



**GOVERNOR'S OFFICE OF
CRIME PREVENTION, YOUTH,
AND VICTIM SERVICES**

**Report on Place-Based Cradle-to-Career
Strategies**

*2023 Joint Chairmen's Report - FY 2024 Operating and Capital
Budgets (Pages 24-25)*

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October 5, 2023

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Introduction

The *2023 Joint Chairmen's Report - FY 2024 Operating and Capital Budgets* (Pages 24-25) requires the Governor's Office of Crime Prevention, Youth, and Victim Services (GOCPYVS) to submit a report to the budget committees by October 1, 2023, as it relates to establishing a fund to support comprehensive, place-based cradle-to-career programs similar to the Harlem Children's Zone model.¹ Specifically, the report must:

- Identify what resources currently exist in the State which mirror the strategies employed by the Harlem Children's Zone to break the cycle of poverty;
- Identify what needs could be addressed in the State through a fund that supports place-based cradle-to-career programs;
- Propose a plan for supporting the committees' goals identified through a fund; and
- Estimate the funding that is required to start and implement the plan.

The *2023 Joint Chairmen's Report - FY 2024 Operating and Capital Budgets* (Pages 24-25) also expressed an interest in breaking the cycle of poverty for youth by:

- Identifying and increasing the capacity of organizations that focused on achieving results for children and youth in communities that demonstrate the greatest need;
- Funding organizations that will build a complete continuum of cradle-to-career solutions of academic, health, and social programs and family and community supports with great schools at the center;
- Investing in a multigenerational approach implemented by community-based backbone organizations with nuanced knowledge of unique local culture, barriers to success, and specific needs; and
- Addressing the legacies of structural racism that negatively impact children and families of color in Maryland, tackling the generational poverty that rural communities face, and centering schools and early learning sites as beacons of community support.

In accordance with the *2023 Joint Chairmen's Report - FY 2024 Operating and Capital Budgets* (Pages 24-25), and in partnership with Children's Funding Project (CFP), this *Report on Place-Based Cradle-to-Career Strategies* relies on extensive background research, including key informant interviews with Local Management Boards (LMBs), a high-level fiscal scan, and an analysis of current resources meant to inform its recommendations.

¹ Department of Legislative Services. (2023). *2023 Joint Chairmen's Report - Report on the Fiscal 2024 State Operating Budget (HB 200) And the State Capital Budget (HB 201) And Related Recommendations*. https://mlsd.ent.sirsi.net/custom/web/content/JCR/JCR_2023.pdf

Executive Summary

The Governor's Office of Crime Prevention, Youth, and Victim Services (GOCPYVS) contracted with the Children's Funding Project to survey Maryland's place-based cradle-to-career programs and evaluate funding available to support additional investments in services for youth (ages 0-24).

Bringing Harlem Children's Zone's Comprehensive Place-Based Model to Maryland

For background on nationally known place-based cradle-to-career programs such as Harlem Children's Zone and the federally funded Promise Neighborhoods program, refer to the ensuing section. It also summarizes the programs' guiding principles and success measurements.

Existing Cradle-to-Career Programs

The Joint Chairmen's report tasked GOCPYVS with identifying place-based cradle-to-career programs within the state currently providing services from birth through young adulthood. Maryland presently has several bona fide cradle-to-career programs and others that offer services along the continuum.

Understanding this landscape will minimize duplication of effort and funding. It also allows the State to install a single coordinating entity to oversee and support a statewide cradle-to-career network. The Maryland Children's Cabinet operates a \$26M fund that supports Local Management Boards (LMBs) in all 24 counties. These entities coordinate local programming and resources to provide comprehensive place-based services in their communities of need. LMBs are well-suited to play a central role in implementing a statewide cradle-to-career strategy.

Identifying Communities In Need

GOCPYVS, the Maryland State Board of Education (MSDE), and the Annie E. Casey Foundation maintain state, county, and block-level data that should guide Maryland's implementation of place-based cradle-to-career programs.

Identifying a Fund and Making the Necessary Investments

GOCPYVS recommends making deeper investments in the existing \$26M Children's Cabinet Investment Fund (CCIF), aligning CCIF and Blueprint funding with place-based cradle-to-career strategies, and designating county LMBs as hubs for more localized backbone organizations responsible for coordinating, tracking, and reporting cradle-to-career services within their respective jurisdictions.

Additionally, consistent with statewide cradle-to-career efforts in Minnesota, California, and Florida, which invested \$6 million, \$12 million, and 4.2 million, respectively, in annual funding to support cradle-to-career efforts, GOCPYVS recommends establishing a \$50 million fund through public-private partnerships, invested over five years, to pilot a place-based cradle-to-career program in 5-10 communities with the most demonstrated need.

Background: Understanding Cradle-to-Career

Harlem Children's Zone (HCZ)

The organization now known as Harlem Children's Zone began as Rheedlen Centers for Children Families, established in 1970 as New York City's first truancy prevention program. In 1990, a pilot expanded the program to provide comprehensive, critical support to children and families within a single city block. By 2010, HCZ expanded to serve 97 blocks, including HCZ Promise Academy.²

This report relies on HCZ's guiding principles, as interpreted by GOCPYVS, for application to Maryland.

Principle 1: Continuity

Programs address children's needs at each developmental stage—from cradle to career—and support children as they transition from one stage to the next.

