WINTER 2019

ACCESS TO OPPORTUNITY IN HOWARD COUNTY:

MAKING THE CASE FOR EQUITY

HOWARD COUNTY OFFICE OF
The Local Children's Board
DEPARTMENT OF COMMUNITY RESOURCES AND SERVICES

The Howard County Department of Community Resources and Services

The Department of Community Resources and Services (DCRS) is Howard County's Human Service Agency. The Department is comprised of eight offices. We work to address needs across the lifespan in a culturally competent and proficient manner and promote full inclusion for individuals living with disabilities. Our mission is to ensure that all Howard County residents have the resources they need to grow, thrive and live with dignity.

The Howard County Local Children's Board

Howard County Local Children's Board (LCB) is the local management board for Howard County. They represent a wide range of public agency leaders and residents committed to creating a Howard County where all children and youth have equitable access to education, health care, basic needs and enrichment.

The Local Children's Board (LCB) is committed to creating equitable services and opportunities across the county, especially for those most vulnerable. In 2018, the LCB convened an Equity Committee charged with developing a baseline report using qualitative and quantitative data to tell the story of opportunity, across race, ethnicity and income levels in Howard County. This report will be used to draw public and agency attention to the opportunity gap in Howard County, extend LCB's knowledge and understanding of the parameters and consequences of that gap and frame a positive discussion about cooperative government and nonprofit action to ensure a collective Howard County provides a path to success for ALL children and youth.

Equity Committee members include:

John Byrd, Committee Chair, Howard County Parks and Recreation

Erica Byrne, Voices for Children

Kelly Cimino, Howard County Department of Housing

Hector Garcia, FIRN

Dr. Kevin Gilbert, Howard County Public School System

Captain James Marshall, Howard County Police Department

Jacky McCoy, Howard County Resident

Jacqueline Scott, Department of Community Resources and Services

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Kim Eisenreich

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Valerie Harvey

Kori Jones

Acknowledgements:

This report was written in collaboration with the Local Children's Board, the staff and Ian Hickox from Collaborative Communications Group. A special thanks to Joelle Robinson and her team at Rodia, Inc. for their leadership and commitment to ensuring the voice of the community was represented in this report. We would also like to thank Jacqueline Scott for her leadership and support for this project. Finally, this report would not be possible without the financial support of both the Governor's Office for Children and Howard County Government.

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“Not everything that is faced can be changed. But nothing can be changed until it is faced.”

—James Baldwin, Author

Letter from the LCB Equity Committee

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Dr. Calvin Ball, County Executive

Jacqueline Scott, Director, Department of Community Resources and Services

John Byrd, Chair, Local Children's Board

Why Equity Matters in Howard County

Howard County is often regarded as one of the best places to raise a family. The county is affluent, has great schools and programs for young people, and a high standard of living. The opportunities that living in Howard County can provide young people are among the best in the country.

The county is home to diverse communities of residents who come from a wide range of racial, ethnic, and cultural backgrounds—for, example, nearly 40 percent of residents speak a language other than English and 20 percent of county residents were born in a country other than the United States. Howard County has a high rate of educational attainment; most adults age 25 or older have at least some college education, and more than 65 percent hold an associates degree or higher.

RESIDENT VOICES

> "I guess I'm pretty fortunate to be living in this community. So, I guess all I'm going to do is just to take advantage of those resources available, which I'm trying my best to as a goal." —Youth

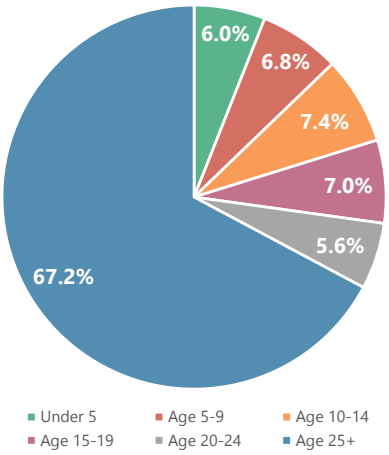
Howard County at a Glance

Figure 1. Total Population

308,447 Residents

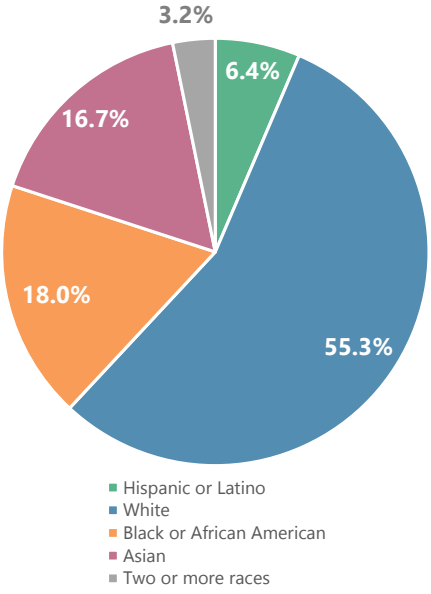
SOURCE: AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

Figure 2. Resident Population by Age



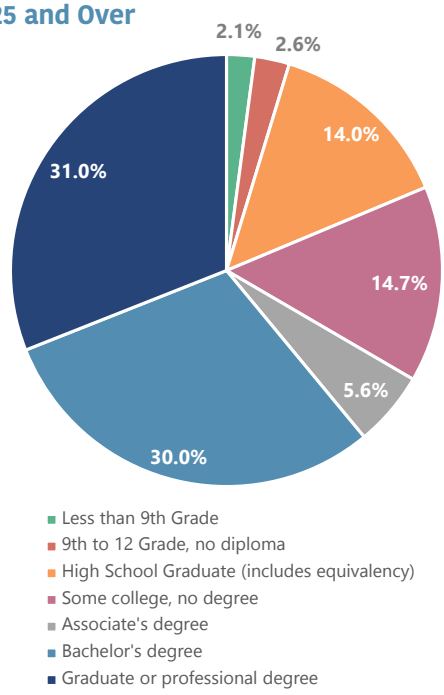
SOURCE: AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

Figure 3. Resident Population by Race



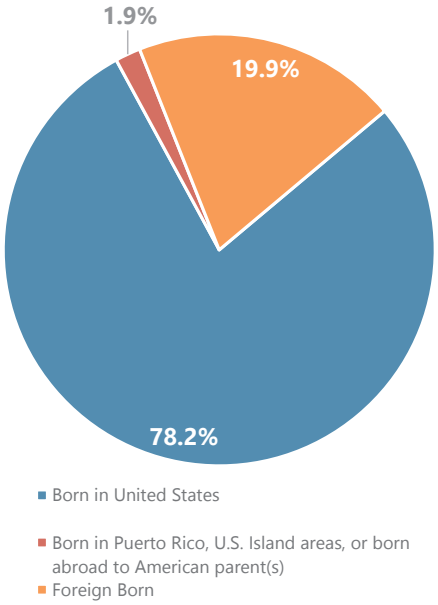
SOURCE: AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

Figure 4. Resident Educational Attainment, Age 25 and Over



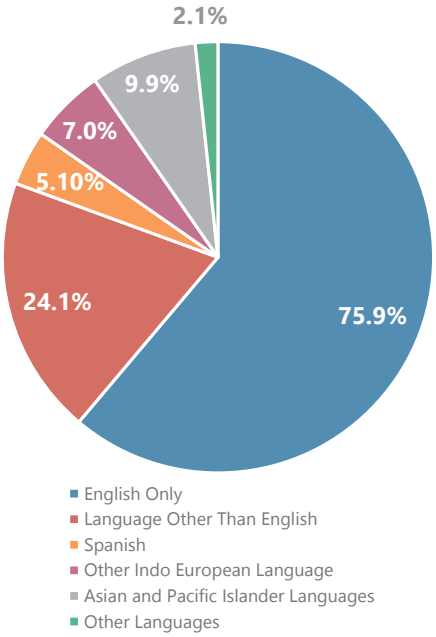
SOURCE: AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

Figure 5. Resident Place of Birth



SOURCE: AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

Figure 6. Language Spoken At Home



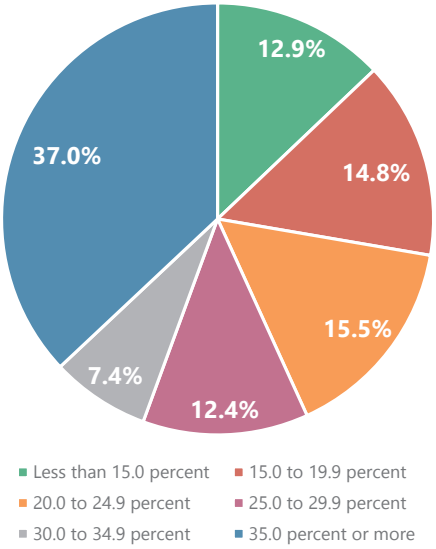
SOURCE: AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

Figure 7. Median Home Value

$434,700

SOURCE: AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

Figure 8: Rent as a Percentage of Household Income



SOURCE: AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU
*OCCUPIED UNITS PAYING RENT=28,114

Like many other affluent areas throughout Maryland and the United States, Howard County's prosperity has the effect of obscuring many of the historical and systemic factors that contribute to social and racial inequities in the present day. After all, in Howard County, which now has one of the highest performing school systems in the country, public schools were segregated until the mid-1960s, nearly a decade after the Brown vs. Board of Education Supreme Court ruling. Other racially prejudicial practices that limited opportunities and access to resources for people of color in Howard County included redlining and restrictive housing covenants. Such practices were not unique to Howard County—in fact, they were widespread throughout the country—but it is vital that we recognize that the legacy of systemic and structural racism persists, despite the real progress that our society has made in recent decades. Acknowledging our history is critical to becoming the county we intended it to be.

Howard County's overall success makes it easy to overlook the fact that not all young people and families have equitable access to the opportunities available to residents. The same high standard of living that makes Howard County a desirable place to live for many also results in a high cost of living that some residents struggle to afford. In some communities, young people and families are experiencing challenges—whether they be financial, social, or otherwise—that negatively impact their quality of life and economic stability and mobility.

RESIDENT VOICES

> "Part of the reason I moved to Columbia in Howard County was because of its claim and stress for diversity. I love the Columbia neighborhoods which was pretty much at the time very self-sustaining—resources that the community needed were there. As we have grown, our diversity is growing. When I say diversity, we are talking the whole spectrum—race, religion, economic diversity. But we have not necessarily grown as a county in supporting those things." —Liaison

While it is certain that organizations and agencies in the county provide resources and services to support Howard County residents, access to these resources and services is not equitably distributed. Some families may not have access to information about programs that exist in the county. Others, like immigrant families and communities, face specific challenges—including mistrust of government service providers, lack of information due to language barriers, and fears of xenophobia—that further limit their access to opportunity in the county.

It is important to note that identifying the challenges facing many Howard County residents is very different from assigning blame to individuals or specific groups of people. This report in no way suggests that vulnerable young people and their families are responsible for the difficulties or the inequities they experience. Rather, the limited opportunities to thrive and succeed are a direct result of systemic and structural inequities linked to race, ethnic, and/or socioeconomic status.

Therefore, as a starting point, the Board has chosen those indicators as the focus of this report. Looking at race, ethnicity, and socio-economic status does not imply that other manifestations of inequity—such as those that negatively impact people with disabilities and people in the LGBTQ community, for example—are any less important. They are simply outside the scope of this report. The information gathered and shared here represents an attempt to identify inequities and disparities in the county, highlight opportunity gaps that limit the ability of Howard County children and youth to thrive and prosper, and encourage a set of specific and actionable next steps that we as a county can collectively engage in together to ensure that everyone has an opportunity to succeed.

Understanding Disparities and Working Toward Equity

Nationally and locally, factors such as historical and contemporary discrimination, structural and institutional racism, and the absence of social justice have entrenched persistent inequalities that disadvantage people of color, people who are foreign-born, people living with disabilities, people with limited incomes, members of the LGBTQ community, and other groups.

For each of these equity means something different depending on ones' individual or family background and experiences. The Board does not presume to know what every effort to achieve equity should look like in Howard County. What we are confident of is that Only through a process of thoughtful analysis and community engagement will we move towards a collective understanding of the work that is ahead of us as a county.

The call to join together to create an equitable community is not more evident than in the make-up of the population of our youth. In the research and data collecting process leading up to the drafting of this report it has reinforced our belief that Howard County is home to a talented group of young people from diverse backgrounds who enrich our communities every day. Creating an equitable community centers around our ability to effectively meet the diverse needs of our young people and their families. For the Howard County Local Children's Board, this means working to ensure that all young people in the County have access to the opportunities that will enable them to succeed in school, in the workforce, and in their personal lives.

We believe that Howard County will be equitable when all residents—regardless of their race/ ethnicity, socioeconomic status, place of birth, or community of residence—are able to fully participate in society and the economy, access and benefit from the county's resources and services, and have the opportunities they need to reach their full potential. The question is how we can best do so in a way that responds to community needs and which proactively address root causes of inequity.

