Talbot County Community Plan
May 2016

Table of Contents

Talbot County Community Plan

A. Process Overview
Introduction

The Community Plan planning process involved a multi-stage, multi-method approach. The first stage was community input, the second data collection and analysis and finally, the prioritization of needs. The approach was not linear from one stage to the next as there was a lot of looping back to earlier stages as new information was made available or uncovered – it was ever a dynamic process. To ensure scientific validity and community credibility, it was essential that the assessment/planning process be both well designed and public. The planning strategy was based on the following six assumptions and principals:

1. **Build on what you have** – We started with the most recent county needs assessment since those data were not more than a year old. As the process unfolded older data were replaced with newer. This step meant that precious time and money was not spent to duplicate the work done in the last year to produce that document.
2. **Structure the Community Plan around the Child Well-Being Results Areas and indicators.** Additional indicators were added as needed.
3. **Use a four prong data collection strategy.**
   a. Surveys would be used strategically as needed to fill specific knowledge gaps – there would be no expensive time consuming general community survey.
   b. Secondary data would be used if it were current and of high quality.
   c. Qualitative data from key informants and focus groups would be used to clarify and identify specific local data and to provide a background understanding of local conditions and norms.
   d. Extensive use of computer and statistical techniques would be used to develop algorithms as the foundation of objective need prioritization.
4. **The indicators would be mapped to the four strategic goals based on the existing literature** on the subject.
5. **Indicators should be the targets for intervention**
6. **When considering recommendations for intervention, a cost-benefit calculation should guide the decision making process.** The community plan should focus its effort on indicators that are likely to be moved at an acceptable cost.

Specific Tools and Strategies

Prioritization of Need - Analysis and Algorithm development

To provide the Board a mechanism for the prioritization of need an algorithm was developed to take the GOC indicators, weigh and classify them to obtain a "need score" for each of the four strategic goals. The process is described below:

The quantitative data on the OCYF indicators analysis took place in four main steps:

1. Determine the ranking of each county for each of the indicators to determine where each county stood on each outcome indicator for the years 2013 or 2014 in reference to the 24

counties of the state. Data for 2013 was used when 2014 data was not available. Rankings ranged from 1-24 (24 MD counties). These county rankings were converted into quartile rankings to provide another illustration of the current positioning of each county on each indicator.

2. Data was collected for the overall average of each indicator for the State of Maryland and the individual county. For example, the Maryland average for poverty was compared to the county average. In order to provide more depth to the comparison and neutralize minimal differences between the state and county averages, a mid-range was calculated of 10% above and 10% below the state average. A county score that was more than 10% above the state average received a score of 1 as an ***Importance Score.*** A county score that fell between the 20% mid-range received a score of 2. A county score that fell below the mid-range received a score of 3 because the county was outpacing the state average by more than 10%. These importance scores reveal the most serious areas of concern for each indicator and those areas where the county is doing better than the state average.

3. In order to determine how groups of indicators could be factored into the recently developed four state goals for children, a matrix (table 2) was developed to apply applicable indicators to the appropriate goals:

    a. Goal – Reduce the Impact of Parental Incarceration on Children, Families, and Communities.
    b. Goal – Improve Outcomes for Disconnected Youth.
    c. Goal – Reduce Youth Homelessness
    d. Goal – Reduce Childhood Hunger

4. Once the matrix was established, *four algorithms* could be created using the importance score noted earlier to derive an index of effectiveness for each county on each goal. Scores can range from 1 to 3. Scores in 1-1.99 range being the most serious areas of concern and those scores near 3 of lesser concern. This measure might provide insight into where counties might spend available resources.

Survey Data

There were three surveys conducted to expand existing information specific to the Strategic Goals. They include, the Incarcerated Person Survey (AKA the Jail Survey), the FY16 Regional Youth Needs Assessment Survey, and the Parent Focus Group Survey.

The Incarcerated Person Survey or "Jail Survey"

The first was the Incarcerated Person Survey. It is a 17 item instrument developed in collaboration with LMB directors to provide the county with a comprehensive array about inmates in the Detention Center. The survey was available in English and Spanish.

The Jail Survey was immediately seen as a priority in the Community Plan as it permitted the county to have primary information about a very important population for the first strategic

goal.   The 17 item instrument gathered data on 27 variables about the inmate and his/her family and the stressors of incarceration. The instrument provided the county the only primary data about the county's incarcerated population since state level data were not available to us directly. Therefore, the Incarcerated Person Survey was instrumental in many projections related to the county incarcerated population of the incarcerated and the parole and probation population and their families.

Regional Youth Needs Assessment Survey FY 16

To obtain data from adolescent youth in the mid-shore region of Talbot, Caroline and Dorchester area a 15 item youth survey was distributed to gather information on young people up to age 24. The instrument was distributed via Survey Monkey. Participation was voluntary and anonymous. The LMB Director in Talbot County monitored the survey while it was active and then downloaded the findings and distributed the results to each county when the survey period ended. Participants provided input on the problems youth face in their families and communities and issues related to education and employment. Youth were asked to identify strengths in the community and about their future plans related to education, careers, and employment.

Parent Focus Group Survey

The parent survey was constructed using the latest research literature on the topics related to the four strategic goals. The parent survey consisted of 18 items and was administered to the participants of the Parent Focus Groups to gather more discreet information on education level, employment, and family history of high school completion and incarceration. This level of information generally does not emerge during a focus group so the survey was implemented for this purpose. The survey was administered prior to the beginning of each focus group after participants were informed of the purpose of the survey and that participation in the survey was voluntary and anonymous. Participants were handed a paper copy of the instrument and a pen to complete the survey. To compensate them for their time and effort each participant completing a survey received a gift card. Surveys were collected and placed in a large envelope and later the data was entered into SPSS to run frequencies on the variables collected in the 18 item instrument.

Qualitative Data

Qualitative information comes from the mouths of real people from agency directors to penny-less, mentally challenged and addicted citizens. Collected correctly, qualitative data can be the most democratic, inclusive form of data collection of all. Our community planning process permitted a breadth of opinions to be heard formally and informally. Formally, through focus groups and key informant interviews, which were scheduled and notes were taken; or, "informally", where off the record discussions with other people such as detention center inmates and officers voiced their problems and concerns about their communities and family members. Interviews and group discussions are key strategies for any community plan because they allow a variety voices to be heard. Discussion is the mortar that holds the "bricks of facts" together. These sources of data are inherently subjective in their essence, if enough data are collected they create "inter-subjective" evidence of reality. Experiences from people from a

number of perspectives create a reality of its own. Voices of those not publicly heard are important is filling in gaps of information.

Qualitative data from key informants, focus groups and community forums were conducted to clarify and identify specific local data and to provide a background understanding of local conditions and norms. Information was gathered to provide data on the four strategic goal areas identified by Governor Hogan's Children's Cabinet: reduce the impact of parental incarceration on children, families, and communities; improve outcomes for disconnected youth; reduce youth homelessness; and reduce childhood hunger.

Key informant interviews were conducted in person or via telephone depending on the informant's availability to meet. Talbot County Key informants included: Department of Social Services Director; Superintendent of Schools; Pupil Services Supervisor; Hunger Coalition Representative, Multicultural Center Representative; Regional DJS Director and the State DJS Director for Statistics and Analysis; Regional DLLR Workforce Investment Representative; personnel from the county Detention Center and Directors and staff of Healthy Families. Focus groups were conducted with participants of the Healthy Families Program and with Hispanic Youth attending high school. A community forum was held to provide an opportunity for community members to voice their opinions regarding issues in the community and the four strategic goals. Each of the qualitative data collection methods provided an opportunity for the participants to share relevant information on the problems and challenges faced in the county with attention focused on the four goal areas. Opportunities to provide suggestions or helpful solutions were provided in each situation.

B. Governor's Four Strategic Goals- Description, Literature Review and Data

Goal One – To Reduce the Impact of Incarceration on Children, Families, and Communities

- Causal Factors:
    - *Violent Crime Control and Law Enforcement Act of 1994*
    - *"War on Drugs" Policies*
    - *Social Attitudes shaped by the policies above*
    - *Substance Abuse – primarily drugs*
    - *Racial Disparities (Discrimination) in the police and in criminal system*
    - *Low Educational Attainment*
    - *Lack of job skills*
- *Result* - It is estimated that on any given day, approximately 79,000 children in Maryland have a parent under some form of correctional supervision – parole, probation, jail or prison. [1]

What does Research Show about the Impact Incarceration on Children?

The experience depends on diverse factors:
- including the quality of the parent-child relationship prior to incarceration
- the degree of household stability following the incarceration
- the child's age
- development level
- individual personality

Intervening Variables: What are the Variables that connect the fact of Incarceration with Negative Consequences of it?

- Reduced contact between incarcerated person with the family and the community
- Stigma attached incarcerated person and family
- Economic Strain from reduced family income
- Inadequate child care
- Family Instability
- Social Disorganization at the community level

What are the Consequences of Incarceration on Children, Families, and the Community?

Communities with high rates of incarceration have high:
- unemployment
- increased community crime and drug problems
- low incomes
- high rates of public assistance participation
- low educational attainment
- high rates of student drop outs
- lower life expectancy
- Community disorganization – lack of civic engagement

Impact of Incarceration on Families and Children (Number of * Indicate Strength of Impact) [2]

The impact of incarceration on children and families includes
- family instability ***
- reduced household income **
- higher rates of child welfare involvement **
- post-traumatic effects such as hypervigilance *
- caregiver and child feelings of despair and powerlessness**
- poor academic outcomes**
- children being victims of bullying *
- mental health issues/involvement **

Goal 1: Children and Families of the Incarcerated – How many in Talbot County?
392 Estimated number of children with a parent on parole or probation
162 Estimated number of children with a parent in State Prison [3]
62 Estimated number of children with a parent in the County Detention Center [4]
616 Total Estimated number of Talbot County children with a parent incarcerated or on parole number of children (birth-18) with an incarcerated parent

What can be done about it? Types of Interventions
- Community/Macro/Societal Strategies
  - Advocate for policy changes that reduce the rate of incarceration
  - Advocate for policy change recognizing the rights and needs of the children of inmates during and following incarceration
  - Advocate or policy changes related to re-entry following incarceration
- Family/Child Strategies – Preventive
  - Interventions designed to build stronger relations prior to separation – stronger family relationships prior to incarceration the better the outcomes

- Parent focused intervention to help parent to learn how to stay from criminal behavior
- Substance abuse treatment
    - Family/Child Strategies – During Incarceration
        - Visitation child/parent relationship building
        - Child focused intervention to address cope with stigma depression, trauma, anxiety emotional behavioral and substance abuse issues
        - Education/Vocational programs for the inmate to increase marketability
    - Strategies for Re-entry/Reunification
        - First question – is reunification in the best interest of the child?
        - Extended family connections (grandparents in particular) involvement important
        - Mediation – to ease transitions of all forms

Children of Incarcerated Parents: A Bill of Rights – Possible Guiding Principles
1. I have the right to be kept safe and informed at the time of my parent's arrest
2. I have the right to be heard when decisions are made about me
3. I have the right to be considered when decisions are made about my parent
4. I have the right to be well cared for in my parent's absence
5. I have the right to speak with, see and touch my parent
6. I have the right to support as I face my parent's incarceration
7. I have the right not to be judged, blamed or labeled because my parent is incarcerated
8. I have the right to a lifelong relationship with my parent [5]

Goal Two: Improve Outcomes for Disconnected Youth

Disconnected youth are teenagers and young adults who are between the ages of 16 and 24 who are neither working nor in school.