Principle 2: Accountability

A single *backbone organization or collective* coordinates and accepts responsibility for delivering programs and services and measuring outcomes within a neighborhood.

Principle 3: Neighborhood-based

Hyperlocal programs meet the unique needs of a specific neighborhood. The strategy focuses on the most historically underserved communities.

Principle 4: Systems Change

Cradle-to-career programs engage local leaders to change the conditions and systems that have underserved or harmed children.

Principle 5: K-12 Engagement

Cradle-to-career programs focus on K-12 education and afterschool, summer, and weekend programming because of the strong relationship between school and children's success.

Principle 6: Proximate Leadership

Leaders should have deep connections and longstanding relationships within the community.

² <https://hcz.org/our-purpose/our-history-zone-map/>

Other Comparable Models

Other programs that rely on place-based cradle-to-career strategies include:

- **Promise Neighborhoods** is a program administered by the U.S. Department of Education. Led by local backbone organizations, Promise Neighborhoods combines federal and other resources to provide children with a continuum of solutions that support them from cradle to career.³
- **StriveTogether** supports communities across the country in strengthening the network of social supports and services—civic infrastructure—to improve outcomes for children and families.⁴
- **Communities of Hope (COH)** is a place-based model designed by Casey Family Programs to engage the local community and bring more wrap-around services and support to families living in high-need communities in an effort to prevent out-of-home placements and reduce poverty.⁵
- **Purpose Built Communities** works with community leaders, residents, and others to plan and implement holistic community revitalization efforts, which include mixed-income housing, cradle-to-college education, community wellness, and economic vitality.⁶
- **Children’s Initiative in Florida** is a place-based initiative established by the Florida legislature and administered by the Ounce of Prevention Fund of Florida, Inc. to assist disadvantaged areas in creating community-based service networks that develop, coordinate, and provide quality education, accessible health care, youth development programs, opportunities for employment, and safe and affordable housing for children and families living within that area.⁷

Measuring Success

Each model described in this section has specific outcomes by which they measure success. The following items capture the spirit of the outcomes measured across the programs.

- | | |
|--|---|
| • Babies are healthy | • Youth graduate high school career- or college-ready |
| • Children have early educational opportunities | • Children feel safe at school |
| • Children progress through school without remediation | • Youth live in safe, healthy, stable homes and communities |

Further simplified, successful place-based cradle-to-career programs improve child, family, and neighborhood health and safety; establish schools as safe and supportive places; improve lifetime educational and career outcomes; and support continuity and stability in families and communities.

³ <https://promiseneighborhoods.ed.gov/background/about>

⁴ <https://www.strivetoegether.org/what-we-do/our-approach/>

⁵ <https://www.casey.org/who-we-are/building-communities-of-hope/>;
<https://www.aacounty.org/partnership-for-children-youth-and-families/communities-hope>

⁶ <https://purposebuiltcommunities.org/how-we-work/>

⁷ <https://www.flsenate.gov/Session/Bill/2023/625/Analyses/h0625z1.CFS.PDF>

Objective 1: Identify Existing Resources & Programs

Maryland's Cradle-to-Career Programs

As mentioned above, there are *several* national- and state-led models similar to HCZ. These and other place-based models have been implemented throughout Maryland. Notably, every Maryland county also has a county-level coordinating entity for children, families, and youth. These entities are called Local Management Boards or LMBs. This section describes some of the place-based programming at the local and county levels in Maryland.

Promise Neighborhoods in Baltimore City and Prince George's County

Promise Heights

Promise Heights improves educational outcomes for youth and ensures families are healthy and successful in the West Baltimore communities of Upton/Druid Heights. Led by the backbone agency University of Maryland School of Social Work, Promise Heights operates the following programs⁸:

- B'more for Healthy Babies connects mothers to pre- and post-natal supportive services. The program's goal is to locate every pregnant woman and make an offer for service, conduct a comprehensive assessment, develop a strengths-based service plan, and link them to services.
- Parent University increases parental knowledge of child development, builds social supports, and increases responsive parenting behaviors and early language. As each family graduates from Parent University, they are encouraged to enroll their child in Early Head Start or Head Start, as appropriate.
- Each of 5 Community Schools led by Promise Heights creates its own set of evidence-based partnerships and wrap-around services, such as after-school programming, food pantries, and parent workshops.
 - Through the Next Generation Scholars Program, Promise Heights staff at the Renaissance Academy High School work as College and Career Coordinators, helping students create individualized post-graduation plans.⁹
- Promise Heights social workers help families access housing, health, affordable food, and employment. Families receive case management services, information and referral, financial assistance, and benefits screening.