RESIDENT VOICES

> "The children are being failed by the system that is unwilling to differentiate work to accommodate language and learning differences. We talk a great deal about 'equity,' but, as a whole, we are doing a poor job with our actions." —Liaison

What This Report Includes

To help policymakers and the public understand how race/ethnicity and socioeconomic status affect how residents access opportunities in Howard County, the first section of the report presents findings from extensive community engagement efforts. These engagement efforts included facilitated conversations and activities, in communities throughout the county, that were designed to gather insight from young people and families about their access to opportunities and services in the county and the challenges they face. The resident voices that are highlighted throughout this report derive from these conversations in which residents engaged in dialogue, rather than responded to a fixed set of questions, about their experiences living in the county.

The second section of the report presents the best available county data on a range of health, well-being, education, and socioeconomic measures. It is divided into four subsections that align with desired outcomes for youth and families that the Local Children's Board has prioritized, and which reflect a vision for a more equitable Howard County. These sections include:

- **Families Have Access to Opportunity**
- **Youth Will Succeed in School**
- **Youth Will Make Healthy Choices**
- **Youth Will Succeed in Life**

We also present key measures of these outcomes and identify racial/ethnic and socioeconomic disparities therein. In this way, the report offers a detailed—but by no means comprehensive—picture of how youth and families from different backgrounds and circumstances fare in Howard County, while also highlighting opportunity gaps that separate different communities. How the Results Areas and Indicators Were Selected

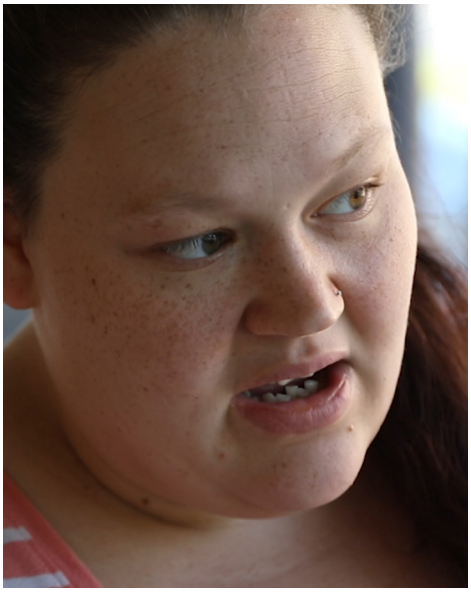
HOW THE RESULTS AREAS AND INDICATORS WERE SELECTED

In this report, we use both qualitative and quantitative data both to describe inequity in the lives of children and youth in Howard County, but also to demonstrate some of the structural and demographic factors that contribute to it. For nearly a year, a volunteer committee of the LCB has convened monthly to review quantitative data from multiple sources that points to a growing gap in racial and economic equity in Howard County. Together, members have looked at disaggregated data on numerous indicators of youth health and well-being. The committee engaged Collaborative Communications to facilitate data-driven discussions about the state of equity in Howard County and to develop this preliminary report describing the committee's findings.

The team began with the comprehensive data set reviewed during the strategic planning process. This set included 18 measures across nine result areas aligned to cradle to careermeasures of child well-being. Each measure was further defined by the data story, as well as the quality and availability of the data. Using this data set and supporting information the committee selected four result areas and accompanying metrics that, taken together, demonstrate the extent to which some children and families in Howard County lack resources and access to programs and supports.

> "What needs to change is the way we see these different populations of students and families. Unfortunately, this is not something that can be solved by throwing money at the situation. There needs to be a renaissance of thought here. We really do need to start thinking that we are all in this together instead of just saying it." —Liaison

A countywide focus on equity—among not just government agencies and county service providers, but also for community-based organizations, businesses, faith-based institutions, and individual residents alike—is foundational to better understanding the challenges facing some members of our community. It also lays the ground for subsequent efforts to implement community and government-based strategies for enhancing equitable access to opportunities in ways that are community-centered and culturally sustaining.



Engagement is Central to Our Efforts to Increase Equity: Findings from Community Conversations

The Local Children's Board believes that engaging the community in our equity-focused work is vital to strengthening how we understand and approach the challenges many Howard County residents face when it comes to accessing services and opportunities. Effective community engagement goes beyond single interactions. Instead it is defined by consistent and authentic two-way communication with residents at every stage of our work.

With this value in mind, the Local Children's Board engaged Rodia Research, Inc. to facilitate community outreach and engagement conversations among residents and LCB staff. This section summarizes what we heard in those conversations. Findings are organized by key themes, related to equity and access to opportunity, that emerged during our community conversations, including: barriers and challenges, inequity and unfairness, and ideas for increasing equity in Howard County.

Between March and October 2018, we held more than 16 community conversations throughout the county. We spoke with groups of parents and young people—as well as liaisons who work directly with students and families in school and in the community—in Clarksville, Columbia, Elkridge, Ellicott City, Fulton, Hanover, Jessup, Laurel, Marriotsville, Savage, Skyesville, and Woodbine. Please see Appendix A for more details on the community conversation participants.

RESIDENT VOICES

> "I see a lot of inequity in Howard County, and Howard County is notorious for trying to pretend that it doesn't really exist." —Liaison

The purpose of the group discussions was to gather qualitative data to better understand barriers impeding the ability of all youth to achieve their full potential. Our conversations with residents reinforced the perception that although Howard County has many attributes and resources, not all residents are able to access or share in them. These conversations also add depth to the quantitative findings discussed later in this report, which demonstrate that people of color and residents living with limited income are most likely to experience inequity or opportunity gaps in Howard County.

Barriers and Challenges for Howard County Residents

Throughout our conversations, general perceptions of Howard County were identified as a barrier unto themselves. People we spoke with emphasized the frustration of reconciling the image of the county as wealthy, well-resourced, and diverse with the reality that many children and families are struggling or do not have the same access to resources. In some instances, this disconnect coincided with the feeling of not being heard when they voice such concerns. Related to this issue, community liaisons note how it is particularly difficult for some students and families to indicate that they may be struggling when they are in schools or parts of the county that are seen as being extremely wealthy.

The community members we spoke with identified multiple other barriers and challenges that limit access to opportunity and the potential for success. These barriers range from the financial challenges of living in an affluent, and therefore expensive, county to difficulties accessing programs and services.

FINANCIAL BARRIERS

Many youth and families have various financial constraints and concerns. Parents and those who work directly with youth and families discussed financial strains associated with affordable housing (high cost of rent), and the housing waiting list being multiple years long. Parents discussed the perception that Howard County is for the rich and that there is no relief/assistance unless one is very poor or in an extreme financial situation. Some shared that they knew when moving here that Howard County was expensive, but the benefits of a good county with good schools outweigh the cost. Parents shared that they moved to Howard County to give their children access to a good school system, but living here is setting them back financially. They also worry about the high cost of college. For foreign-born and undocumented residents, financial challenges are exacerbated by significant barriers that prevent them from accessing resources available to other residents. For example, inability to access care when uninsured as well as language barriers and availability of culturally proficient providers. Other challenges facing many foreign-born and undocumented residents include unfair wages, fear, and inability to challenge exploitative practices.

RESIDENT VOICES

> "Some families struggle meeting their basic needs, affecting their children's emotional and educational needs." —Liaison

ACCESS TO TRANSPORTATION AND TECHNOLOGY

The limited availability of public transportation is a real concern for many of the Howard County residents we spoke with. Limited public transportation and infrequent bus service make it difficult to thrive in the county for those who do not have a car. Parents highlighted the challenge of having to use expensive taxi services. People we spoke with also noted that the existing transportation programs are only available for special populations, such as those living with disabilities or those over 65. Limited transportation makes it difficult for youth to stay after school for help with homework or for families to access different resources, such as jobs and programs that provide support and opportunities.

RESIDENT VOICES

> "Some schools have after school buses, which is a blessing, but not all schools do. Some parents are not available to pick up their kids after school, so the student has to catch the school bus they can't stay after school for extra help from teachers because they don't have transportation home." —Liaison

Technology was a barrier for many people who spoke with us. The technology requirements for registering for programs also disadvantaged those who may not have computers at home. Access to technology and computers or internet at home was also mentioned in different conversations as a challenge for many families. Residents noted that voicing a lack of access is particularly difficult for students (and their families) who attend more affluent schools. Not having a computer or internet access at home makes it difficult to keep up with expectations, such as school work or accessing Howard County resources.

LIMITED ACCESS TO PROGRAMS

One of the themes we heard consistently among youth and parents was the need for free afterschool, summer, and community programming for youth. A commonly mentioned challenge was that children do not have access to the extra-curricular activities for various reasons including but not limited to cost, availability, transportation, or location. Lack of affordable or free after school programs and extracurricular activities came up in all groups. Parents also noted the long waiting list and difficulty registering for programs hosted by public and private providers, emphasizing that there is often more demand than supply, as program registrations close within minutes after opening online. The technology requirements related to registering for programs also disadvantage those who may not have computers at home. Additionally, the lack of affordable before and after childcare options was noted as a challenge by parents and liaisons as they discussed the challenges and implications of having to frequently leave or miss work to pick up kids.

RESIDENT VOICES

> "In Howard County it is very expensive, especially when it comes to programs. All the programs are very expensive; you have to make a certain amount of money." —Parent

Residents' Perspective on Inequity in Howard County

Our conversations with residents revealed that they felt the needs of all children and families were not being met because the population of Howard County is wealthier, and that the reality of youth and families struggling is not on the county's radar. Youth and liaisons discussed times when they felt that things were unfair and indicated that more work should be done around cultural competency. Examples were cited of neighbors calling the police on children or other neighbors who were Hispanic/Latino or Black/African American.

Parents and community liaisons noted that some of the organizations that are available provide services in a degrading way, and participants do not want to speak up about their needs or feelings because they fear retaliation or rejection. This is particularly true for foreign-born residents. From the parents' perspectives, public servants and people who work at organizations have various biases and are often barriers to helping people in need, even when there is no formal policy or requirement that restricts access. Language barriers and cultural differences were also noted as challenges. For example, parents are asked to take off work to come to schools, but there are limited translators/liaisons present, and parents may have difficulty advocating for their child. Identification requirements to access resources was another challenge for undocumented residents.

The people we spoke with acknowledged that Howard County has money and is well-resourced, but noted that these resources are not distributed equitably. Youth mention not having enough text books in some schools, while parents discussed the lack of extracurricular programs. Parents feel that programs do exist, but programs for children in Howard County are expensive, and that only families with money have access to them. Programs are not offered evenly across the county; residents often must to travel to other parts of the county for programs.

Regardless of their race/ethnicity, most youth we spoke with felt that certain children are suspended more than others at their school, and stated that they believed the reasons were due to race or where the kids were from. Youth mentioned getting penalized for minor issues. Youth perceive that teachers are afraid of students from other cities or less affluent communities. Students feel that they are judged for being suspended several times, labeled as "troublemakers" and then more easily suspended for frivolous things. Parents and liaisons also identified inequitable discipline practices as a concern.

RESIDENT VOICES

> "As a school-based leader and mother of a child of color, I am concerned about how my child, who has special needs, is perceived. What is interesting to me about those teachers who teach students of color, I worry the white teachers are not informing themselves about cultural proficiency and social justice. We need to make cultural proficiency a mandate." —Parent

Residents' Ideas for Increasing Equity in Howard County

Howard County residents we spoke with offered a broad range of ideas for ways that the county can help more people overcome barriers and challenges that limit their access to opportunity, as well as promoting greater equity. In particular, residents identified the following services and supports as having the potential to make a meaningful difference in their lives.

Affordable support programs and resources for youth and families: Affordable tutoring was an important resource identified by parents and liaisons. Childcare assistance programs are desired, before and after-care with extended hours and options for summer childcare would be helpful for working parents. Childcare would also be helpful during school closures. Parents also said easier access to County programs (recs and parks), assistance enrolling in programs (registration navigator), particularly for families that may not have a computer or the internet at home is needed. Community access to school resources, such as the media center or Wi-Fi (other than limited library hours) was another idea that emerged from group discussions. According to residents, a parent academy or some sort of parent/community roundtable would be helpful as an approach to make connections with families and develop community-centered strategies for child wellbeing and achievement.

RESIDENT VOICES

> "We need very accessible and financially affordable children's programs in every school or very close, within walking distance from schools, so families can take their children. The forms to fill for every program in Howard County need to be easy, there are several times that there are several forms for just one program, they need to be in different languages so that families can find the information. We need to have many more homework clubs or Girls and Boys Clubs such as the one they have in Washington, D.C., New York, and Virginia, where the student will have opportunities to finish homework and enrich their lives. We need to have many more affordable counseling services so that we can help the children and families with trauma."
> —Liaison

Greater inclusivity and support for communities with diverse languages and cultures: Residents note that legal aid for undocumented residents would be helpful, as they are often taken advantage of. If people knew that they could go and hold someone accountable, then deception of foreign-born people would decrease. According to residents, there should also be equal access to all agencies for everyone that lives in the county, regardless of what documentation someone may or may not have. Translation of forms. Information sent home to parents should be translated in different languages.