What are the Consequences or Risks of being Disconnected?
- Family poverty
- Family welfare receipt
- Low parent education
- Family instability
- Juvenile justice or child welfare involvement
- Low educational attainment
- Teen parenthood
- Lack of civic and economic engagement young people who leave school and do not become part of the workforce may have difficulty gaining the skills and knowledge needed to attain self-sufficiency and become contributing taxpayers and participants in civic life.

What does the Latest Research show about why Youth are Disconnected?
1. Poverty – 36% from poor family, 26% from family received public assistance
2. Family living arrangements – 28% from single parent families
3. Parental Characteristics – 45% had parents without high school diploma
4. Disability – 34% not working because a disability/illness
5. Family or home care – 26.4% including having a child
6. Could not find work – 36% reported not finding work [6]

Additional Factors/Correlates

Substance abuse
- Low educational attainment in the household
- Lack of family support
- Lack of job skills
- Drop out of school
- Low Motivation
- Have Disability/Illness
- Family commitments

Implications from Data
1. There are at least three groups of Disconnected Youth:
   a. The disabled and ill
   b. Those involved in family caregiving
   c. Those not/or loosely connected to the workforce [7]
2. Different strategies are required to achieve "Improve Outcomes"
   a. LMB's are unlikely to be able to effectively serve ill/disabled
   b. Family caregivers could be assisted with in-home family service programs
   c. The labor-force disconnected - Annie E. Casey Foundation identifies six strategies to Improve Outcomes for this population – (Next slide) [8]

Casey Strategies
1. Re-engage disconnected youth and young adults in education
2. Provide workforce development programs geared to the needs of disconnected youth and young adults
3. Include disconnected youth in economic recovery investment and planning
4. Address impediments to employment
5. Create developmental opportunities that recognize the importance of social networks
6. Aim for comprehensive reform, with a focus on cross-system collaboration

LMB needs to pick strategy – there are many specific programs for each strategy

How many Disconnected Youth are there in Talbot County?
Disconnected youth are teenagers and young adults who are between the ages of 16 and 24 who are neither working nor in school

How many are there:
> 587 or 17% of the county population 16-24– Estimated by American Opportunity Index (AOI) [9]
> 324 or 9.5% Calculated for this study using our assumptions and processes [10]
> 255 or 7.5 US Congressional Research Service [11]

We found weak support or justification for the 17% of the AOI calculation and they failed to explain their methodology for that statistic so we do not feel comfortable with figure of 587. The 9.5% rate is in the middle of the range of estimates; therefore, the 324 figure is a good estimate to use when calculating Disconnected Youth in Talbot County.

Goal 3: Reduce Childhood Hunger or Food Insecurity

- In 2008, the Governor's Office for Children and a national non-profit, Share Our Strength, launched the *Partnership to End Childhood Hunger in Maryland* in an effort to connect more eligible children and families to federal nutrition programs. [12]
- Food-insecure children show smaller gains school performance.
- In school year 2014-2015, the number of Maryland public school students eligible for free and reduced-price meals increased by 39%, with more than 45% of the student population now below the income threshold necessary to receive a free or reduced-price meal at school. [13]

Primary and Secondary Causes of Food Insecurity
- Poverty is the *prima-facie* primary cause of hunger
- Secondary causes have to do with the ineffective interventions to ameliorate hunger, (for example, eligible individuals not applying for SNAP benefits)
  - Individuals may not be aware of programs
  - Individuals may not want to register for programs because of pride or values
  - Individuals may use benefits for other or illegal purposes thus do not benefit from the program as intended. For example, people selling SNAP benefits to buy drugs thus not having the intended food for their children

Strategies to Reduce Food Insecurity
- Technical Assistance: Help families navigate the barriers with the federal child nutrition programs and develop solutions that enable them participate
- Direct Outreach: Develop direct outreach to communities to increase awareness of the availability of child nutrition programs
- Education: Group informational sessions about:
  Child nutrition programs including eligibility
  Smart shopping – how to "coupon" more effectually to save on food cost
  Smart cooking – introduce different cooking techniques to use food more efficiently
  Grow It – how to grow food different or unusual ways and places
- Advocate for SNAP Reform – At every public forum where food insecurity was discussed there was uniform agreement by the participants that there is considerable fraud in the SNAP program in their communities as participants were selling their benefits at a discount to drugs dealers because of the ease that this can be done leaving children without the food the benefits were supposed to purchase. Suggested reform was to tighten up on identification requirements for recipients. [14]

How many Food Insecure Children are there in Talbot County?

Food Insecure in Caroline County Birth - 18

1,247--Using Maryland Hunger Solutions 16%per youth population of birth to 18 [15]
3,273--Using FARMS eligibility criteria of 100% FPL (free up to 186% reduced) [16]
1,621– Using Feeding America methodology – most conservative estimate [17]

Therefore the most reasonable estimate is between 1,247 – 3,273 the large range in this estimate is due very different assumptions, methodologies and standards of the organizations making the projections.

Goal 4: Reduce Child Homelessness

Data from the Maryland State Department of Education shows that childhood homelessness has increased by more than three-quarters (80%) since School Years 2007-2008. [18]

This vulnerable population is likely to:
- become disconnected and socially disengaged
- be at risk of physical and sexual abuse
- report higher rates of mental, behavioral, and physical health issues than their peers

Impact of Homelessness of Youth

- Food Insecurity – 60% inadequate food intake
- Health Issues – Overweight (45%), poor health, STD's
- Mental Health/Substance abuse over – Experienced by over 80%
- Exposure to Violence – Over 30% experience PTSD
- Education – experience high degree of absenteeism/dropouts
- Juvenile Delinquency/Crime – high probability of being involved in or be a victim of crime [19]

Primary and Secondary Causes of Child Homelessness
- As with hunger poverty is the is the *prima-facie* primary cause of childhood homelessness
- Secondary causes include:
  - Housing affordability
    - Talbot County Section 8 waiting list is closed
    - 53.3% of all county renters are "overburdened" (pay over 30% of income for rent
    - 93.23% of families have income outside the "workforce band" thus qualify for federal home rental assistance
    - Thus it is clear that county housing is unaffordable for many county families
  - Violence at home – among runaways 80% had experienced domestic violence
  - Behavior health – Substance abuse and depression
  - Lack of Positive Social Support – poor family relationships – lack of acceptance of differences including sexual orientation or expression
  - Experience with child welfare – 15% to 50% of former foster care youth spend some time as homelessness [20]

How Many Homeless Youth are there in Talbot County?

This is a very difficult population to estimate given that the two most widely accepted definitions, McKinney-Vento and HUD differ in the conceptions of homelessness. By examining the literature LEA and homeless rates for rural areas appears to be the best methods to measure this variable.

How many homeless children (birth-24) are there in Talbot County?
241 – Using LEA homeless estimates (.024 of the 0-24 population) [21] homeless
138 – Using National Alliance to End Homelessness Geography of Homelessness Report Average (.014 of 0-24 population) [22]

Strategies to Reduce Youth Homelessness
- Increase funding for transitional and independent living programs]
- Provide educational services to facilitate high school completion for unaccompanied youth who dropped out of high school
- Increase school-based and community-based health and mental health services, including assessment and screening for homeless children and youth
- Provide vocational training and employment services for unaccompanied youth
- Target and increase programs that better identify and serve children living in homeless families and unaccompanied youth with developmental delays or at-risk developmental delays and disabilities. [23]

Sources and Notes for Section B Governor's Four Strategic Goals

1. GOC estimated 71,805 children have a parent under state criminal supervision excluding local jails or Federal Prisons. Current needs assessment of three local jails found that the local jail population had a rate of about 10% of the number of children as those under state supervision so it is estimated that the total number of children with a parent under criminal supervision in the State of Maryland is 71,805+ 7,181 or 78, 986 or approximately 79,000.
2. Subjective numbering derived from the number of times the item was mentioned in literature review.
3. GOC estimate and Maryland Department of Public Safely and Correctional Services: Governor's Office for Chlidren. (2014). Jurisdictional Data. Retrieved from https://goc.maryland.gov/jurisdictionaldata/
Maryland Department of Public Safety and Correctional Services. (n.d.). Retrieved from http://www.dpscs.maryland.gov/publicinfo/pdfs/stats/final/stats.shtml
4. Detention Center Survey (February 2016)
5. San Francisco Children of Incarcerated Parents Partnership: Sullivan, M., Krupat, T., & Michalsen, V. (2010). Children of Incarcerated Parents: A Bill of Rights. Retrieved from http://sfonline.barnard.edu/children/sfcipp_01.htm
6. Congressional Research Service – 2015: Fernandes-Alcantara, A. L. (2015). *Disconnected Youth: A Look at 16 to 24 Year Olds Who are not Working or in School* (pp. 1-37, Rep. No. R40535). MD: Congressional Research Service.
7. Congressional Research Service: Fernandes-Alcantara, A. L. (2015). *Disconnected Youth: A Look at 16 to 24 Year Olds Who are not Working or in School* (pp. 1-37, Rep. No. R40535). MD: Congressional Research Service.
8. Annie E. Casey Foundation: Annie E. Casey Foundation. (2009). *KIDS COUNT Indicator Brief: Reducing the Number of Disconnected Youth* (Rep.). Baltimore, MD
9. Estimated by American Opportunity Index (AOI), provided by GOC: Governor's Office for Children. (2014). Jurisdictional Data. Retrieved from https://goc.maryland.gov/jurisdictionaldata/
10. From algorithms using education and unemployment data
11. Congressional Research Service: Fernandes-Alcantara, A. L. (2015). *Disconnected Youth: A Look at 16 to 24 Year Olds Who are not Working or in School* (pp. 1-37, Rep. No. R40535). MD: Congressional Research Service.