⁸ <https://promiseheights.org/our-programs>

⁹ <https://positiveschoolscenter.org/story/next-gen-scholars-on-the-road-to-college/>

Langley Park Promise Neighborhood (LPPN)

LPPN was created to offer cradle-to-career support for children of (predominantly) Central American immigrant families. Langley Park, a Prince George's County community, faces poor access to health care, high rates of neighborhood crime, chronic housing instability and school mobility, low graduation rates, and particularly low levels of parent education and English proficiency.¹⁰ Backbone agency CASA de Maryland received Promise Neighborhoods funding in 2012 for LPPN but has not received funding since and does not appear to be in operation currently.¹¹

StriveTogether Partnerships in Baltimore City

Maryland currently operates one StriveTogether partnership. ***Baltimore's Promise*** is a city-wide collaboration of public, business, higher education, nonprofit, community, and philanthropic leaders that rely on data and collaboration to achieve better outcomes for Baltimore's youth and their families.¹² As a backbone organization, Baltimore's Promise coordinates the following programs to strengthen the network of social supports for children and families in the city.¹³

- The Baltimore City Youth Opportunities Landscape is a public and collaborative effort to centralize, aggregate, map, and analyze the youth opportunities available to young people ages 0-24.¹⁴
- The Baltimore Summer Funding Collaborative is a partnership between public, private, and nonprofit organizations that supports high-quality summer programs serving children and youth from low-income backgrounds.¹⁵
- Baltimore City Youth Data Hub is a partnership between Baltimore's Promise, Baltimore City Public Schools, the Baltimore City Health Department, the Mayor's Office for Child and Family Success, and the Family League of Baltimore (the LMB for Baltimore City). The Hub is an integrated data system linking data across youth-serving organizations to support interagency collaboration, better illuminate the interconnected issues facing children and families in the city, and design programs that better meet the needs of the community.¹⁶
- B'More Invested, pioneered by Baltimore's Promise and Open Society Institute-Baltimore, is a philanthropic venture, fundraising and pooling \$2M in pooled, private capital in Baltimore City. The funds support investments in promising community-based public safety interventions.¹⁷

¹⁰<https://www.urban.org/research/publication/cradle-career-multiple-challenges-facing-immigrant-families-langley-park-promise-neighborhood>

¹¹ <https://oese.ed.gov/files/2023/03/pnfy23update.xlsx>

¹² <https://www.baltimorespromise.org/>

¹³ <https://www.baltimorespromise.org/our-initiatives>

¹⁴ <https://www.baltimorespromise.org/bcyol>

¹⁵ <https://www.bmoresfc.org/>

¹⁶ https://static1.squarespace.com/static/5d9606f17bc7f16776fade89/t/62c4dfeda923437ec5c748e6/1657069557490/BYDH%2BOne%2BPager_Logo.pdf

¹⁷ <https://www.bmoreinvested.org/>

- Grads2Careers, a partnership of Baltimore City Public Schools, the Mayor’s Office of Employment Development, and Baltimore’s Promise, creates immediate opportunities for Baltimore City high school graduates by funding 400 - 500 training slots in programs with demonstrated success in offering occupational skills training.¹⁸
- The youth literacy program seeks to improve literacy for all children and youth. Relying on interdisciplinary data, Baltimore’s promise identified the following sub-groups with the greatest need for literacy programs: youth ages 14 to 24, Black women ages 16 to 24, and current city public high school students.¹⁹
- The Youth Grantmakers Initiative, led by youth ages 16 to 24, is a youth-led grantmaking body.

Communities of Hope in Anne Arundel and Washington Counties

We identified five Community of Hope (COH) sites across Anne Arundel and Washington Counties. The Anne Arundel County Local Management Board (explained below) established the county’s four Communities of Hope. In Washington County, a community-based organization that houses a foster care program and outpatient mental health clinic fundraised to open the Bester Community of Hope in Washington County.

Anne Arundel County Communities of Hope²⁰

The Anne Arundel County Partnership for Children, Youth, and Families (the Partnership), the county’s local management board, established four COHs in its highest-need neighborhoods. Using a countywide needs assessment, the Partnership identified Annapolis, Brooklyn Park, South County²¹, and West County²² as relatively high poverty, low resource areas that are disproportionately Black and Latino.²³ The COHs are led by diverse groups of stakeholders, including local agencies, community organizations, residents, faith leaders and organizations, business owners, and other service providers working collaboratively to create a robust network of supports and services that address family wellness and stability and ultimately allow children to thrive.²⁴

Bester Community of Hope²⁵

Bester Community of Hope (BCOH) is an initiative of San Mar Family and Community Services, focused on prevention with a place-based strategy for positive outcomes for the children and families located in the Bester Elementary School neighborhood in Hagerstown, Maryland. The Bester community has a high

¹⁸ <https://www.baltimorespromise.org/g2c>

¹⁹ <https://www.baltimorespromise.org/literacy>

²⁰ <https://www.aacounty.org/partnership-for-children-youth-and-families/communities-hope>

²¹ Beverley Beach, Churchton, Davidsonville, Edgewater, Edgewater Beach, Friendship, Galesville, Harwood, Lothian, Mayo, Riva, Shady Side, Tracy’s Landing, and West River

²² Crofton, Fort George G. Meade, Gambrills, Hanover, Harmans, Laurel, Maryland City, Odenton, Russett, and Severn

²³ <https://www.aacounty.org/sites/default/files/2023-06/CFAAC-Needs-Assessment-VII-Poverty-Amidst-Plenty.pdf>

²⁴ <https://www.aacounty.org/partnership-for-children-youth-and-families/communities-hope>

²⁵ <https://besterhope.org/>

poverty rate, health challenges, and a high rate of children removed from their homes due to abuse or neglect. The BCOH offers the following services:

- In-Home Family Support: Family Support Workers assist families using a family-driven and relational process. BCOH treats families as the experts on their own families. Through a trusted partnership, families and Family Support Workers explore current strengths, resources, and barriers to accessing critical needs, like transportation, behavioral healthcare, literacy tools, and crisis support.
- The Positive Parenting Program gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children's behavior, and prevent problems from developing.
- Parent Cafés are physically and emotionally safe spaces where parents and caregivers talk about the challenges and victories of raising a family.
- Recovering Together Cafés are part of ensuring effective peer support that will assist with sustaining motivation for people in recovery, their families, and their communities.
- The Parent Advisory Committee (PAC) is composed of caregivers from the community who have previously accessed family support services. The PAC provides critical feedback regarding service provisions and agency practices and facilitates activities based on need and interest. Additionally, they have established a Men's Council subcommittee to strategically support fatherhood/ male caregiver initiatives.

