Frederick
County, Maryland
Local Management Board

FY24 - FY26 COMMUNITY PLAN

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Executive Summary

The Frederick County Office for Children and Families, which houses the Frederick County Local Management Board (LMB) completes a community plan process every three years. This process utilizes the Results-Based Accountability (RBA) model in alignment with all other LMBs in the State of Maryland funded through the Children and Youth Division of the Governor's Office of Crime Prevention, Youth and Victim Services (GOCPYVS). The Results-Based Accountability model provides an equity-focused, strategic framework to align strategies and programs to community-level results and indicators.

The Frederick County Local Management Board initial community plan process took place between fall 2022 and spring 2023, and included the following main components: community survey, local disaggregated indicator data and needs assessment review, result and indicator prioritization and community Turn the Curve conversations.

A review of the community survey results, historical indicator data, and local needs assessments identified results and associated indicators that rose to the surface across these sources. From here, a group of community members and LMB board members reviewed the information and selected four results and indicators that will serve as the focus of the LMB's efforts for the next three years.

Priority Results and Indicators	
Result	**Indicator**
Communities are Safe for Children, Youth and Families	Child Maltreatment: Rate of Unduplicated Children (Ages 0-17) with Indicated/ Unsubstantiated Child Abuse/Neglect Findings (per 1,000)
Children Enter School Ready to Learn	Capacity of registered family child care providers and licensed full-day child care centers*
Families are Economically Stable	Percent of Asset Limited, Income Constrained, Employed (ALICE) or below ALICE households*
Youth Have Opportunities for Employment and Career Readiness	Youth Disconnection: Percent of Youth Not Working and Not in School

In the next phase of the process, the LMB organized community conversations, that engaged adults and youth in their home language to discuss each priority indicator. These convenings, called Turn the Curve conversations, included discussion of root causes impacting the data and leading to disparities along with solutions to address those root causes. Although the community conversations were focused on those specific data and issues, there were several common themes that surfaced across indicator conversations.

- Addressing **barriers to accessing support** such as language, location, eligibility requirements, documentation, and cost,
- **Advocacy** for changes to policies and systems that limit opportunities and access for people of color,
- **Building community** to support one another,
- **Child care** access, affordability, and availability,
- Enhanced **behavioral health care** access and availability,
- Expanded reach and breadth of **information sharing and communication** about the supports that are available for the community shared in home languages and accessible to newcomers,
- Geographically dispersed **centralized services and hubs** for families, and
- Improved **transportation access.**

In alignment with the Results-Based Accountability process, the next steps for the Frederick County Local Management Board is to use the information in this report to prepare an action plan for each indicator that incorporates community solutions for what would work to address the issue, particularly targeted solutions that address inequities.

Grounding Context

The Frederick County Office for Children and Families uses the Results-Based Accountability (RBA) model in alignment with all other Local Management Boards (LMB) in the State of Maryland funded through the Children and Youth Division of the Governor's Office of Crime Prevention, Youth and Victim Services (GOCPYVS). The Results-Based Accountability model provides an equity-focused, strategic framework to align strategies and programs to community-level results and indicators. More information on the model can be found here.

GOCPYVS has eight statewide results to which all Local Management Boards align their efforts. Results are conditions of well-being for children, youth and families. Examples include Babies Born Healthy, Children are Successful in School, and Families are Economically Stable. Each result is paired with a group of indicators. Indicators are publicly available data points captured about an entire population that help each jurisdiction quantify achievement of results. Examples of indicators include infant mortality rate, graduation rate, and housing burdened rate. Indicators are disaggregated by race/ethnicity to identify any disparities in outcomes. The full list of Maryland results and associated indicators can be found here.

Local Management Boards complete a community plan process every three years. This process typically includes reviewing existing indicator data, identifying other local indicators, gathering community feedback on results and indicators, and facilitating discussions on solutions to address inequities. The goal of this work is to ensure that the focus of the efforts and funding for each LMB is rooted in community voice.

Process Overview

The Frederick County Local Management Board's initial community plan process, which took place between fall 2022 and spring 2023, included the following main components: community survey, local disaggregated indicator data and needs assessment review, result and indicator prioritization and community Turn the Curve conversations. The Frederick County Local Management Board assembled a volunteer implementation team to support oversight and engagement in the community plan process. This team included representatives from various community agencies.

Community Survey

The community survey was developed with support from the implementation team and aligned to the existing GOCPYVS results and indicators. Additionally, the team identified local indicators that represented other needs of children, youth and families raised in the county. The survey was administered via SurveyMonkey over the period of November 15-30, 2022. The survey was available in English and Spanish and paper copies were available by request. There were 355 surveys initiated, and of these, 213 had one or more usable responses. This included 199 completed in English and 14 completed in Spanish. The survey questions (paper version) are provided in Appendix B.

Survey Respondent Demographics

The following section provides more detail on the demographics of the community survey respondents. The survey respondents were in alignment with the race/ethnicity demographics of the county as shown in Chart 1 (U.S. Census Bureau, 2022). However, the gender representation in the survey was not in alignment with the population of the county as Census data shows that 50.5% of the population are female and 87 percent of the survey respondents identified as women as shown in Chart 2 (U.S. Census Bureau, 2022).

Chart 1: Survey Respondents Compared to Census by Race/Ethnicity

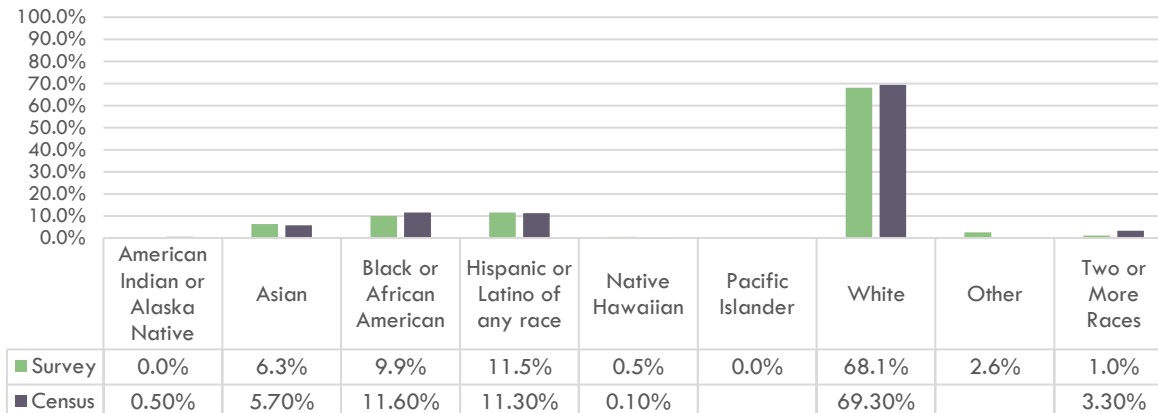|	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino of any race	Native Hawaiian	Pacific Islander	White	Other	Two or More Races
■ Survey	0.0%	6.3%	9.9%	11.5%	0.5%	0.0%	68.1%	2.6%	1.0%
■ Census	0.50%	5.70%	11.60%	11.30%	0.10%		69.30%		3.30%

Chart 1 Notes: Native Hawaiian and Pacific Islander presented together in Census data and shown in chart as Native Hawaiian. Other represents respondents who wrote in an answer that did not correspond to one or more response choices. Excludes unknown/skipped responses. (U.S. Census Bureau, 2022)

Chart 2: Survey Respondents by Gender Identity

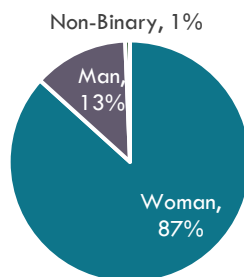Non-Binary, 1%
Man, 13%
Woman, 87%

Chart 2 Notes: Chart excludes unknown/skipped responses. Please note that the survey allowed respondents to write their gender and responses were grouped as Man, Non-Binary and Woman. The U.S. Census data is provided as Male or Female only.

Survey respondents also identified their age and the majority were 25 and older which is represented in Chart 3.   Respondents provided information on the ages of their children if applicable (Chart 4), their role in Frederick County (Chart 5), and how long they have lived in the jurisdiction (Chart 6).

