these clusters (Baltimore City Public Schools, 2014a).

In 2013, fewer than 5% of all Baltimore City high school diploma students met CTE Program requirements alone. However, 19.5% (893 students) met both University System of Maryland and CTE Requirements. Across Maryland, 8.1% of high school diploma students met CTE Program Requirements alone and only 11.1% met *both* University System of Maryland and CTE Requirements (Maryland State Department of Education, 2014g; Maryland State Department of Education, 2014r).

Although job prospects and earnings will depend on a variety of factors, such as degree and school choice, researchers agree that earning post-secondary credentials is associated with higher earnings (College Measures , 2013). A recent report found that 20.4% of adults in the Baltimore

Metropolitan Region without a high school diploma are unemployed, compared with an overall 9.7% unemployment rate (Opportunity Collaborative, 2014).

In fall 2013, approximately 2,400 high school graduates in Baltimore enrolled into a post-secondary institution, representing 50.6 %of recent high school graduates. Since 2008, college enrollment of Baltimore City graduates has consistently been trailing the statewide average by about 14 percentage points. A similar share of the Black and White high school graduates in Baltimore City appears to be enrolling in college. In 2011, 70.9% of all Maryland high school graduates enrolled in a college or university across the country; only 57% of all Baltimore City high school graduates enrolled in a college or university during that same time period (Maryland State Department of Education, 2014h; Maryland State Department of Education, 2014s). The Black population followed a similar pattern exhibited by all races in terms of the types of schools attended. The majority of Baltimore City graduates attended public institutions, with a slightly higher share attending two year institutions (Maryland Higher Education Commission, 2014a).

Completing high school is not the same as being prepared for college. While there are not any universally accepted definitions or indicators of college readiness there is work underway to fill that gap. In recent years, Maryland has been revising and developing education standards so that “as students’ progress through the grades, they will build the skills and the demand of the 21st century workplace” (Maryland State Department of Education, 2014, p. 1). Currently, the Maryland State Department of Education utilizes the **5 Year Adjusted Cohort Graduation Rate**, which is the number of students who earn a high school diploma within five years of ninth grade enrollment, and the **College and Career Preparation (CCP)** to measure the college and career readiness of students. High school graduates who meet at least one of the following criteria are considered successful for CCP:

- Earn at least a 3 on an Advanced Placement (AP) exam or at least a 4 on an International Baccalaureate (IB) exam
- Obtain advanced standing in a career and technology program
- Enrolled in a post-secondary institution within 16 months of completing high school. (Maryland State Department of Education, 2012)

Although limited, existing CCP data shows that Baltimore City students are trailing their state counterparts in terms of college and career readiness. About 70% of students are prepared for college, while the state average is approximately 85%.

In Maryland, the College and Career Readiness Completion Act of 2013 (effective 7/1/13) introduced new high school curriculum and graduation requirements in Maryland. By **the 2015-2016 school year, students must be assessed for college readiness using acceptable college placement cut scores**. Students who are not achieving college readiness by the end of grade 11 will be placed in transition courses, which will be implemented by the 2016-2017 school year. (Oliver & Gilli, 2013).

Part of being college ready is the ability to pass entry-level courses without the need for remedial courses. **Remediation** is costly and students who attend remediation courses are less likely to graduate (National Conference of State Legislatures, 2014). Compared to the state, **a larger share of Baltimore City graduates are in need of remediation when enrolling in college**. Over three-quarters (76.1%) of Baltimore City graduates require remediation, well above the statewide average of 54.4%.

RISK AND PROTECTIVE FACTORS ASSOCIATED WITH HIGH SCHOOL GRADUATION

Baltimore City acknowledges that significant changes will need to be made in order to enhance our schools and improve the educational outcomes of our students. Studies have shown that both individual and system (i.e. schools, family, and community) level factors have an effect on college readiness. **Many of the risk and protective factors associated with high school graduation and college readiness build upon those discussed for the outcomes of school readiness and grade-level achievement.** Baltimore City Public Schools notes that preparing students for college must be a multifaceted, systemic approach that starts as early as kindergarten (Green, 2014).

Some of the risk and protective factors associated with high school graduation and college and career readiness include the following:

- Family characteristics, including a supportive and stable home environment and provision of supplemental resources;
- Socioeconomic background, including factors related to poverty and school-level concentrations of risk factors such as lead exposure, homelessness, food insecurity, and child maltreatment;
- School environment, including teaching quality, availability of resources to address academic and non-academic barriers, challenging curricula, and suspension and expulsion policies; and,
- Student characteristics, including attitude toward school, engagement with peers and teachers, student behavior, and academic commitment.



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

Recent movements in education reforms have evolved from focusing on high school completion to a broader outlook encompassing post-secondary outcomes. As discussed above, existing literature has supported the strong connection between higher education and the future livelihood of individuals and the competitive status of the nation. Not only do college graduates experience higher salaries and lower unemployment rates, they also have expressed higher satisfaction with their jobs (Pew Research Center, 2014).

The future landscape of Baltimore City will hinge on the ability of our youth to successfully transition to their adult lives and compete in the labor market. Measuring progress towards the outcome, *youth earn a post-secondary school credential or receive training and are career ready*, will require the consideration of post-secondary completion and career readiness. The three indicators listed below address the primary components of Outcome 5:

- **Degree Completion:** The completion of a post-secondary degree or certification program
- **Educational attainment:** The highest level of education completed for young adults aged 18 -24.
- **Youth unemployment:** Individuals aged 16 – 24 who are currently in the labor force and unemployed

Table 5: Outcome 5: Youth Earn a Post-Secondary Credential or Receive Vocational Training and Are Career-Ready

Measure	Definition	Current		Change	
		Year	Level	Over-the-Year	Three Year
6 Year College Graduation Rate for MD 4 Year Public Institution (Statewide)	% of undergraduate in a cohort that graduated within 6 years of enrollment	2011	61.6%	-1.7	-3.10
Retention Rate for MD 4 Year Public Institution (Statewide)	% first-time, full time undergraduate that returned for the second year	2011	82.5%	+0.4	+1.7
Educational Attainment (Ages 18 - 24)					
Less than High School	% of youths (18 - 24) whose highest education attained is less than high school	2012	18.6%	-2.0	-2.6
High School Graduate	% of youths (18 - 24) whose highest education attained is a high school diploma	2012	27.5%	-1.1	-3.1
Some College or Associate's	% of youths (18 - 24) whose highest education attained is some college or an associate's degree	2012	40.7%	+0.3	+8.6
Bachelor's Degree or Higher	% of youths (18 - 24) whose highest education attained is a bachelor's degree or higher	2012	13.2%	+2.9	-2.9
Youth Unemployment Rate	% of youths (16-24) who are currently in the labor force and unemployed	2008-2012	26.5%	+0.5	+1.3

Degree completion reveals how many students are persisting through their post-secondary education and finishing in reasonable time. Postsecondary degree attainment has lasting consequences as it is estimated that 78% of jobs will require skills attained beyond a high school diploma (Future of the U.S. Workforce, 2012). However, the benefits of post-secondary education are not accrued to an individual who does not complete the degree. Therefore, it is also important to track the retention rates of students, or the rate of students who return to the school after the first year. Post-secondary institutions with low retention rates often also record low graduation rates. Among four year public institutions in Maryland, University of Maryland – College Park posted the highest retention rates among new, full time freshmen enrolling during the fall of 2011 (93.7%) and the highest 2011 six year cohort graduation rate (81.9%). Coppin State University registered the lowest retention rate at 65.4% and also posted the lowest graduation rate at 19.7%.

Differences in graduation and retention rates are also evident across racial groups. Information on retention and graduation rates broken down by four-year public institution, race, and receipt of Pell grants is available from the Maryland Higher Education Commission's 2014 Data Book (see <http://www.mhec.state.md.us/publications/research/AnnualPublications/2014DataBookL.pdf>).

In recent years, the state retention rates have remained steady at about 80.0%, increasing from the 70 percentile range. The retention rates for Black students continue to be below the statewide averages, hovering around 70.0 to 75.0%. The racial disparity is more evident in the graduation rates. In 2011, the six-year graduation rates for all student was 61.6%, while the graduation rate for

Black students was 20.1 percentage points lower at 41.5%. This gap has consistently remained above 20 percentage points. Exploration of this gap will require an in-depth look at the varying rates at different public institutions as well as across populations and student characteristics, as the rates vary considerably from one institution to another.