Local Management Boards²⁶

Though not a program but a funding and cross-sector coordination mechanism, it is relevant for this report to discuss the role that Local Management Boards (LMBs) have played in implementing cradle-to-career strategies at the neighborhood level. Anne Arundel County is an example of how Maryland could leverage LMBs to implement cradle-to-career programs Statewide.

The first LMBs were established to change the way services were provided to children and families in their communities. The Boards were charged with identifying priorities and targeting resources for a jurisdiction's communities. The focus was to increase local authority to plan, implement, and monitor children and family services.

LMBs identify priorities and resources for local communities in each jurisdiction they serve while also coordinating child and family services. They empower local stakeholders to set priorities for their communities. There is an LMB in each county and in Baltimore City.

To date, LMBs have:

- Led the way in returning and diverting children from out-of-state residential placements;

²⁶ <https://goccp.maryland.gov/children-and-youth/local-management-boards/>

- Funded interagency services provided to children at-risk of out-of-home placements;
- Increased collaboration between local stakeholders serving children and families; and
- Served as the coordinating and administering agency for programs that serve the community, including School-Based Health Centers, C-Safe, Youth Strategies Initiative, Maryland Afterschool Opportunity Fund, Home Visiting/Healthy Families, etc.

Maryland Initiatives Targeting Aspects of the Cradle-to-Career Continuum

There are other programs in Maryland that do not cover the full cradle-to-career continuum but address some key features of a cradle-to-career strategy.

Early Childhood and School Success

- ***The Blueprint for Maryland's Future*** takes a collective impact approach to improve Maryland's educational outcomes, focusing on early childhood education, high-quality and diverse teachers and leaders, college and career readiness, resources that ensure all students' success, and governance and accountability.²⁷
 - A key feature of the \$3.8 billion Blueprint is the establishment of ***community schools*** that will serve as hubs that collaborate with community partners, local governments, and other stakeholders to provide wraparound services for families and communities, addressing barriers to learning. Using an asset-based approach, community schools strive to strengthen connections and generate improved student outcomes. Services may include extended learning time, extended school year, transportation to and from school, vision and dental services, healthy food, and mental healthcare.²⁸
 - ***Concentration of Poverty Grants*** will fund the implementation in schools serving large populations of students experiencing poverty.
 - Another key element of the Blueprint is the ***Consortium of Coordinated Community Supports***. The Consortium will support the development of coordinated community support partnerships to meet student behavioral health needs and other related challenges in a holistic, nonstigmatized, and coordinated manner; provide expertise for the development of best practices in the delivery of student behavioral health services, supports, and wraparound services; and provide technical assistance to local school systems to support positive classroom environments and the closing of achievement gaps so that all students can succeed.²⁹

²⁷ <https://marylandpublicschools.org/Blueprint/Pages/default.aspx>

²⁸ <https://marylandpublicschools.org/about/Pages/DSFSS/Community-Schools/Index.aspx>

²⁹ <https://mgaleg.maryland.gov/mgaweb/Laws/StatuteText?article=ged§ion=7-447.1&enactments=true;https://marylandpublicschools.org/stateboard/Documents/2022/0927/BlueprintDeepDiveMDConsortiumCoordinatedCommunitySupportsV2.pdf>

- **Judy Center Early Learning Hubs** promote school readiness for children ages birth through five by connecting families to comprehensive full-day, full-year early care and education services. Judy Centers use a multigenerational approach for families and children, providing directly or through local partners services, including adult education, case management, developmental and health screenings, family engagement activities, parenting classes, playgroups, and early intervention identification. Judy Centers are located in every Maryland county and at Title I and other high-needs schools.³⁰
- **Patty Centers** offer free educational and health-related services to parents and their children ages birth through three. Centers offer a range of services designed to promote the development of young children; help adults develop more effective parenting skills and fulfill their aims related to school, employment, and family life; provide supportive networks among parents in local communities; and connect parents and children to the agencies and community resources that can help them.³¹ Patty Centers also address **family economic stability**.