Chart 3: Survey Respondents by Age

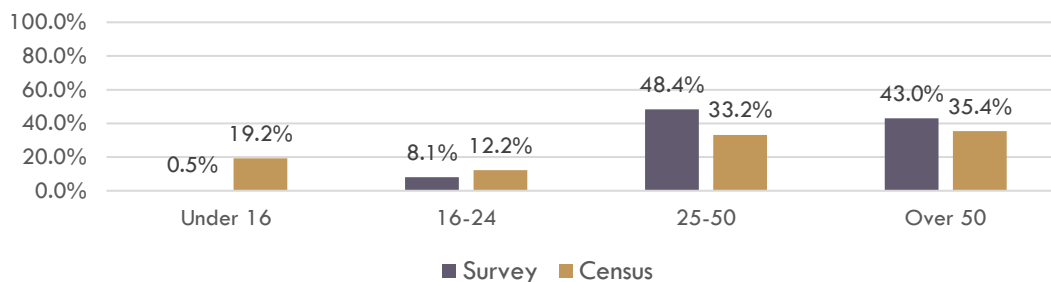|	Under 16	16-24	25-50	Over 50
Survey	0.5%	8.1%	48.4%	43.0%
Census	19.2%	12.2%	33.2%	35.4%

■ Survey ■ Census

Chart 3 Notes: Census data is organized by Under 15 and 15-24 and is included in chart with Under 16 and 16-24 survey response ranges. Unknown/skipped responses are excluded. (U.S. Census Bureau, 2022)

Chart 4: Children Under 24 by Age Range

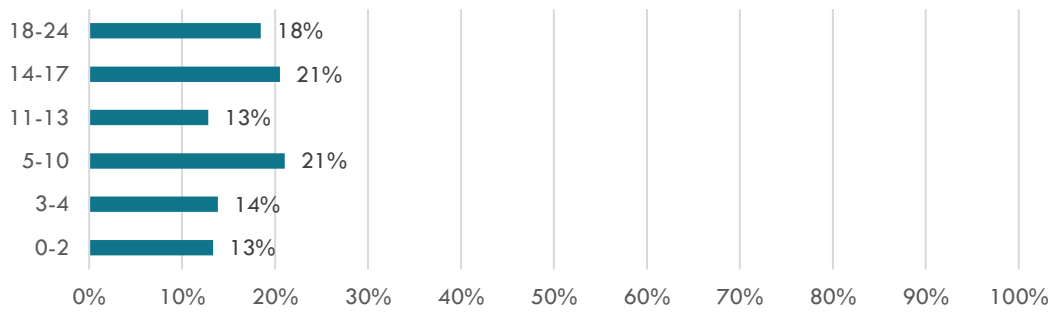| Age Range	Percentage
18-24	18%
14-17	21%
11-13	13%
5-10	21%
3-4	14%
0-2	13%

Chart 4 Notes: 56% of respondents identified as a parent of one or more children under age 24. The chart shows the age ranges of those respondents' children. Respondents could select more than one age range for their children.

Chart 5: Respondent Roles

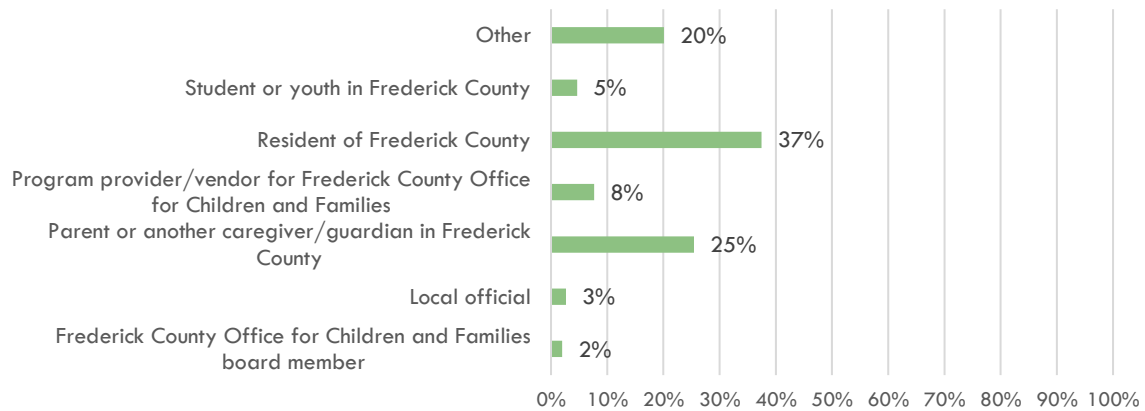| Role	Percentage
Other	20%
Student or youth in Frederick County	5%
Resident of Frederick County	37%
Program provider/vendor for Frederick County Office for Children and Families	8%
Parent or another caregiver/guardian in Frederick County	25%
Local official	3%
Frederick County Office for Children and Families board member	2%

Chart 5 Notes: Respondents could choose more than one role. Examples of "other" responses include answers such as "concerned citizen," "nonprofit director," etc.

Chart 6: Respondent Years of Residency in Frederick County

- Less than 3 years — 6%
- 3-5 years — 8%
- More than 5 years — 75%
- I do not live in Frederick County — 11%

Chart 6 Notes: Given that the survey was shared through local networks, it is assumed that some of the respondents who selected *I do not live in Frederick County* work in the county and therefore these responses were included in the analysis.

Community Survey Findings

The survey included questions about the best things in the county for children, youth and families, the two results that should be the highest priorities for the county, and the data that would best help understand achievement of those results.

The best things about Frederick County for children, youth and families identified the most included parks, playgrounds, trails, and other green space, specific youth and family programs, schools and educational programming, community events/activities, and libraries.

Chart 7 presents the priority results according to survey respondents. This chart shows the percentage of responses that identified each result as either the respondents' first or second priority. When looking across the first and second priority results selected by respondents, ultimately, the same three results surfaced:

- 25 percent of respondents selecting *Families are Economically Stable*
- 17 percent selecting *Communities are Safe*
- 16 percent selecting *Children are Healthy*

Chart 7: Survey Respondent Priority Results
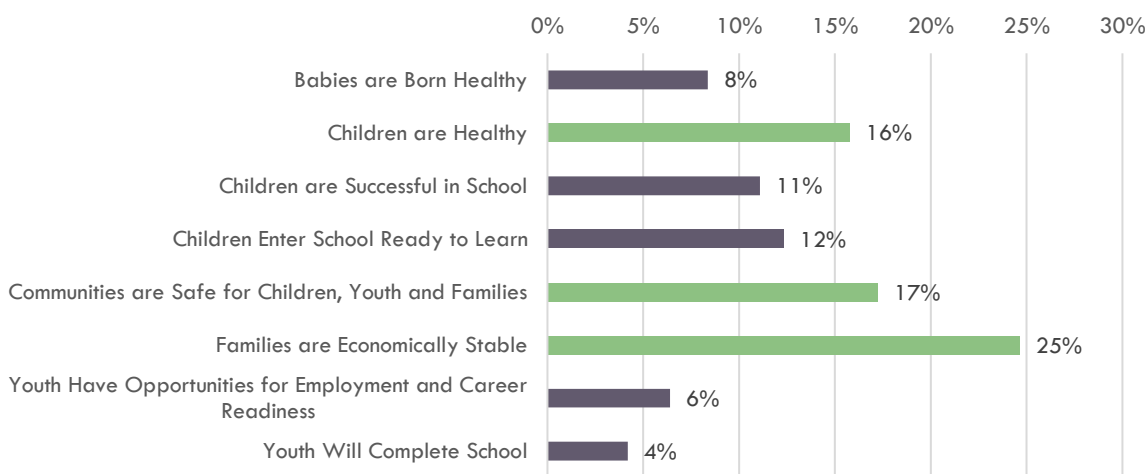
Once survey respondents identified their top two priority results for the community, they then selected the data points that would be most helpful to understand how the county was doing toward achievement of those results. These data points represented the GOCPYVS indicators along with the local indicators identified by the implementation team. Tables 1-4 show the most selected data points for the four highest priority results.