12. Partnership to End Childhood Hunger in Maryland:
    Johnston, R. K. (2011). The Partnership to End Childhood Hunger in Maryland.
        Retrieved from kennedykrieger.org/community/maryland-center-developmental-
        disabilities/newsletter2011-issue-three/Partnership-end-hunger-
        maryland#.VzYanCk0POg.email
13. Governor's Office for Children:
    Governor's Office for Children. (2014). Childhood Hunger. Retrieved from
        http://goc.maryland.gov/childhood-hunger/
14. Maryland Hunger Solutions. (n.d.). Hunger in Maryland. Retrieved from
        http://mdhungersolutions.org/hunger_in_maryland.shtm
15. Maryland Hunger Solutions. (n.d.). Food Insecurity and Food Hardship. Retrieved
        from http://www.mdhungersolutions.org/food_insec_food_hardship.shtm
16. Maryland State Department of Education. (n.d.). Free and Reduced-Price Meal Data.
        Retrieved from
        http://www.marylandpublicschools.org/msde/programs/schoolnutrition/docs/Free
        and Reduced-Price Meal Data.html
17. Feeding America. (2016). Food Insecurity in The United States. Retrieved from
        http://map.feedingamerica.org/county/2014/overall
18. Governor's Office for Children. (2014). Youth Homelessness. Retrieved from
        http://goc.maryland.gov/homelessness/
19. Aratani, Y. (2009). *Homeless Children and Youth* (pp. 1-9, Issue brief). National
        Center for Children in Poverty. Retrieved from
        http://nccp.org/publications/pub_888.html
20. Aratani, Y. (2009). *Homeless Children and Youth* (pp. 1-9, Issue brief). National
        Center for Children in Poverty. Retrieved from
        http://nccp.org/publications/pdf/text_888.pdf
21. Data provided by the Maryland State Department of Education; Enrollment numbers
        from 2013 Maryland Report Card; Percentages calculated:2015
    Maryland Report Card. (2016, January 22). Retrieved from
        http://reportcard.msde.maryland.gov/
22. National Alliance to End Homelessness. (2009, July 13). Geography of
        Homelessness, Part 1: Defining the Spectrum. Retrieved from
        http://www.endhomelessness.org/library/entry/geography-of-homelessness-part-
        1-defining-the-spectrum
23. *Promising Strategies to End Youth Homelessness* (pp. 1-91, Rep.). (n.d.). U.S.
        Department of Health and Human Services.

C. Qualitative Data From Community Forums, Key Informants Interviews and Focus Groups

The following sources were used to gather the information presented in the qualitative analysis:

- Talbot County DSS Director
- Talbot County Superintendent of Schools
- Talbot County Pupil Services Supervisor

- Talbot Hunger Coalition Representative
- Multicultural Center Representative
- Regional DJS Director and the State DJS Director for Statistics and Analysis
- Regional DLLR Workforce Investment Representative
- Maryland Department of Public Safety & Correctional Services- Community Supervision (Formerly known as Parole and Probation)
- Personnel from County Detention Center
- Directors and staff of Healthy Families
- Community Forum- Talbot Board of Education
- Healthy Families Focus Group
- Easton High School Hispanic Youth Group

Goal: Reduce the Impact of Parental Incarceration on Children, Families, and Communities

Problems related to goal area

- All key informants and groups saw the illegal use of drugs and alcohol among youth as a major problem and growing concern.
- Children of incarcerated parents act out in school and the community.
- Children of incarcerated parents many times blame themselves for the parent's incarceration which could lead to depression.
- Often children of incarcerated parents experience being stigmatized in school and in the community which could lead to isolation and or fighting or other unhealthy coping behaviors such as substance abuse.
- The households of children of incarcerated parents often experience financial strain due to the income loss of the incarcerated parent to the family.
- In the Hispanic community adult arrests are frequently due to alcohol related fights or sex crimes that occur due to crowded living arrangements with three or four families sharing a two or three bedroom apartment.

Community Resources or Strengths Related to Goal Area

- Among the mid-shore counties, Talbot County has the greatest number of treatment resources then its surrounding neighbors. The resource mapping identified 26 providers that provided substance treatment as a major part of their services.
- There are individuals and groups in the county interested in improving the circumstances for families with an incarcerated adult
- The Hispanic community in Talbot County relative to surrounding counties have more resources for Hispanic children including multilingual teachers and tutors.
- Among the mid-shore counties, Talbot County has the greatest number of treatment resources then its surrounding neighbors. The resource mapping identified 26 providers that provided substance treatment as a major part of their services

Goal: Improve Outcomes for Disconnected Youth

Problems related to goal area

- All key informants and groups saw the illegal use of drugs and alcohol among youth as a major problem and growing concern.
- Disconnectedness is the end of a long process that frequently begins in the early school years.
- Parents do not value education-which is a high predictor of youth disconnectedness
- Mental health issues, especially with accompanied by addiction problems have a major influence in children becoming disconnected from school.
- Children with learning or physical disabilities have a higher probability of becoming disconnected from school and workplace.
- Community norms that do not support education are contributing factors to children being alienated from school.
- Becoming pregnant while still in school increases the probability of becoming disconnected and dropping out.
- Students whom are pregnant frequently become a target for stigmatization and bullying.
- The absence of affordable daycare makes it hard for young mothers to complete their education and find employment
- Student obligations to help family members who are ill or dependent is associated with the student dropping out and becoming disconnected.
- Habitual truancy may lead to becoming disconnected
- Language barriers which hinder Hispanic students in school which may lead to frustration and disconnectedness
- Another barrier for Hispanic youth is the expectation of afterschool employment to help support their families, leaving little or no time for homework and afterschool activities.
- Many students show little interest in vocational related coursework so the skills and knowledge they have do not match available jobs
- For a number of youth motivation to complete school is a challenge
- Support and services are frequently tied to school attendance, therefore students whom have dropped out of school cannot find help readily available
- For students whom do complete high school, completing their education is hindered by the cost of college, even a community college.
- DLLR has very limited funding for the size of the problem. Females are much more likely to participate in DLLR programs than males.

Community Resources or Strengths

- Alternative Learning School allows youth to make up credits to continue their formal education
- Drop-out rates have gone down perhaps due to comprehensive high school retention program.

- Many Hispanic families demonstrate determination for their children to be successful in school.
- The Department of Social Services is a partner in the Thrive@25 initiative led by the Institute for Innovation and Implementation at the University of Maryland School of Social Work for supporting youth aging out of foster care.
- The after school programs for Hispanic youth help them to achieve academic success which leads to motivation to stay in school and to consider appropriate post high school education opportunities like college or vocational training.
- Among the mid-shore counties, Talbot County has the greatest number of treatment resources then its surrounding neighbors. The resource mapping identified 26 providers that provided substance treatment as a major part of their services.

Goal: Reduce Youth Homelessness

Problems related to goal area

- All key informants and groups saw the illegal use of drugs and alcohol among youth as a major problem and growing concern.
- Lack of Affordable housing –because of the widespread affluence in the county the rents are high for low income people
- Youth homeless are grossly under-counted because many homeless are not visible because they are in temporary or illegal housing situations. For example, many families living in a single family housing unit.
- Particularly vulnerable are large families due to the scarcity of affordable multi-bedroom housing
- LGBTQ youth are a growing sub-population whom frequently find themselves homeless because of family rejection.
- Couch surfing masks the number of youth who do not have a stable living situation
- Youth homelessness is most pressing in the Easton area due to the influx of poor families into that area.

Community Resources or Strengths

- Coalition has two homeless shelters
- The Department of Social Services is a partner in the Thrive@25 initiative led by the Institute for Innovation & Implementation at the University of Maryland School of Social Work supports youth who are aging out of foster care.
- Among the mid-shore counties, Talbot County has the greatest number of treatment resources then its surrounding neighbors. The resource mapping identified 26 providers that provided substance treatment as a major part of their services.

Goal: Reduce Childhood Hunger

Problems related to goal area

- All key informants and groups saw the illegal use of drugs and alcohol among youth as a major problem and growing concern.
- SNAP fraud, in particular the selling of access to the benefits for the purpose of purchasing drugs, has a direct impact to the children it was designed to help.
- When school is not in session children do not have access to school-based meals unless volunteers provide them with food packs.
- Many families have not been provided training on cooking techniques to maximize food availability and nutrition.
- Many families do not know the most effective strategies for stretching their food budgets, including coupons.
- Childhood obesity was mentioned as a concern however the data identified the county percentage as about the same as the state average.

Community Resources or Strengths

- Many food pantries in area
- The Talbot Hunger Coalition provides the organization of food pantries in the county, and advocates for food insecure families.
- The Hispanic community due to its culture and history has the knowledge and skills to maximize the available food in their households.
- Among the mid-shore counties, Talbot County has the greatest number of treatment resources then its surrounding neighbors. The resource mapping identified 26 providers that provided substance treatment as a major part of their services.

Additional Information

Many current governmental and private providers expressed unhappiness with the governor's emphasis on the strategic goals because this prevents the local communities from addressing the priorities that they have previously identified. In addition the governor's strategic goals cut across existing program providers and programs in ways that make it difficult to develop effective strategies.

Community Forum prioritized the goal areas of hunger, disconnected youth, and homelessness as the three main problems facing Talbot County.

D. Indicator Analysis-Summation of Algorithm Analysis
  *For a Full Presentation of the Data Contact Jan Willis, Talbot County LMB Director
  for the Interactive Files
  DATA

Indicator	MD Average	Year	Mid-Range	County Average	Year	Importance Score	County Ranking	Quartile Rank	Source
Births to Adolescents -15-17 -18-19 -15-19	 9.1 31.8 17.8	 2013 2014 2014	 19.58-16.02	 9.9 36.1 15.3	 2013 2014 2014	3	 13 18 13	 2 3 2	MD Gov Office for Children
Obesity	28	2014	30.8-25.2	27	2014	2	4	1	County Health Rankings
Substance Use	14.1	2014	15.84-12.96	16.08	2014	1			TRBS
Alcohol use in the past 30 days	26.1	2014		27.2	2014		8	2	
Tobacco use in the past 30 days	8.7	2014		14.7	2014		13	3	
Heroin use ever in life	4.2	2014		6.3	2014		19	4	
Prescription Drug Use in the past 30 days	14.2	2014		14.2	2014		5	1	
Marijuana use in the past 30 days	18.8	2014		18	2014		6	1	
Kindergarten Assessment – Composite	83	2014	91.3-74.7	72	2014	1	23	4	MD Gov Office for Children
Truancy	10.3	2014	11.33-9.27	8.28	2014	3	12	2	MD Gov Office for Children
Bullying and Harassment	45.87	2014	50.46-41.28	79	2014	1	8	2	MD Gov Office for Children
High School Dropout	2.9	2014	3.19-2.61	2.6	2014	3	16	3	MSDE Report Card
High School Completion – No Diploma	11.3	2014	12.43-10.17	11	2014	2	13	2	Statistical Atlas
Juvenile Violent / Nonviolent Felonies	405.5 per 10K	2014	466.05-364.95	409 per 10K	2014	2	15	3	Kids Count
Graduation Rates	86.4	2014	95.04-77.76	91.8	2014	2	7	2	Kids Count
Child Maltreatment	9.9 per 1K	2014	10.89-8.91	13.1 per 1K	2014	1	13	2	MD Gov Office for Children

