

# *Governor's Office for Children*

*"Promoting the well-being of Maryland's children" \* Local Management Boards ~ SCYFIS ~ Systems of Care*

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## **VISION**

- **Children's Cabinet:** *All Maryland's children are successful in life.*
- **Governor's Office for Children:** *Maryland will achieve child well-being through interagency collaboration and state/local partnerships.*

## **MISSION**

- **The Children's Cabinet, led by the Executive Director of the Governor's Office for Children (GOC), will develop and implement coordinated State policies to improve the health and welfare of children and families. The Children's Cabinet will work collaboratively to create an integrated, community-based service delivery system for Maryland's children, youth and families. Our mission is to promote the well being of Maryland's children.**

# *Maryland's Youth Policy Structure*

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**Joint Committee for  
Children, Youth and  
Families**

**Children's Cabinet**

**Advisory Council  
For Children**

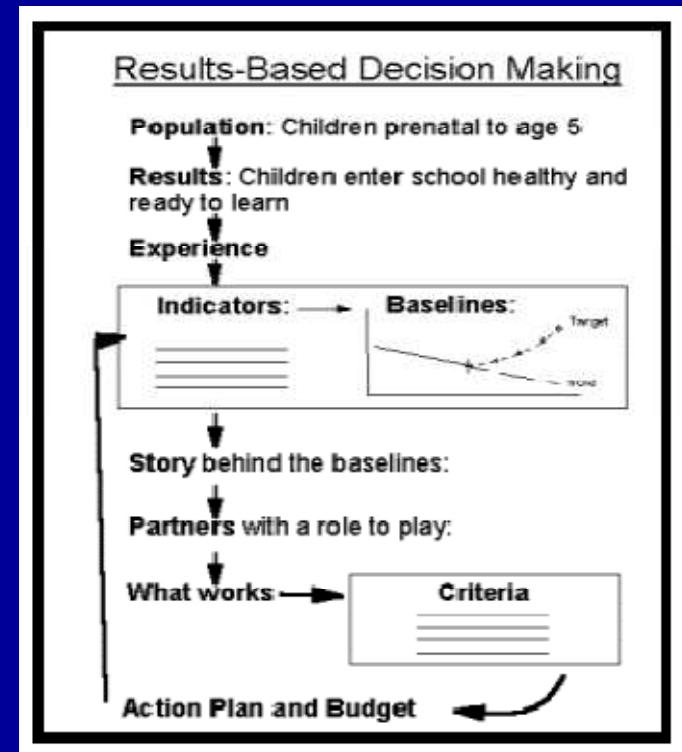
**Youth Council**

**Governor's Office for  
Children (GOC)**

**24 Local Management  
Boards (LMBs)**

# Maryland's Planning Framework: Results Accountability Decision-Making

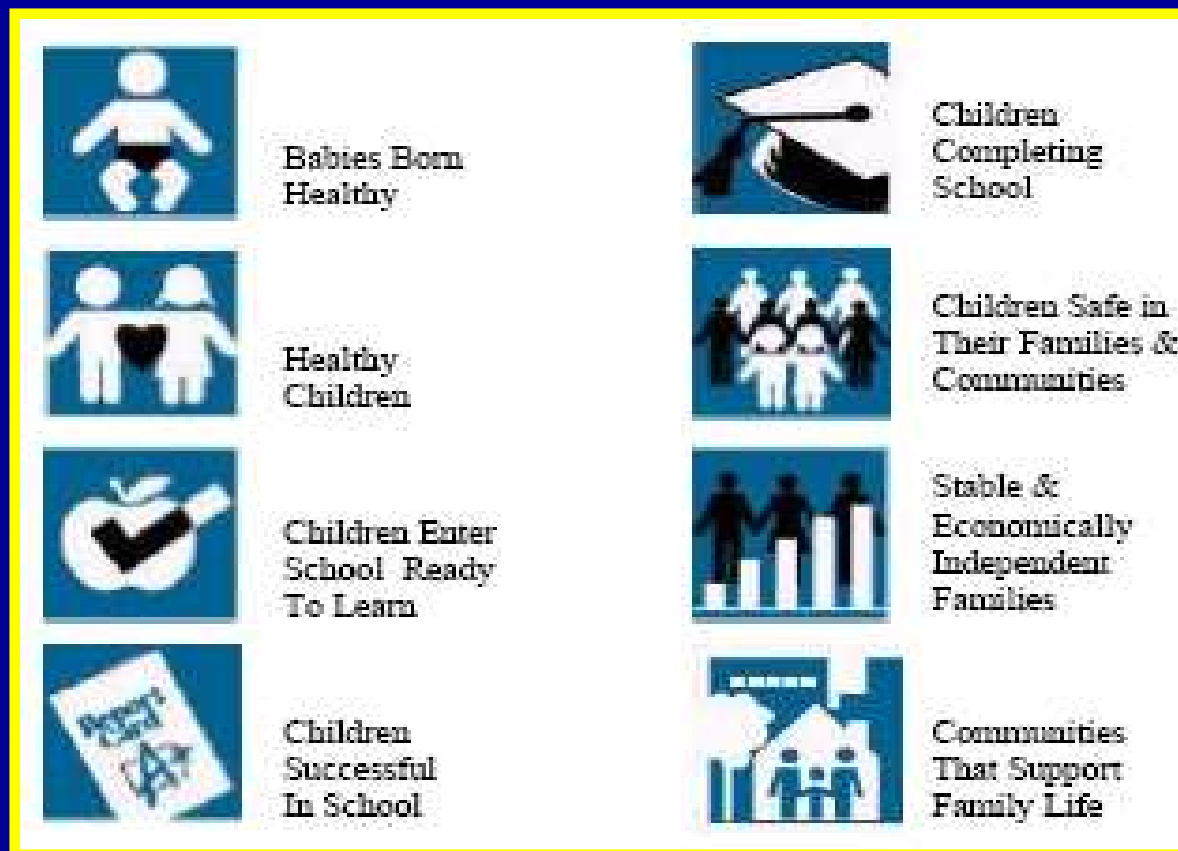
- What are we trying to achieve?
- What does the data tell us?
- What is the story behind the data?
- What partners do we need?
- What strategies work?
- What is our action plan?