Table 1

Families are Economically Stable	#	%
Access to Medicaid	25	9%
Access to Supplemental Nutrition Assistance Program (SNAP)	17	6%
Access to the internet at home	18	6%
Access to ways to get around (transportation)	35	13%
Children who are living in poverty	38	14%
Families that make enough money to live on	57	20%

Families are Economically Stable	#	%
Families who are not housed	22	8%
Housing costs that are too high for people who own their homes	14	5%
Housing costs that are too high for people who rent their homes	38	14%
Use of child care scholarships	6	2%
Other ideas	9	3%
Total Responses	279	

Table 2

Communities are Safe for Children, Youth and Families	#	%
Assaults on youth	12	7%
Child abuse and neglect	41	23%
Children being placed outside of the home (out-of-home placements)	11	6%
Crime rate	39	22%
Intimate partner violence	25	14%
Lead poisoning	5	3%
Police conduct/accountability	17	10%
Youth felony crimes	20	11%
Other ideas	5	3%
Total Responses	175	

Table 3

Children are Healthy	#	%
Access to health insurance	26	15%
Access to healthy food at school and at home	39	22%
Access to ways to get around (transportation)	6	3%
Children and youth get their shots on time (immunizations)	14	8%
Children and youth who are obese	3	2%
Children get check-ups each year (wellness exams)	19	11%
Children going to the dentist	7	4%
Youth affected by trauma (adverse childhood experiences)	27	16%
Youth attempting to take their own life	5	3%
Youth doing enough exercise	4	2%
Youth feeling sad or hopeless (experiencing depression)	14	8%
Youth using drugs/substances	6	3%
Other ideas	4	2%
Total Responses	174	

Local Indicator Data and Needs Assessment Review

In addition to the community survey, review of existing indicator data along with needs assessments completed by other local agencies informed the process. GOCPYVS monitors more than forty indicators at the state and jurisdictional levels which include data disaggregated by race/ethnicity such as high school graduation rate, infant mortality rate, and housing burdened rates. During the development of the community survey, the implementation team identified other local indicators that have surfaced in the

community in recent years such as transportation access, adverse childhood experiences, and access and availability of child care. The Frederick County historical data, disaggregated by race/ethnicity whenever possible, for all local indicators along with the GOCPYVS indicators can be found here.

The needs assessments included for review were the Community Health Needs Assessment produced by the Frederick County Healthcare Coalition, the Frederick County Human Needs Assessment: Update to the 2018 Report published by The Community Foundation of Frederick County, the United for ALICE dashboard, and the United for ALICE report made available by the United Way of Frederick County (Frederick County Healthcare Coalition, 2022; The Community Foundation of Frederick County, 2018; United Way, 2022). Members of the Local Management Board reviewed these reports to identify the highlighted data points and key takeaways. Across the needs assessments, common themes included behavioral health, poverty, housing cost burden, unhoused families, infant and prenatal healthcare, and youth health.

Results and Indicators Prioritization

Following administration of the community survey, review of other local needs assessments, and analysis of indicator data, the indicators were compared against three criteria to identify common themes. Each indicator was reviewed to identify the following:

- The data was heading in the wrong direction for at least two reporting periods (typically years or fiscal years) and/or there were disparities in outcomes by race/ethnicity
- 15 percent or more of survey respondents selected the indicator (of those who chose the related result as a priority)
- The indicator was identified in at least two other local needs assessment reports

The indicators that met two or more of those criteria are presented in Table 5.

Table 5

Indicators that Met Two or More Review Criteria	
Result	**Indicators**
Babies Born Healthy	• Percent of women with prenatal care in the first trimester • Percent of births without insurance coverage*
Children Enter School Ready to Learn	• Capacity of registered family child care providers and licensed full-day child care centers* • Kindergarten Readiness Assessment (KRA): Percent Demonstrating Readiness • Percent of Children Enrolled in Publicly-Funded Pre-K the Year Prior to Kindergarten
Children are Successful in School	• Percentage of students in grades 9-12 who did not go to school because they felt unsafe at school or on their way to or from school (on at least 1 day during the 30 days before the survey)*
Communities are Safe for Children, Youth and Families	• Child Maltreatment: Rate of Unduplicated Children (Ages 0-17) with Indicated/ Unsubstantiated Child Abuse/Neglect Findings (per 1,000)
Families are Economically Stable	• Child Poverty: Percent of Children Under 18 Living in Poverty • Percent of Public School Students in Grades 6-8 who Were Unstably Housed in the Last 30 Days • Percent of Public School Students in Grades 9-12 who Were Unstably Housed in the Last 30 Days • Percent of Families Spending >30% Income on Housing (Rent)

Indicators that Met Two or More Review Criteria	
Result	**Indicators**
	• Percent of Asset Limited, Income Constrained, Employed (ALICE) households* • Percent of households without a vehicle*
Healthy Children	• Percent of Public School Students [in Grades 6-8] Reporting Depressive Episode • Percent of Public School Students [in Grades 9-12] Reporting Depressive Episode • Food insecurity rate of children under 18*
Youth Have Opportunities for Employment and Career Readiness	• Youth Disconnection: Percent of Youth Not Working and Not in School • Percent of High School Graduated Who Complete a Career and Technology (CTE) Program
Youth Will Complete School	• Educational Attainment: Percent of Youth Ages 18-24 with a High School Diploma (Including Equivalence) or Higher • Four-Year Cohort Graduation Rate

Denotes locally identified indicator not included in GOCPYVS indicators

For the result and indicator prioritization process, LMB staff, board members, and community members came together in December 2022 to review and discuss the community survey results, indicator analysis, and local needs assessment report information. Attendees worked in small groups to discuss the data and make group recommendations for which results and indicators should be a focus for the Frederick County Local Management Board. Then, individual voting took place. Based on the group discussion and individual voting results, the Board approved four results and indicators on which the Frederick County Local Management Board will focus its efforts over the next three years as outlined in Table 6. There is acknowledgement that the chosen indicators are not the only ways to understand achievement of each result. However, the prioritization process allows the LMB to direct its support and efforts in alignment with the feedback gathered during the process.

Table 6

Priority Results and Indicators	
Result	**Indicator**
Communities are Safe for Children, Youth and Families	Child Maltreatment: Rate of Unduplicated Children (Ages 0-17) with Indicated/ Unsubstantiated Child Abuse/Neglect Findings (per 1,000)
Children Enter School Ready to Learn	Capacity of registered family child care providers and licensed full-day child care centers*
Families are Economically Stable	Percent of Asset Limited, Income Constrained, Employed (ALICE) or below ALICE households*
Youth Have Opportunities for Employment and Career Readiness	Youth Disconnection: Percent of Youth Not Working and Not in School

Denotes locally identified indicator not included in GOCPYVS indicators

Community Turn the Curve

After the prioritization of the results and indicators, the implementation team collaborated to schedule and facilitate community Turn the Curve conversations in locations throughout the county. Although the majority of the conversations were held in Frederick, participants lived in various areas of the county. The purpose of the conversations, which are rooted in the RBA process, are to hear directly from community about the root causes of why the data is heading in the direction it is and any disparities in outcomes by race/ethnicity. The conversations provide space for community to discuss targeted solutions for the

identified root causes along with partners to support with those efforts. The conversation questions are detailed further in Table 7.
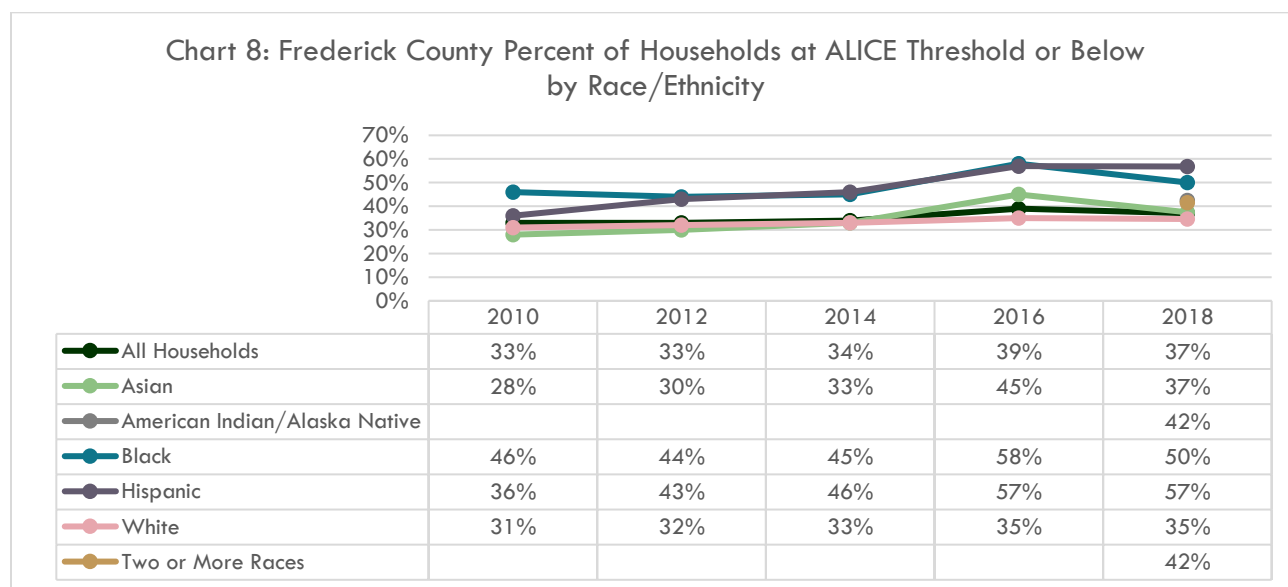
Table 7