Juvenile Recidivism	45.8	2014	50.38-41.22	33.3	2014	3	5	2	MD Gov Office for Children
Crime	4.7 per 1K	2013	5.17-4.23	1.9 per 1K	2013	3	3	1	MD Gov Office for Children
Child Poverty	13.8	2014	15.18-12.42	17.9	2014	1	14	2	MD Gov Office for Children
Hunger / Rood Insecurity	19.1	2013	21.01-17.19	20.8	2013	2	10	2	Feeding America
Hunger / FARMS	45	2014	49.5-40.5	42	2014	2	11	2	Kids Count
Out of Home Placement	9.9 per 1K	2014	10.89-8.91	7.3 per 1K	2014	3	8	2	MD Gov Office for Children
Homelessness	2	2014	2.2-1.8	2.7	2014	1	14	3	YRBS
SNAP Participation	18.8	2014	20.68-16.92	16	2014	3	11	2	Kids Count
Work Force – Single Fathers	92.3	2014	101.53-83.07	99.2	2014	2	4	1	Kids Count
Work Force – Single Mothers	82.2	2014	90.42-73.98	86.6	2014	2	5	1	Kids Count
4 year cohort dropout rate	8.4	2014	9.24-7.56	6.8	2014	1	10	2	Kids Count

State of MD Goals

Incarcerated Parents	1.429
Disconnected Youth	1.889
Homeless Youth	2.000
Youth Hunger	1.875

DEFINITIONS OF TERMS

This is a table of variance of county performance on the on the indicators of child wellbeing from the State mean on each indicator. Indicators relate to the eight Results for child wellbeing established by the Maryland Children's Cabinet. Details on Results and Indicators can be found at: https://goc.maryland.gov/wp-content/uploads/sites/8/2014/10/Results-and-Indicators-Revised-Final-Version-1-5.pdf

Project researchers added additional indicators based on a review of the related literature.

A.   Indicators- See Results Table column 1.

B.   MD- 2013 in % - In most cases the most recent data available from the state was for 2013. Values are expressed as numbers, but in fact are percentages represented in 2013 state data unless otherwise specified to the right of a value with a later or earlier date.

C.   Mid-Range – The Mid-range represents values that are 10% above and 10% below the state mean on each indicator. Researchers established the mid-range to get a better sense for the extent of deviation of the county mean from the state mean. The intent was to neutralize small

deviations thereby establishing a "neutral category" (2) between the most serious areas of concern (1) and the indicators where the county was performing above the state mean (3).

D.   Year - In most cases the most recent data available from the county was for 2014. Values are expressed as numbers, but in fact are percentages. If 2014 data was not available, data from 2013 was used.

E.   Importance score – This is referenced in the definition of the Mid-Range described above. Researchers established three categories using the mid-range as the neural range. The Importance Score should be interpreted as follows:

  a.   Critical importance value of 1. Indicators with this score have values that are 10% above the state mean on an indicator. Counties should look at these with concern.

  b.   Critical importance value of 2. Indicators with this score have a county indicator percentage that is 10% above or 10% below the state mean. County data on these indicators should be viewed as similar to the state mean on the indicator, assuming a margin of possible error of 10%.

  c.   Critical importance has a value of 3. . Indicators with this score have values that are 10% below the state mean on an indicator. Counties should look at these with less concern, since the county is performing above the mean on these indicators.

F.   County Ranking. The country ranking value indicators illustrates how a county compares to the 24 Maryland counties on the specific indicator. Note that in some cases the desired outcome is a lower score than the state and in some cases the desired outcome is to higher than the state. Those indicators where desired outcome is to be higher than the state an * appears to the right of the ranking.

G.   Quartile Ranking. This value is based on the County Ranking. It divides the ranking on the given indicator in one of four quartiles giving another comparative view of the relative position of the county to other counties.

H.   State of Maryland Goals – These goals are the four goals established by the Governor's Office for Children (GOC). The GOC has established four goals:

  a.   Children and Families Effected by Incarceration
  b.   Disconnected Youth
  c.   Youth Homelessness
  d.   Childhood Hunger

Project researchers attempted to bring together the progress made by counties on the indicators and reflect this progress in the GOC goals. Table 2 shows how researchers grouped indictors which related to a goal. The Importance Scores for each indicator was then used to calculate a goal score by creating an algorithm consisting of the indicator scores divided by the number of scores applying to each goal. For example, the Goal 1 score was arrived at by adding the 6 indicator scores relating to Goal 1 and dividing by 6. This yields a score from 1 to 3.

The resulting goal score provides an indication of how well the county scores on each goal.

I.   Source – The source is the source used to gather the data.

GOALS AND INDICATORS

Goal 1 Reduce the Impact of Parental Incarceration on Children, Families, and Communities	Goal 2 Improve Outcomes for Disconnected Youth	Goal 3 Reduce Youth Homelessness	Goal 4 Reduce Childhood Hunger
Poverty	Poverty	Poverty	Poverty
Substance Abuse/ mean of 5 indicators	Substance Abuse/ mean of 5 indicators	Substance Abuse/ mean of 5 indicators	Substance Abuse/ mean of 5 indicators
Crime	Crime	Crime	Obesity
Educational Attainment / Less than high school Diploma	Educational Attainment / Less than high school Diploma	4 year cohort dropout rate	Homelessness
Births to Adolescents/ 15-19	Births to Adolescents/ 15-19	Homelessness	FARMS
4 year cohort dropout rate	Bullying and Harassment	Child Maltreatment	SNAP
Workforce involvement/Single Fathers	Juvenile Felony Offenses	Truancy	Food Insecurity
	Out of Home Placements	Out of Home Placements	Births to Adolescents/ 15-19
	4 year cohort dropout rate	Births to Adolescents/ 15-19	

E. Resource Mapping

Resource Mapping and Gap Analysis

Basic Assumptions:

- The LMB boards are the local experts on county service delivery since many of its members are service providers, administrators or consumer knowledgeable.
- Though each board member is subjective in her/his opinion, collectively their consensus opinions represent an intersubjective objectivity.
- Like everything else in the need's assessment, the mapping and resource strength and gaps was done at the indicator level not program or strategic level to maintain that consistency across the study.

Process:

- To map the indicators to the currently available services the Talbot County Board was requested to identify every county provider of human/social services, then rate each one on their service provision to each of the Child Well-being indicators on a five point scale where 1 indicated a very low involvement with that indicator, to 5 which meant that the organization had expertise in the area of the indicator. This array of data was crossed the

Child Well-being Indicators to existing service providers thus providing a map of providers to indicators.

- The second step was to identify strength and gaps in the service system. This was done by using service capacity as a measure of resource capacity by indexing the indicators by service providers. Each indicator had a value based on their "badness" or "level of concern" ranking derived from the algorithm process described earlier. The next step was to cross the number of providers at each of the five levels of service adequacy to provide the Board an intuitive visual ranking of problem indicator areas crossed with available resources to quickly identify gaps in service capacity. A score of a 4 or 5 was operationally defined as an agency with a primary focus on the indicator area where a 3 or less was interrupted as an ancillary provider. For example; the indicator *Juvenile Felony* was determined to be an important indicator for disconnected youth, thus a priority concern because juvenile criminal behavior is known as a harbinger social disconnectedness. Therefore, it is an indicator that the Board should critically scrutinize. A quick analysis of the resource grid points out that there are apparently only four organizations identified as primary providers serving this population while there are 31 ancillary providers – this gap between an important indicator and focused service providers indicates that this is an area for of possible strengthening – perhaps moving providers to focus more attention the level on services to juveniles with behavior problems.

Outcome:

Though the final decisions about what constitutes need is a decision of the Board, a perusal of the data displayed on the Resource Mapping grid the following items deserve particular attention.

- **Indicator 8, Substance Abuse** has 30 providers offering marginal attention to the problem of substance abuse and 26 offering primary attention to the indicator. This points out an area where a deeper analysis of the adequacy of services in the area could use additional attention.
- **Indicator 15 High School Dropout** is clearly an indicated area for special attention as 21 agencies offer related services with only 6 focusing special attention. Of course many people might say that is a school system issue but the literature notes it is a community-wide challenge
- **Indicator 23 Crime** is another area where conventional wisdom might be that it is a law enforcement problem like **Indicator 24 Poverty** does not belong to one or two service areas but are community problems.
- **Indicator 29 Smoking** is an important indicator to all four goal areas yet only 4 providers were indicated as a primary service provider so this is clearly an indicator that needs more attention because of its pivotal position.
- **Indicators 35 – 38** were added to the model after the mapping was completed

Talbot County Indicator List for Resource Mapping

1 = Infant Mortality
2 = Low Birth Weight
3 = Health Insurance Coverage
4 = Immunizations
5 = Deaths
6 = Obesity
7 = Hospitalizations
8 = Substance Use
9 = Kindergarten Readiness
10 = Academic Performance
11 = High School Assessment
12 = Alternative MD Assessment
13 = Truancy
14 = Bullying
15 = High School Drop Out
16 = High School Completion
17 = Completion with Disabilities
18 = Educational Attainment
19 = Youth Employment
20 = Child Maltreatment
21 = Juvenile Felony
22 = Juvenile Recidivism
23 = Crime
24 = Child Poverty
25 = Hunger
26 = Out of Home Placements
27 = Homelessness
28 = Mental Health
29 = Smoking
30 = Lack of Job Skills
31 = Low Household Education
32 = Child Behaviors
33 = Domestic Violence
34 = Lack of Affordable Housing
35 = Births to Adolescents
36 = Workforce Involvement/ Single Fathers
37 = SNAP
38 = FARMS