Continuity and Stability at Home

- The Maryland Unaccompanied Homeless Youth and Young Adult Count Demonstration Project supports data collection and analysis to determine the number and characteristics of unaccompanied homeless youth and young adults.³²
 - **Youth REACH MD** (Reach Out, Engage, Assist, & Count to End Homelessness) has produced two reports on unaccompanied youth experiencing homelessness and is developing a toolkit for jurisdictions to monitor the scope of youth and young adult homelessness going forward.³³ Programs are in 20 out of 24 counties.
 - Continuums of Care (CoCs) implement Youth REACH locally and are composed of local nonprofit organizations and government entities working together to coordinate funding and services for those experiencing homelessness in their area.³⁴
- **B'More SUCCEEDS** is a program for young people in Baltimore City ages 14 through 25 who are struggling with mental health or substance use challenges and may be pregnant, parenting, or experiencing housing instability.³⁵

Safe and Healthy Children

- The **Maryland School-Based Health Center Program** provides comprehensive primary, acute, and preventative health services and chronic condition management to students, families, and

³⁰ <https://marylandfamiliesengage.org/judy-center-hubs/>

³¹ <https://earlychildhood.marylandpublicschools.org/families/family-support-centers/>

³² <https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB0794?ys=2014rs>

³³ <https://www.youthreachmd.com>

³⁴ <https://www.youthreachmd.com/what-is-youth-reach-md/>

³⁵ <https://theinstitute.umaryland.edu/ruth-young-center-for-maryland/housing--homelessness/bmore-succeeds/>

communities in clinics physically located on a school campus. There are currently 89 active school-based health centers across 16 jurisdictions in Maryland.³⁶

- The **Maryland Center for School Safety (MCSS)** was established in 2013 as a coordinated and comprehensive approach to school safety. MCSS promotes collaboration among students, parents, educators, mental health practitioners, law enforcement, and crime prevention practitioners, with a particular focus on the physical and emotional well-being of Maryland students.³⁷
- Maryland's 19 **Youth Service Bureaus (YSBs)** provide youth diversion treatment and family disruption services. The Bureaus provide family-focused counseling services in their respective communities and work with youth and their families in helping to build effective skills to change behaviors.³⁸

³⁶ <https://health.maryland.gov/phpa/mch/MD-SBHC-Program/Pages/default.aspx>

³⁷ <https://schoolsafety.maryland.gov/Pages/MCSS-About.aspx>

³⁸ <https://maysb.org/>

Objective 2: Identify Outstanding Need for Cradle-to-Career Programming

Leveraging Existing Data Infrastructure to Identify Programming Needs

A place-based model involves strategic use of state and local data to identify high-need neighborhoods; track child and youth outcomes; and reinforce community partnerships through data sharing. The following section describes current efforts to collect, track, and utilize child and youth data in Maryland.

The Annie E. Casey Foundation's Kids Count Ranking

The data in the tables below reflect Maryland's subrankings and KIDS COUNT's key indicators under each of its four index subcategories—Economic Well-Being, Education, Health, and Family and Community. Green indicates that Maryland has relatively better outcomes than the national average, while red represents relatively worse outcomes.

KIDS COUNT Category (MD Ranking)	KIDS COUNT Indicator	US Average	Maryland
Economic Well-Being (21)	Children in poverty (2021)	17%	14%
	Children whose parents lack secure employment (2021)	29%	25%
	Children living in households with a high housing cost burden (2021)	30%	31%
	Teens not in school and not working (2021)	7%	6%
Education (25)	Young children (ages 3 and 4) not in school (2017-21)	54%	54%
	Fourth-graders not proficient in reading (2022)	68%	69%
	Eighth-graders not proficient in reading (2022)	74%	75%
	High school students not graduating on time (2019-20)	14%	13%
Health (24)	Low birth-weight babies (2021)	8.5%	8.9%
	Children without health insurance (2021)	5%	4%
	Child and teen deaths per 100,000 (2021)	30	24
	Children and teens (ages 10 to 17) who are overweight or obese (2020-21)	33%	32%
Family and Community (21)	Children in single-parent families (2021)	34%	34%
	Children in families where the household head lacks a high school diploma (2021)	12%	10%

KIDS COUNT Category (MD Ranking)	KIDS COUNT Indicator	US Average	Maryland
	Children living in high-poverty areas (2017-21)	8%	3%
	Teen births per 1,000 (2021)	14	11

The Blueprint's Maryland Neighborhood Tiers (MNT) System

The Maryland Neighborhood Tiers (MNT) data system measures poverty and other socioeconomic indicators at the neighborhood level in service of making data-informed funding decisions. It also uses data from the Census Bureau's American Community Survey (ACS) and a composite of four neighborhood factors (median household income, adult education level, home ownership, and household composition [single parent household status]) for each census block group in Maryland.³⁹

The MNT groups block-level neighborhoods via a five (5) tier system. In this system, Tier 5 neighborhoods have the highest poverty rates and lowest Socioeconomic Status (SES), and Tier 1 neighborhoods have the lowest poverty rates and highest SES rates.

Distribution of Census Block Groups by MNT Tiers and School System

Local Education Agency	Tier 1: High SES	Tier 2	Tier 3	Tier 4	Tier 5: Low SES	Total
Allegany	0	2	8	28	15	53
Anne Arundel	66	94	87	57	34	338
Baltimore City	33	54	67	119	339	612
Baltimore County	77	115	106	148	111	557
Calvert	6	15	14	4	1	40
Caroline	0	0	4	11	7	22
Carroll	13	36	29	18	4	100
Cecil	3	9	20	23	10	65
Charles	6	24	24	23	10	87
Dorchester	0	1	5	13	10	29
Frederick	37	52	57	34	19	199
Garrett	0	1	4	15	4	24
Harford	30	47	45	28	21	171
Howard	80	32	25	24	5	166
Kent	0	2	3	7	5	17

³⁹ Maryland State Department of Education. (2022). Blueprint for Maryland's Future: Report on Neighborhood Indicators of Poverty. <https://www.marylandpublicschools.org/Blueprint/Documents/BlueprintReportNeighborhoodIndicatorsPoverty.pdf> Please refer to page 25.