Improved public transportation: Improved public transportation or alternative transportation solutions and assistance was noted as necessary for youth and families to be able to access and utilize the existing resources and the ones mentioned in the section above.

Spotlight: Howard County Government

Howard County Government has facilitated community dialogues that reinforce the county's shared goals of diversity and inclusiveness through a series of community conversations and educational events. The goal of the dialogues is to advance the shared values of County residents while addressing concerns of racism, intolerance, and bigotry that have surfaced recently, particularly on social media.

Howard County has organized dozens of events and facilitated discussions in partnership with community, non-profit, and faith-based organizations, to provide opportunities to share concerns, promote mutual understanding, and foster stronger relationships in order to encourage a more inclusive community.

1. Many community dialogues have been organized by various entities, including the Howard County Library System, and the Columbia Association, since December 2016. The community conversations are open dialogues bringing together diverse members of the community which are led by trained facilitators.

2. Howard County has partnered with the **Howard County Public School System (HCPSS)** to organize community building events at various schools. These facilitated experiences are designed to build relationships and trust, engage students and staff in dialogue, and foster a sense of school-wide community and inclusiveness through mutual understanding and empathy.

3. In addition, **YouthSpeak** in conjunction with HCPSS has launched a new initiative, *Youth in Conversation*. Comprised of students from nearly every Howard County high school, this is an opportunity for students to lead the effort to build community in our schools.

4. Howard County has partnered with **Howard Community College** to organize a series of dialogues engaging students, faculty and staff on topics such as race, inclusion, and implicit bias. Working with HCC's Diversity Committee and various student groups, the #USpeak dialogue series offers students, faculty and staff the opportunity to discuss contentious topics and to work together toward breaking down barriers and building a more inclusive community on campus

5. The **Howard County Library System** sponsored educational events such as the Human Library and The Longest Table. These are large group activities geared toward unifying the community. By challenging stereotypes and prejudices through social interaction, these events bring people from different backgrounds together and encourage communication.

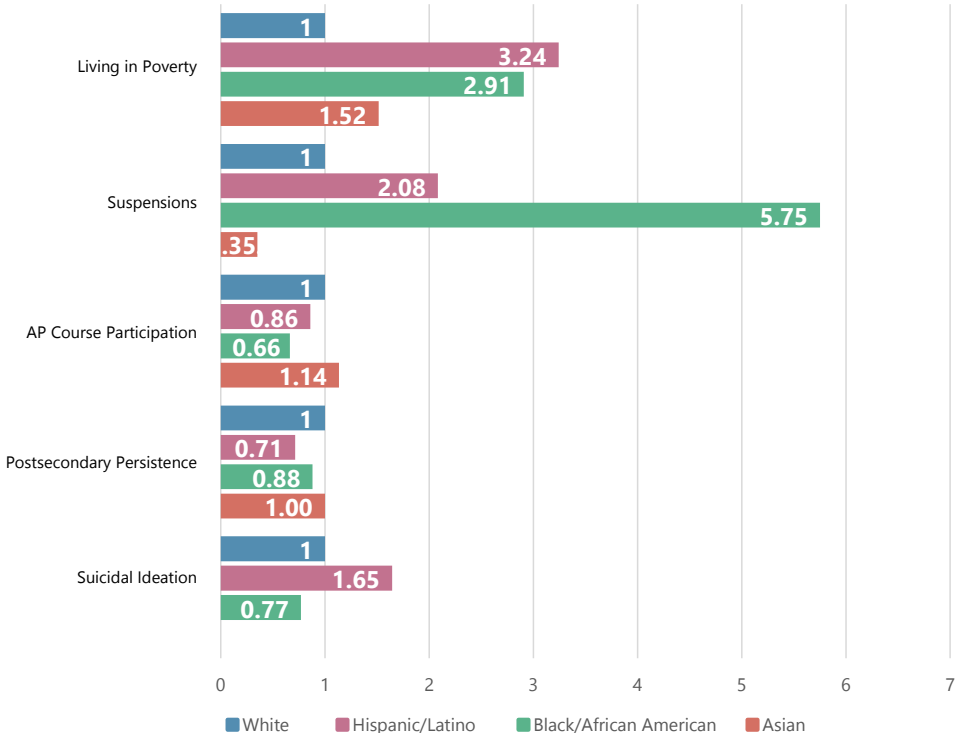
By the Numbers: Inequitable Outcomes for Youth and Families

The data and measures presented in this section align with desired outcomes that the Local Children's Board has identified as priorities, both for its efforts focused specifically on equity and for its broader work. These outcomes, listed below, reflect an aspirational vision for the success of youth and families in Howard County.

- **Families Have Access to Opportunity**
- **Youth Will Succeed in School**
- **Youth Will Make Healthy Choices**
- **Youth Will Succeed in Life**

Across numerous important measures, data show that youth of color in Howard County, especially Black/African American and Hispanic/Latino youth, are more likely than their white peers to experience negative outcomes and less likely to benefit from opportunities, such as advanced course work and postsecondary education. For example, as the relative rate index below demonstrates, relative to white youth in Howard County, Black/African American youth are more than 5.75 times more to be suspended from school. Similarly, Hispanic/Latino youth are 3.24 times more likely than white youth to come from a family living in poverty. They are more likely to have suicidal thoughts and less likely to persist in college.

Figure 9: Relative Rate Index, Select Youth Outcomes Indicators



Families Will Have Access to Opportunity

For many families, Howard County is a desired place to raise a family, with robust access to high quality educational institutions, cultural and recreational opportunities, and community services. However, access to the services and amenities that attract so many families to the county has become increasingly difficult for many families to attain and maintain. A notable portion of Howard County families are barely making ends meet in a community in which living expenses are high and increasing.

In an affluent community like Howard County, where opportunity is plentiful overall, the struggles of many families to gain and maintain access can be invisible. This section focuses on five key indicators that impact families' ability to access opportunity in Howard County. These factors begin early—at birth—and continue to challenge families' ability to access opportunities over time. The five indicators include:

- **Births to adolescent mothers**
- **Low birthweight babies**
- **WIC participation rates**
- **Family Income and Affordable Housing**
- **Hunger and access to food**

Births to Adolescent Mothers and Low Birthweight Babies

Children born to teen mothers are more likely to be born prematurely, to be born at low birth weight, and to experience a range of early health problems, compared with children born to mothers in their twenties and beyond. As they reach school age, they generally have poorer academic and behavioral outcomes. Adolescent parents are less likely to finish high school and attend college, increasing the likelihood of poverty and making achieving family economic stability less likely than their peers. Though nationally births to teen mothers have decreased significantly, the developmental and economic imperative suggests a need for continued education on delayed childbearing and support to ensure that young parents and their children have access to opportunity.

Adolescent birth rates in Howard County are among the lowest in both the state and the nation (6 births per 1,000 adolescents). However, Hispanic/Latino birth rates for teens ages 15-19, are still more than four times as high as overall births to teens in the county. Births to Black/African American teens, while dramatically reduced since 2010, are still more than triple the rate for white teens.

Babies born with low birthweight present with similar concerns as those born to teen mothers. Low birthweight babies may be at increased risk for health complications and require more intensive care and support to spur healthy growth and development. At school age, children born with low birthweight are more likely than their peers to have poorer school performance across all areas, and require costly services in health, education, and social service systems.

Roughly eight percent of babies born in Howard County are born with low birthweight. While this is a relatively low rate, and meets the state's public health target for reducing low-weight births, underlying this statistic are notable pockets of concern.

Low birthweight rates are consistently higher for Asian and Black/African American newborns. While overall rates have remained the same, Asian low-weight births ticked up dramatically to more than twice the overall rate in 2015, and remain among the highest rates in the county. Black/African American births, which nationally report the highest levels of premature and low-weight births, have never met the state target, fluctuating between 10 and 14 percent of all births to Black/African American mothers in Howard County.

WIC Participation Rates

The federal Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) has been an effective 40-year investment that improves the nutrition and health of families living with limited income. The cost-effective program improves nutrition and health for families living with limited income. Participation in WIC leads to healthier infants, more nutritious family diets, better healthcare for children, and connection to services that support mothers and young children, all of which contribute to better school performance for students.

WIC participation is a leading indicator of the number of children living at or below the poverty line. Overall, WIC participation rates have stabilized nationally and at the county level. In Howard County, Black/African American and Hispanic/Latino families represent a disproportionate number of WIC recipients relative to their overall population numbers.

Figure 10. Howard County WIC Participation Rates, By Race (Total Participants)

Race/Ethnicity	2014	2015	2016	2017	2018
Hispanic/Latino	1,296	1,344	1,398	1,379	1,329
Asian	524	504	506	484	497
Black/African American	1,475	1,411	1,491	1,549	1,552
White	1,761	1,800	1,816	1,754	1,680
Multiple	151	184	165	151	140
All	**3,947**	**3,938**	**4,014**	**3,967**	**3,893**

SOURCE: MARYLAND WIC

Family Income and Affordable Housing

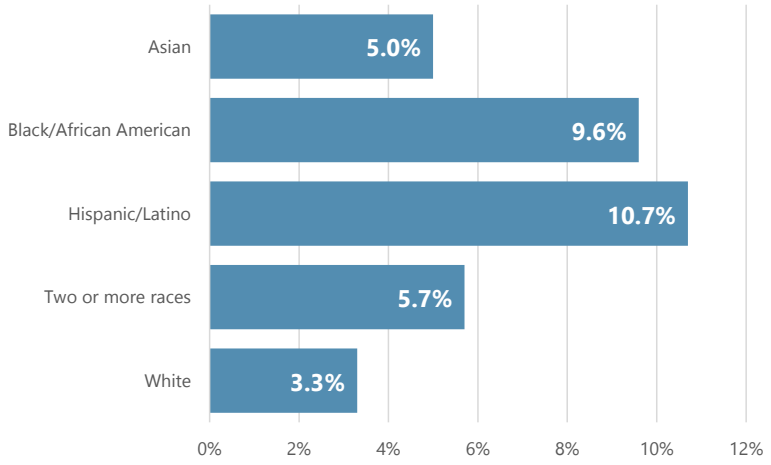
Howard County has relatively low rates of poverty; fewer than five percent of families live at or below the poverty line. However, nearly one in five households in the county live above the poverty line, but are so-called ALICE households, asset-limited and income constrained even though they are employed. These families must stretch their incomes to live in the county and struggle to take advantage of the opportunities the county affords.

To live at the ALICE threshold in Howard County, a family of four must make at least $75,000 a year. The high cost of living in the county has resulted in more than a quarter or more residents paying more than 30 percent of their income towards housing, making finances tight in managing other expenses including food and transportation—critical to maintaining employment. In several pockets of the county, nearly half of renters are spending more than 30 percent of their income on housing.

RESIDENT VOICES

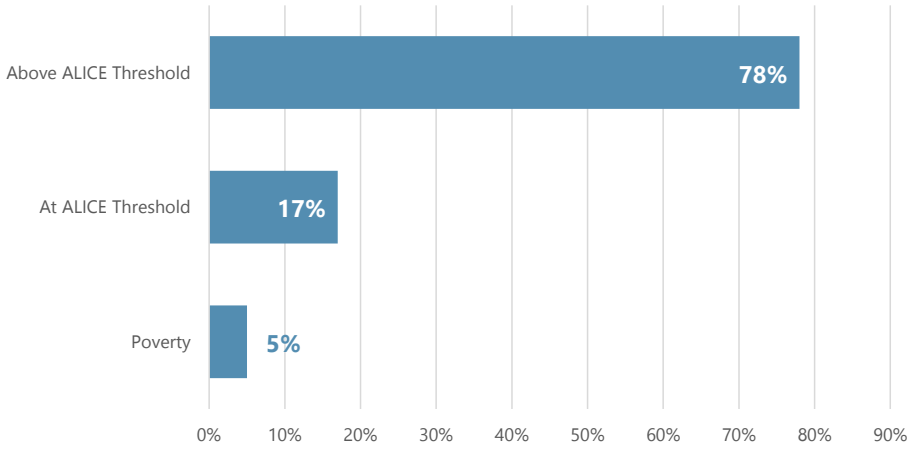
> "Last year I was evicted, me and my four kids, and I moved here. I did have a Section 8 voucher, but I didn't have a way to get resources that could help with my deposit and stuff. And I tried every way I could think of here in Columbia, and Howard County but there are low resources." —Parent

Figure 11. Percentage of Families Living Below Poverty Line, By Race (2017)



SOURCE: AMERICAN COMMUNITY SURVEY, U.S. CENSUS BUREAU

Figure 12. Percentage of Families Living at or Below ALICE Threshold (2014)