F. Census Block Group Maps:

Map 1: Block Group Map

Map 2: Poverty

Map 3: Extreme Poverty

Map 4: Public Assistance

Map 5: Race-Non-White

Map 6: Race-White

Block Groups on Maryland's Eastern Shore, 2010
Caroline, Dorchester, Somerset, and Talbot Counties
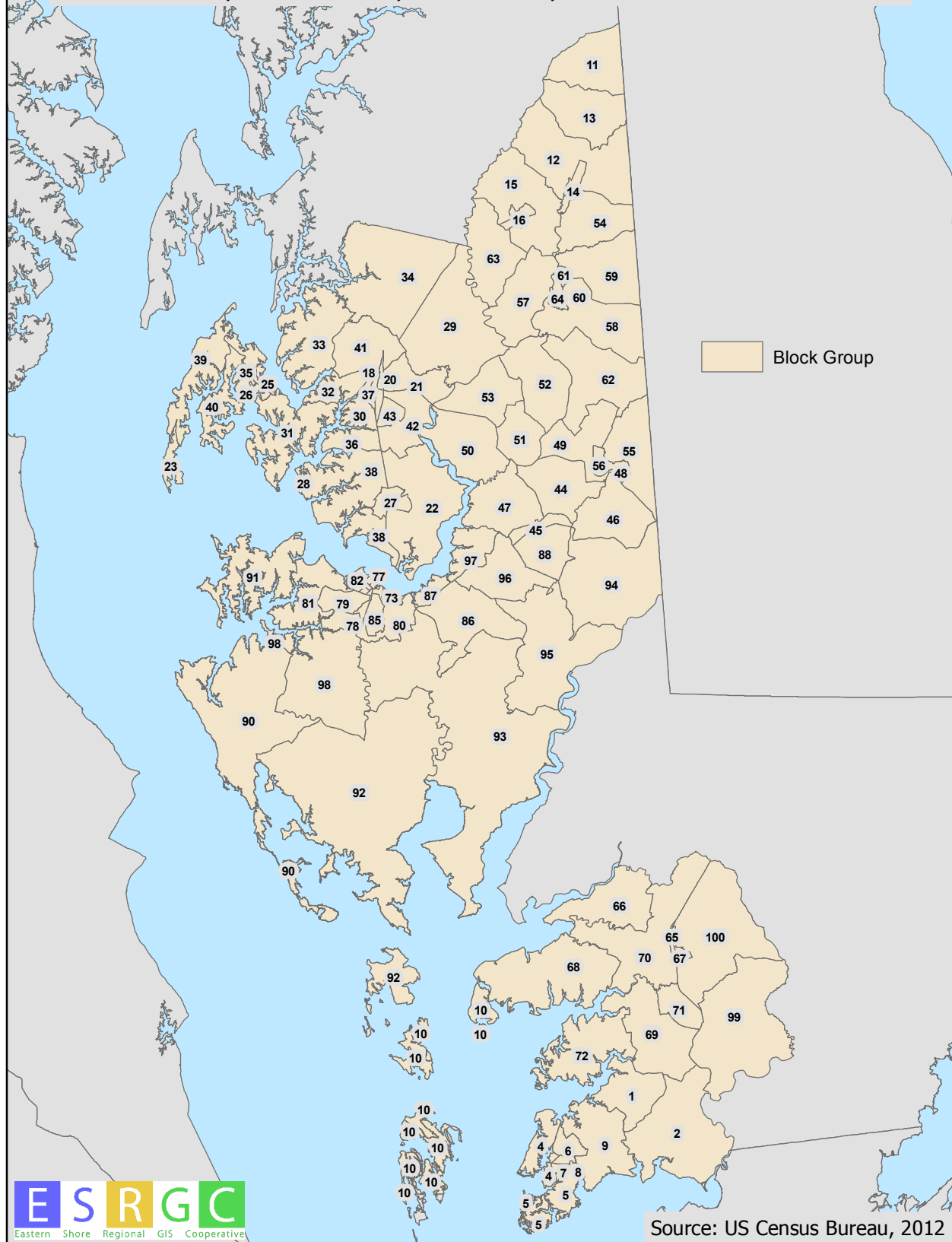
11

13

12

15   14

16   54

63

34   61   59
57   64 60

29   58

33   41

39   62
35 25
26
40   18 20
32 37 21   53   52

30
43 42
31   51   49   55
36   50   56 48

23   44
28   38   46
27   22   47

38   45
88
97
96   94
91   82 77
81 79 73 87
78 85 80   86
98   95

98   93

90

92

66

65   100
68   70
67

10   71   99
10   69

92   72

10   1

10   2

10
10   4 6 9
10   4 7 8
10 10
10   5 5
10   5

Block Group

Source: US Census Bureau, 2012

E S R G C
Eastern Shore Regional GIS Cooperative

Poverty on Maryland's Eastern Shore, 2010
Caroline, Dorchester, Somerset, and Talbot Counties

Denton

Easton

Federalsburg

Cambridge

Princess Anne

% Below Poverty Level

- 0.0% - 3.5%
- 3.6% - 6.3%
- 6.4% - 10.1%
- 10.2% - 17.1%
- 17.2% - 33.5%

ESRGC
Eastern Shore Regional GIS Cooperative

Source: US Census Bureau, 2012
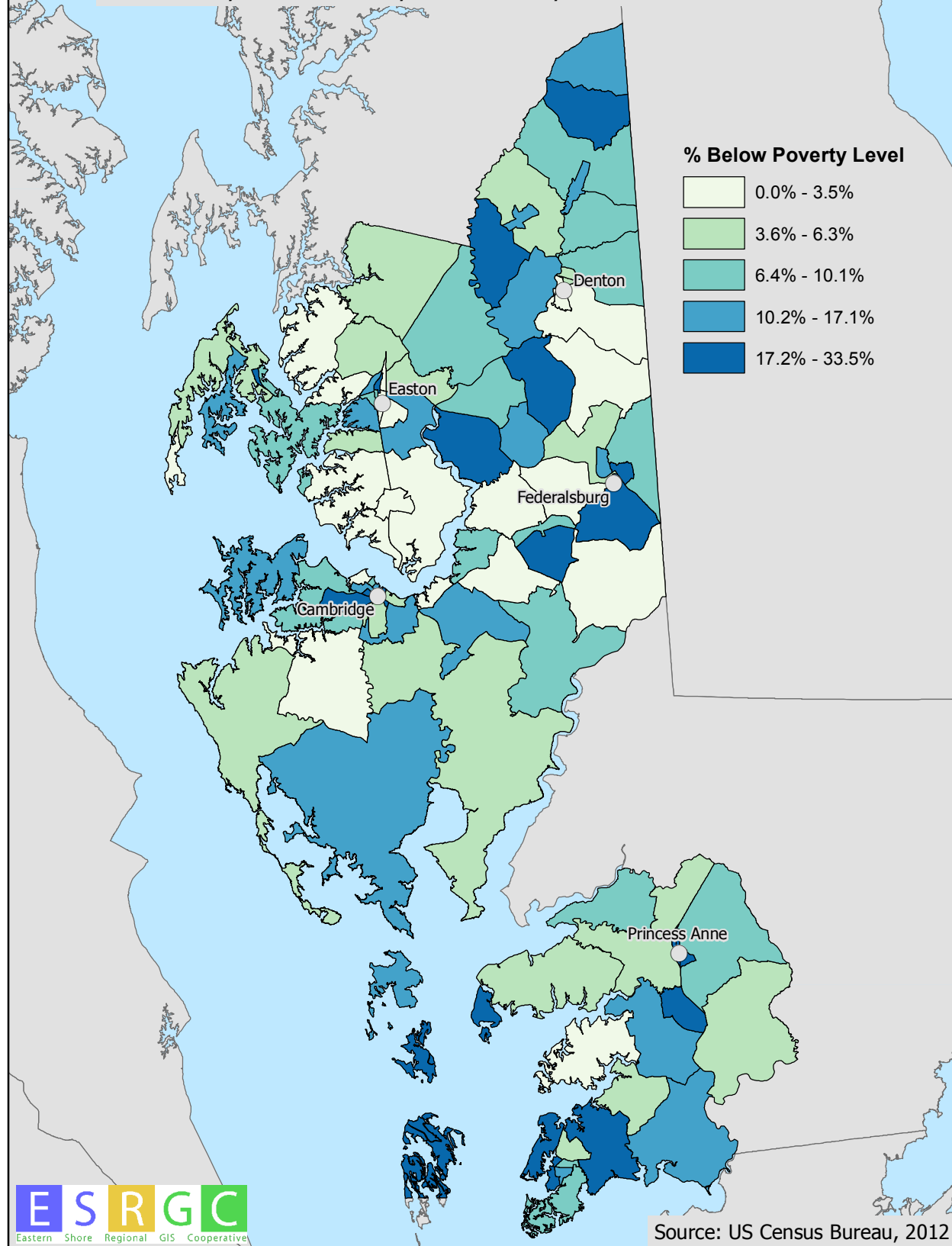
Extreme Poverty on Maryland's Eastern Shore, 2010
Caroline, Dorchester, Somerset, and Talbot Counties

% Below Half of Poverty Level

- 0.0% - 1.5%
- 1.6% - 3.3%
- 3.4% - 5.5%
- 5.6% - 11.7%
- 11.8% - 28.5%

Denton

Easton

Federalsburg

Cambridge

Princess Anne

ESRGC
Eastern Shore Regional GIS Cooperative

Source: US Census Bureau, 2012
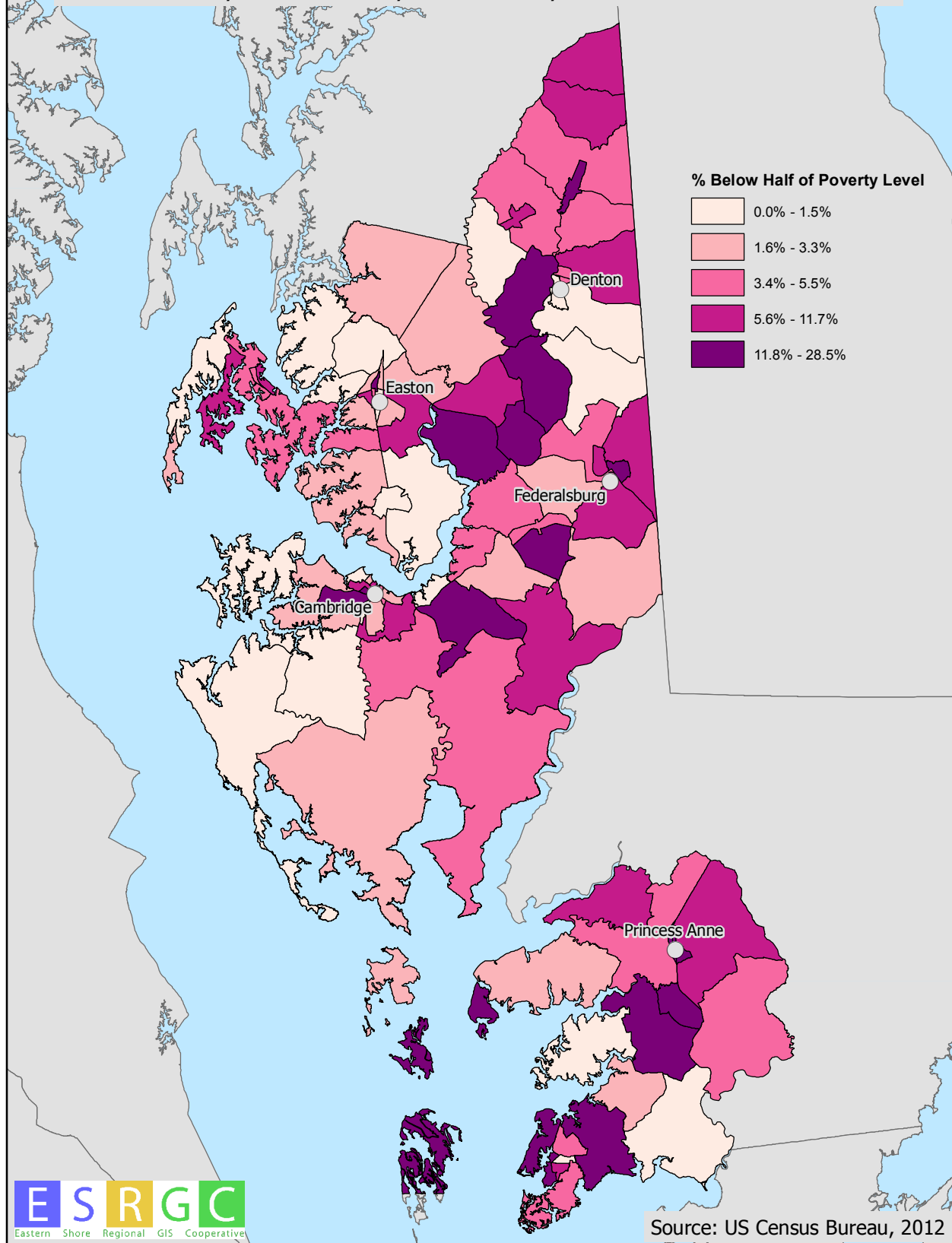
Public Assistance on Maryland's Eastern Shore, 2010
Caroline, Dorchester, Somerset, and Talbot Counties