Local Education Agency	Tier 1: High SES	Tier 2	Tier 3	Tier 4	Tier 5: Low SES	Total
Montgomery	252	125	119	99	54	649
Prince George's	37	103	113	127	157	537
Queen Anne's	2	13	8	9	0	32
St. Mary's	5	15	19	14	9	62
Somerset	0	0	7	8	6	21
Talbot	2	5	6	9	4	26
Washington	2	12	25	34	30	103
Wicomico	1	7	13	17	34	72
Worcester	1	7	20	15	10	53
Total	653	771	828	884	899	4,035

The Maryland Children's Cabinet Child Well-Being Scorecard

The Children's Cabinet and its LMBs track eight child well-being results and corresponding indicators on a web-based scorecard. **State and county-level scorecards** are publicly available on the GOCOPYVS website at <https://goccp.maryland.gov/score-card-overview/>.

The Scorecard also allows users to see some results by zip code, race, ethnicity, or poverty level to provide insight into specific neighborhoods to address.

Maryland Results for Child Well-Being (Approved 2020)

Pdf

This scorecard tracks the statewide the new results and indicators for Maryland approved by the Children's Cabinet in 2020

Babies Born Healthy (Statewide)

Births to Adolescents: Adolescent Birth Rate per 1,000 women (ages 15-19 years)

2020

13.0

13

-73%

Low Birth Weight: % of Low Birth Weight (<2500 g) Infants

2020

8.5%

1

10%

Infant Mortality: Number of Deaths Occurring to Infants (<1 year) per 1,000 Live Births

2020

5.7

3

-50%

Prenatal Care: Percent of Women Receiving Prenatal Care in the First Trimester

2020

70.2%

1

2%

Rate of Substance Exposed Newborns (including Neonatal Abstinence Syndrome) per 1,000 Newborns

2021

32

2

3%

Healthy Children (Statewide)

Health Insurance Coverage: % of Children Who Have Health Insurance Coverage

2021

95.7%

2

7%

Hospitalizations: Nonfatal Injury Hospitalization Rate for Self-Inflicted Injuries to Children Ages 0-21 per 100,000 of the Population

2020

12.7

1

-66%

Mental Health: % of Public School Students [in Grades 6 - 8] Reporting Depressive Episode

2021

36.8%

1

48%

Mental Health: % of Public School Students [in Grades 9 - 12] Reporting Depressive Episode