Another alternative to college that students can take in order to acquire post-secondary credentials is receiving a vocational education. In particular, post-secondary vocational training can be a viable option for youth who have faced barriers and challenges within the traditional K-12 education system. These programs offer affordable and flexible options that can lead to living wage employment. In Maryland, approximately 30,000 students attend private career schools to receive training and credentials in a wide range of occupations, including allied health, computer, cosmetology/barber, real estate, tax, and truck driving/mechanics. Overall, private career schools exhibit a 70% completion rate and a 60% employment rate (Maryland Higher Education Commission, 2014a).

Educational attainment is a measure of the human capital available in an area. Education attainment can also be a telling factor of the existing social inequality in an area. Lower educated individuals are more likely to live in poverty and experience unemployment. In Baltimore City, the poverty rate for individuals with less than a high school education was 33.0% and the unemployment rate was 24.6% (US Census Bureau, 2008-2012a). In comparison, the poverty rate for individuals with at least a bachelor's degree was 7.5% and the unemployment rate was 3.9% (US Census Bureau, 2008-2012a).

The proportion of the young adults (ages 18-24) with a bachelor's degree is similar between the state and Baltimore City. The major disparity between the state and the city can be found among young individuals with less than a high school diploma or some college/associates degree. **A larger share of the young adult population in Baltimore City has not received a high school diploma**, 18.6% in Baltimore compared to 12.3% for the state. Furthermore, 46.5% of the young population in Maryland obtained some college or an associate's degree relative to only 40.7% in Baltimore City.

Youth unemployment is one indicator that measures if a youth possess the required basic skills and knowledge to successfully function in an entry-level position (Conley, n.d.). Employment during this age group is critical as it can have persistent effects on an individual's future employment opportunities and earnings (Kawaguchi & Murao, 2014). Kawaguchi & Murao (2014) found that youth who experienced higher unemployment rates between ages 16 -24 tended to face higher unemployment rates during the ages of 25 - 34. Furthermore, summer employment plays an important role in introducing new young entrants to the labor force, especially for low income and minority teens who have limited connections and knowledge of the job market (Harris, 2007).

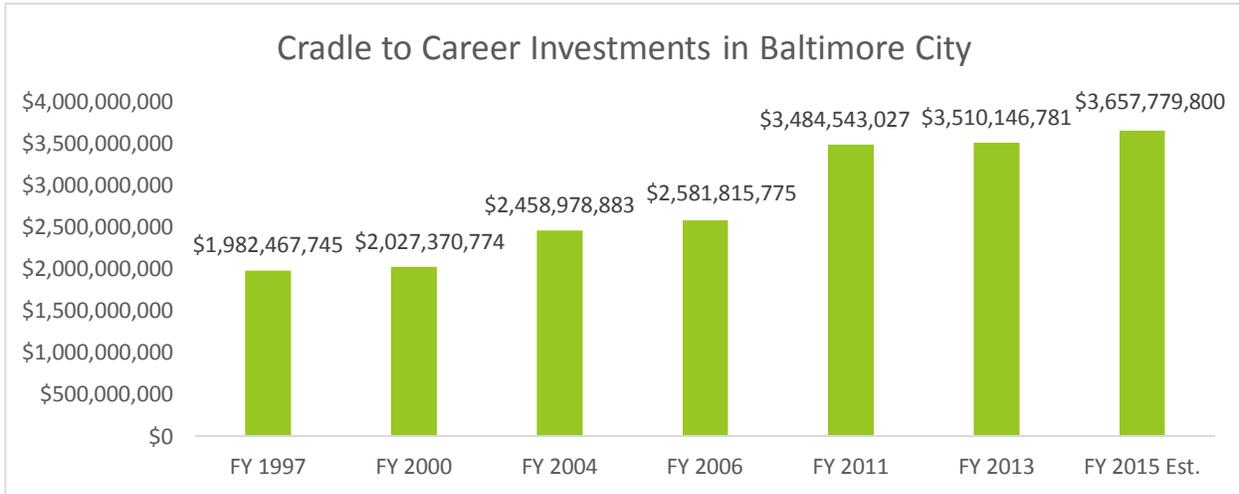
Relative to the state and the nation, the labor market in Baltimore City has experienced bigger challenges. The city's unemployment rate continues to be in the double-digits, at 13.7%. The young population have fared worst with unemployment rate at a staggering 26.5%.

RISK AND PROTECTIVE FACTORS RELATED TO CAREER READINESS

When evaluating post-secondary completion and career readiness it is important to be aware of the multiple elements that could contribute to its progression, many of which have been referenced with regard to the other outcome areas. In particular, the following have been identified as related factors to this outcome area: socioeconomic background, including first generation college status; academic preparedness; college affordability; school environment, including career and academic counseling, learning centers, and office hours; and, employment opportunities, including availability of entry-level jobs and positive work experiences.

BALTIMORE CITY FY13 FUND MATRIX & MAPS

Approximately \$3.51 billion was spent in FY 2013 on Baltimore City children, youth and families, up \$25.6 million, or 0.7%, from \$3.48 billion in FY 2011. Project staff also used the FY 2015 adopted state, city and Baltimore City Public Schools (BCPS) budgets to estimate FY 2015 Cradle to Career investments of \$3.66 billion, an increase of \$147.7 million from FY 2013, including an increase of \$98 million in Medicaid payments, mainly due to the Affordable Care Act's (ACA) Medicaid



expansion.

FIGURE 1: CRADLE TO CAREER INVESTMENTS IN BALTIMORE CITY

Between July 2011 and July 2013 Census estimates, the Baltimore City population increased by 1,117, while population under age 18 was down by 2,419 children. Despite a slight increase in total spending, the drop in the child population resulted in a per child spending increase from FY 2011 to FY 2013 of \$542. Between FY 2011 and FY 2013, the rate of increase in per child spending of 2.4% lagged behind inflation growth of 5.4% as well as city revenue growth of 4.4% and state revenue growth of 9.8%.

Fiscal Year	Number of Children Under 18	Per Child Spending
1997	167,001	\$11,871
2000	160,454	\$12,635
2004	154,200	\$15,947
2006	150,386	\$17,168
2011	151,892	\$22,941
2013	149,473	\$23,483

TABLE 6: PER CHILD SPENDING

FY 2011 investments represented a boosted baseline due to the effects of the recession on entitlement caseloads and the influx of federal stimulus funding from the American Recovery and Reinvestment Act (ARRA). ARRA funding was down \$140.6 million, from \$163.9 million in FY 2011 to \$23.3 million in FY 2013. Between FY 2011 and FY 2013, total federal funds dropped \$166.7 million, while state funds went up \$145.8 million and local funds were up \$19.7 million. The total increase in state and local funding of \$165.5 million nearly offset the drop in federal funds. For the FY 2015 estimate, federal funds are estimated to increase \$25 million, while

state funding is projected to increase by \$102.3 million and local funds are estimated to go up by \$20.2 million.