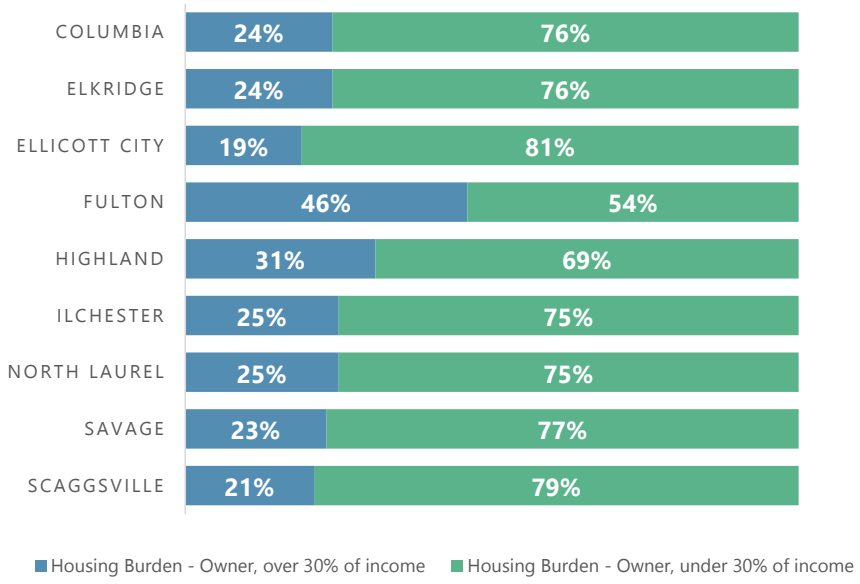
SOURCE: UNITED WAY OF CENTRAL MARYLAND

Figure 13. Household Survival Budget in Howard County 2 adults, 1 infant, 1 preschooler

Category	Dollar amount
Housing	$1,252
Child Care	$1,781
Food	$612
Transportation	$863
Health Care	$538
Miscellaneous	$576
Taxes	$ 709
Monthly Total	$6,331
Annual Total	$ 75,972
Hourly Wage	$ 38

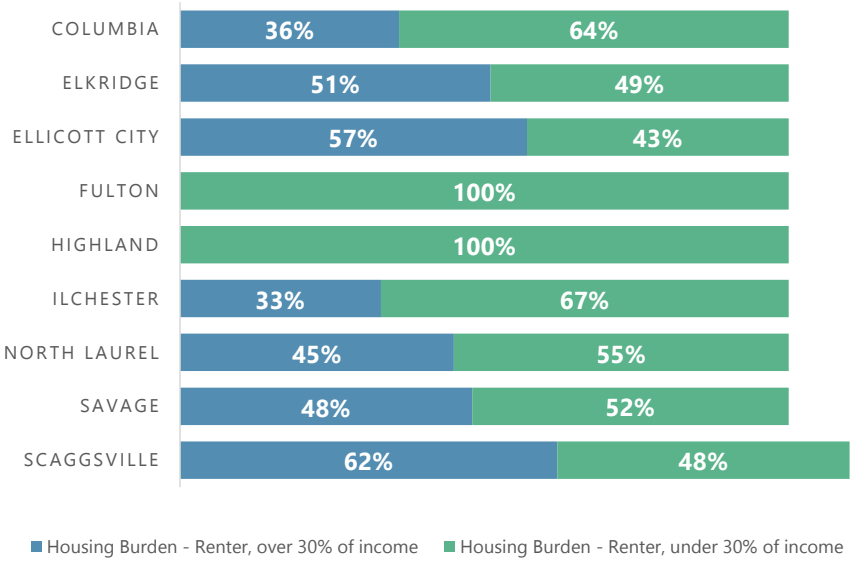
SOURCE: UNITED WAY OF CENTRAL MARYLAND

Figure 14: Housing Burden by Howard County Municipality, Owners



SOURCE: UNITED WAY OF CENTRAL MARYLAND

Figure 15: Housing Burden by Howard County Municipality, Renters



SOURCE: UNITED WAY OF CENTRAL MARYLAND

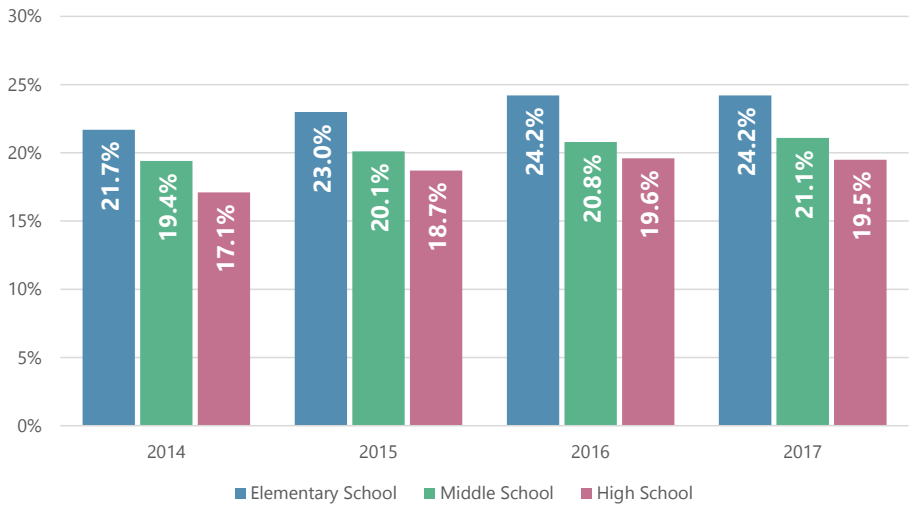
Hunger and Access to Food

Nationally, hunger and food access remain important issues. One in seven people in the U.S. face hunger every year. For children, the hunger rate is even higher; one in five lack proper access to food at some point during the year.

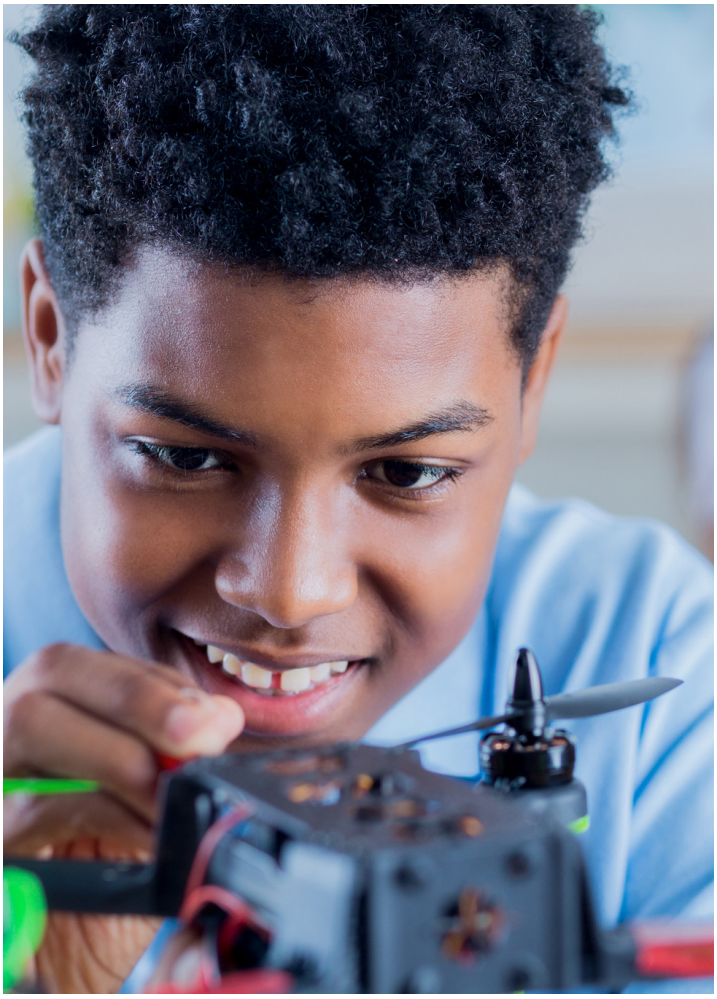
There are many ways to measure hunger and risk of food insecurity in any given community. One indicator of food insecurity risk is the number of school-aged children eligible for free and reduced meals at school. In Howard County, that number has risen steadily since 2014 as more and more elementary, middle, and high school students receive free and reduced meals (FARMS). It is important to note that because FARMS participation is self-reported, food insecurity among HCPSS students is likely higher than the data suggest.

In the county, FARMS students have lower school achievement, higher disciplinary rates, and lower participation in AP and gifted classes. This suggests that these students need more supports to fully access available opportunities in the county.

Figure 16. Percentage of Students Receiving FARMS



SOURCE: MARYLAND STATE DEPARTMENT OF EDUCATION



Youth Will Succeed in School

Access to a quality education can have a transformative impact on young people's lives and their prospects for the future. The Howard County Public School System is recognized as one of the strongest school systems in Maryland and regularly ranks among the top districts in the state based on student performance on state assessments.

As is true of low- and high-performing districts across the country, educational disparities in HCPSS manifest along racial and socioeconomic lines. Compared to their peers, Black/African American and Hispanic/Latino students, as well as students from families living with limited income, are more likely to score lower on measures of academic performance, more likely to be chronically absent from school, more likely to be suspended from school; and less likely to participate in accelerated or advanced placement courses. This section focuses on four key factors that impact students' ability to succeed in school, from the early grades through high school. These factors are also affected by disparate access to educational programming and support services. These include:

- **Kindergarten Readiness**
- **Chronic Absenteeism**
- **Enrollment in AP Courses**
- **School Suspensions**

Spotlight: Howard County Public Schools Learning and Leading with Equity

Howard County Public Schools has published a strategic call to action, *Learning and Leading with Equity*, to define the district's values related to equity, both conceptually and in practice. The call to action articulates a vision for equity in the district as every student and staff member embracing diversity and possessing the skills, knowledge, and confidence to positively influence the larger community.

Learning and Leading with Equity centers on cultivating student-centered practices, inclusive relationships, and responsive and efficient operations to promote equity. It lays out four overarching commitments to students, families, and all other stakeholders:

Value: Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community. HCPSS is establishing a school culture where every child feels appreciated and students have a meaningful voice in decisions. Community building experiences are included in classroom routines throughout the school year. HCPSS is committed to further building trust with parents, guardians and community members as our active partners in education.

Connect: Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity. HCPSS supports students' social emotional development and build healthy school relationships through restorative practices. We reflect diversity and inclusion through our curriculum and staff hiring.

Achieve: An individualized focus supports every person in reaching milestones for success. For students, this means providing high quality education that meets individual needs, using assessments that direct instructional planning, and preparing students for meaningful employment. For staff, it means having access to professional learning opportunities that help them become most effective in their roles.

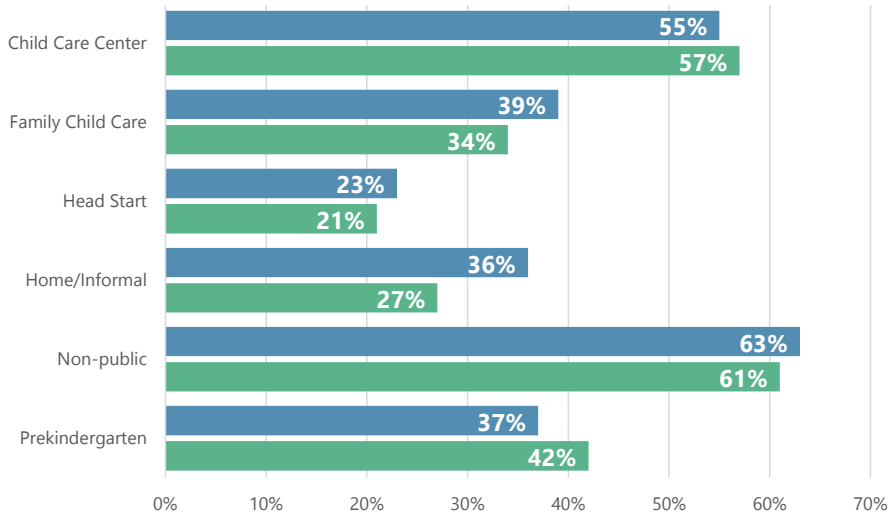
Empower: Schools, families and the community are mutually invested in student achievement and well being with exemplary and equitable graduation rates and college credit or industry certification opportunities. All students entering kindergarten will be ready to learn and special education services will be consistent across the county. Educators and community members will work together to eradicate bullying and keep all children safe.

Kindergarten Readiness

Nationally, students of color and students from families living with limited income frequently enter kindergarten less prepared to succeed than their peers. These gaps typically persist, or increase, as students progress in their education; it is difficult for students who are behind when they enter kindergarten to catch up with their peers.