Denton

Easton

Federalsburg

Cambridge

Princess Anne

% With SNAP Benefits

- 0.0% - 3.2%
- 3.3% - 6.0%
- 6.1% - 8.5%
- 8.6% - 12.4%
- 12.5% - 41.1%

Source: US Census Bureau, 2012
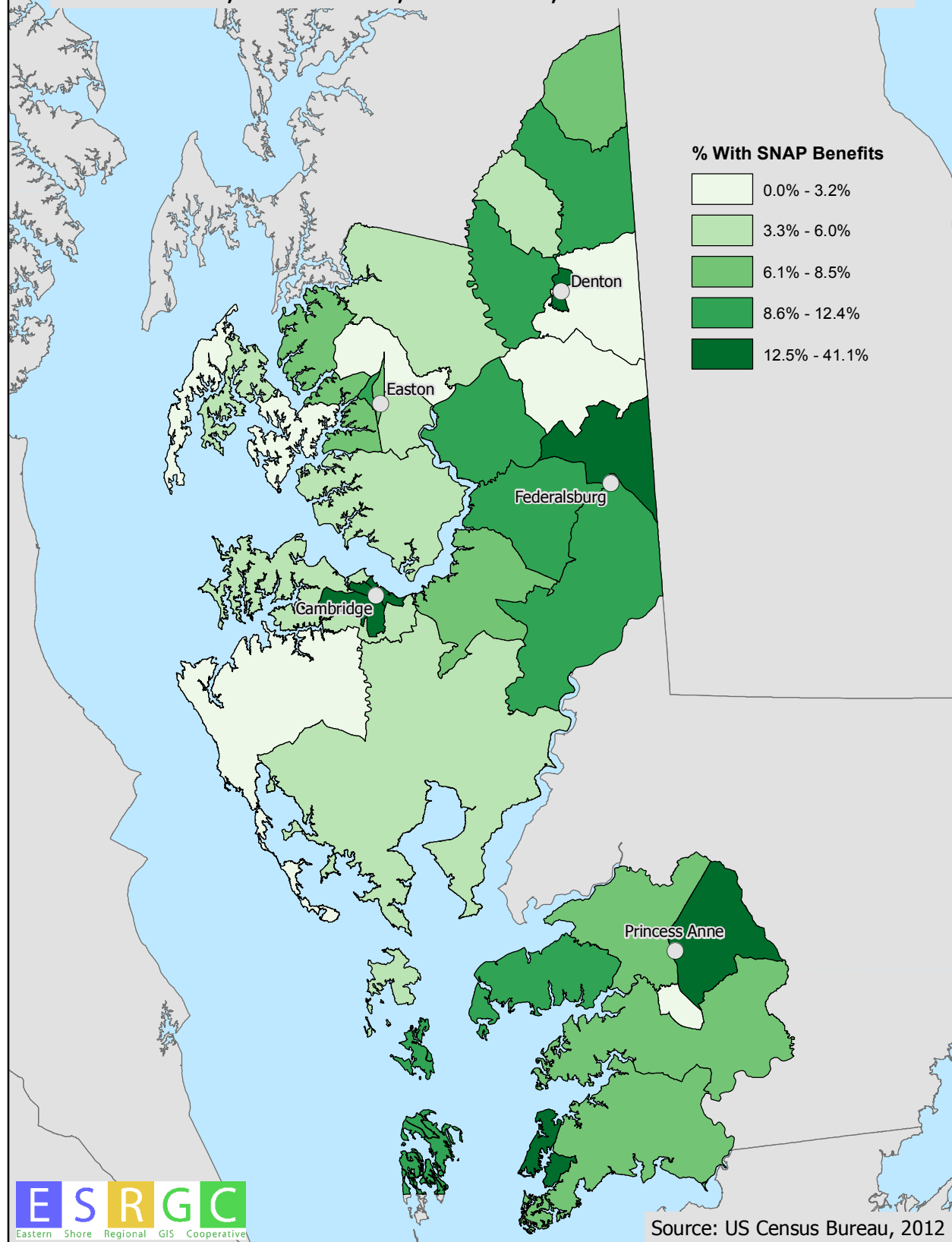
White Population on Maryland's Eastern Shore, 2010
Caroline, Dorchester, Somerset, and Talbot Counties

% White Population

- 3.3% - 59.1%
- 59.2% - 77.1%
- 77.2% - 85.7%
- 85.8% - 91.3%
- 91.4% - 97.8%

Denton

Easton

Federalsburg

Cambridge

Princess Anne

ESRGC
Eastern Shore Regional GIS Cooperative

Source: US Census Bureau, 2012
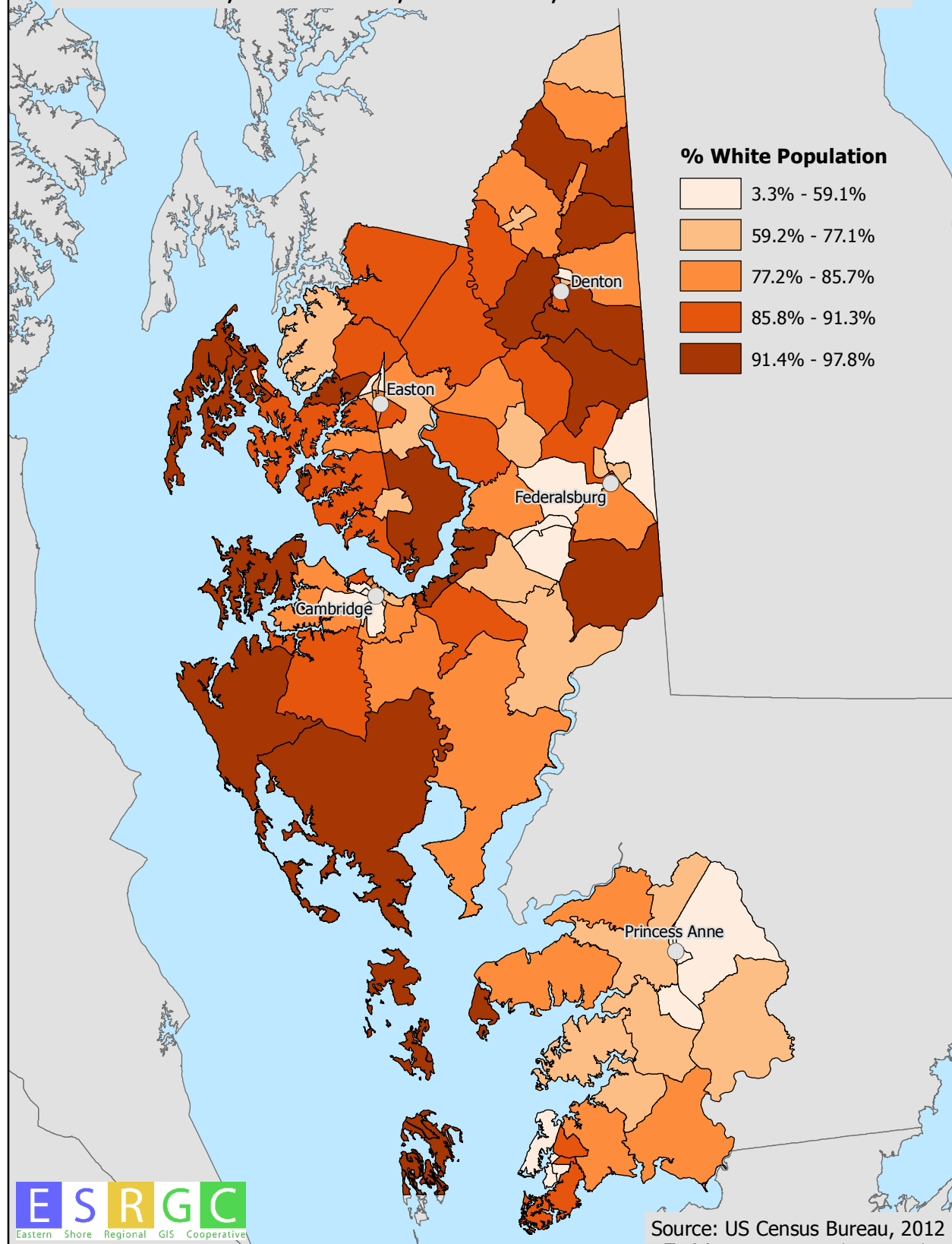
Appendices

Appendix 1--Incarcerated Person Survey and Results

Appendix 2--Qualitative Raw Data

Appendix 3--Parent Survey and Results

Appendix 4--Youth Survey

Appendix 5—References and Resources

Incarcerated Person Survey and Results

Incarcerated Person Survey

1. What is your gender?

   a. Male

   b. Female

2. What is your age?

   a. 16-18

   b. 19-24

   c. 25-35

   d. 36-50

   e. More than 50

3. What is your race?

   a. White

   b. Black

   c. Hispanic

   d. Two races or more

4. What is the highest level of education that you completed?

   a. Did not graduate from high School

   b. Earned a GED

   c. High School Diploma

   d. Some College

   e. College Degree

5. Have you completed a vocational program?

    a. Yes   If yes, what type? _____

    b. No

6. Were you working at the time that you were arrested?

    a. Yes ____   If yes, what type of work were you doing? _____

    b. No

7. Prior to arrest did you have a substance abuse/addiction problem?

    a. Yes

    b. No

8. Where were you staying when you were arrested?

    a. Your own place

    b. With a friend or relative

    c. Homeless or in a shelter

    d. Other _____

9. What county were you living in before your incarceration?

    a. Caroline

    b. Cecil

    c. Dorchester

    d. Kent

    e. Queen Anne's

    f. Somerset

    g. Talbot

    h. Wicomico

    i. Worcester

    j. Other_____

10. Upon release do you:

    a. Plan to live alone

    b. Plan to live with family

    c. Plan to live with friends or acquaintances

    d. Do not currently have a plan

    e. Other _____

11. What is your current court status?

    a. Awaiting trial

    b. Sentenced

12. Do you have a child/children?

    a. Yes

    b. No

If yes, please answer questions 13 – 17

If no, thank you for your time.