2021

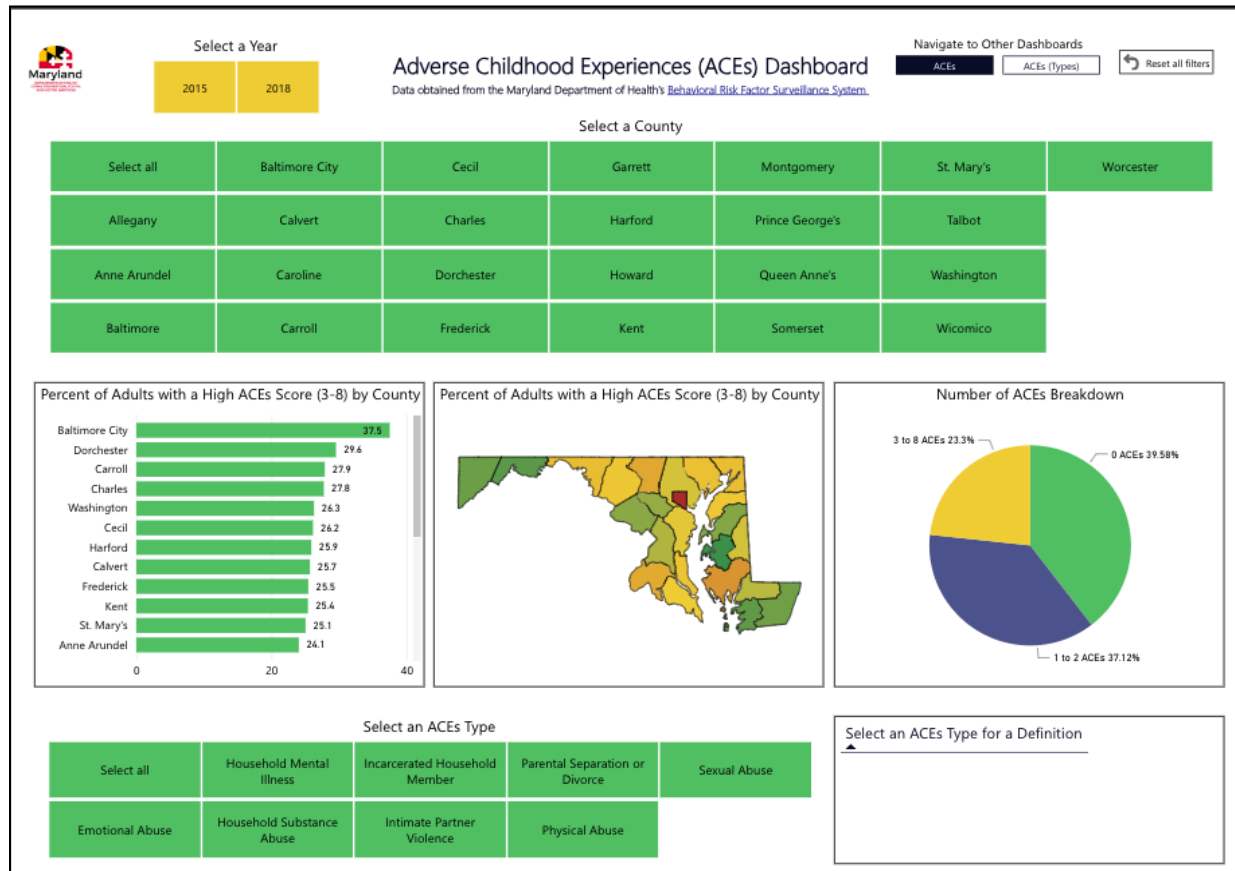
39.2%

3

32%

The Governor's Office of Crime Prevention Youth & Victim Services' Children's Adverse Childhood (ACEs) Experiences Dashboard

GOCYVS [tracks the prevalence of ACEs](#) across all 24 jurisdictions in Maryland, including the percent of adults surveyed who experienced three or more ACEs as a child. It also includes eight indicators to allow users to view jurisdiction trends for the 2015 and 2018 survey years.



Objective 3: Identifying a Funding Portfolio to Expand Place-Based Programming

The Backbone of Cradle-to-Career Programming in Maryland

As mentioned at the beginning of this report, all cradle-to-career models require continuity and accountability. There is always a *backbone* organization that is responsible for coordination of efforts and resources; program implementation; and reporting within a particular service area.

The Local Management Boards are the ideal county-level coordinator to implement place-based cradle-to-career strategies. LMBs already exist in each Maryland county. They also have the following features:

- They serve as coordinating entities, convening local child-serving agencies and organizations;
- They collect and analyze county-level data about child well-being;
- They distribute funding and guide local strategic planning; and
- As described in the previous Anne Arundel County example, **LMBs can identify or create neighborhood-level backbone organizations** to support hyper-local cradle-to-career strategies.

Deeper Investments in the Children’s Cabinet Interagency Fund

GOCPYVS’s Children and Youth Division administers the approximately \$26M Children’s Cabinet Interagency Fund (CCIF).⁴⁰ This funding is earmarked for Maryland’s 24 designated LMBs. The primary purpose of the funding is to provide resources at the local level to strengthen community-based services to children, youth, and families with a focus on increasing childhood well-being and with intentional efforts to address childhood trauma and Adverse Childhood Experiences (ACEs), address racial and ethnic disparities, and promote research-informed practices.

It is recommended that the General Assembly expand its investment in CCIF to enable LMBs to play a more robust role as its jurisdiction’s hub organization. It is also recommended that the **Children and Youth Division realign existing funding priorities, where possible, to more closely align with the principles and key success factors associated with place-based cradle-to-career models mentioned under Objective 1 of this report.**

Similar considerations should be made for governing agencies in housing, transportation, human services, health, and education to modify their grant funding priorities to align with place-based models and desired outcomes.

⁴⁰ <https://goccp.maryland.gov/grants/programs/ccif/>

For example, The Blueprint for Maryland's Future includes \$3.8 billion overall through about 2030. A portion of that total can be used to support civic infrastructure and local coordination on behalf of children and youth. A primary mechanism for this is the Coordinated Community Supports Partnership Fund (Total of \$270 million between FY22 and FY25) administered by the Maryland Consortium on Community Supports. It is intended to support coordination of community health supports, including a wide array of wraparound services. While the current focus of these grants is on direct service provision, there is also meant to be a local "hub" with the responsibility of coordinating providers (the spokes), community needs, and funding.



Objective 4: Estimate the Cost of Implementation

What Could it Cost to Fund and Implement Cradle-to-Career Partnerships Across Maryland?

Statewide cradle-to-career efforts in Minnesota, California, and Florida invested \$6 million, \$12 million, and \$4.2 million, respectively, in annual funding to support cradle-to-career efforts. Based on these figures, **GOCYVS recommends establishing a \$50 million fund, raised** through public-private partnerships and invested over the course of five years, to pilot place-based cradle-to-career programs in 5-10 communities with the most demonstrated need. This estimate does not include the critical philanthropic and local dollars generated through community and stakeholder buy-in similar to what is required of Promise Neighborhood grantees.

GOCYVS recommends that the legislature explore re-allocations of general funds and existing grant funds – especially within the Blueprint – to expand CCIF. As mentioned in **Objective 3**, the legislature should also consider modifications to the Blueprint to closely align with the principles and key outcomes of cradle-to-career programming as outlined in **Objective 1**.