Turn the Curve Questions
How are we doing?
This question focuses on what we see with the data including if we are heading in the direction we want to go in and if there are disparities in outcomes for specific populations.
What is the story behind the curve (root causes)?
This question focuses on identifying the root causes that are impacting the data and leading to disparities including positive, negative, anticipated, community, systemic and other factors.
Who are partners that can help us?
This question focuses on identifying individuals, groups, organizations, and other partners who could help play a role in addressing the identified root causes.
What works to turn the curve (solutions)?
This question focuses on identifying targeted solutions that will move the data in the right direction and address disparities.

In January and February 2023, there were ten community conversations held with a total of 139 participants. These conversations were held with adults and youth and facilitated in multiple languages including English, Spanish, Korean, French, Chinese, and Bahasa Indonesia. The convenings were held primarily in-person, but a virtual option was also offered. The LMB utilized its network and providers to identify convening hosts. The conversation details are included in Appendix C. In the following section, each indicator is presented including the historical data and themes that emerged across the four community conversation questions.

ALICE Households

There were 40 people organized in multiple groups who discussed the Percent of Asset Limited, Income Constrained, Employed (ALICE) or below ALICE households. Refer to Chart 8 for the ALICE data that informed the conversation.

Chart 8: Frederick County Percent of Households at ALICE Threshold or Below by Race/Ethnicity

	2010	2012	2014	2016	2018
All Households	33%	33%	34%	39%	37%
Asian	28%	30%	33%	45%	37%
American Indian/Alaska Native					42%
Black	46%	44%	45%	58%	50%
Hispanic	36%	43%	46%	57%	57%
White	31%	32%	33%	35%	35%
Two or More Races					42%

Race/ethnicity groups as provided from data source; blank indicates the racial or ethnic group was not included in the data source. ALICE refers to Asset-Limited, Income-Constrained Employed. (United Way, 2022; United Way of Frederick County, 2018)

How are we doing?

The data discussion covered that overall, the percentage of ALICE families in the county appear to be rising over time. A higher percentage of Black (50% in 2018) and Hispanic (57% in 2018) households are identified at ALICE threshold or below compared to White (35% in 2018) and Asian (37% in 2018) households.

What is the story behind the curve?

Groups discussed the factors that are playing a role in the rise in ALICE households and the racial/ethnic disparities in households identified at the ALICE threshold or below. The following themes emerged:

- Barriers to accessing supports, services, and employment opportunities for newcomers (particularly undocumented individuals) and people of color
- Behavioral health needs
- Community building and supporting one another
- Cost, access and availability of child care
- Discrimination and bias such as being treated differently by employers based on citizenship status
- Education access, opportunities, and experiences
- Eligibility barriers to accessing programs that support with child care, housing, and employment
- Financial literacy
- Impacts of COVID-19
- Lack of employment options/options that pay a living wage
- Lack of information sharing/communication about available supports
- Language barriers
- Rising costs for basic needs
- Systemic racism such as fewer opportunities for people of color and pay inequities
- Transportation access

Who are partners that can help us?

The partners that surfaced across discussions included community-based programs/nonprofits, government officials and agencies, school system, higher education institutions, community members, and the faith-based community.

What works to turn the curve?

In the discussion, participants talked about potential solutions to address inequities and reduce households identified as ALICE and below. Table 8 includes the themes that emerged and a sample of associated solutions.
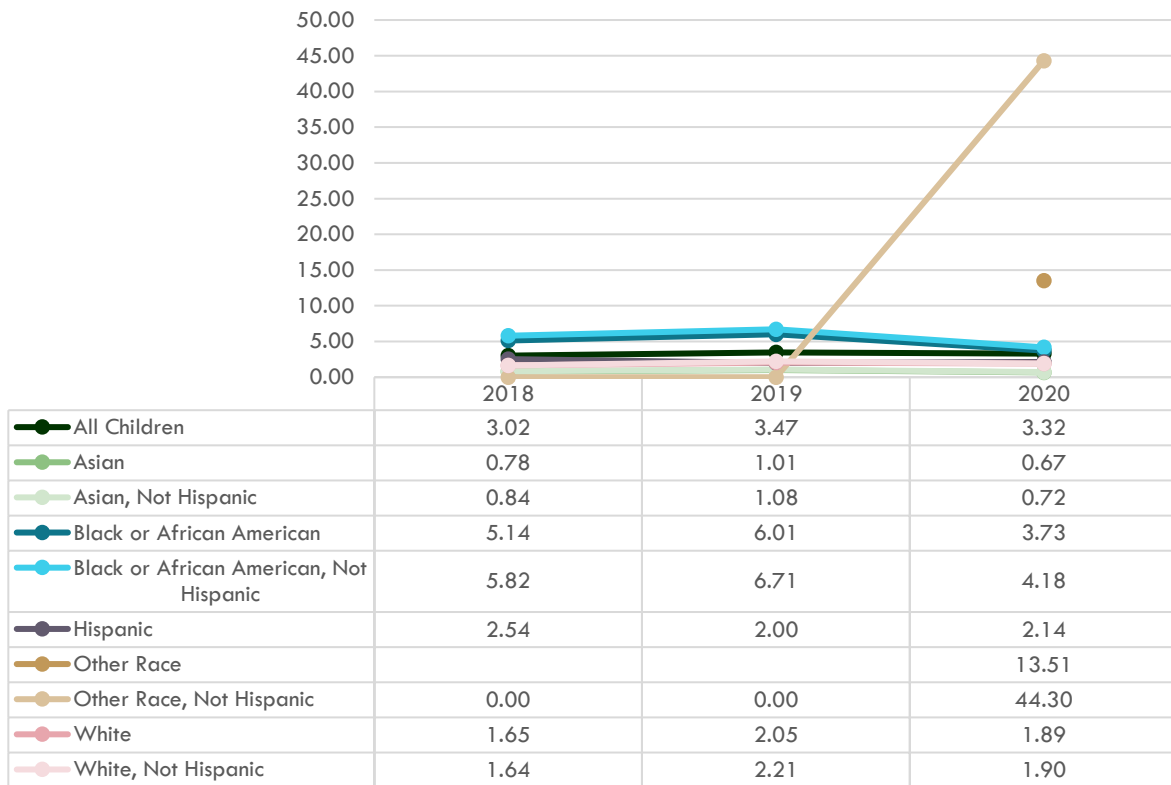
Table 8

What Works Themes and Suggested Solutions	
Theme	**Sample What Works Ideas**
Advocacy	- Lobby politicians to cap rent and make changes to the poverty guidelines to include ALICE households
Centralized services	- Create one-stop hubs for resources and supports throughout the county - Provide centralized resources in the library
Child care	- Increase access to affordable, quality child care through more vouchers and resources