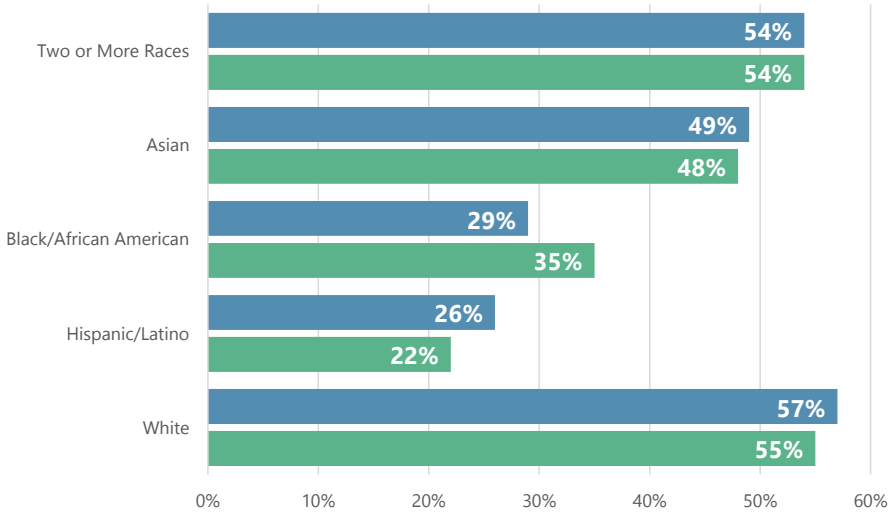
In Howard County, a student's race/ethnicity or socioeconomic status is predictive of kindergarten readiness. Across all four dimensions of the Kindergarten Readiness Assessment, the majority of Black/African American and Hispanic/Latino students do not demonstrate readiness. By contrast, on all four dimensions, the majority of white students in the county demonstrate readiness.

Figure 17. Kindergarten Readiness, by Prior Care Type (2017)—Math and Literacy



SOURCE: MARYLAND STATE DEPARTMENT OF EDUCATION

Figure 18. Kindergarten Readiness, by Race (2017)—Math and Literacy



SOURCE: MARYLAND STATE DEPARTMENT OF EDUCATION

Enrollment in AP Courses

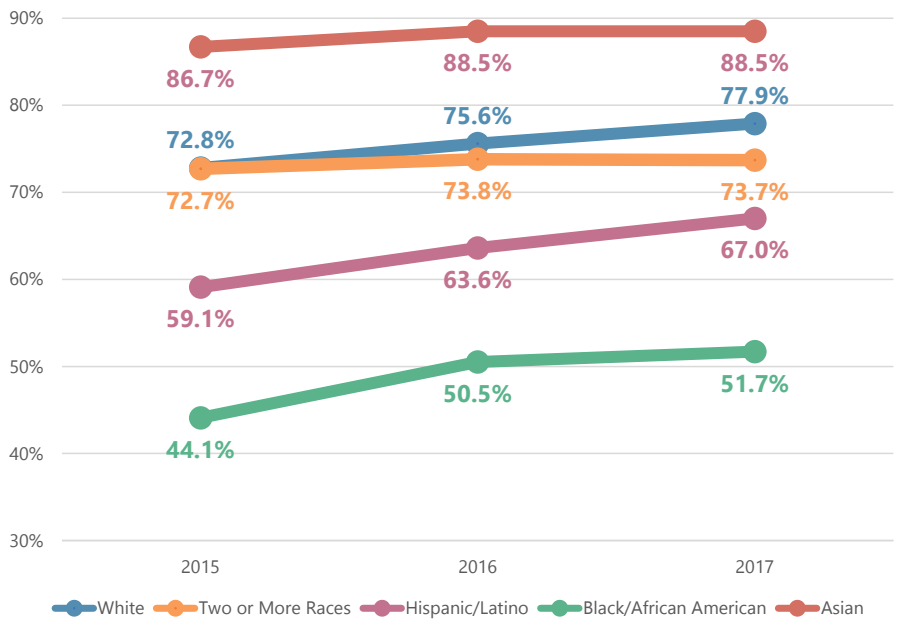
Students who participate in accelerated and advanced coursework are more likely to succeed in school and attend college. Students of color and students whose families have limited income have less access to accelerated and advanced courses than their white and more affluent peers.

RESIDENT VOICES

> "I think that taking AP classes and GT classes is helping me with my goal is to attend a four-year college" —Youth

In Howard County high schools, AP course participation among Black/African American and Hispanic/Latino students is significantly lower than participation rates for white and Asian students. More than 25 percentage points separate participation rates among Black/African American students and white students. The percentage of students whose families have limited income who participate in AP courses is 27 percentage points lower than students from higher income families.

Figure 19. High School AP Course Enrollment, by Race*



SOURCE: MARYLAND REPORT CARD

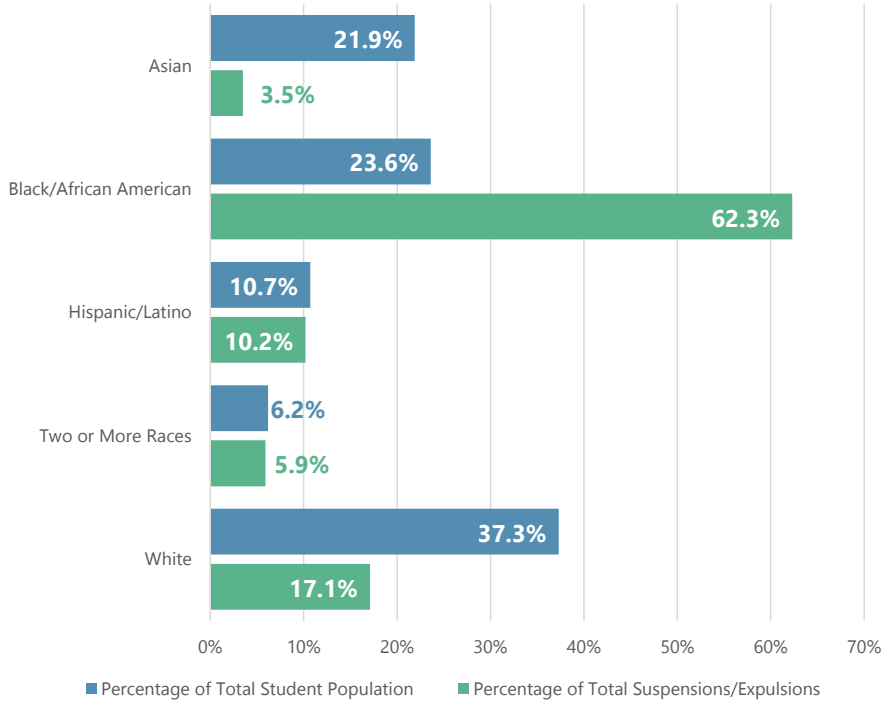
*PERCENTAGE OF SUBGROUPS OF GRADUATES, BY RACE, ENROLLED IN AP COURSES. FOR EXAMPLE, 702 ASIAN STUDENTS GRADUATED IN 2017. OF THOSE 702 STUDENTS, 621 (88.5%) WERE AP-ENROLLED.

School Suspensions

Disproportionate exclusionary discipline outcomes are evident in schools and districts across the country. Young Black/African American males are suspended and expelled at higher rates than their classmates; so too are young Black/African American females and young people with disabilities, all despite evidence that students in these groups do not misbehave at greater rates—or more severely—than their peers. Students who are subject to exclusionary discipline are more likely to dropout and more likely to become involved in the justice system.

In Howard County Public Schools, Black/African American students make up 23.6 percent of the student population, but receive 62.3 percent of the suspensions and expulsions handed down by the district. White students, who make up 37.3 percent of the student population, account for 17.1 percent of all suspensions and expulsions.

Figure 20. Percentage of Total Suspensions/Expulsions, by Race (2016-17)



SOURCE: MARYLAND DEPARTMENT OF EDUCATION

Chronic Absenteeism

When students miss 10 percent or more of the school year, which amounts to approximately two days per month or 20 days per year, they are considered chronically absent. Chronic absenteeism is associated with diminished academic performance and lower graduation rates, and racial/ethnic and socioeconomic disparities are evident nationally. Students whose families are living with limited income and students with disabilities are among the most likely to be chronically absent. Howard County has low rates of chronic absenteeism, and ongoing HCPSS programs and supports are helping to reduce those rates.

Figure 21. Chronic Absenteeism Rates at County Title I Schools and the Schools They Feed Into (2017)

School	# students chronically absent	% students chronically absent
Elementary Schools		
Bollman Bridge ES	*	<5%
Bryant Woods ES	34	10.7%
Cradlerock ES	41	10.9%
Deep Run ES	49	8%
Guilford ES	*	<5%
Laurel Woods ES	25	5.4%
Longfellow ES	26	7.2%
Phelps Luck ES	*	<5%
Running Brook ES	32	8.1%
Stevens Forest ES	23	6.7%
Swansfield ES	53	10.5%
Talbott Springs ES	*	<5%
Middle Schools		
Harpers Choice MS	60	10.5%
Lake Elkhorn MS	67	12.9%
Mayfield Woods MS	42	6.1%
Oakland Mills MS	23	5.1%
Patuxent Valley MS	34	5.4%
Thomas Viaduct MS	36	5.7%
Wilde Lake MS	66	11.8%
High Schools		
Hammond HS	142	11.1%
Long Reach HS	144	9.3%
Oakland Mills HS	177	15.5%
Wilde Lake HS	139	11.4%

SOURCE: MARYLAND REPORT CARD

Youth Will Make Healthy Choices

The ability to make healthy choices is an indicator of strong emotional health. Nationally, we know that depression appears to be increasing among teens at an alarming rate. An estimated one in five teens reports a depressive episode. There is evidence to suggest that increased social and academic pressure, particularly in high performing school districts such as HCPSS, may contribute to anxiety and depression in teens. Depression in adolescence can affect growth and development, school performance and engagement, and relationships with family and peers.

RESIDENT VOICES

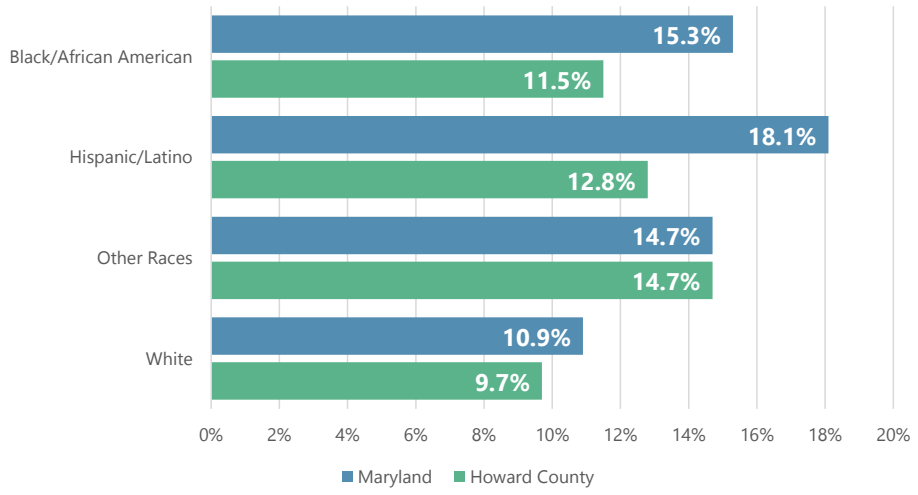
> "I feel depressed sometimes. I don't know why but, I don't know, every time I'm around my father, I used to have problems with him...you can be open with him but I'm just that guy, I'm just like a closed person. I don't really like to talk to anybody really. I just keep it to myself, and, if I keep it to myself, I just take it out on somebody. So, I just learned my lesson about doing that." —Youth

Self-Reported Emotional Health

In Howard County, at least one in four high school students self-reported feeling sad or hopeless for at least two weeks during the year. Rates of self-reported depression are trending up for all youth in the state and the county but are particularly alarming for Hispanic/Latino and multiracial youth; more than one in three report extended feelings of sadness or hopelessness.

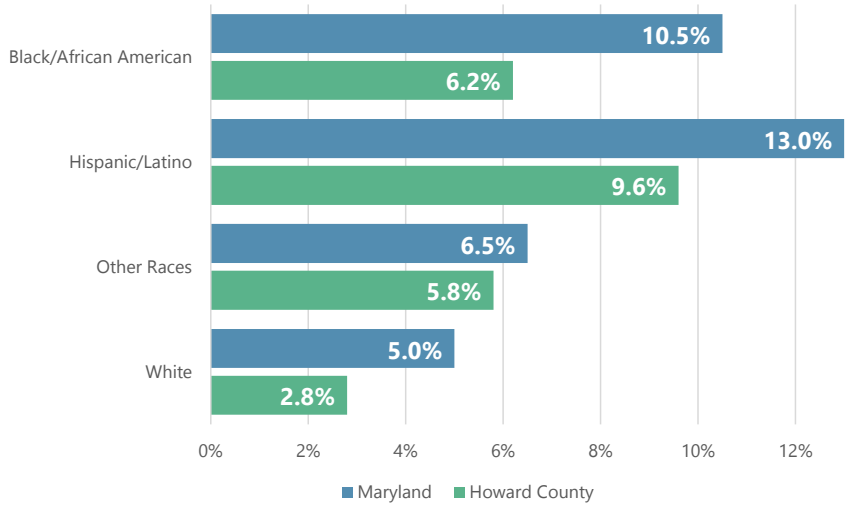
Similar patterns exist for suicide ideation among young people in Howard County. Self-reported suicidal ideation is rising among all youth. Approximately twenty percent of Hispanic/Latino and multiracial high school students report suicidal ideation. There is some evidence to suggest that Howard County does not have enough services and supports to meet the existing need.