# *What Are We Trying to Achieve?*

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## Child Well-being Results



Results & Indicators	5 years prior	1 year prior	Current Year	5-yr change	1-yr change	National Comparison Data <sup>1</sup>
	2000	2004	2005	(rate or % change)	(rate or % change)	
<b>Babies Born Healthy</b>						
Infant Mortality	7.4	8.5	7.3	-1.4	-14.1	6.4 (2005)
Low Birth Weight	8.7	9.4	9.2	5.7	-2.1	8.1 (2004)
<b>Births to Adolescents</b>						
Ages 10-14	0.9	0.7	0.6	-33.3	-14.3	0.7 (2004)
Ages 15-19	41.2	32.4	31.8	-22.8	-1.9	41.1 (2004)
<b>Healthy Children</b>						
Immunizations	80.0	81.0	84.0	5.0	3.7	83 (2005)
<b>Injuries</b>						
Unintentional	3.8	4.2	4.1	7.9	-2.4	N/A
Assaults	0.3	0.3	0.4	33.3	33.3	N/A
Self-Inflicted	0.3	0.3	0.3	0.0	0.0	N/A
<b>Deaths</b>						
Substance Abuse--8th grade <sup>2</sup>						
Cigarettes	10.6	3.3	5.9	-44.3	78.8	9.2 (2004)
Alcohol	22.8	16.4	16.2	-28.9	-1.2	18.6 (2004)
Marijuana	10.6	6.9	6.4	-39.6	-7.2	3.4 (2004)
<b>Children Enter School Ready to Learn</b>						
Kindergarten Assessment (Composite Score) <sup>3</sup>						
Full Readiness	52.0	60.0	67.0	28.8	11.7	N/A
Developing Readiness	7.0	6.0	5.0	-28.6	-16.7	N/A
<b>Children Successful in School</b>						
Absence from School <sup>4</sup>	12.3	13.4	13.0	5.7	-3.0	N/A
Academic Perf.-3rd Grade <sup>4</sup>						
Reading						
Basic	41.9	24.1	21.7	-48.2	-10.0	N/A
Advanced	8.6	17.6	15.1	75.6	-14.2	N/A
Mathematics						
Basic	34.9	23.2	20.9	-40.1	-9.9	N/A
Advanced	14.8	25.6	24.8	67.6	-3.1	N/A
Demonstrated Basic Skills <sup>5</sup>						