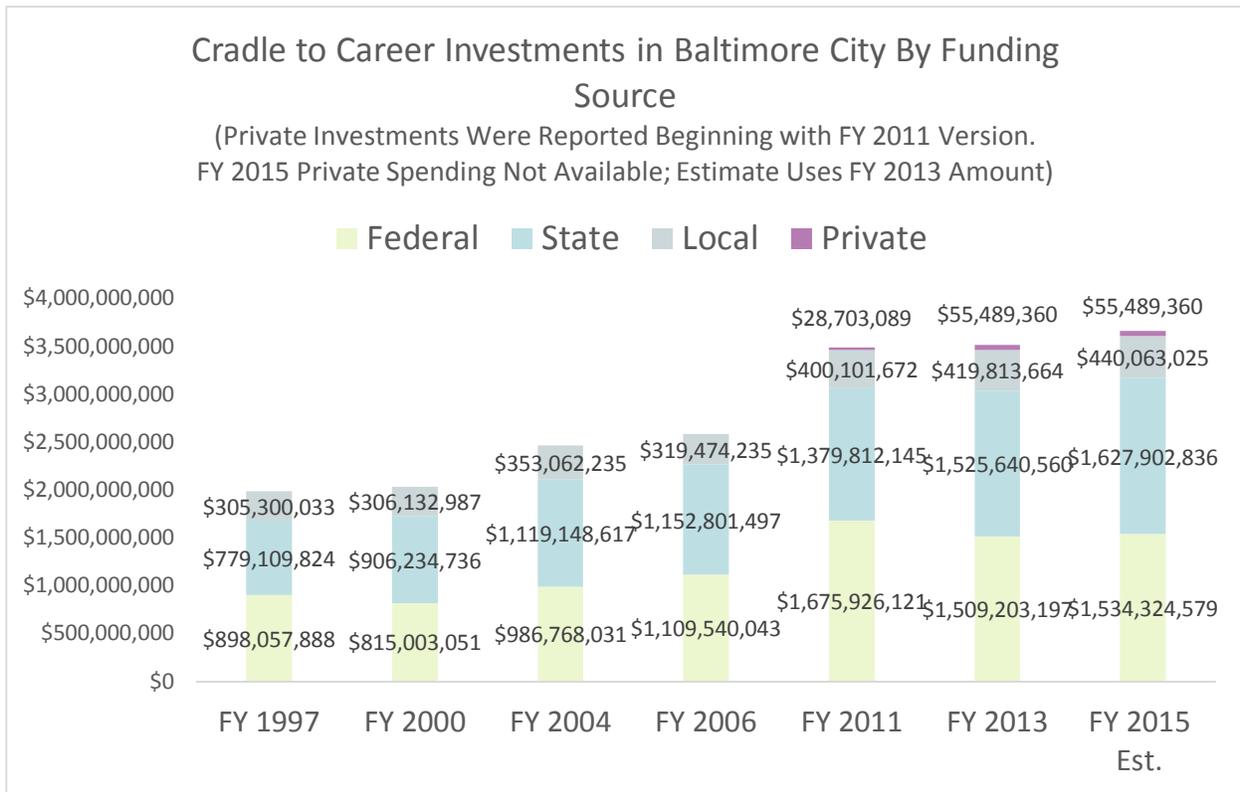


FIGURE 2: CRADLE TO CAREER INVESTMENTS BY FUND SOURCE

Private funds, or corporate and foundation giving, increased \$26.8 million from FY 2011 to \$55.5 million in FY 2013. The increase in reported private funds accounted for the overall increase in Cradle to Career funding from FY 2011 to FY 2013.

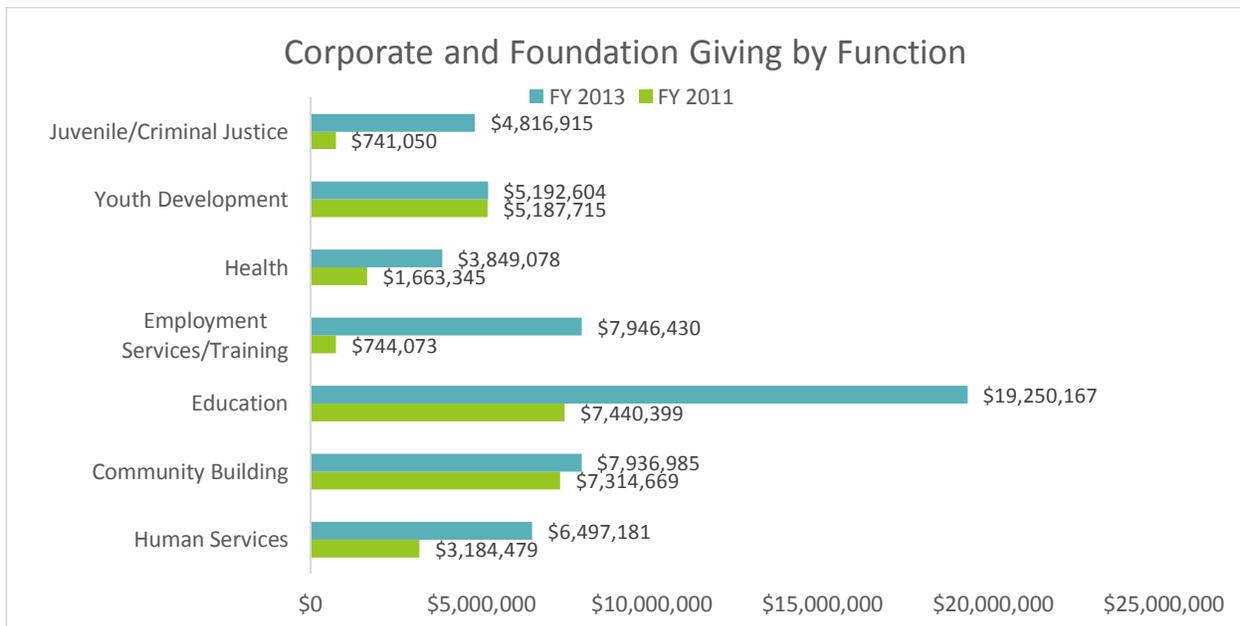


FIGURE 3: CORPORATE & FOUNDATION GIVING BY FUNCTION

In FY 2011, 23 private funders responded, compared to 23 current respondents in FY 2013. Several foundations reported that they applied a broader Cradle to Career definition in FY 2013. Consistent with prior years, capital investments were not included.

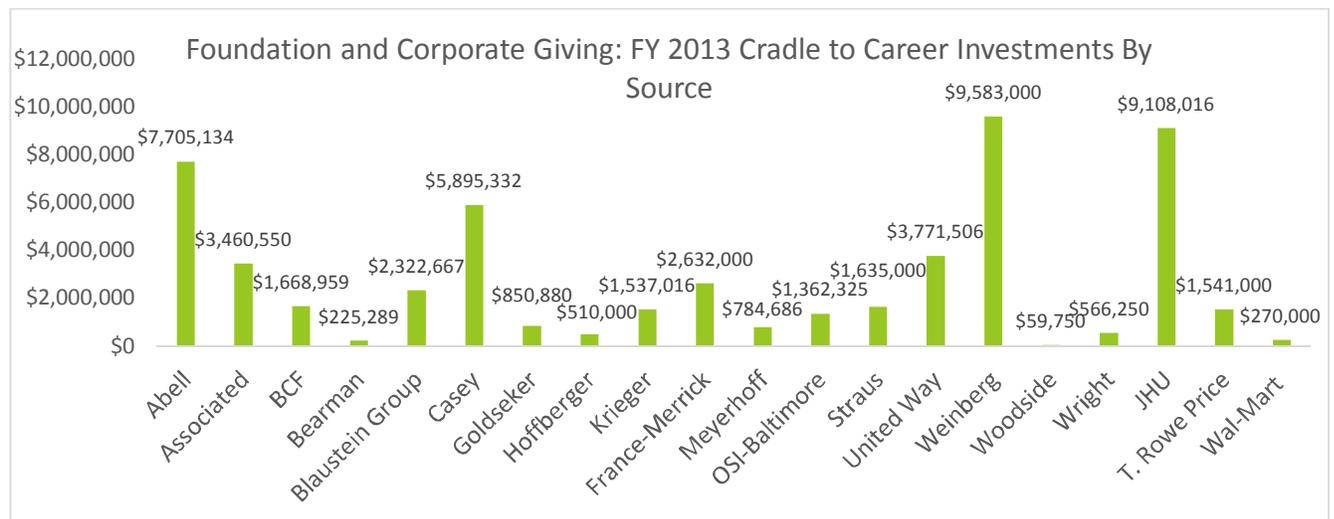


FIGURE 4: FOUNDATION & CORPORATE GIVING FY13

Driven by declining enrollment and state cost containment measures, Medicaid spending dropped \$30.9 million from FY 2011 to \$578.5 million in FY 2013. FY 2013 spending on Supplemental Nutrition Assistance Program (SNAP) benefits was \$354.3 million, an increase of \$64 million from FY 2011. SNAP benefits are 100% federally funded and have relatively higher income criteria than other entitlement programs. Because of the large influx of ARRA funding in FY 2011 in the Baltimore City Public Schools budget, FY 2013 funding increased by just \$8 million to \$1.3 billion in FY 2013. Foster care payments were down by \$59.8 million from FY 2011 to \$136.9 million in FY 2013.

Factoring out capital spending, FY 2015 BCPS spending is projected to increase by \$23.9 million from FY 2013 to \$1.33 billion. Between FY 2013 and FY 2015: spending on instruction is down \$1.1 million to \$471.9 million and special education investments increase \$6.7 million to \$219.7 million; and spending on administration goes down by \$5.1 million to \$154.9 million, but spending on maintenance/plant and fixed costs increases \$30.3 million to \$354.3 million.