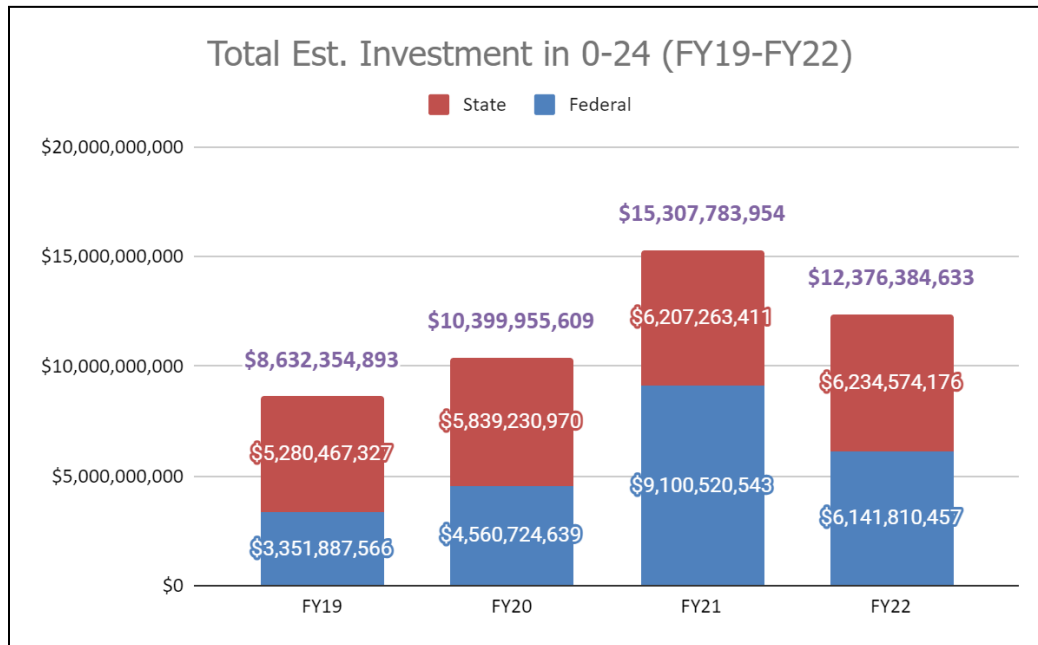
Current Spending, True Costs, and Revenue Sources

For the purpose of this report, data was gathered on 136 federal and state funding streams and programs that provide services for children and families in Maryland. The appropriation amounts for the federal funding streams were collected using USASpending.gov; information on state funding streams was collected using publicly available budget data from the state of Maryland, including the fiscal digests for 2019, 2020, 2021, and 2022.

In terms of overall trends, funding for children and families in Maryland largely increased between 2019 and 2021, thanks in part to the federal relief investments resulting from the COVID-19 pandemic.⁴¹ See the tables below for a sense of the split between state and federal funding over the course of 2019-2022 and a scan of state and federal investment across Promise Neighborhood impact categories.

⁴¹ Some of these federal relief investments include: Education Stabilization Fund which includes the Elementary and Secondary School Emergency Relief Fund (ESSER), the Governor’s Emergency Education Relief Fund (GEER), the Higher Education Emergency Relief Fund (HEERF), and the Emergency Assistance to Non-Public Schools (EANS).

Total Spending on 0-24-year-olds (FY19-FY22)



Public Spending on Children and Youth in Maryland by Promise Neighborhood Impact Category⁴²

Promise Neighborhood Impact Category	Est. Public Investment (FY22)	Examples of Funding Streams
Children Enter Kindergarten Ready to Succeed in School	\$236.6 million	Child Care Development Block Grant (CCDBG - Federal); IDEA Part C (Federal); Maryland State Prekindergarten Grants (State); Funding for Judy and Patty Centers (State)
Students are Proficient In Core Academic Subjects	\$6.5 billion	Compensatory Education Grants (State); Concentration of Poverty Grants (State); Title I (Federal); Special Education Grants to States (Federal)
Youth Graduate from High School; High School Graduates Obtain a Post-Secondary Degree, Certification or Credential (combined categories)	\$970.2 million	College Prep/Intervention Program (State); Maryland Community College Promise Scholarships (State); TRIO Educational Opportunity Centers (Federal)
Students are Healthy	\$3.9 billion	Supplemental Nutrition Assistance Program (SNAP - Federal); Substance Abuse Treatment and Block Grants (Federal); Food Service Program (State)

⁴² At the recommendation of policy leads from the William Julius Wilson Institute, we chose to analyze public spending on programs and services for ages 0-24 through the lens of the Promise Neighborhood program's impact categories. Two impact categories, Students Successfully Transition from Middle School Grades to High School and Students Have Access to 21st Century Learning Tools, are not reflected here. This does not mean that there is no public investment in these areas, but rather that funding targeting the areas was not picked up in this initial fiscal data scan.

Promise Neighborhood Impact Category	Est. Public Investment (FY22)	Examples of Funding Streams
Students Feel Safe at School and in Their Community	\$46.4 million	Family Violence Prevention and Services Grants (Federal); Juvenile Justice Program (State); Social Services Block Grants (SSBG - Federal)
Students Live in Stable Communities	\$363.4 million	Temporary Assistance for Needy Families (TANF - Federal); Youth Homelessness Demonstration Program (Federal); Title IV-E Federal Foster Care Program (Federal)
Families and Community Members Support Learning in Promise Neighborhood Schools	\$206 million	Blueprint Career Ladder Funding (State); Maryland Infants and Toddlers Program (State); Child Care Access Means Parents in Schools (Federal); Public Library Aid (State)