Advanced	8.6	17.6	15.1	75.6	-14.2	N/A
Mathematics						
Basic	34.9	23.2	20.9	-40.1	-9.9	N/A
Advanced	14.8	25.6	24.8	67.6	-3.1	N/A
Demonstrated Basic Skills <sup>1</sup>						
Algebra	52.1	53.8	66.6	3.3	23.8	N/A
Biology	54.5	57.6	67.7	5.7	17.5	N/A
English 2	N/A	57.3	60.1	N/A	4.9	N/A
Government	57.3	66.4	74.2	15.9	11.7	N/A
<b>Children Completing School</b>						
Dropout Rate <sup>6</sup>	3.9	3.7	3.6	-7.7	-2.7	4.7 (2004)
High School Prog. Completion <sup>5, 2</sup>	10.7	12.0	12.5	16.8	4.2	N/A
High School Diploma <sup>5</sup>	88.1	86.9	87.2	-1.0	0.3	85.5 (2006)
Graduation/School Completion of Children with Emotional Disturbances <sup>5</sup>	55.3	54.1	50.7	-8.3	-6.3	51.6 (2005)
<b>Children Safe in Their Families &amp; Communities</b>						
Abuse/Neglect--Indicated <sup>8</sup>	5.8	4.4	3.8	-34.5	-13.6	10.7 (2005)
<b>Deaths Due to Injury</b>						
Accidents	9.7	11.1	9.3	-4.1	-16.2	14.9 <sup>4</sup> (2004)
Homicide	5.8	6.4	5.7	-1.7	-10.9	3.7 (2004)
Suicide	2.3	1.6	2.0	-13.0	25.0	2.4 (2004)
Juv Violent Offense Arrests (10-17)	524.0	504.0	491.0	-6.3	-2.6	273 (2003) <sup>5</sup>
Juv Serious Non-Violent Offense Arrests (10-17)	1993.0	1871.0	1758.0	-11.8	-6.0	1357 (2003) <sup>5</sup>
Domestic Violence <sup>5</sup>	490.0	694.0	655.0	33.7	-5.6	N/A
<b>Stable &amp; Economically Independent Families</b>						
Child Poverty						
Current Population Survey (CPS) 3-yr avg.	6.7	9.5	10.4	55.2	9.5	17.1 (2004-2006)
Small Area Income & Pov. Est.	10.1	11.5	11.1	9.9	-3.5	17.8 (2004)

<sup>1</sup> Data come from 2006 (current year), 2005 (1 year prior), and 2002 (oldest data available); English 2 data are only available beginning in 2005 when the test was first administered.

<sup>2</sup> Both University System of Maryland and Career & Technology Education Programs

<sup>3</sup> Data only reflect case dispositions of "indicated." While the trend has been highlighted green to indicate that it is going in the right direction, this is difficult to determine with just indicated cases. An argument can be made that a decrease in indicated cases implies that fewer cases have sufficient evidence for a finding of indicated. Therefore, the trend should be considered in conjunction with the overall number of investigations, as well as the number of cases that are unsubstantiated (rate of 4.1 in 2006, also a decrease from 2005 and 2001).