What Works Themes and Suggested Solutions	
Theme	**Sample What Works Ideas**
	• Offer non-traditional child care hours to meet caregiver work schedules
Financial education	• Provide life skills education for families including credit, managing money, buying a house, etc. • Provide budget coaches who support with guidance around the responsibilities of maintaining a home • Provide direct education to parents about available college tuition assistance
Housing	• Provide more shelters and emergency housing • Offer steppingstone, earned income programs to support with obtaining employment and housing • Increase affordable housing rather than building more homes that residents cannot afford
Information sharing/communication	• Post more resources in the newspaper and other news blasts to increase awareness of community resources • Provide welcome information to newcomers including available resources and support
Legal support	• Provide access to affordable legal resources for needs such as a will
Health and behavioral health services	• Increase access to affordable healthcare including behavioral health services and medication
Programs, resources, and support for children, youth and families	• Provide clothes closet to support those with clothing needed for employment • Support with unaccompanied homeless youth to obtain identification • Offer free grocery delivery • Offer family advocate and case management wraparound supports
Financial support	• Provide universal basic income • Offer subsidies, stimulus, and tax credits such as monthly refundable child tax credits
Transportation	• Increase bus routes • Provide alternate transportation such as ridesharing • Broaden criteria for cars offered through local programs
Workforce development	• Offer workforce and job/vocational training opportunities • Create more job opportunities • Have opportunities in school, ideally middle school, for children to learn about career options • Provide more paid internships through partnerships with business community

Child Maltreatment

There were 34 people organized in multiple groups who discussed the Child Maltreatment: Rate of Unduplicated Children (Ages 0-17) with Indicated/ Unsubstantiated Child Abuse/Neglect Findings (per 1,000). Refer to Chart 9 for the child maltreatment data that informed the conversation.

Chart 9: Frederick County Rate of Children who are Maltreated per 1,000 of the Population Under 18 by Race/Ethnicity

	2018	2019	2020
All Children	3.02	3.47	3.32
Asian	0.78	1.01	0.67
Asian, Not Hispanic	0.84	1.08	0.72
Black or African American	5.14	6.01	3.73
Black or African American, Not Hispanic	5.82	6.71	4.18
Hispanic	2.54	2.00	2.14
Other Race			13.51
Other Race, Not Hispanic	0.00	0.00	44.30
White	1.65	2.05	1.89
White, Not Hispanic	1.64	2.21	1.90

Race/ethnicity groups as provided from data source. Other race includes individuals who identify with more than one race. Blank indicates that no data was included for the racial or ethnic group in the original data source (either no one identified as such or the number of people who did was too small to share to protect privacy). Please note that the rate is based on the population size for each racial group compared to the number of children who were maltreated. The rate includes the unduplicated count of children in Maryland with either an indicated or unsubstantiated finding of child maltreatment (physical and sexual abuse, mental injury-abuse, neglect, and mental injury-neglect) during the State fiscal year. Child Protective Services (CPS) investigations are ruled "indicated" where credible evidence is not satisfactorily refuted, or "unsubstantiated" where insufficient evidence is found to support a finding as either indicated or ruled out. (Department of Human Services, Social Services Administration, 2018-2020)

How are we doing?

Across the groups that discussed this indicator, it was noted that although most groups saw a slight decline in 2020, the rates have been about the same for most groups and there appear to be disparities. Other race, Not Hispanic had a higher number in 2020 than before (44.3) and Black or African American, Not Hispanic children had the next highest child maltreatment rate (4.18) while the lowest rates were seen for Asian (.67) and White (1.89) children.

What is the story behind the curve?

Multiple causes were identified during group discussions as affecting child maltreatment rates in Frederick County. The themes that emerged were:

- Barriers to accessing supports

- Discrimination and bias such as lack of cultural competency
- Impacts of COVID-19
- Not enough supports to meet the need
- Reach and breadth of prevention efforts
- Substance use
- Trauma, stress and behavioral health needs

Who are partners that can help us?

The potential partners discussed included school and child care systems, the faith-based community, governmental agencies and local officials, local youth and family programming, and community members.

What works to turn the curve?

In the discussion, participants talked about potential solutions to address inequities and reduce child maltreatment. Table 9 includes the themes that emerged and a sample of associated solutions.

Table 9

What Works Themes and Suggested Solutions	
Theme	**Sample What Works Ideas**
Address barriers to opportunities and support	- Increase transportation access - Provide services in areas of the county such as Brunswick rather than mainly in Frederick - Address language barriers to accessing services
Behavioral health	Increase access to support for children experiencing trauma
Centralize services	- Fund a family resource position - Centralize services to reduce silos
Child care	- Provide universal daycare - Increase afterschool activities for children and youth - Provide affordable, accessible child care - Offer family-focused recreation opportunities - Provide a refundable child tax credit
Information sharing/communication	- Provide published resource lists (consider having at the library) - Provide informal outreach at block parties and other events
Intentional opportunities for community-building and sharing feedback	- Offer community events and activities - Support home-school connections - Include opportunities for youth to give feedback on county decision-making - Increase targeted outreach to populations typically left out of conversations
Parenting education	- Provide parent coaches - Offer affordable infant care classes - Provide education on the village model of family supports
Prevention	- Expand collaboration among agencies for prevention work - Share information in a way that feels motivating - Provide presentations about signs to look for regarding child maltreatment
Technology access	Provide affordable internet access (particularly to access online health and behavioral health services)

What Works Themes and Suggested Solutions		
Theme	**Sample What Works Ideas**	
	• Offer hotspot and iPad rentals from library	
Training	• Provide cultural competency training particularly for educators	

Child Care Capacity

There were 25 people organized in multiple groups who discussed the capacity of registered family child care providers and licensed full day child care centers. Refer to Chart 10 for the child care data that informed the conversation. Please note that given the nature of the data itself, it is not possible to disaggregate these data by race/ethnicity. In addition to this chart, groups also reviewed the population of children under the age of five to compare the capacity to the potential need. For example, in 2021, according to the KidsCount Data Center, there were 16,198 children under 5 years of age in Frederick County compared to the just over 5000 available capacity shown in Chart 10 (The Annie E. Casey Foundation, 2022).

Chart 10: Frederick County Capacity of Registered Family Child Care Providers and Licensed Full Day Child Care Centers

	2018	2019	2020	2021
Series1	4727	4999	5152	5091
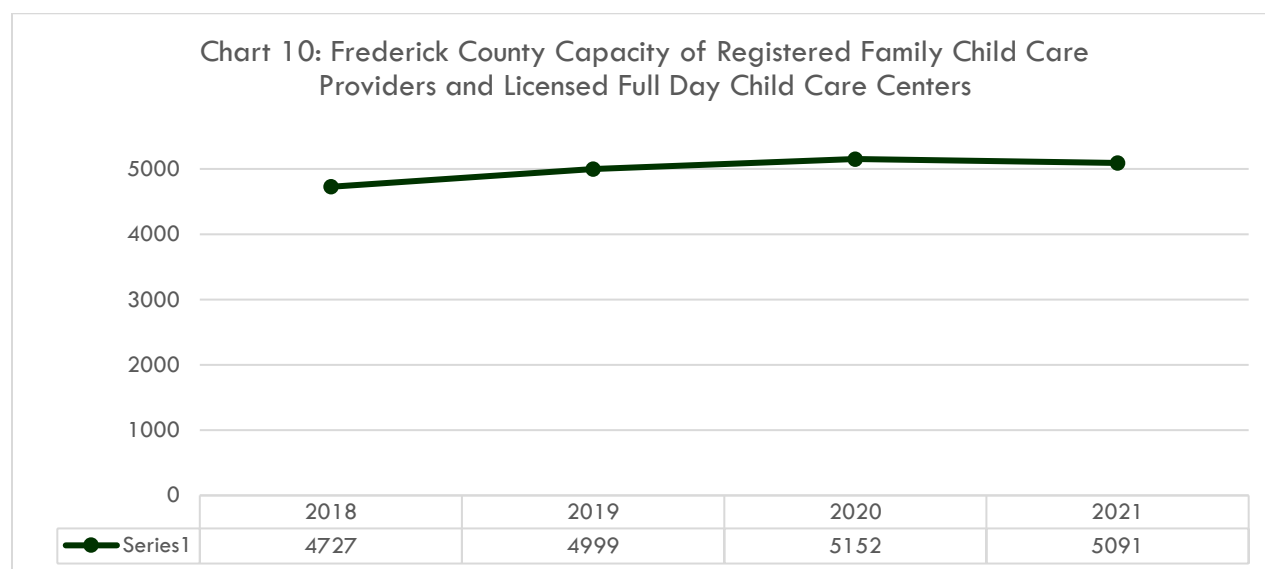
The year reflects the number as of June 30 of that year. (Maryland State Department of Education and Maryland Family Network, 2022; Maryland Family Network, 2021; Maryland State Department of Education and Maryland Family Network, 2020; Maryland State Department of Education and Maryland Family Network, 2019)

How are we doing?