Figure 22. Percentage of Students Who Ever Made a Plan About How They Would Kill Themselves, Middle School, by Race (2016)



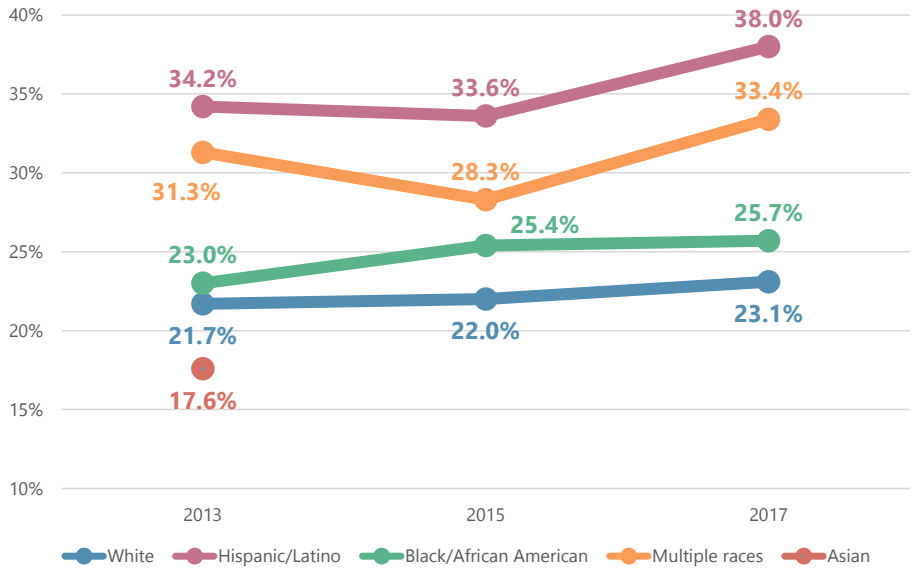
SOURCE: YOUTH RISK BEHAVIOR SURVEY

Figure 23. Percentage of Students Who Ever Tried to Kill Themselves, Middle School, by Race (2016)



SOURCE: YOUTH RISK BEHAVIOR SURVEY

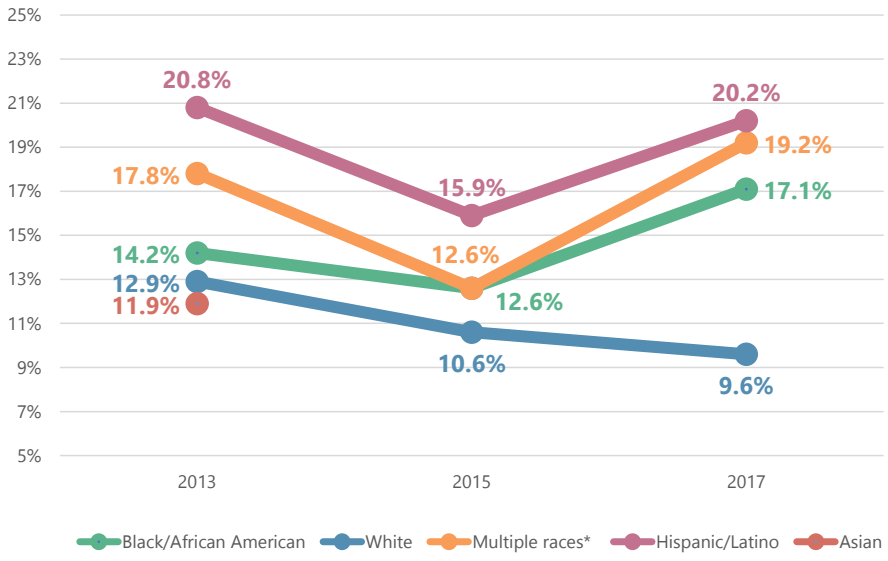
Figure 24. Percentage of Students Who Felt Sad or Hopeless*, by Race- High School



SOURCE: YOUTH RISK BEHAVIOR SURVEY

*ALMOST EVERY DAY FOR 2 OR MORE WEEKS IN A ROW SO THAT THEY STOPPED DOING SOME USUAL ACTIVITIES DURING THE 12 MONTHS BEFORE THE SURVEY.

Figure 25. Percentage of Students Who Made a Plan About How They Would Attempt Suicide-High School



SOURCE: YOUTH RISK BEHAVIOR SURVEY

Youth Will Succeed in Life

All young people in Howard County should have the opportunity to gain experiences and credentials they need to thrive once they become young adults. Educational attainment is a major determining factor in their ability to be competitive in the workforce, earn a living, and achieve economic stability and mobility. At the same time, involvement in the juvenile and criminal justice systems can diminish the opportunities that young people have to succeed in life and make it less likely that young people will graduate high school and go to college.

This section focuses on three measures that are predictive of young people's future success and indicative of inequities in Howard County:

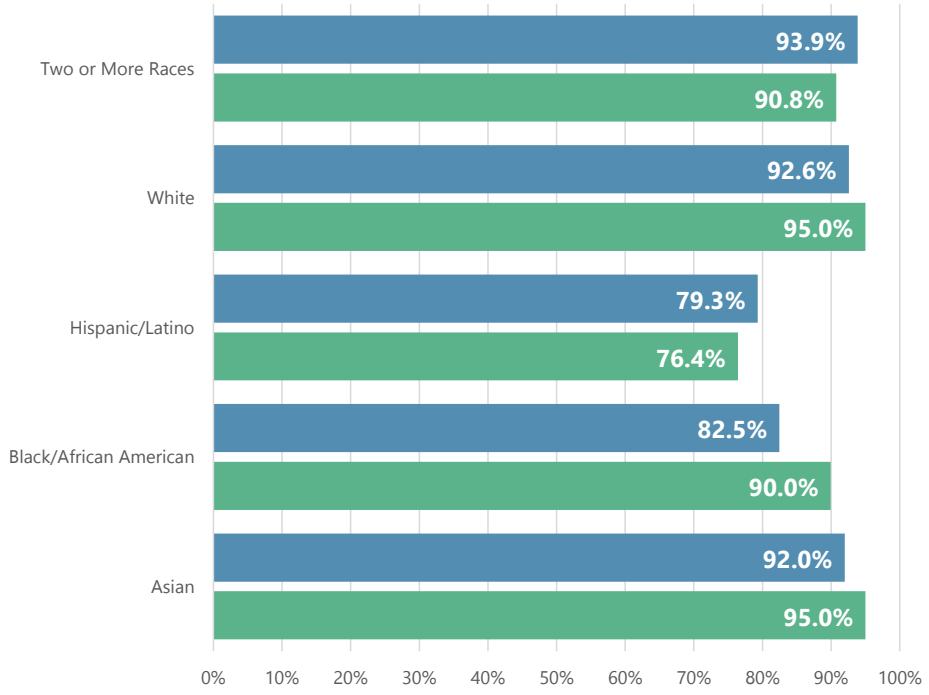
- **High School Graduation**
- **Postsecondary Persistence**
- **Juvenile Arrest Rate**

High School Graduation

Graduating from high school is a key milestone for youth on the path to success later in life. Not only is a high school diploma (or equivalent) a minimum credential for getting a job, a diploma also represents a key credential that enables youth to pursue further education, and, therefore, greater opportunities to achieve economic stability and mobility.

Overall, youth in Howard County graduate from high school at a rate, 92 percent in 2017, that well exceeds the national average, which hovers around of 84 percent. However, clear racial/ethnic and socioeconomic disparities are evident. Approximately 95 percent or more of White and Asian students graduate from HCPSS high schools, whereas the graduation rates for Black/African American and Hispanic/Latino students are 90 and 76 percent respectively. Students whose families have limited income also graduate at a lower rate (80 percent) than their peers.

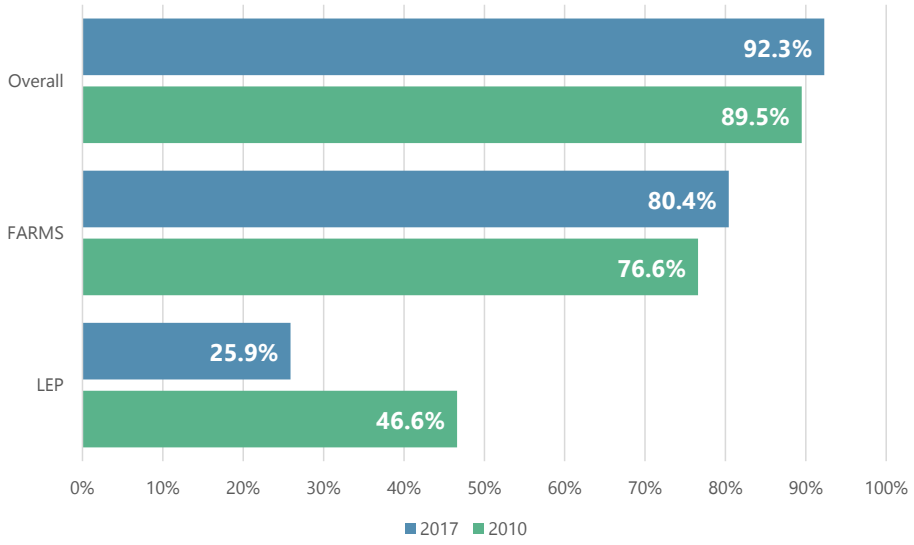
Figure 26. High School Graduation Rates, By Race



SOURCE: MARYLAND REPORT CARD

*FOR ASIAN AND WHITE STUDENTS IN 2017, GRADUATION RATES ARE GREATER THAN OR EQUAL TO 95 PERCENT.

Figure 27. High School Graduation Rates, by LEP Status and FARMS Eligibility

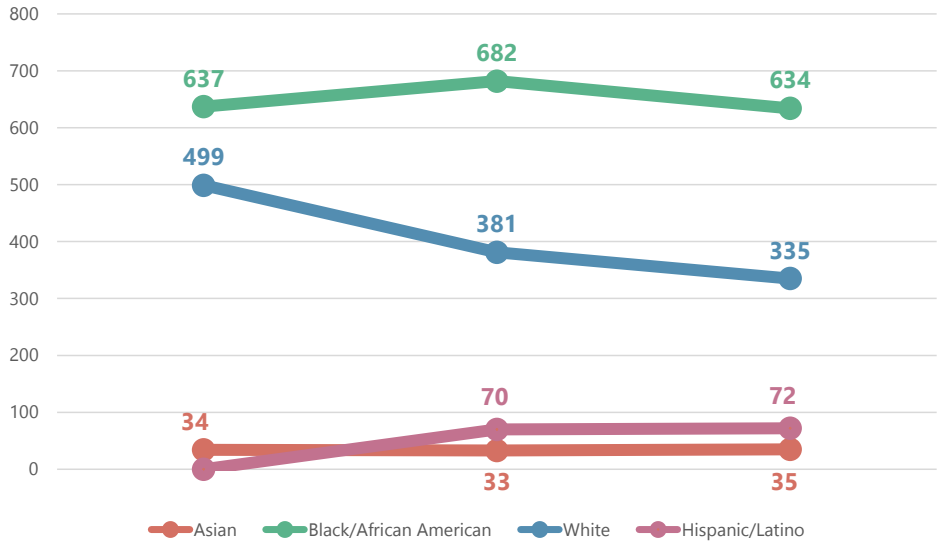


SOURCE: MARYLAND REPORT CARD

Juvenile Arrest Rate

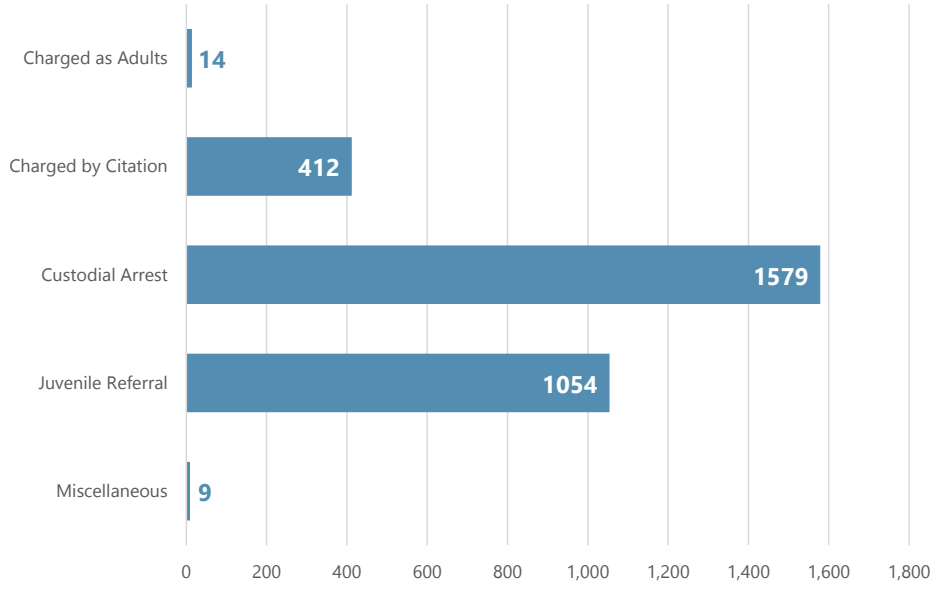
Nationally, the juvenile justice system is routinely cited as having an inequitable impact on youth of color. In many communities, Black/African American and Hispanic/Latino youth are more likely to be arrested than their white peers. In Howard County, the juvenile arrest rate for Black/African American youth, between 2014 and 2016, shows that a disproportionate number, relative to their share of the total youth population, are arrested in Howard County.