<sup>4</sup> The national comparison data is rate per 100,000 youth ages 0-19 for 2004. For the same period, using the same methodology, Maryland's has a rate of 11.3 for unintentional injuries, 6.5 for homicide, and 1.7 for suicide. Source: WISQARS Injury Mortality Reports, 1999 - 2004, National Center for Injury Prevention and Control, <http://www.cdc.gov/ncipc/wisqars/default.htm>

<sup>5</sup> Source: Violent Crime Index, <http://www.ojdp.ncjrs.gov/ojstatbb/nr2006/downloads/chapter5.xls>

<sup>6</sup> Source: Burglary, Larceny-Theft, and Motor Vehicle Theft data, <http://www.ojdp.ncjrs.gov/ojstatbb/nr2006/downloads/chapter5.xls>

<sup>1</sup> National data is not always available at the same frequency as State data. Additionally, data is not always comparable or even available, due to wide variations in methodology. For these data, "N/A" is recorded.

<sup>2</sup> Because data are unavailable for 2003, 2005, or 2006, "5 year prior" data uses 2001 data, "1 year prior" data uses 2002 data, and "Current Year" uses 2004 data.

<sup>3</sup> Data come from 2007 (current year), 2006 (1 year prior), and 2003 (oldest available data).

<sup>4</sup> Data come from 2006 (current year), 2005 (1 year prior), and 2001 (5 years prior).

# *Maryland's 3-year Children's Plan*

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## Goals:

1. Develop a comprehensive prevention strategy
2. Develop a Transition Aged Youth Plan
3. Build on established foundations:
  - a) Children enter school ready to learn
  - b) System of care to ensure stable and economically independent families
  - c) More for Maryland Opportunity Compacts
  - d) Support locally determined community plans

*Result: Children Enter School Ready to Learn*  
*Indicator: Work Sampling System*

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*Kindergarten Assessment: The percent of kindergarten students who have reached one of three levels of readiness on the Work Sampling System Kindergarten Assessment: full readiness, approaching readiness or developing readiness*

# *Children Enter School Ready to Learn*

## *Work Sampling System: Data Point and Target*

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Maryland's Children's Cabinet's Results Focus

Presented by:

Karen Finn, Chief, Program and Policy

*Result: Children enter school ready to learn:  
Story behind the curve*

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- **Systemic Factors that may inhibit improvement:**
  - Insufficient awareness of the importance of quality early childhood care and education;
  - Lack of public will to address early childhood care and education;
  - Lack of a system-wide collaborative approach for early childhood;
  - Poor targeting of available resources to areas of highest need;
  - Etc.