The groups discussed that there was a decline in registered family child care providers and licensed full day child care centers in 2021, however, the number had been increasing up until then.

What is the story behind the curve?

When participants talked about the factors that were playing a role in the number of available child care facilities, the following topics were of focus:

- High costs of child care
- Impacts of COVID-19
- Limited child care options

- Reach and breadth of information about resources to help with child care
- Requirements to become a child care center/provider
- Safety concerns and lack of trust with child care facilities

Who are partners that can help us?

The partners discussed included local officials/government agencies, nonprofits, faith-based community, school system, and higher education institutions.
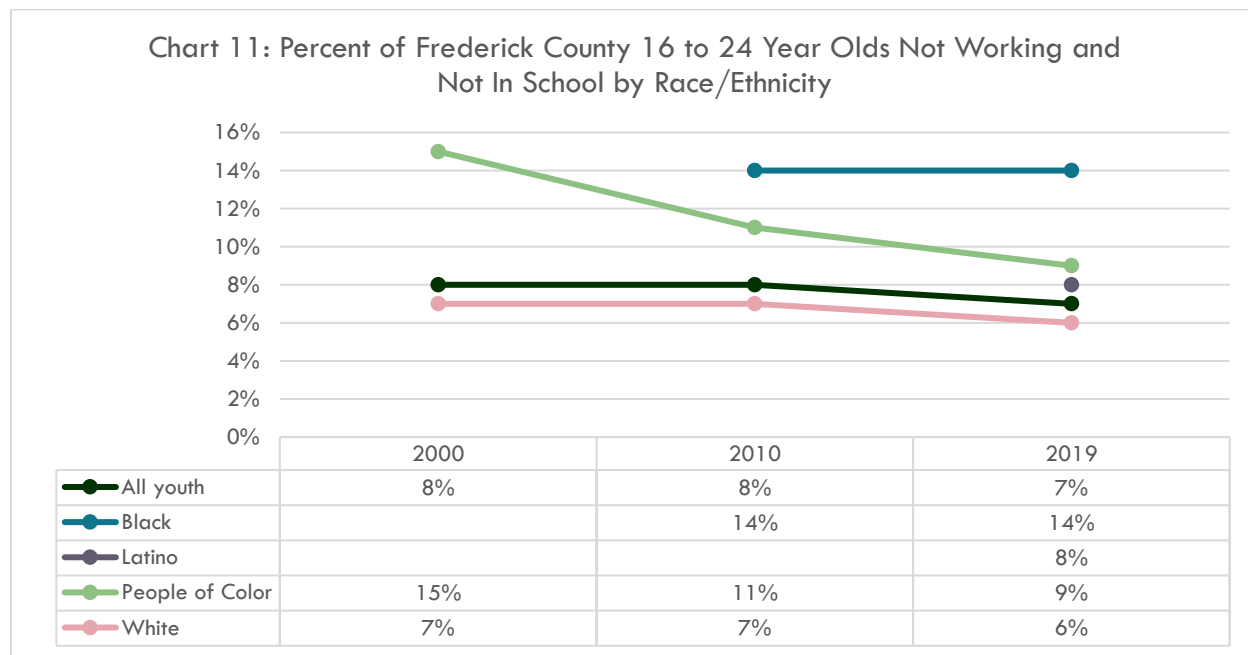
What works to turn the curve?

In the discussion, participants talked about potential solutions to increase child care access and availability. Table 10 includes the themes that emerged and a sample of associated solutions.

Table 10

What Works Themes and Suggested Solutions	
Theme	**Sample What Works Ideas**
Advocacy	- Reallocate funds to focus on younger children - Advocate for increased access to services - Advocate for legislative change regarding licensing for child care facilities
Centralize services	Provide more family support centers that connect families to resources in one central location
Eligibility	- Ensure living costs are included in calculation for child care vouchers and other supports - Reduce other eligibility requirements to access child care support
Child care offerings and availability	- Offer child care centers that charge per day - Offer more financial support for child care - Provide universal child care - Offer free playgroups - Only charge families a percentage of their income for child care - Provide other assistance to families who do not qualify for vouchers - Provide culturally competent child care centers - Provide centers that are licensed to serve children with disabilities and special health care needs - Provide more geographically diverse child care center locations
Education for child care staff	- Provide more opportunities for people to take child care courses - Offer child care course in home language - Provide high school career days about child care jobs - Increase course offerings at local community college to become qualified child care worker
Information sharing/communication	- Teach parents what quality child care looks like and what they should look for when selecting a center - Provide child care center information to pregnant women - Provide more information on assistance that is available to afford child care - Share information about resources in home languages

Youth Disconnection

There were 40 people organized in multiple groups, including youth participants, who discussed Youth Disconnection: Percent of Youth Not Working and Not in School. Refer to Chart 11 for the youth disconnection data that informed the conversation.

Chart 11: Percent of Frederick County 16 to 24 Year Olds Not Working and Not In School by Race/Ethnicity

	2000	2010	2019
All youth	8%	8%	7%
Black		14%	14%
Latino			8%
People of Color	15%	11%	9%
White	7%	7%	6%

Race/ethnicity groups as provided from data source; blank indicates the racial or ethnic group was not included in the data source. (PolicyLink, 2022)

How are we doing?

The data discussion included that in the most recent year, most groups saw a decline in the percent of disconnected youth except for Black youth who had the same rate as the previous reporting period (14%). Black youth have disconnection experiences that are more than twice the rate of White youth (6%) in the most recent reporting year.

What is the story behind the curve?

Several factors were identified during group discussions as affecting youth disconnection in Frederick County. The themes that emerged were:

- Access and availability of programs/resources that support young people, particularly youth of color
- Addressing basic needs (clothing, food, etc.)
- Programs available may have staff who do not look like the community they serve
- Barriers to employment
- Behavioral health needs
- Community norms and lived experience around engaging with resources/programs
- Impacts of COVID-19
- Lack of supports for youth with disabilities and special healthcare needs
- Language barriers

- Parental involvement and family support
- Reach and breadth of information sharing about resources
- Systemic racism such as underserving communities of color
- Transportation access

Who are partners that can help us?

The partners discussed included local youth programs and nonprofits (particularly behavioral health, afterschool, and workforce programs), government agencies and officials, higher education institutions, the school system, community members, and local businesses.

What works to turn the curve?

In the discussion, participants talked about potential solutions to address inequities and reduce youth disconnection. Table 11 includes the themes that emerged and a sample of associated solutions.

Table 11

What Works Themes and Suggested Solutions	
Theme	**Sample What Works Ideas**
Behavioral health	- Improve access to behavioral health support - Focus on increasing diversity of practitioners who reflect the community they serve
Information sharing/communication	- Share youth success stories - Provide resources in libraries - Increase awareness of opportunities - Provide services and information in home language
Program access and availability	- Offer life skills training (cooking, self-care, etc.) - Provide GED programs - Offer free community college - Review outreach strategies to ensure programs are equitably serving youth - Fund programs in rural communities - Increase afterschool offerings - Provide supports for newcomers
School structure and offerings	- Adjust lunch breaks, start times, and other breaks during the school day - Provide better food during the school day - Increase access to vocational school options - Provide online school options to meet student needs - Provide incentives and financial supports - Offer mentoring opportunities with older students - Provide workforce services and trade education at school that engage local businesses
Transportation	Increase access to transportation including bus routes, cabs, ride sharing
Workforce development	- Focus on building a more diverse workforce - Provide a career training center - Increase opportunities for paid internship and apprenticeships

What Works Themes and Suggested Solutions	
Theme	**Sample What Works Ideas**
	• Increase teacher salaries • Provide specific training related to the job market needs • Offer job placement programs • Increase employment opportunities in skilled trades

Summary

This process surfaced four main areas of focus for the Frederick County LMB: addressing and supporting in the areas of child maltreatment, youth disconnection, child care opportunities, and ALICE households. Although the community conversations were focused on those specific data and issues, there were several common themes that surfaced across indicator conversations.