Figure 28. Count of Juvenile Arrests, by Race



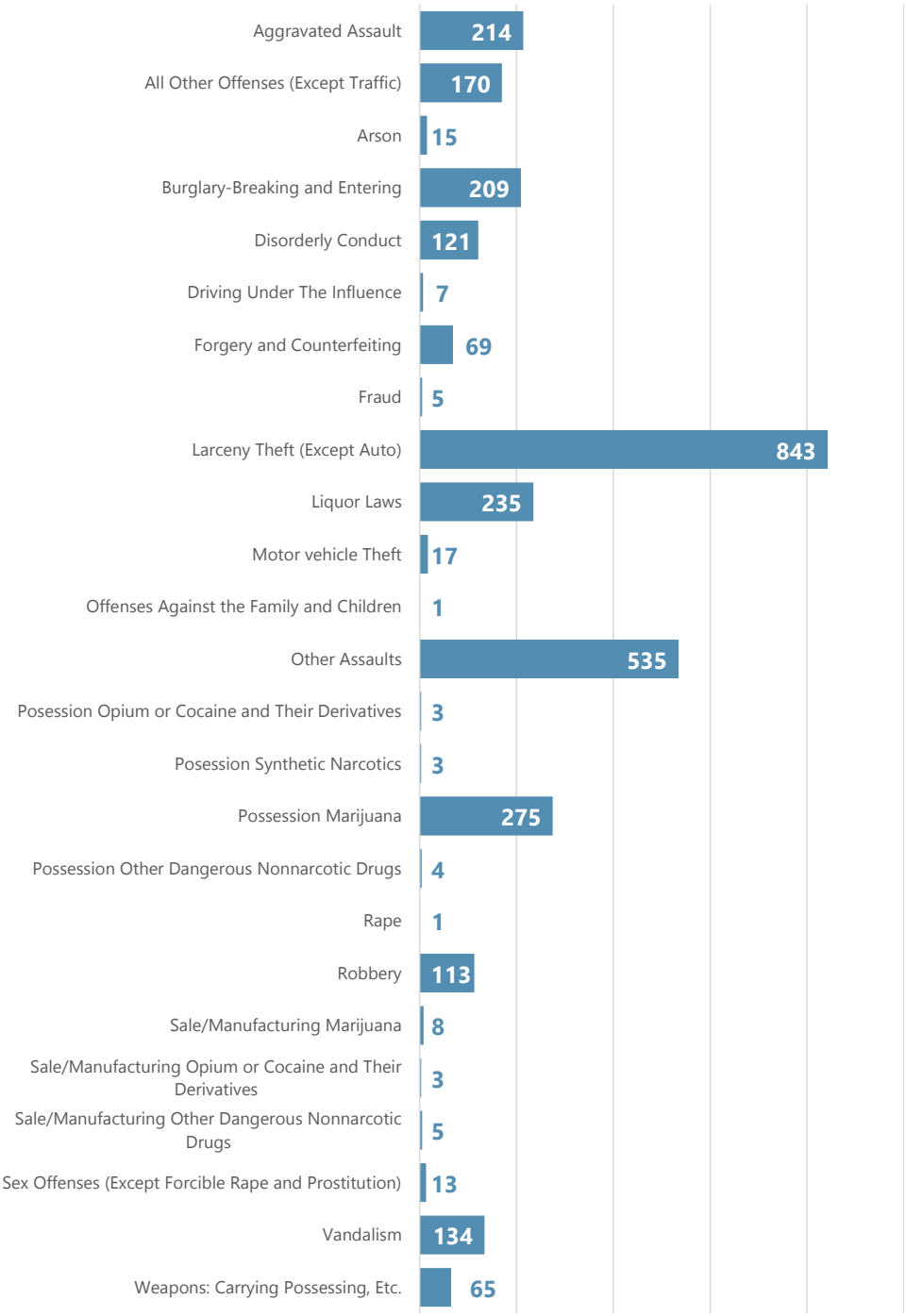
SOURCE: HOWARD COUNTY POLICE DEPARTMENT

Figure 29. Count of Juvenile Charges, by Charging Mechanism



SOURCE: HOWARD COUNTY POLICE DEPARTMENT

Figure 30. Count of Juvenile Offenses, by Classification



SOURCE: HOWARD COUNTY POLICE DEPARTMENT

Program Spotlight: Howard County Police Department Juvenile Offender Programs and Prevention Strategies

Criminal offenses committed by juveniles are a challenge for law enforcement, but also an opportunity for intervention and restorative justice. The Howard County Police Department places strong emphasis on youth crime prevention and diversion programs. HCPD focus is the rehabilitation of offenders through reconciliation with victims and the community at-large.

Diversion/First Offender Program: One of the HCPD's goals is to find the most effective way to help keep our county's young people on the right track. HPCD proud of the success of our Diversion/First Offender Program, which addresses the needs of juveniles who are Howard County residents charged with minor first-time offenses.

In the diversion program, sanctions often vary and serve multiple purposes: to help the juvenile understand legal consequences, experience personal accountability and address the specific problems caused by their offence. The sanctions for these first-time offenders have included essays, apology letters, drug and alcohol assessments, informational workshops and restitution. In every case, an intervention plan is developed for the juvenile and his or her family.

Teen Court: One of the newer additions to HCPD's diversion program is Teen Court, in which a jury of teenagers hears cases involving first-time juvenile offenders. Through Teen Court, these offenders can accept responsibility for their misdemeanor offenses without having to incur a record. Teen volunteers will hear cases like theft, disorderly conduct, destruction of property, alcohol possession, and other non-violent offenses. Dispositions for the offenders may include community service, educational programs, essays and apology letters. The program has proven successful in reducing rates of repeat offenders in other jurisdictions and we expect the same result in Howard County.

P.L.E.D.G.E. Leadership Academy: P.L.E.D.G.E is a one-week leadership camp for at-risk youth entering high school in Howard County. Students are recommended by teachers and school administrators, learn important tools for gang and drug resistance, civility training, dealing with peer pressure and the importance of good decision making.

Youth Advisory Council (YAC): The YAC is designed to provide youth with a safe and engaging environment to interact with local law enforcement. Members of the group, all in 8th-12th grade, meet monthly to advise the Police Chief on youth concerns and be positive agents of change in their communities, schools, or places of worship.

Community Athletic Program (CAP): Officers in the CAP program travel to various neighborhoods, often where young people may be at-risk, with sports gear, games, and video game equipment. The CAP's prevention/intervention model targets middle school aged youth who do not yet have transportation, but are also too old for traditional summer camps and daycare.

Youth and Police Dialogues: In these ongoing conversations, local high school students meet with HCPD officers for safe and open dialogues facilitated by the Department of Community Resources and Services.

Youth Police Academy (YPA): The YPA is a one-week overnight academy held each summer to help young people explore career and leadership opportunities, life skills, and character building.

Youth Liaison Officer: The HCPD has a full-time liaison officer specifically for the youth community. The liaison provides increased youth-police interaction through schools, youth centers, faith-based organizations, recreation and parks, and youth groups to build trust and mentorship, and to decrease a young person's chances of becoming involved in gangs or the criminal justice system.

BearTrax Camp: BearTrax is a one-week overnight camp designed for at-risk 6th graders. School guidance counselors identify students who could most benefit from the mentoring program. After the camp, each student is assigned a police mentor who meets monthly in the school setting to serve as supportive role models.

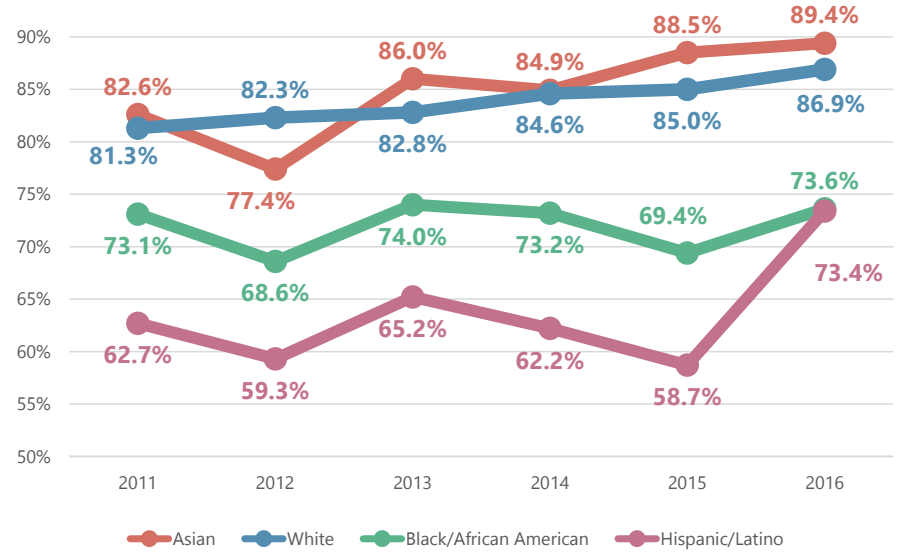
Pathway to Reading: The Pathway Patrol Section has partnered with several elementary schools to read to students and participate in recess activities, providing early positive interactions with police officers.

Postsecondary Enrollment and Persistence

A certificate or degree from a postsecondary institution is one of the most important drivers of economic stability and mobility for individuals and families. Holding a postsecondary credential is especially important for people who live in Howard County because, to afford housing and other resources in the county, it is necessary to have a relatively high-paying job, most of which require a college education. Postsecondary persistence rates are an important metric because persistence is essential to certificate and degree program completion. Understanding persistence rates also contributes to understanding how well prepared for postsecondary education students in Howard County are.

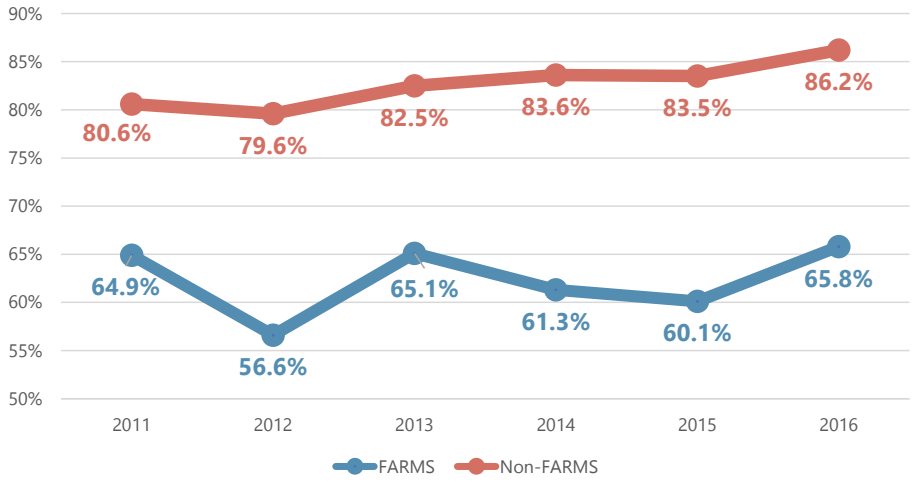
Data indicate that postsecondary persistence rates for Black/African American and Hispanic/Latino students, students who qualify for FARMS, and students who receive special education services all trail far behind rates for white and Asian students in Howard County.