# *Children Enter School Ready to Learn: What works?*

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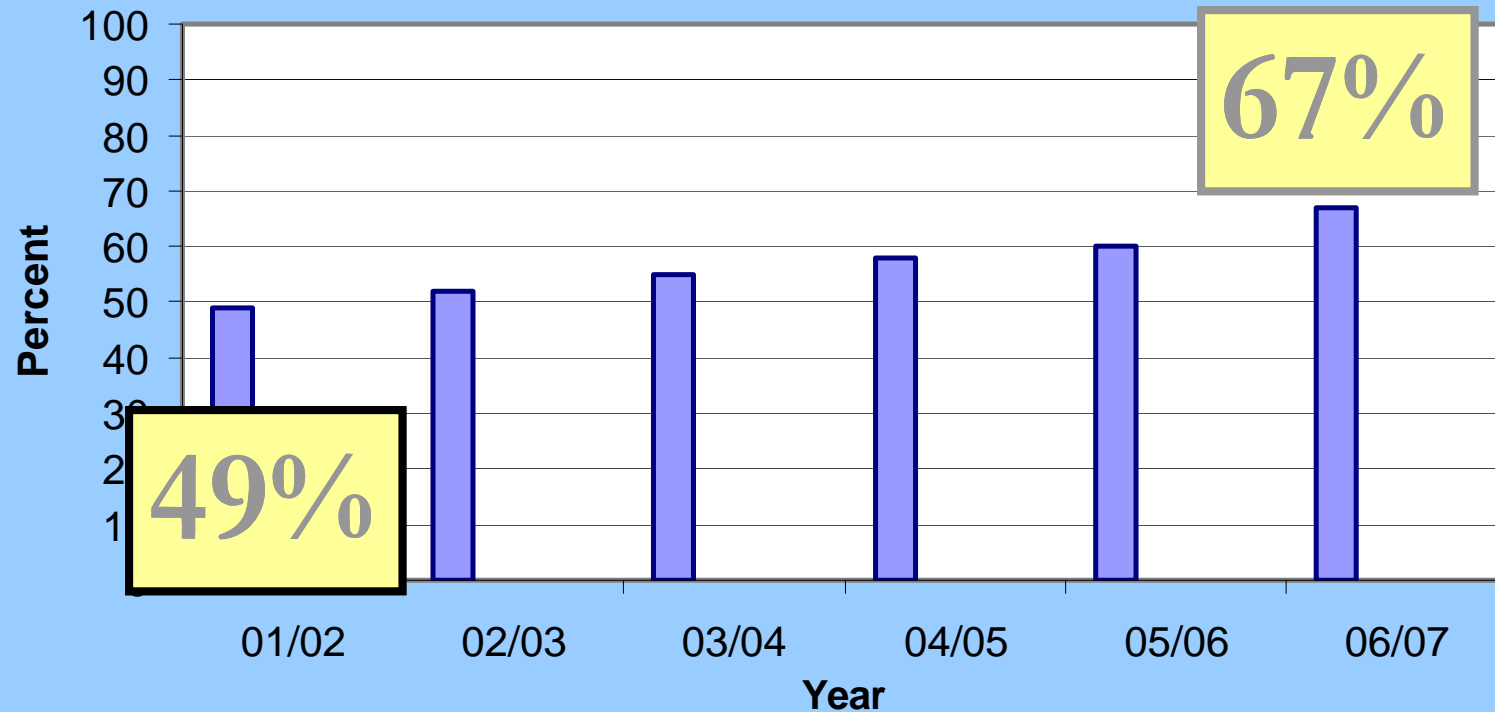
- Six goals with 25 strategies:
  - Access to quality early care and education programs that meet the needs of families
  - Supporting parents
  - Accessing range of health and mental health services
  - Training for early care and education staff
  - Public engagement
  - Accountability

# *Immediate Action Plan*

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- Build public support
- Establish a permanent school readiness committee to the Subcabinet (Children's Cabinet)
- Focus on parent involvement
- Expand early care and education services
- Address credentialing and compensation of child care staff

## Percent of Children in Maryland Entering Kindergarten Fully Ready



[http://www.readyatfive.org//images/ppts/maryland%202007.ppt#275,11,Maryland Model for School Readiness](http://www.readyatfive.org//images/ppts/maryland%202007.ppt#275,11,Maryland%20Model%20for%20School%20Readiness)

# *Goal Two: Transition Aged Youth Plan*

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## Goal Two: Ready by 21<sup>st</sup>