Spending Change by Agency Source – Administrative vs. Program Spending¹

	FY 2011	FY 2013	FY 2015	% Change FY11-FY13	% Change FY13--FY15
Department of Health and Mental Hygiene (DHMH) Medicaid Payments	\$609,384,005	\$578,490,789	\$676,055,858	-5.1%	16.9%
DHMH Women, Infants and Children	\$25,279,332	\$27,997,095	\$28,875,430	10.8%	3.1%
Department of Juvenile Services (DJS) Administration	\$9,096,656	\$9,272,343	\$9,586,633	1.9%	3.4%
DJS Community Operations	\$41,353,905	\$38,230,971	\$41,865,384	-7.6%	9.5%
DJS Residential	\$34,942,749	\$30,884,487	\$33,541,974	-11.6%	8.6%
Department of Human Resources (DHR) Entitlement/Programs	\$607,102,055	\$595,658,265	\$627,459,327	-1.9%	5.3%
DHR Administrative	\$170,943,185	\$167,728,215	\$161,758,720	-1.9%	-3.6%
Baltimore City Public Schools (BCPS) Admin/Indirect	\$499,739,500	\$504,072,640	\$533,027,681	0.9%	5.7%
BCPS Instruction/Special Education	\$732,412,011	\$715,545,590	\$721,507,932	-2.3%	0.8%
BCPS Enabling (Transportation/Meals)	\$67,549,650	\$83,167,691	\$79,474,955	23.1%	-4.4%
City Dept. Health - Administrative	\$1,265,612	\$1,089,954	\$2,353,870	-13.9%	116.0%
City Dept. Health - Programs	\$45,960,416	\$45,211,210	\$43,256,482	-1.6%	-4.3%
Department of Housing and Community Development (DHCD) Administrative	\$1,957,602	\$892,216	\$992,183	-54.4%	11.2%
DHCD Programs	\$35,602,344	\$8,633,705	\$9,958,548	-75.7%	15.3%
Mayor's Office -- Administrative	\$11,470,320	\$1,803,973	\$3,261,222	-84.3%	80.8%
Mayor's Office -- Programs	\$9,993,669	\$66,284,706	\$41,901,527	563.3%	-36.8%
City Police -- Administrative	\$81,978,278	\$99,292,285	\$106,097,950	-5.1%	16.9%
City Rec/Parks -Administrative	\$4,155,836	\$4,463,629	\$4,893,505	7.4%	9.6%
City Rec/Parks - Program	\$3,020,426	\$3,359,996	\$3,804,717	11.2%	13.2%
Pratt Library - Administrative	\$3,322,199	\$6,847,361	\$8,115,714	106.1%	18.5%
City - Judiciary - Administrative	\$12,053,738	\$12,453,970	\$11,900,493	3.3%	-4.4%

TABLE 7

CORRECTIVE	MAINTENANCE	PREVENTIVE
Education (Special Education & Services)	Income Support	Education (Regular Instruction)
Health (Treatment)	Education (Enabling Costs: Transportation & Food Service)	Early Childhood Care and Education
Social Services (Child Protective Services; Foster Care; Kinship Care; Subsidized Adoption)	Education (Indirect Costs: Administration, Plant, Fixed Charges & Debt Services)	Health (Preventive Health; Maternal and Child Health; School-Based Health Services; Youth Violence Prevention; Medicaid Payments to Managed Care Organizations)
Police	Housing & Homeless Services (incl Housing Subsidies; Subsidized Housing)	Youth Development
Judiciary		Employment Services
Detention & Corrections		Other (Private Community Building Investments; Family Preservation/Promoting Safe and Stable Families; Delinquency Prevention)

TABLE 8: SPENDING CATEGORIES

¹ In FY 2011, Head Start funding in the City of Baltimore budget was budgeted in the Department of Housing and Community Development (DHCD). In FY 2013 and FY 2015, Head Start funding in the city budget is budgeted in the Mayor's Office of Human Services.

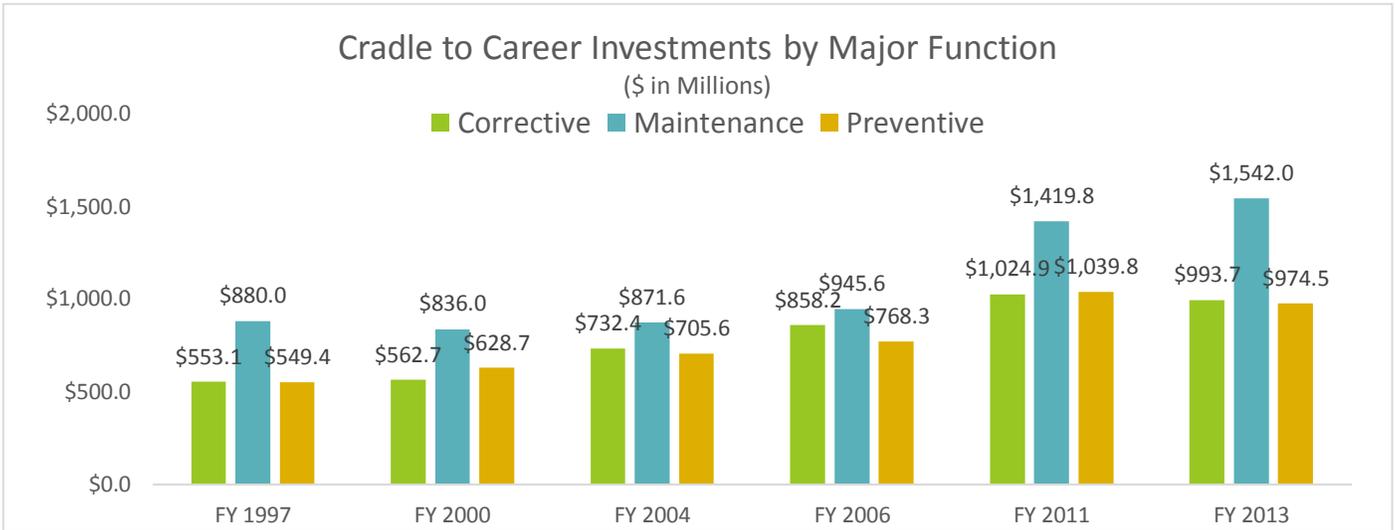


FIGURE 5

Long-term change in cradle to career investments has been primarily driven by state and city revenue growth as well as changes in the policy landscape, including “welfare reform” passed at the federal level in 1997 and the “Thornton” state education financing legislation passed in 2002 that fully phased in increased state education aid by FY 2008.