- Participants discussed the need for geographically dispersed **centralized services and hubs** for families to access supports.
- Additionally, **transportation** access came up as a common thread that often is a barrier for families to access services, employment, child care, school, etc.
- Another common theme was the reach and breadth of **information sharing and communication** about the supports that are available for the community, particularly ensuring that information is shared in the home language of Frederick County families and accessible to newcomers.
- **Behavioral health** was also raised across discussions as a growing need with limited resources.
- Participants commonly discussed **building community** to support one another.
- **Advocacy** around changes to policies and systems that limit opportunities and access for people of color was highlighted throughout.
- **Child care** access, affordability, and availability was lifted up in multiple spaces.
- A final, shared thread was the need to **address barriers to accessing support** such as language, location, eligibility requirements, documentation, and cost.

Limitations

The data discussions during turn the curve are based on visually examining the data. There was no statistical significance testing completed on the data included in this report.

Next Steps

In alignment with the Results-Based Accountability process, the next steps for the Frederick County LMB are to use the information in this report to prepare an action plan for each indicator. The action plan should consider the shared community discussion of root causes along with the solutions presented from groups for what would work to address the issue, particularly targeted solutions to address inequities.

APPENDIX A: REFERENCES

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APPENDIX B: COMMUNITY SURVEY

Frederick County Office for Children and Families Community Survey

We need your help! We want to understand the great things happening for families, children and youth in Frederick County. We also want to know what else is needed to help children, youth, and families who live here. This information will help us better support the community. Your responses will be private. This should take you no more than 10 minutes. Thank you for your help.

1. What are some of the best things in Frederick County for children, youth, and families?

2. The Frederick County Office for Children and Families brings resources to the county to help children, youth and families. The resources touch on eight different results. All results are important, but which _two_ do you think should be the highest priorities for our community right now? Please only pick two.

☐ Babies are Born Healthy	☐ Communities are Safe
☐ Children are Healthy	☐ Families are Economically Stable
☐ Children are Successful in School	☐ Youth Have Opportunities for Employment and Career Readiness
☐ Children Enter School Ready to Learn	☐ Youth Will Complete School

In this next section (pages 1-7), please only answer questions about the two results that you picked in Question 2. For example, if you picked Babies Born Healthy and Children are Healthy, answer the questions about those two results only, then skip to page 7.

Babies Born Healthy

Please only answer questions 3-5 if you picked Babies Born Healthy in Question 2. If you did not pick Babies Born Healthy, please skip to the next section.

3. Which points below would help us understand if babies in our community are born healthy? Please pick up to three.

☐ Babies being born exposed to drugs (substances)	☐ Teens who have babies (teen pregnancy)
☐ Babies who die when they are less than one year old (infant mortality rate)	☐ Very low birthweight babies (3.3 pounds or less)
☐ Health care for women who are having babies (prenatal care in first trimester)	☐ Very low birthweight babies (3.3 pounds or less)
☐ Low birthweight babies (5.5 pounds or less)	☐ Women who are going to have a baby having access to health insurance
☐ I have other ideas: _____	

4. What resources in our area do you know of that help with babies being born healthy? Choose all that apply.

☐ 211 (24-hour Local Resource Directory/Hotline)	☐ Frederick County Health Department – Special Delivery
☐ 988 (Suicide Prevention Hotline)	☐ Frederick County Health Department - Women Infants and Children (WIC)
☐ Asian American Center of Frederick	☐ Frederick County Public Schools Judy Centers
☐ CareNet Crisis Pregnancy Center of Frederick	☐ Frederick Health Birthing Center
☐ Centro Hispano (Women's Group)	☐ Frederick Health Prenatal Center
☐ Childbirth Education classes	☐ Healthy Families Frederick
☐ Doula Services	☐ Planned Parenthood
☐ Family Partnership	☐ Religious Coalition Emergency Family Shelter
☐ Fit4Mom	☐ The Birthing Circle
☐ Frederick County Department of Social Services	☐ I know of other programs: _____

☐ I do not know any of these

5. What else would help babies in the county to be born healthy?

Children are Healthy

Please only answer questions 6-8 if you picked Children are Healthy in Question 2. If you did not pick Children are Healthy, please skip to the next section.

6. Which points below will help us understand if children in our community are healthy? Please pick up to three.

☐ Access to health insurance	☐ Youth attempting to take their own life
☐ Access to healthy food at school and at home	☐ Youth doing enough exercise
☐ Access to ways to get around (transportation)	☐ Youth feeling sad or hopeless (experiencing depression)
☐ Children and youth get their shots on time (immunizations)	☐ Youth having one or more adults they can count on
☐ Children and youth who are obese	☐ Youth using birth control (family planning/contraception)
☐ Children get check-ups each year (wellness exams)	☐ Youth using drugs/substances
☐ Children going to the dentist	☐ Youth vaping (tobacco)
☐ Youth affected by trauma (adverse childhood experiences)	☐ I have other ideas: _____

7. What resources in our area do you know of that help children to be healthy? Choose all that apply. *List continues on next page.*

☐ Bar-T Ranch	☐ Frederick County Transit

☐ Centro Hispano	☐ Frederick County Public Schools Judy Centers
☐ Child Advocacy Center of Frederick County	☐ Frederick County Parks and Recreation
☐ City of Frederick Housing and Human Services (health center, food, housing) previously known as Community Action Agency	☐ Frederick Mental Health Association
☐ City of Frederick Parks and Recreation	☐ Frederick Rescue Mission
☐ City Youth Matrix	☐ Heartly House
☐ Community Food Banks	☐ Housing Authority of the City of Frederick - Family Services
☐ Each 1 Teach 1	☐ I Believe in Me
☐ Frederick Community College	☐ Love for Lochlin Foundation
☐ Frederick County Department of Social Services	☐ Planned Parenthood
☐ Frederick County Health Department	☐ Ride United
☐ Frederick County Health Department - Infants & Toddlers Program	☐ School-Based Health Center at Hillcrest Elementary
☐ Frederick County Health Department - Kids Like Us	☐ Spanish Speaking Community of Maryland
☐ Frederick County Health Department – On the Mark/Adolescent Clubhouse	☐ Supplemental Nutrition Assistance Program (SNAP)
☐ Frederick County Health Department – Pediatric Dental Program	☐ Weekend Backpacks of Food from Blessings in a Backpack
☐ Frederick County Health Department – Safe Kids Frederick County	☐ YMCA (Downtown and Urbana)
☐ Frederick County Health Department - Women Infants Children (WIC)	☐ Youth sports recreation leagues
☐ I do not know any of these	☐ I know of other programs: _____

8. **What else would help children in the county to be healthy?**

Children are Successful in School

Please only answer questions 9-11 if you picked Children are Successful in School in Question 2. If you did not pick Children are Successful in School, please skip to the next section.

9. **Which points below will help us understand if children in our community do well in school? Please pick up to <u>three</u>.**

☐ Access to ways to get around (transportation)	☐ Students know how to work out their problems with other people
☐ Students doing well on state math tests	☐ Students not being hungry at school
☐ Students doing well on state reading tests	☐ Students not missing a lot of time from school
☐ Students feel safe at school	☐ Students with disabilities doing well on state math tests
☐ Students feel supported at school	☐ Students with disabilities doing well on state reading tests
☐ I have other ideas: _____	

10. What resources in our area do you know of that help children do well in school? Choose all that apply.

☐ Boys & Girls Club of Frederick County	☐ I Believe in Me
☐ Centro Hispano	☐ Living Well Youth Works
☐ Children of Incarcerated Parents Partnership (COIPP)	☐ Spanish Speaking Community of Frederick
☐ Frederick County Health Department - On the Mark/Adolescent Clubhouse	☐ Systems Navigation
☐ Frederick County Public Schools	☐ Weekend Backpacks of Food from Blessings in a Backpack
☐ Housing Authority of the City of Frederick - Family Services	☐ YMCA
☐ I do not know any of these	☐ I know of other programs: _____

11. What are other things you think would help children in the county do well in school?

Children Enter School Ready to Learn

Please only answer questions 12-14 if you picked Children Enter School Ready to Learn in Question 2. If you did not pick Children Enter School Ready to Learn, please skip to the next section.