- Ready for College
- Ready for Work
- Ready for Life



Source: Forum for Youth Investment

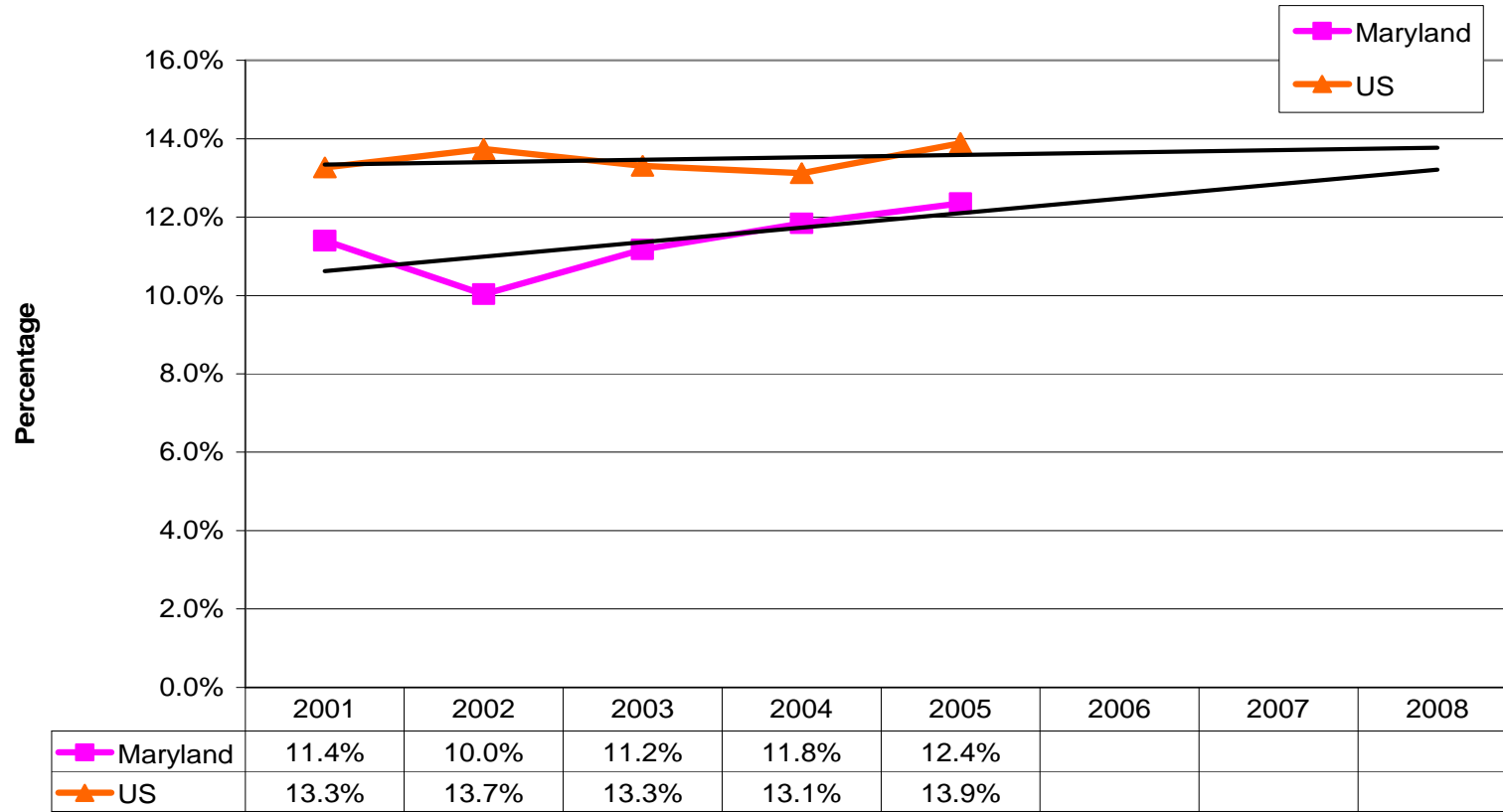
*What is the result we want to  
achieve?*

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All of Maryland's 309,000  
youth aged 18-21 will be ready  
for College, Work and Life

# Where Are We Now?

**% of Idle Youth Ages 18-24  
(Not attending school, not working, with no degree beyond high school)**



Source: 2007 KidsCount Data Book ([www.kidscount.org](http://www.kidscount.org)) and U.S. Census Bureau Table 2: Annual Estimates of the Population by Age and Sex for Maryland: April 1, 2000 to July 1, 2006

# Indicators

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- Learning:
  - Educational attainment: Increase in the % of youth classified by **the highest** degree or highest level of school completed
- Working:
  - Employment: Increase in the % of youth employed in the civilian labor force
- Thriving:
  - Health Care Coverage: Decrease in the % of youth in MD aged 19-24 who have no health care coverage
  - HIV/AIDS: Decrease in the % of youth that are infected with HIV or AIDS
  - Decrease in the # and rate of Deaths by Injury (homicide, suicide and accidental)
  - Arrests: Decrease in the # and rate of arrests of youth ages 18-21 for violent, non-violent & drug offenses

# *What Explains Our Current Situation?*

## *The Story Behind the Curve*

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- What's going on?
- Why does the indicator look the way it does (what is pushing the lines up or down?)
- What are the forces at work?
- What are the causes at work?
- What themes emerge across indicators?