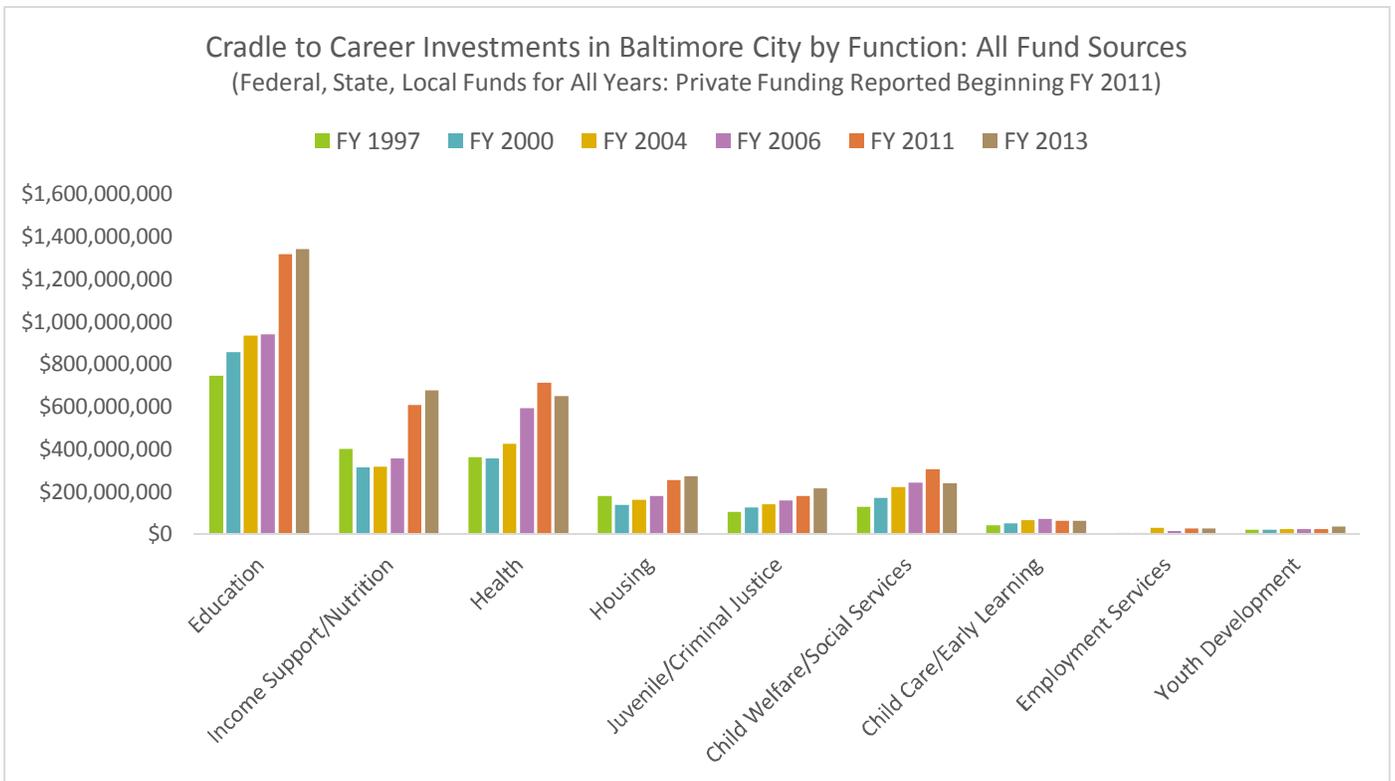


FIGURE 6

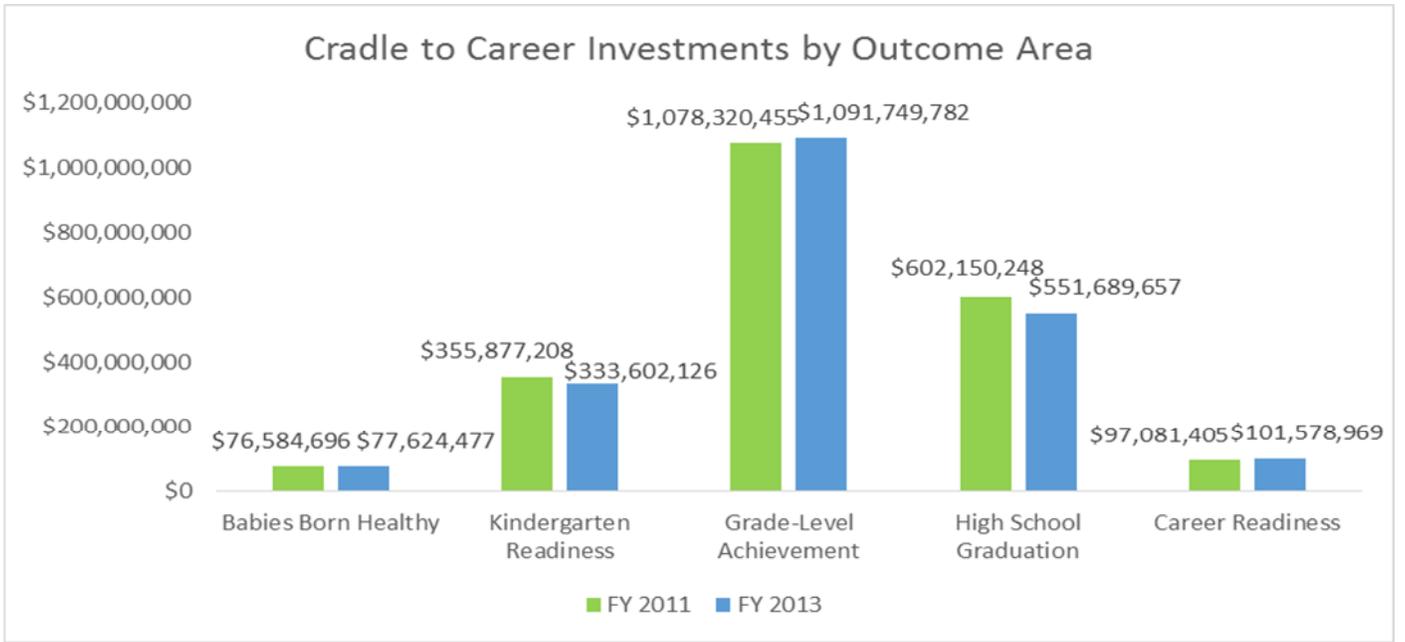


FIGURE 7



BABIES BORN HEALTHY

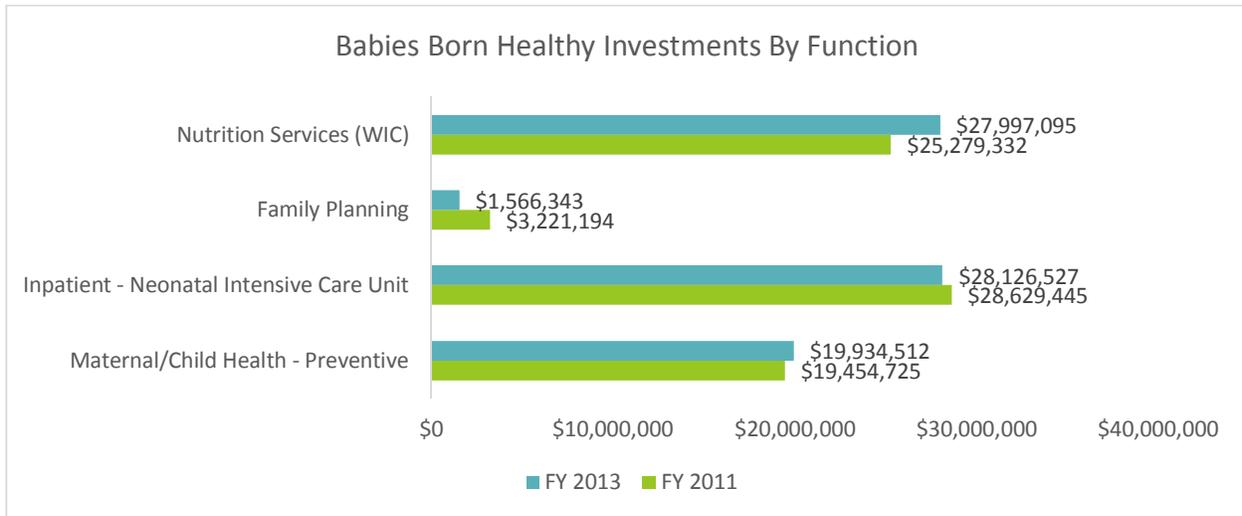


FIGURE 8

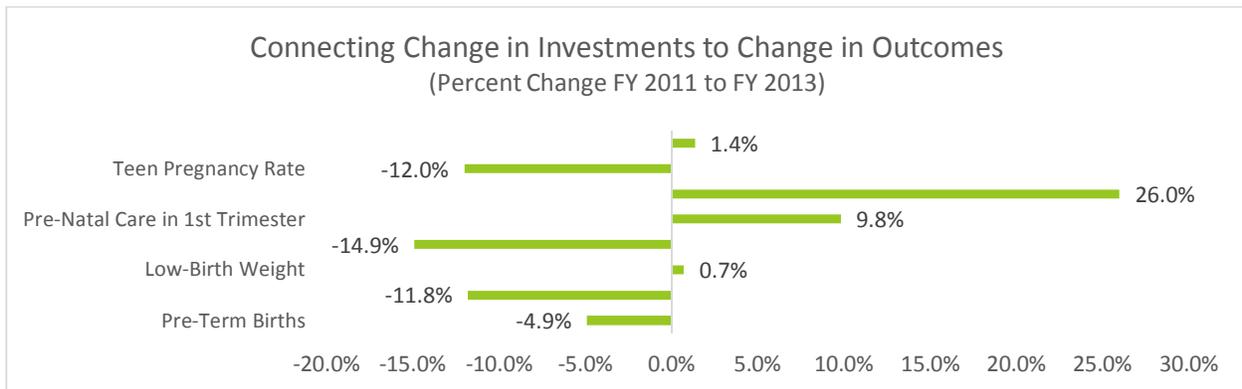


FIGURE 9

Fiscal Outlook

- From FY 2011 to FY 2013, babies born healthy investments increased \$2.1 million, or 1.4% from \$74.9 million to \$76.0 million. Investments per number of births decreased \$39, or 0.5%, to \$8,523 in FY 2013 – from \$8,562 in FY 2011.
- From 2010 to 2012, the most recent years of data, the infant mortality rate dropped 11.8%, the preterm birth rate went down 4.9%, and the teen pregnancy rate decreased 12%.
- At the same time, the slower pace of spending growth has also coincided with negative change in some indicators, with the rate of low birthweight deliveries slightly increasing 0.7% and the number of women who receive late or no pre-natal care increasing by 26%.
- \$28.1 million in Medicaid-funded Neonatal Intensive Care Unit charges in FY 2013, down slightly from \$28.6 million in FY 2011. 12 zip codes with highest Medicaid NICU charges accounted for 81% of total FY 2013 charges.