Figure 31. Fall College Enrollment Rate, by Race



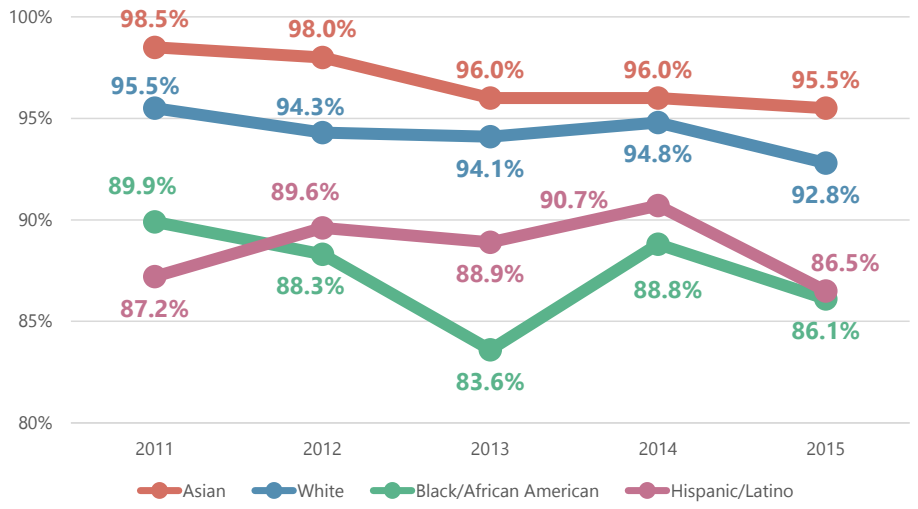
SOURCE: HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Figure 32. Fall College Enrollment Rate, by FARMS Status



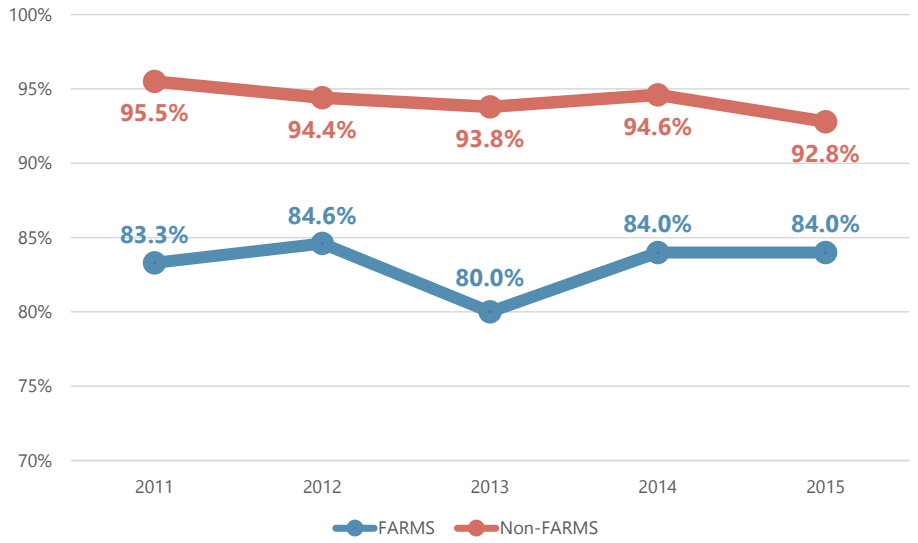
SOURCE: HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Figure 33. Gaps in Postsecondary Persistence, by Race



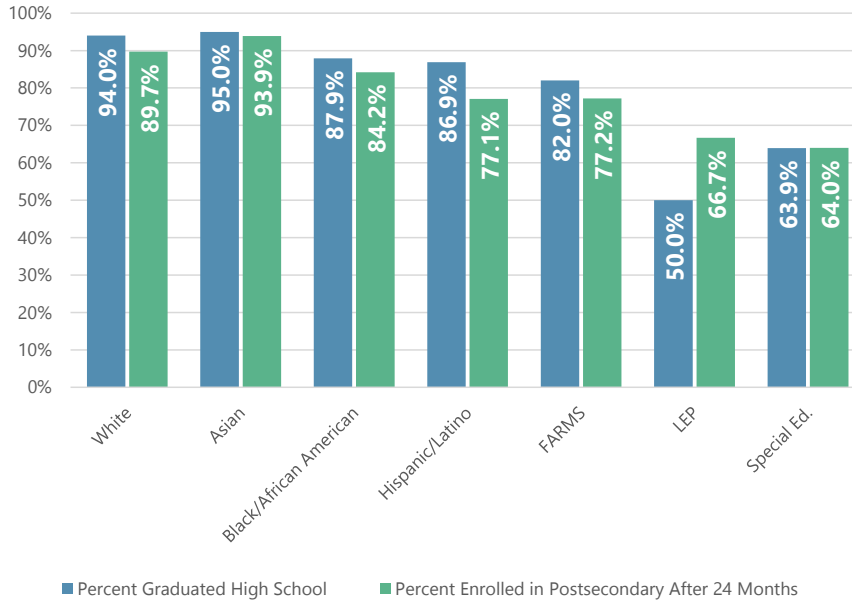
SOURCE: HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Figure 34. Gaps in Postsecondary Persistence, by FARMS Status



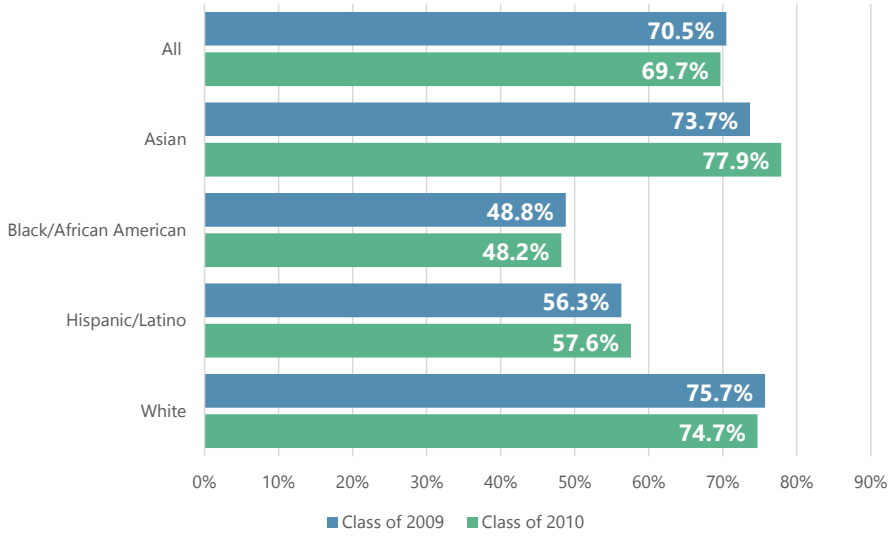
SOURCE: HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Figure 35. Class of 2015 Postsecondary Persistence After 24 Months



SOURCE: HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Figure 36. Associates, Bachelors, or Higher Degree Completion Rate, by Race



SOURCE: HOWARD COUNTY PUBLIC SCHOOL SYSTEM

A Countywide Call to Action Regarding Equity

Racial equity should be a significant consideration when planning and developing policies and practices that impact public services, programs, and initiatives. Establishing equity as an overarching policy concern will represent an important step toward strengthening a long-term countywide commitment to increased equity. Improving current policies and practices and ensuring that new ones developed and implemented are done through an equity lens is critical to begin to address the structural and institutional racial and socio-economic inequities that exist.

With the collective strength of the Howard County Community, we have the opportunity to move from acknowledgement and understanding to a co-created vision of racial and socio-economic equity that improves lives for generations to come. Keeping in mind a framework of a long-term commitment to continuous improvement, this call to action identifies five priorities—to be addressed within the next five years—for building Howard County's capacity to advance equity.

SHORT TERM

1. In the short term, focus on coordinating efforts and sharing information: There are numerous government agencies and community organizations working to address structural, institutional, and social barriers to equitable access to services and opportunity. These efforts should be better coordinated, measured, and sustained.

2. Undertake efforts to enhance equity-focused training and education: To increase our individual and collective ability to understand the factors that contribute to inequities in Howard County, a countywide commitment to, and support for, equity training and education will be essential.

LONG TERM

3. Commit to identifying equity focus areas for policy analysis and development: Using nationally tested and proven tools, t is vital that county stakeholders prioritize equity focus areas for analysis in order to inform the development of policies designed to address factors that contribute to inequities.

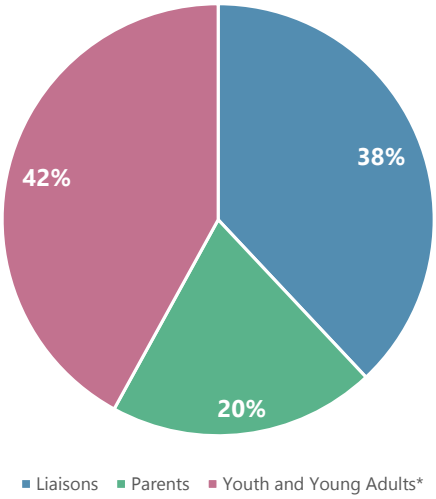
4. Engage in effective equity work, policy development and implementation: This work cannot take place in isolation from the communities they impact. We must form enduring relationships with and among community. We must prioritize, as part of all equity-focused efforts, to consistently engage communities in Howard County, sustain ongoing dialogue about systematically addressing the challenges they face, and measure the success and impact of community engagement efforts.

5. Establish concrete timelines for reaching specific equity-related milestones. To ensure that equity remains an actionable priority, it is vital that stakeholders throughout the county—from community-based organizations to government agencies—define timelines for achieving specific and measurable equity goals.

Appendix A: Community Conversations

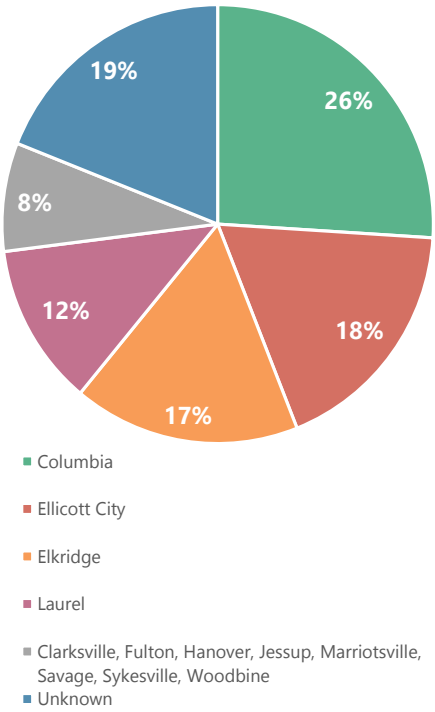
The Local Children's Board facilitated more than 16 community conversations that were held across the county between March and October of 2018. The purpose of these group discussions was to gather qualitative data to better understand barriers that interfere with youth achieving their full potential. Given that the target population of the Local Children's Board is youth, ages 0-24, the perspectives of parents/guardians of children 0-17, adolescents 12-17, and young adults 18-24 were prioritized in the scheduling and facilitation of these conversations.

Figure A1: Community Conversation Participants, by Type



AGES 13-30

Figure A2: City of Residence of Youth and Parent Community Conversation Participants



AGES 13-30

This work would not have been possible without the support and partnership of the multiple organizations and programs who graciously connected us with the residents or liaisons that participated in this initiative. These include:

- **Voices for Children**
- **Voices for Change**
- **HCPSS Student Liaison**
- **Head Start**
- **Getting Ahead**
- **Multi-Service Center**
- **FIRN (Foreign-Born Information & Referral Network)**
- **Homewood Center**
- **Columbia Workforce Center**
- **EcoWorks**
- **Korean American Association**

Appendix B: Glossary of Important Terms

Disparity, in the simplest terms, means inequality. When considered in terms of the outcomes experience by different groups of people, disparity refers to the idea that some groups may experience certain outcomes in greater proportion compared to the percentage of the population that they represent.

Diversity reflects the broad variety of the kinds of people in the world and can refer to countless differences, such as race/ethnicity, langugage, abiltity/disability, culture, sexual orientation, and socioeconomic status.

Equity, in the simplest terms, equity means social justice or fairness, and the absence of disparities that can be predicted by factors such as race or socioeconomic status. In the context of this report, we understand equity as ensuring that individuals and groups have access to the resources, opportunities, and services that meet their varying and specific needs.

Equality is related to, but distinct from equity. Equality is about ensuring that everyone has access to the same resources and opportunities, but it does not account for differences in what people and communities specifically need.

Governor's Office for Children (GOC) Child Well-Being Results inform the GOC's Child Well-Being Scorecards for each county in Maryland. The GOC selected eight results areas known to affect children's health and security as they grow up and develop. More information about the results areas is available at: https://goc.maryland.gov/reportcard/

Institutional racism is inequity, based on race, rooted in institutions and systems of power (such as places of employment, government agencies and social services) and can take the form of unfair policies and practices.

Racial justice is the fair treatment of people of all races—at the systematic level, not just the individual level, that results in equitable opportunities and outcomes for everyone.

Socioeconomic Status is a combination of an individual's income, education, and occupation. It is often understood as being reflective of social class.

Structural racism is racial bias that exists across institutions, systems, and society. It represents a systemic set of processes that create disparities and inequities.

Xenophobia is the intense or irrational dislike or fear of strangers or people from other countries.

Appendix C: Equity Resources Consulted

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“We created ways for people to care more deeply about one another, to stimulate, encourage, release creativity, minimize intolerance and bigotry.”

—James Rouse, Founder of Columbia, Maryland

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