12. Which points below would help us understand if children in our community are ready for kindergarten? Please pick up to three.

☐ Access and availability of child care	☐ Children going to preschool
☐ Children being ready for kindergarten based on the state test	☐ I have other ideas: _____

13. What resources in our area do you know of that help children get ready for kindergarten? Choose all that apply.

☐ Child Care Centers	☐ Frederick County Public Libraries
☐ Child Care Choices	☐ Frederick County Public Schools Judy Centers
☐ Children of Incarcerated Parents Partnership (COIPP)	☐ Healthy Families Frederick
☐ Family Child Care Providers	☐ Housing Authority of the City of Frederick - Family Services
☐ Family Partnership	☐ Frederick County Public School Pre-K Programs
☐ Frederick County Health Department - Infants & Toddlers Program	☐ YMCA Head Start
☐ I do not know any of these	☐ I know of other programs: _____

14. What else would help children in the county get ready for kindergarten?

Communities are Safe

Please only answer questions 15-17 if you picked Communities are Safe in Question 2. If you did not pick Communities are Safe, please skip to the next section.

15. Which points below do you think will help us understand if our communities are safe? Please pick up to <u>three</u>.

☐ Assaults on youth	☐ Intimate partner violence
☐ Child abuse and neglect	☐ Lead poisoning
☐ Children being placed outside of the home (out-of-home placements)	☐ Police conduct/accountability
☐ Crime rate	☐ Youth felony crimes

☐ I have other ideas: _____

16. What resources in our area do you know that help our communities to be safe? Please choose all that apply.

☐ 211	☐ Frederick County State's Attorney
☐ 988	☐ Frederick Police Department Victim Advocates
☐ Be Smart for Kids – Safe Gun Storage	☐ Heartly House
☐ Child Advocacy Center of Frederick County	☐ Local Law Enforcement
☐ Frederick County Department of Juvenile Services	☐ Maryland Legal Aid
☐ Frederick County Department of Social Services	☐ Police Activity League
☐ Frederick County Fire & Rescue	☐ School Resource Officers
☐ Frederick County Health Department	☐ Sheppard Pratt - Mobile Crisis Services team
☐ Frederick County Safe Babies Court Team	☐ Spanish Speaking Community of Maryland
☐ Frederick County Sheriff's Office Victim Advocates	☐ I know of other programs: _____

☐ I do not know any of these

17. What else would help our communities in the county to be safe?

Families are Economically Stable

Please only answer questions 18-20 if you picked Families are Economically Stable in Question 2. If you did not pick Families are Economically Stable, please skip to the next section.

18. Which points below will help us understand if families in our community are economically stable? Please pick up to <u>three</u>.

☐ Access to Medicaid	☐ Families that make enough money to live on
☐ Access to Supplemental Nutrition Assistance Program (SNAP)	☐ Families who are not housed
☐ Access to the internet at home	☐ Housing costs that are too high for people who own their homes
☐ Access to ways to get around (transportation)	☐ Housing costs that are too high for people who rent their homes
☐ Children who are living in poverty	☐ Use of child care scholarships

☐ I have other ideas: _____

19. What resources in our area do you know of that help families with financial needs? Please choose all that apply.

☐ Asian American Center of Frederick - Empower U	☐ Interfaith Housing Alliance
☐ Frederick City Housing and Human Services – rent/utility assistance, food pantry and credit counseling, etc.	☐ Religious Coalition
☐ Frederick County Department of Social Services	☐ Second Chances Garage
☐ Frederick County Housing Department	☐ Seton Center
☐ Housing Authority of the City of Frederick - Family Services	☐ United Way Prosperity Center
☐ I do not know any of these	☐ I know of other programs: _____ _

20. What else would help families in the county with financial needs?

Youth Have Opportunities for Employment and Career Readiness

Please only answer questions 21-23 if you picked Youth Have Opportunities for Employment and Career Readiness in Question 2. If you did not pick Youth Have Opportunities for Employment and Career Readiness, please skip to the next section.

21. Which points below will help us understand if youth in our community are ready for jobs and get jobs? Please pick up to <u>three</u>.

☐ Youth ages 16-24 who are not in school *and* not working	☐ Youth who do not have jobs
☐ Youth job and technology prep	☐ Youth who have jobs
☐ I have other ideas: _____	

22. What resources in our area do you know of that help youth get ready for jobs and get jobs? Choose all that apply.

☐ Family Partnership	☐ Housing Authority of the City of Frederick - Family Services
☐ Frederick County Public Schools Career and Technology Center	☐ Student Homelessness Initiative Partnership (SHIP) - New Horizons Program
☐ Frederick County Workforce Services	☐ I know of other programs: _____
☐ I do not know any of these	

23. What else would help youth in the county get ready for jobs and get jobs?

Please only answer questions 3-5 if you picked Babies Born Healthy in Question 2. If you did not pick Babies Born Healthy, please skip to the next section.

24. Which points below will help us understand if youth in our community finish school? Please pick up to <u>three</u>.

☐ Students graduating high school in 4 years	☐ Young people completing *at least* high school (including GED)
☐ Students with disabilities graduating from high school	☐ Youth who do not have a regular place to sleep and are not able to live with a parent
☐ I have other ideas: _____	

25. What resources in our area do you know of that help youth finish school? Choose all that apply.

☐ Family Partnership	☐ Living Well Youth Works
☐ Frederick County Public Schools	☐ Student Homelessness Initiative Partnership (SHIP) - New Horizons Program
☐ Housing Authority of the City of Frederick - Family Services	☐ Systems Navigation
☐ I Believe in Me	☐ I know of other programs: _____
☐ I do not know any of these	

26. What else would help youth in the county finish school?

27. Which of the following best describes you? Please choose all that apply to you.

☐ Parent or another caregiver/guardian in Frederick County	☐ Program provider/vendor for Frederick County Office for Children and Families
☐ Student or youth in Frederick County	☐ Frederick County Office for Children and Families board member
☐ Resident of Frederick County	☐ Local official
☐ Other (please tell us more): _____	

28. Are you a parent, guardian, or caregiver of children under the age of 24?

☐ Yes	☐ No

29. If you answered yes above, what are the ages of the children for whom you are a parent, guardian, or caregiver?   Please choose all that apply.

☐ 0-2	☐ 5-10	☐ 14-17
☐ 3-4	☐ 11-13	☐ 18-24

30. How do you identify? Please choose all that apply to you.

☐ American Indian or Alaska Native	☐ Hispanic or Latino	☐ Pacific Islander
☐ Asian	☐ Native Hawaiian	☐ White
☐ Black or African American	☐ I would like to write my response: _____	

31. What is your gender?

32. How old are you?

☐ Under 16 years old	☐ 16-24 years old	☐ 25-50 years old	☐ Over 50 years old

33. How long have you lived in Frederick County?

☐ Less than 3 years	☐ 3-5 years	☐ More than 5 years	☐ I do not live in Frederick County

34. Is there anything else you would like to say?

APPENDIX C:

COMMUNITY CONVERSATION LOCATIONS AND DATES

Community Conversation Locations and Dates	
Sponsor/Location	Date/Time
Family Partnership 8420 Gas House Pike Suite EE Frederick, MD 21701	January 17, 2023 1pm-3pm January 18, 2023 1pm-3pm
The Asian American Center of Frederick/Hillcrest Community Center 1150 Orchard Terrace Frederick, MD 21703	January 25, 2023 6:30pm-8:30pm
Student Homelessness Initiative Partnership (SHIP)/Frederick County Public School (FCPS) at Governor Thomas Johnson High School 1501 North Market St. Frederick, MD 21701	January 26, 2023 12pm-4pm
The Brunswick Library 915 N Maple Ave. Brunswick, MD 21716	January 31, 3023 12pm-2pm
Lucas Village Community Room 209 Madison St. Frederick, MD 21701	February 1, 2023 6:30pm-8:30pm
Virtual	February 7, 2023 6pm-8pm
Carver Housing Development Community Room 201 Madison St. Frederick, MD 21701	February 8, 2023 12pm-2pm
Head Start (YMCA) 1000 N. Market St. Frederick, MD 21701	February 10, 2023 9am-11am
Seton Center 226 E. Lincoln Ave. Emmitsburg, MD 21727	February 15, 2023 9:30am-11:30am