KINDERGARTEN READINESS

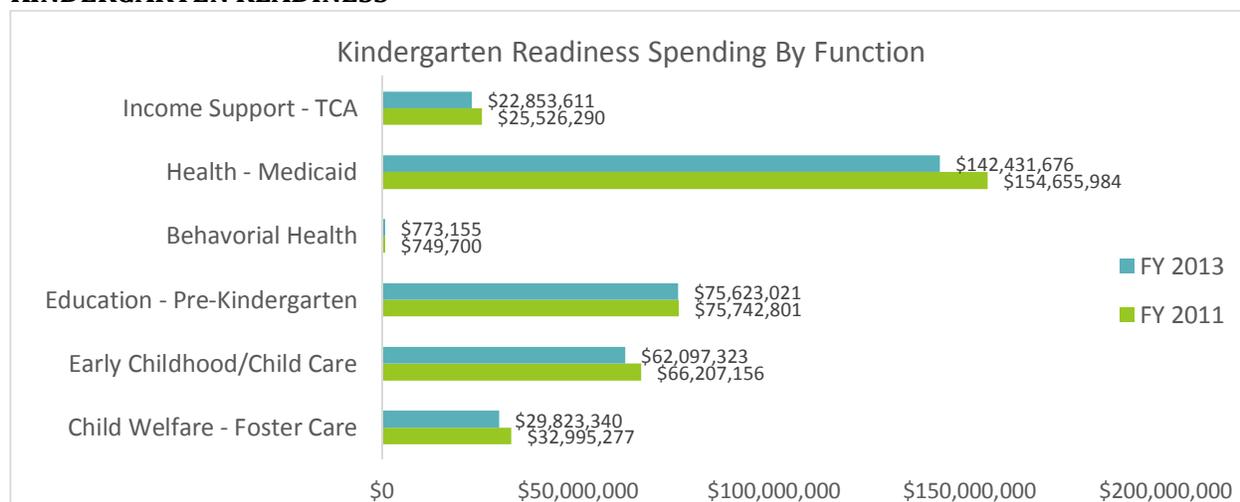


FIGURE 10

Fiscal Outlook

- Kindergarten readiness investments went down \$22.3 million, or 6.3%, from \$355.9 million in FY 2011 to \$333.6 million in FY 2013. Investments per child under age 5 decreased \$541, or 6.3%, to \$8,002 in FY 2013 – from \$8,542 in FY 2011.²
- Despite the decrease in spending, the percent of BCPS kindergarteners testing fully ready to learn was up 15.8% between FY 2011 and FY 2013.
- Compared to FY 2013, the FY 2015 Baltimore City budget includes lower levels of funding for Head Start, with FY 2013 funding of \$34.6 million down to \$10.1 million in FY 2015. Federal funds go down by \$24.6 million from \$34.1 million to \$9.5 million. Funding in the city budget for Head Start is supplemented by a [5-year \\$29 million federal HHS grant for a Birth-to-Five pilot program](#) that will be used to support Early Head Start and Head Start centers.

Policy Landscape: 2014 [legislation expanded pre-kindergarten](#) to children from families with income below 300% of FPG, or \$59,370 for a family of three. \$4.3 million is included in the FY 2015 state budget for expansion grants that can be used to expand or establish pre-kindergarten programs for eligible and newly eligible students as well as establish new or expand existing Judy Centers for eligible students or newly eligible students attending in a Title I school attendance area.

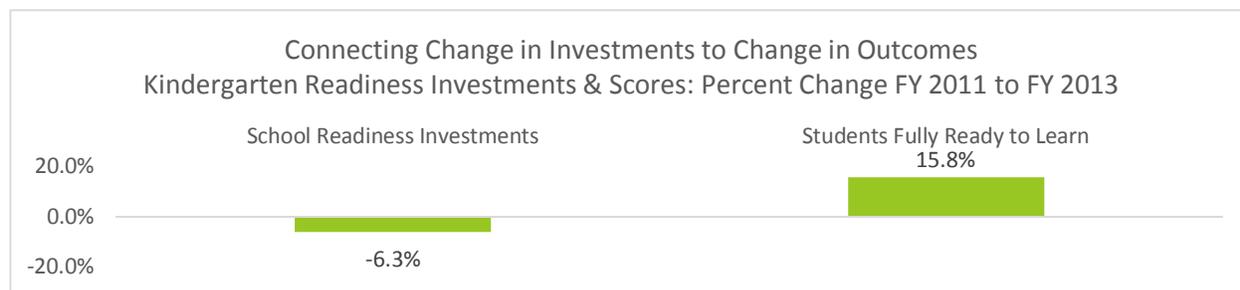


FIGURE 11

² The small differences in age group break-outs between the Census data - children under age 5; children ages 5 to 14; youth ages 15 to 20; and young adults ages 20 to 24 - and the DHMH Medicaid data - which are under age 1, aged 1-5, aged 6-15, and aged 15-20 - account for the slight differences in reporting in age groups in the various cradle to career fund maps.

GRADE-LEVEL ACHIEVEMENT

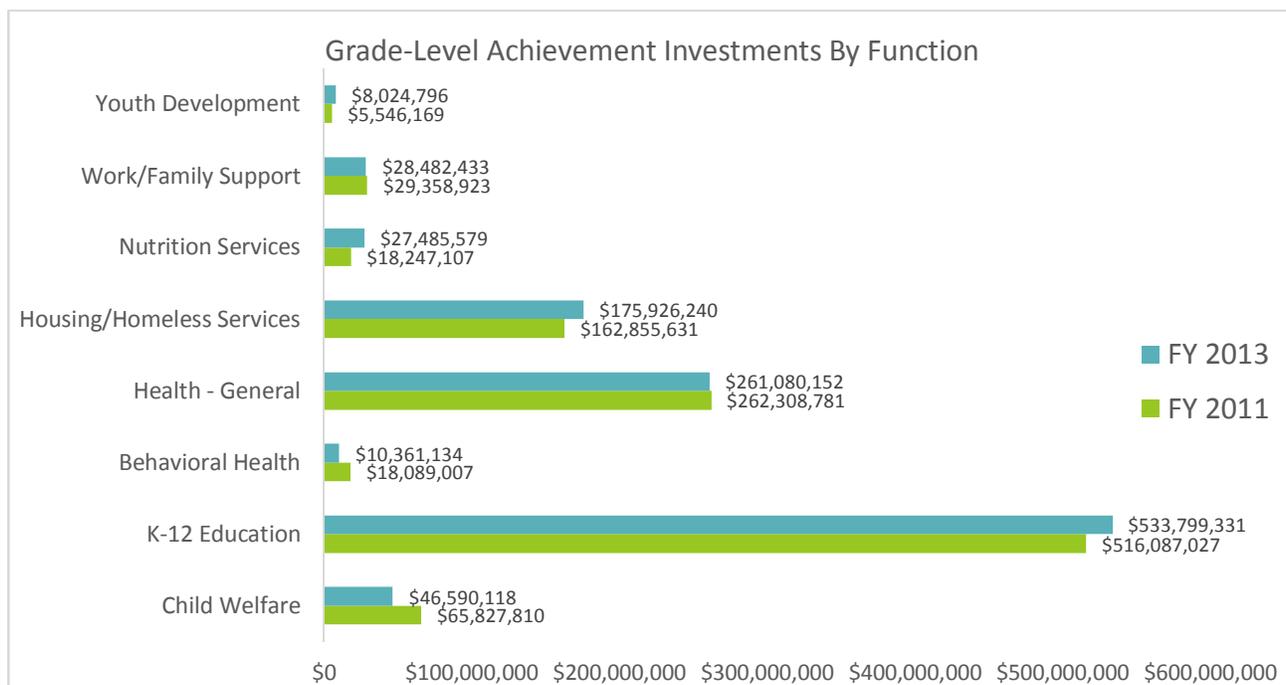


FIGURE 12

Fiscal Outlook

- From FY 2011 to FY 2013, Investments to assure students achieve at grade-level were up slightly, an increase of \$13.4 million, or 1.2%, to \$1.092 billion. Investments per child aged 5 through 14, decreased \$96, or 0.6%, to \$15,447 in FY 2013 – from \$15,542 in FY 2011.
- Over the same period, change in Maryland School Assessment (MSA) test scores was mixed, with 3rd grade reading and math, 5th grade reading, and all high school assessments test scores dropping, and 5th grade math and 8th grade reading and math scores up slightly.