13. How many children do you have 18 or under?

    a. 1

    b. 2

    c. 3

    d. 4

    e. Other _____

14. Have your child/children visited you since you have been incarcerated?

    a. Yes

    b. No

15. Upon release do you:

    a. Plan to live in the same household as your child/children 18 or under

    b. Plan to visit your child/children 18 or under at least once a week

    c. Plan to visit your child/children 18 or under occasionally

    d. Probably will not visit. Why _____

16. What has been the impact of your incarceration on your family?

    a. Large impact, very disruptive

    b. Moderate impact, everyone is coping

    c. Small impact

    d. None

17. Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?

Issue	All the time	Some of the time	Rarely	No	Don't Know
Housing problems where they have moved, been evicted, or housing is insecure					
Trouble paying bills					
Trouble putting food on the table					
Emotional Stress					
School learning or behavior problems					
Substance abuse					
Safety					
Mental Health					
Other List issue					

Talbot Detention Center

What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	40	81.6	81.6	81.6
	Female	9	18.4	18.4	100.0
	Total	49	100.0	100.0	

What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-24	15	30.6	30.6	30.6
	25-35	14	28.6	28.6	59.2
	36-50	17	34.7	34.7	93.9
	more than 50	3	6.1	6.1	100.0
	Total	49	100.0	100.0	

What is your race?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	17	34.7	34.7	34.7
	Black	21	42.9	42.9	77.6
	Hispanic	5	10.2	10.2	87.8
	Two races or more	6	12.2	12.2	100.0
	Total	49	100.0	100.0	

Highest Level of Education Completed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	did not graduate from high school	9	18.4	18.4	18.4
	earned a GED	9	18.4	18.4	36.7
	High school diploma	19	38.8	38.8	75.5
	some college	10	20.4	20.4	95.9
	college degree	2	4.1	4.1	100.0
	Total	49	100.0	100.0	

Have you completed a vocational program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	18.4	18.8	18.8
	no	39	79.6	81.3	100.0
	Total	48	98.0	100.0	
Missing	System	1	2.0		
Total		49	100.0		

Were you working at time of arrest?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	31	63.3	63.3	63.3
	no	18	36.7	36.7	100.0
	Total	49	100.0	100.0	

Prior to arrest, did you have a substance abuse/ addiction problem?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	28	57.1	57.1	57.1
	no	21	42.9	42.9	100.0
	Total	49	100.0	100.0	

Where were you staying when you were arrested?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	your own place	23	46.9	46.9	46.9
	with a friend or relative	15	30.6	30.6	77.6
	homeless or in a shelter	2	4.1	4.1	81.6
	other	9	18.4	18.4	100.0
	Total	49	100.0	100.0	

What county were you living in before your incarceration?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Caroline	6	12.2	12.2	12.2
	Cecil	1	2.0	2.0	14.3
	Dorchester	4	8.2	8.2	22.4
	Queen Anne's	2	4.1	4.1	26.5
	Talbot	28	57.1	57.1	83.7
	Wicomico	1	2.0	2.0	85.7
	Prince George	1	2.0	2.0	87.8
	Baltimore City	1	2.0	2.0	89.8
	Charles	1	2.0	2.0	91.8
	other	3	6.1	6.1	98.0
	Anne Arundel	1	2.0	2.0	100.0
	Total	49	100.0	100.0	

Upon release do you...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Plan to live alone	7	14.3	14.3	14.3
	plan to live with family	31	63.3	63.3	77.6
	plan to live with friends or acquaintances	5	10.2	10.2	87.8
	Do not currently have a plan	3	6.1	6.1	93.9
	other	3	6.1	6.1	100.0
	Total	49	100.0	100.0	

Do you have children?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	35	71.4	71.4	71.4
	no	14	28.6	28.6	100.0
	Total	49	100.0	100.0	

Have your child/children visited you since you have been incarcerated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	36.7	50.0	50.0
	no	18	36.7	50.0	100.0
	Total	36	73.5	100.0	
Missing	System	13	26.5		
Total		49	100.0		

Upon release do you...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	plan to live in the same household as your child/children 18 or under	18	36.7	51.4	51.4
	plan to visit your child/children 18 or under at least once a week	11	22.4	31.4	82.9
	plan to visit your child/children 18 or under occasionally	2	4.1	5.7	88.6
	Probably will not visit	4	8.2	11.4	100.0
	Total	35	71.4	100.0	
Missing	System	14	28.6		
Total		49	100.0		

What has been the impact of your incarceration on your family?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Large impact, very disruptive	21	42.9	56.8	56.8
	moderate impact, everyone is coping	12	24.5	32.4	89.2
	small impact	2	4.1	5.4	94.6
	none	2	4.1	5.4	100.0
	Total	37	75.5	100.0	
Missing	System	12	24.5		
Total		49	100.0		

Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?- Housing problems where they have moved, been evicted or housing is insecure?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all the time	1	2.0	3.0	3.0
	some of the time	4	8.2	12.1	15.2
	rarely	1	2.0	3.0	18.2
	no	25	51.0	75.8	93.9
	don't know	2	4.1	6.1	100.0
	Total	33	67.3	100.0	
Missing	System	16	32.7		
Total		49	100.0		

Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?- Trouble paying bills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all the time	5	10.2	13.9	13.9
	some of the time	12	24.5	33.3	47.2
	rarely	3	6.1	8.3	55.6
	no	16	32.7	44.4	100.0
	Total	36	73.5	100.0	
Missing	System	13	26.5		
Total		49	100.0		

Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?- Trouble putting food on the table?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all the time	2	4.1	5.7	5.7
	some of the time	8	16.3	22.9	28.6
	rarely	3	6.1	8.6	37.1
	no	22	44.9	62.9	100.0
	Total	35	71.4	100.0	
Missing	System	14	28.6		
Total		49	100.0		

Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?- emotional stress?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all of the time	11	22.4	32.4	32.4
	some of the time	12	24.5	35.3	67.6
	no	10	20.4	29.4	97.1
	don't know	1	2.0	2.9	100.0
	Total	34	69.4	100.0	
Missing	System	15	30.6		
Total		49	100.0		

Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?-School learning or behavior problems?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all of the time	2	4.1	5.9	5.9
	some of the time	5	10.2	14.7	20.6
	rarely	4	8.2	11.8	32.4
	no	22	44.9	64.7	97.1
	dont know	1	2.0	2.9	100.0
	Total	34	69.4	100.0	
Missing	System	15	30.6		
Total		49	100.0		

Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?- Substance abuse?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all of the time	1	2.0	2.9	2.9
	some of the time	1	2.0	2.9	5.9
	rarely	1	2.0	2.9	8.8
	no	31	63.3	91.2	100.0
	Total	34	69.4	100.0	
Missing	System	15	30.6		
Total		49	100.0		

Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?- Safety?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some of the time	5	10.2	14.3	14.3
	rarely	1	2.0	2.9	17.1
	no	26	53.1	74.3	91.4
	dont know	3	6.1	8.6	100.0
	Total	35	71.4	100.0	
Missing	System	14	28.6		
Total		49	100.0		

Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?- Mental Health?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	all of the time	2	4.1	6.1	6.1
	some of the time	5	10.2	15.2	21.2
	rarely	1	2.0	3.0	24.2
	no	22	44.9	66.7	90.9
	dont know	3	6.1	9.1	100.0
	Total	33	67.3	100.0	
Missing	System	16	32.7		
Total		49	100.0		

Have any of your child/children or their caregivers experienced any of the following issues since your incarceration?- Other?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	some of the time	1	2.0	4.5	4.5
	no	20	40.8	90.9	95.5
	dont know	1	2.0	4.5	100.0
	Total	22	44.9	100.0	
Missing	System	27	55.1		
Total		49	100.0		

Qualitative Raw Data

Qualitative Data Collected in Talbot County

1. **Community Forum – Talbot Board of Education**
    a. **Homelessness**
        i. Homeless children are grossly under-counted.
            1. Pre-school aged children are not included in counts.
        ii. Family homelessness is the largest growing area.
        iii. LGBTQ homeless numbers are expected to increase.
        iv. High skepticism about the "Point in Time" survey
            1. The couch surfer's and those not going to shelter's do not get counted
        v. Disconnected, homeless youth are couch surfing or living in automobiles
        vi. Decrease in 'rural poverty' concentrated now in the greater Easton area.
        vii. 19 different identified languages spoken within the county
    b. **Substance Use**
        i. A large contributor to all four identified goals of GOC.
    c. **Hunger**
        i. 45% of children are on FARMS
        ii. 1 in 5 people have food insecurity
        iii. Food coalition is raising awareness of this problem.
        iv. Many food pantries and services in the county
    d. **Disconnected Youth**
        i. If youth have special needs they 'age' out of the school system.
            1. Youth barely get through school with a diploma if they have mental health concerns or addiction.
        ii. School is a great provider of many services. When youth leave school there are no services to fill that gap.
            1. People with special needs are mainstreamed without sufficient supports.
        iii. Poor match between skills, knowledge and available jobs
        iv. Chesapeake College offers certificate programs but it is hard for youth to afford these programs.
        v. Truancy concerns
            1. Family responsibilities and lack of transportation make it difficult for youth to attend schools in some situations. For example, if they have to take care of younger siblings in the morning they may not be able to get to school.
        vi. DSS Foster Care Youth
            Suggested continuing mentors once they age out of the program. Once foster care youth 'ages' out of foster care, there can be a period of crisis if they cannot adjust properly.

      e. **Hunger, Disconnected Youth, and Homelessness were identified as the 3 main problems.**

         1. Without after-school programs these problems would increase.
         2. Initiatives that depend upon volunteers - the demands on the volunteers tend to be greater than they are willing to accept. Therefore, there has been a problem with programs keeping their volunteers.
         3. Talbot Family Network – Identifies needs, educates community and helps people organize to work on problems.
         4. Suggestion – use the media to educate the community on these problems. Example; similar to what has been done with heroin addiction.

2. **Interview with school superintendent and pupil services supervisor**
    a. 43.52% are on FARMS
      i. Drop-out rate has gone down due to their more comprehensive efforts.
    b. Reasons for dropping out
      i. Family
         1. Parents do not value education
         2. Addiction
             a. Eastern Shore Psychological Services does in-school programming.
             b. Mentioned marijuana as the biggest problem among youth in school.
      ii. Habitual Truancy is most frequently prevalent with multi-problem families
      iii. Hispanic population is seen as transient
         1. Language barriers in school
      iv. Mental Health Issues
      v. Identified support "Alternative Learning School". Goal is to help children get caught up on their high-school credits.