# *“The Story Behind”*

“The Story Behind” <i>(contributing factors)</i>	Indicators						Goal Areas
	Educational Attainment	Employment	Healthcare	HIV/AIDS	Arrest Rates	Death	
Low expectations, negative attitudes about youth, lack of concern	X	X			X	X	<b>Making the Case</b>
Lack of understanding of adolescence & transitions to adulthood	X		X	X			
Lack of family supports and knowledge of effective parenting	X	X			X	X	<b>Competent, Caring Adults</b>
Lack of connections and sense of respect for others	X					X	
Lack of competent, engaged adults	X			X	X	X	
Transience, high mobility	X	X					<b>Housing</b>
Lack of safe, stable housing		X				X	
Substance abuse	X	X		X	X	X	<b>Access to Healthcare, especially Mental Health</b>
Limited availability and use of prevention, intervention and treatment for adolescents, especially mental health			X	X		X	
Pressures to have sex	X	X		X			
Insufficient preparation of youth for the workforce	X	X					<b>Pathways to Education &amp; Employment</b>
Lack of connections between business and schools.	X	X					
Lack of pathways to legitimate employment		X		X	X		
Unjust criminalization of youth	X				X		<b>Equal Treatment</b>

# *What Works: The Action Agenda*

## *Goal Areas*

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### Goal One:

All Marylanders will understand the urgency of providing supportive services and resources, are aware of existing gaps, and are supportive of investments that will improve the odds for youth to be Ready by 21.

### Goal Two:

All Maryland's youth, especially older youth (14+), will have the support of capable, competent and caring adults.

### Goal Three:

All Maryland's transition-aged youth, with an emphasis on youth transitioning out of public systems, will have access to safe and affordable housing that is convenient to services, supports, transportation, schools, employment and other youth.

## *Goals Areas (continued)*

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### Goal Four:

All Maryland's youth, especially transition-aged youth, will receive necessary supports to ensure health and well being.

### Goal Five:

All Maryland's youth, with an emphasis on vulnerable youth, will be prepared to successfully transition into post secondary education, advanced training and the workforce.

# *Goal Areas (continued)*

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## Goal Six:

Maryland's social service and juvenile service systems will treat all young people equally and fairly.

## Goal Seven:

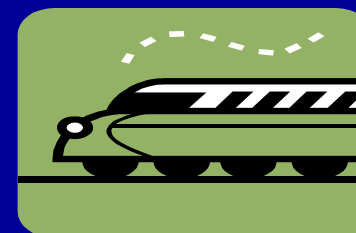
Maryland will have an infrastructure that promotes, sufficiently funds and is held accountable for the preparedness of 18-21 year olds for college, work and life.

# *Action Plan: Attach to “Moving Trains”*

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In Maryland, there are several different efforts being addressed to ensure our youth are ready. Here are a few of them:

- Governor’s Interagency Council on Homelessness
- Youth Investment Partnership
- Adolescent Colloquium
- Maryland Association of Prevention Professionals and Advocates
- Governor’s Workforce Investment Board – Challenged Populations Committee
- Maryland Independent Living Youth Advisory Board
- United Way of Central Maryland Youth Impact Council
- Statewide Community Planning on HIV Prevention
- Partnership for a Safer Maryland (Injury Prevention)
- Maryland State Drug and Alcohol Council
- Maryland Youth Council
- Maryland Youth MOVE



## *Next Steps:*

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**A “Ready by 21 Leadership Team” has been created as a permanent workgroup of the Maryland Children’s Cabinet to oversee implementation of and accountability for the Ready by 21 Action Agenda.**

# *Governor's Office for Children*

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