Policy Landscape: The Maryland State Department of Education is required to conduct a [statewide study](#) to determine the adequacy of educational funding to be completed by December 2016.

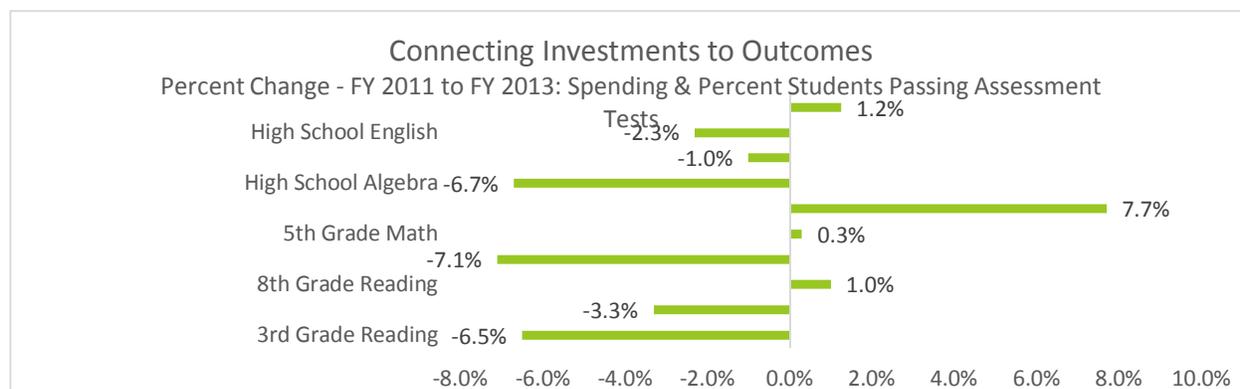


FIGURE 13

HIGH SCHOOL GRADUATION

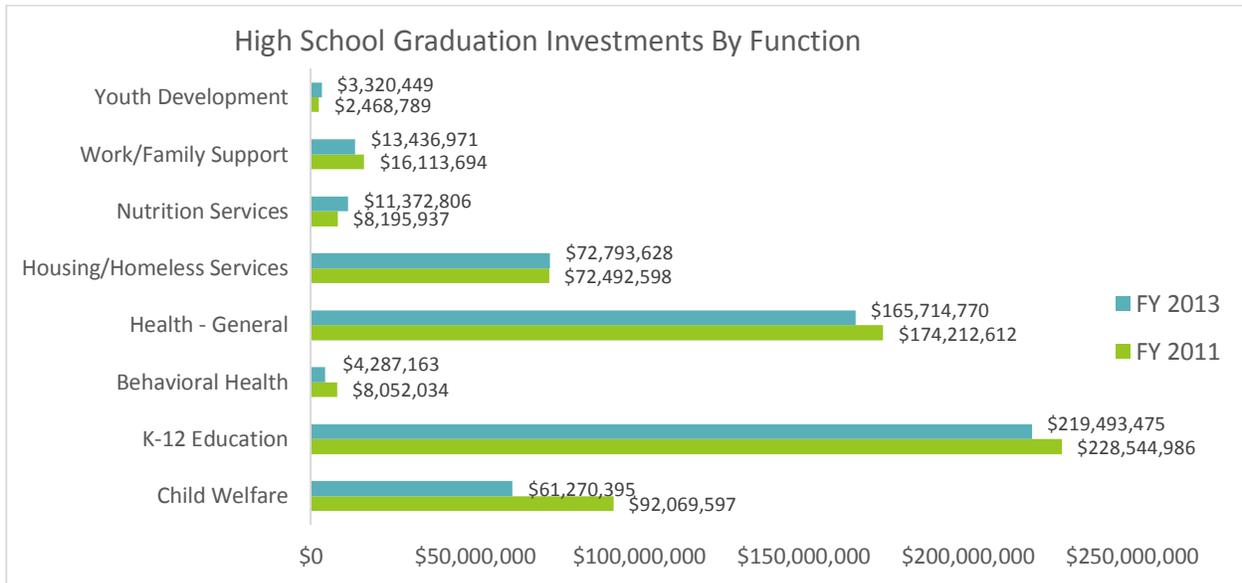


FIGURE 14

Fiscal Outlook

- From FY 2011 to FY 2013, Investments to assure youth graduate high school decreased \$50.5 million, or 8.4%, to \$551.7 million in FY 2013. Investments per youth aged 15 through 19, increased \$130, or 0.9%, to \$14,870 in FY 2013 – from \$14,740 in FY 2011.
- Over the same time, using the graduating class cohort method, graduation rates improved 4.1% for all students and 13.8% for special education students and dropout rates were down 30.2% for all students and 27.2% for special education students.

Policy Landscape

- The [College and Career Readiness Act of 2013](#) enacted requirements related to public school students who are dually enrolled in a public institution of higher education. These requirements specify that the state public higher education institution may not charge the student tuition, will charge the local school board a discounted tuition, and that the local board of education may not collect reimbursement of paid tuition from students who are eligible for Free and Reduced Price Meals (77% of BCPS high school students in 2013-2014).
- The legislation also required the state board of education to establish curriculum and graduation requirements that include career readiness assessments of all 11th graders beginning in 2015-2016 and transition courses for 12th graders who are not career ready beginning in 2016-2017.

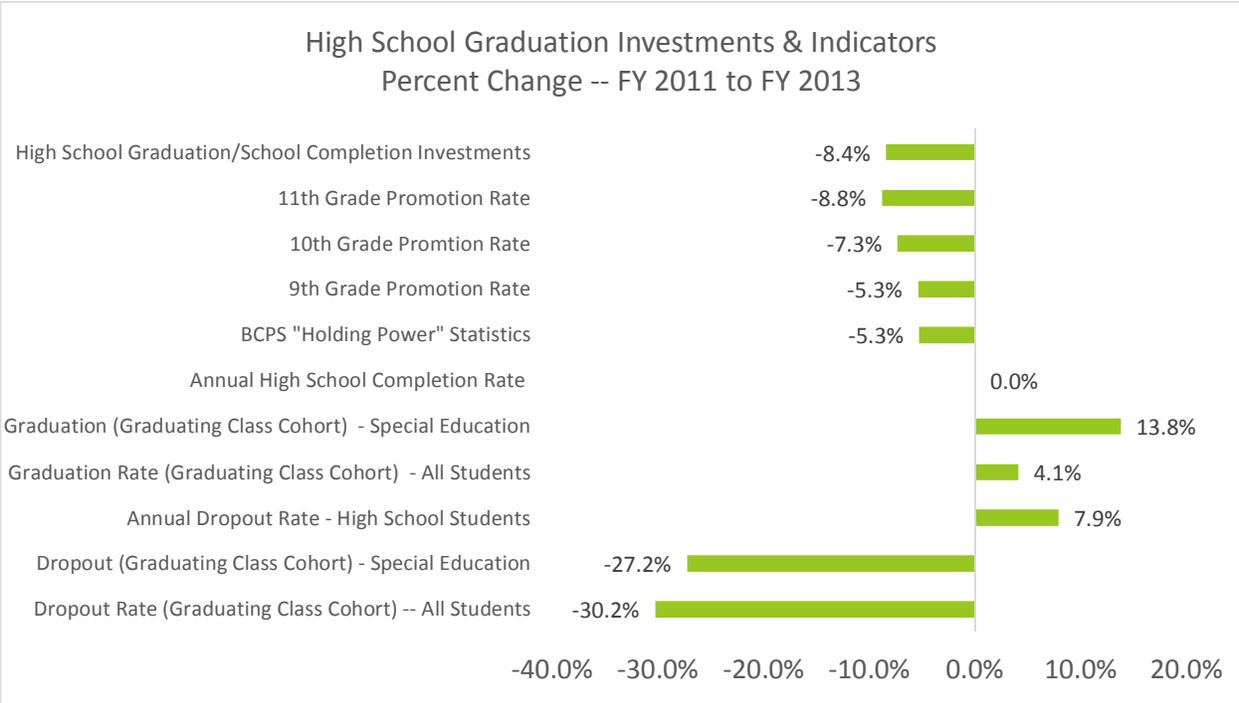


FIGURE 15



CAREER READINESS

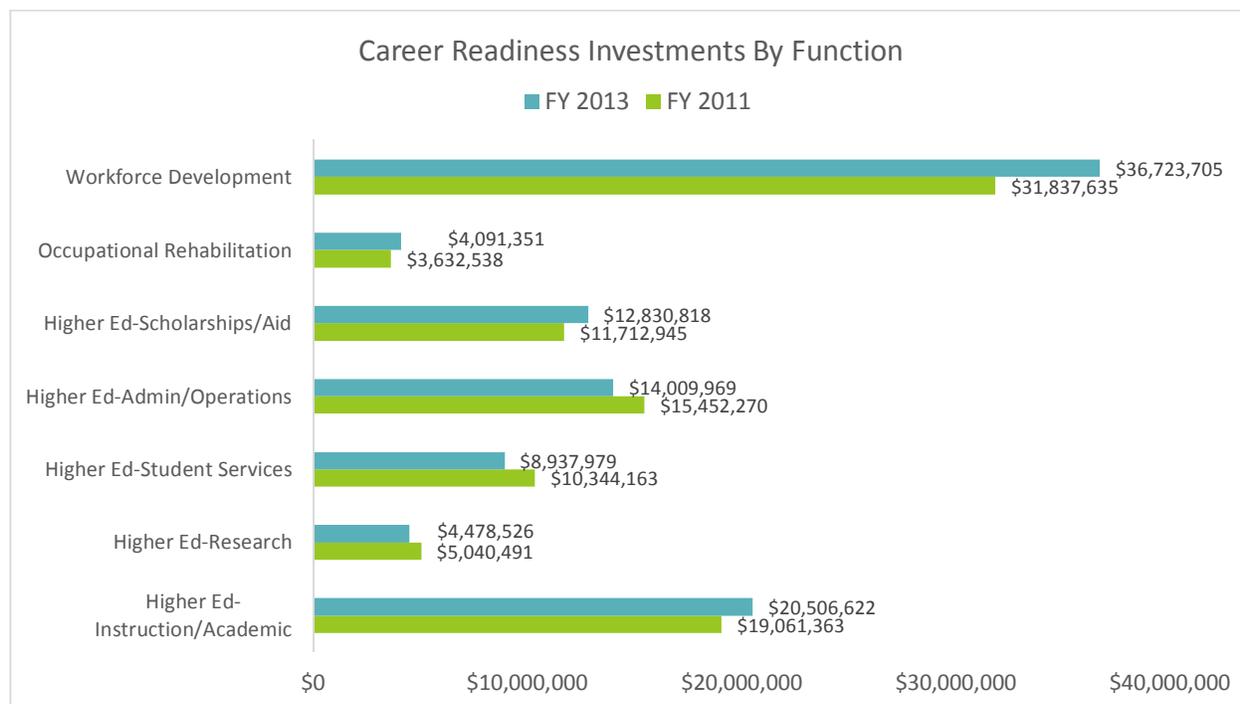


FIGURE 16

Fiscal Outlook

- Career readiness investments were essentially flat from FY 2011 to FY 2013, increasing \$174,784, or 0.2%, to \$96.7 million. Investments per youth aged 20 through 24, increased \$199, or 11.4%, to \$1,951 in FY 2013 – from \$1,752 in FY 2011.
- At the same time, the rate of BCPS graduates enrolled in a US college fell 3.8% for those enrolled within 12 months and 6.3% within 24 months of graduation. And the rate of BCPS grads enrolled in a Maryland higher education institution fell by 2.4% while the rate of BCPS grads enrolled in a Maryland college earning one year of credit within 24 months fell 11.5%.
- In recent years, the proportion of BCPS graduates attending Community College of Baltimore County (CCBC) campuses vs. Baltimore City Community College (BCCC) has flipped, with more BPCS graduates attending CCBC than BCCC. For example, for the Class of 2007, 245 graduates attended CCBC and 450 graduates went to BCCC. While for the class of 2012, 671 graduates attended CCBC, where tuition is \$102 per credit hour higher and 319 graduates attended BCCC.

Policy Landscape

- 2014 state legislation created a three-year [Summer Career Academy Pilot Program](#) beginning in summer of 2015 to provide students having difficulty meeting graduation requirements an opportunity for summer employment. The state superintendent will select four eligible school districts a year; and superintendents from eligible districts can designate eligible students, 60 in summer 2015 and 100 in summer 2016 and 2017. Eligible students earn a summer stipend up to \$4,500 and on program completion can choose either a \$500 grant or a \$2,000 scholarship.

- 2014 state legislation created the [Regional Institution Strategic Enterprise Zone](#) program that begins July 1, 2015. Qualified higher education institutions can partner with local economic development agencies to become a RISE zone, where qualifying businesses receive income and property tax credits and priority consideration for state assistance.
- The two-year state [Foster Youth Summer Internship program](#) began in January and provides internships in state government to foster children and former foster children aged 15-25.
- Maryland Early College Innovation Fund provides funding for start-up costs for new early college programs for accelerated pathways for STEM degrees and training. The FY 2015 state budget currently includes \$1.4 million for the fund.
- The College and Career Readiness Act of 2013 standardized the number of credits needed to receive an associate’s degree as 60 credit hours and 120 credit hours for a bachelor’s degree. The Act also required that all students in state public higher education institutions must file a “degree plan” and that institutions must develop and track a degree pathway system.

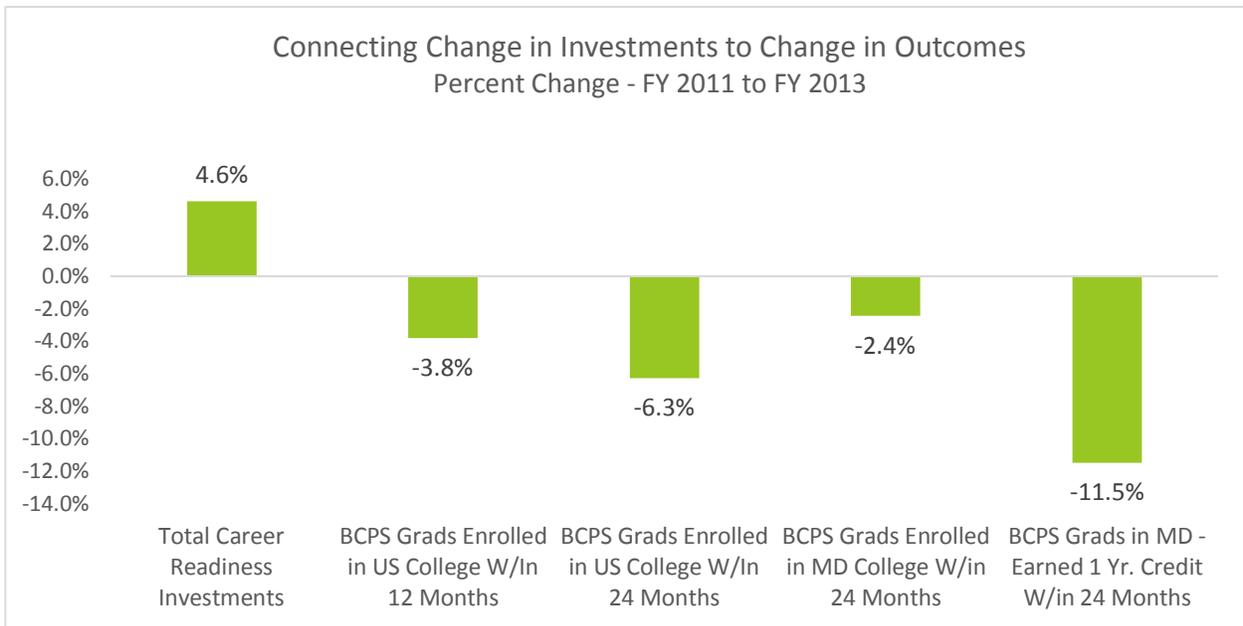


FIGURE 17