3. **Easton High-School – Hispanic Youth – Families came from Guatemala and Honduras to escape violence and crime**
    a. School – Based Information
      i. Youth stated they liked the school and felt comfortable there.
      ii. One on one work with teachers is most helpful.
      iii. Two biggest problems with success in school was a language barrier and the amount of work they were expected to do, to support their family.
         1. Majority of these individuals work nights and weekends to help support their families.
         2. Exhaustion during the school-day and limited time to study. Most were not able to participate in after-school programs because they had to go to work.
         3. All had aspirations to graduate and find better jobs.

4. Realization they would have to quit school in order to get a full-time job to support their families.
        5. Desire to go to college but did not know if they could ever afford it.
    iv. Success in school
        1. Family support
        2. English classes and classes that are taught in Spanish
        3. One on one support
        4. After-school support program for Hispanic population
            a. Includes community field trips
    v. Limited knowledge on how to navigate their education in order to achieve their career goals. For example, one student was interested in learning how to be a mechanic but had no idea how to pursue his goal.
    vi. Did not identify homelessness or hunger as a problem because individuals could always stay with friends or relatives. Dropping out would only be a problem if individuals had to go to work.
4. **Talbot Hunger Coalition – Catherine Poe**
    a. **Hunger**
        i. Coalition has organized the food pantries in Talbot County making them more efficient and effective.
        ii. Emphasized that although Talbot County is thought of as a wealthy county, there are still a pronounced number of people at the other end of the spectrum. County of poor or rich, not many in the middle.
        iii. 350 weekend food packs are given out to low income children so they have food over the weekends. Works in collaboration with the schools.
        iv. Focus on public awareness around the problem of hunger
            1. Examples; setting up information tables at community events
            2. Friends Helping Friends – Mobile feeding program
            3. Multi-cultural center - Provides meals to the Latino population and informs them of services
    b. **Homelessness**
        i. Two homeless shelters
5. **Healthy Families – Focus Group**
    a. **Major Concern – Lack of Affordable Daycare**
        i. If you have more than 2 kids no way to make enough money to afford daycare.
        ii. Long waiting list at DSS for subsidized daycare – current waiting list 3 years.
    b. **Lack of Affordable Housing**
    c. **Education**
        i. Reasons for dropping out of school
            1. Becoming pregnant
            2. Bullying and feeling as though they do not belong.

a. Social media can increase problems in school
        3. Conflicting family obligations – taking care of younger siblings, sick parents, etc.
        4. Youth are too far behind academically and feel they cannot catch up
      ii. Suggestions to prevent dropping – out
        1. Help children gain necessary coping skills at an early age
        2. Implement uniforms for clothing disparities
        3. More family oriented activities at no cost or after-school programs
          a. Alternative types of learning activities, this could lead to exploring talents that children may have.
  d. **Children of incarcerated parents**
      i. Children act out in school
      ii. Blame themselves
      iii. Financial strain on the family
      iv. Stigma attached
  e. **Substance Abuse**
      i. Identified drugs as a problem in the community
      ii. Reasons individuals use drugs
        1. Family problems, boredom, children have a higher access to gateway drugs.
  f. In reference to hunger, families identified they knew where to get food if they needed it.
 g. Ending note – Find Healthy Families program empowering and very helpful.
6. **DLLR – Department of Labor, Licensing and Regulation – program for workforce job training**
  a. Regional Office that serves 8 Eastern Shore counties
  b. Program cannot serve much more than 14-18 at a time in their multi-county programs, limited capacity.
  c. Eligibility ages 14-24
  d. New laws require them to spend 75% of their resources on out of school youth
  e. Program participants are disproportionately female
      i. "Whenever a male shows up, he is either there because his mother or girlfriend brought him". Disconnected males rarely show up on their own.
  f. Summary - Limited funding for the size of the problem. There should also be a focus on not only how many are enrolled, but how many are attending.
7. **Multicultural Center—Matthew Peters**
  a. Hunger—You have to understand where people are coming from. They understand real hunger and know how to make food stretch. Can live quite well with little because they are efficient in how thy use what they have. Use to having very little.
  b. Homeless—Don't see them in shelters. One person will rent an apartment and 3 or 4 families live there renting rooms. Only one may be legally documented

for utilities, etc. The immigrants living here the longest are the cleverest with this process. Individuals and families are not considered homeless because they are renting a room. Can be taken advantage of and charged high rent.

c. Incarceration—Not a major problem for the Hispanic community. There may be alcohol related fights that will get them into trouble. Sex crimes can also occur due to the close living arrangements described above.

d. Disconnected youth—Growing problem of teenagers dropping out and hanging out with friends and selling drugs for money. This group of disconnected youth appears to be growing and is a concern.   No solutions offered.

Parent Survey and Results

Parent Survey

1. What is your age?

2. What is your gender?

   a. Female

   b. Male

3. What is your race?

   a. Black

   b. Hispanic

   c. White

   d. Two races or more

4. What is your marital status?

   a. Single

   b. Married

   c. Divorced

5. How many children do you have?

6. What are the ages of your children?

7. Has the father of your children ever been incarcerated?

   a. No

   b. Yes

   c. Prefer not to answer

8. How many years of school did you complete?

9. How old were you when you dropped out of school?

10. What are the reasons you dropped out of school? Circle all that apply.
    a. I lost interest in school
    b. I fell behind in collecting credits toward graduation
    c. I had to go to work to provide money to the family
    d. I became pregnant
    e. Other family reasons
    f. I didn't feel welcomed or liked by teachers or other school personnel
    g. I was bullied or picked on by other students

11. Have you obtained a GED?

a. No

b. Yes

12. Are you working on a GED?

    a. No

    b. Yes

13. Would you like to obtain a GED?

    a. No

    b. Yes

14. Have you had a full-time job lasting over 90 days (3 months)?

    a. No

    b. Yes

    If yes, doing what? _____

15. In the past 3 years have you been homeless?

    a. No

    b. Yes

        If yes, for how long? _____

16. Are you frequently short on food at the end of the month?

    a. Yes

    b. No

    c. Once in a while

17. Did your mother?

    a. Graduate from high school?

        i. No

        ii. Yes

    b. Ever spend time incarcerated?

        i. No

        ii. Yes

18. Did your father?

    a. Graduate from high school?

        i. No

        ii. Yes

    b. Ever spend time incarcerated?

        i. No

        ii. Yes

Talbot County Healthy Families

Gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	11	100.0	100.0	100.0

Age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18.00	3	27.3	30.0	30.0
	19.00	1	9.1	10.0	40.0
	22.00	1	9.1	10.0	50.0
	27.00	2	18.2	20.0	70.0
	28.00	1	9.1	10.0	80.0
	33.00	2	18.2	20.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		
Total		11	100.0		

Race?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	black	6	54.5	54.5	54.5
	hispanic	3	27.3	27.3	81.8
	white	1	9.1	9.1	90.9
	two or more races	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

What is your marital status?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	7	63.6	63.6	63.6
	married'	3	27.3	27.3	90.9
	divorced	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

How many children do you have?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	63.6	63.6	63.6
	2.00	4	36.4	36.4	100.0
	Total	11	100.0	100.0	

Has the father of your children ever been incarcerated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	5	45.5	50.0	50.0
	yes	4	36.4	40.0	90.0
	prefer not to answer	1	9.1	10.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		
Total		11	100.0		

How many years of school have you completed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	1	9.1	10.0	10.0
	10.00	1	9.1	10.0	20.0
	11.00	1	9.1	10.0	30.0
	12.00	6	54.5	60.0	90.0
	13.00	1	9.1	10.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		
Total		11	100.0		

How old were you when you dropped out of school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16.00	1	9.1	50.0	50.0
	17.00	1	9.1	50.0	100.0
	Total	2	18.2	100.0	
Missing	System	9	81.8		
Total		11	100.0		

What are the reason you dropped out of school? - I lost interest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	9.1	50.0	50.0
	no	1	9.1	50.0	100.0
	Total	2	18.2	100.0	
Missing	System	9	81.8		
Total		11	100.0		

What are the reason you dropped out of school? - I fell behind in collecting credits towards graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	9.1	50.0	50.0
	no	1	9.1	50.0	100.0
	Total	2	18.2	100.0	
Missing	System	9	81.8		
Total		11	100.0		

What are the reason you dropped out of school? - I had to go to work to provide money for the family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	9.1	50.0	50.0
	no	1	9.1	50.0	100.0
	Total	2	18.2	100.0	
Missing	System	9	81.8		
Total		11	100.0		

What are the reason you dropped out of school? - I became pregnant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	9.1	50.0	50.0
	no	1	9.1	50.0	100.0
	Total	2	18.2	100.0	
Missing	System	9	81.8		
Total		11	100.0		

What are the reason you dropped out of school? - Other family reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	9.1	50.0	50.0
	no	1	9.1	50.0	100.0
	Total	2	18.2	100.0	
Missing	System	9	81.8		
Total		11	100.0		

What are the reason you dropped out of school? - I didnt feel welcomed or

liked by teachers or other school personnel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	18.2	100.0	100.0
Missing	System	9	81.8		
Total		11	100.0		

What are the reason you dropped out of school? - I was bullied or picked on

by other students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	9.1	50.0	50.0
	no	1	9.1	50.0	100.0
	Total	2	18.2	100.0	
Missing	System	9	81.8		
Total		11	100.0		

Have you obtained a GED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	5	45.5	100.0	100.0
Missing	System	6	54.5		
Total		11	100.0		

Are you working on a GED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	4	36.4	80.0	80.0
	yes	1	9.1	20.0	100.0
	Total	5	45.5	100.0	
Missing	System	6	54.5		
Total		11	100.0		

Woudl you like to obtain a GED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	3	27.3	60.0	60.0
	yes	2	18.2	40.0	100.0
	Total	5	45.5	100.0	
Missing	System	6	54.5		
Total		11	100.0		

Have you had a full-time job lasting over 90 days?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	4	36.4	40.0	40.0
	yes	6	54.5	60.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		
Total		11	100.0		

In the past three years have you been homeless?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	11	100.0	100.0	100.0

Are you frequently short on food at the end of the month?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	9.1	9.1	9.1
	no	8	72.7	72.7	81.8
	3.00	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

Did you mother graduate from high school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	3	27.3	27.3	27.3
	yes	8	72.7	72.7	100.0
	Total	11	100.0	100.0	

Was your mother ever incarcerated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	10	90.9	90.9	90.9
	yes	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Did your father graduate from high school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	3	27.3	27.3	27.3
	yes	8	72.7	72.7	100.0
	Total	11	100.0	100.0	

Was your father ever incarcerated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	8	72.7	72.7	72.7
	yes	3	27.3	27.3	100.0
	Total	11	100.0	100.0	

Youth Survey and Results

Your Local Management Board needs your help! We value your opinion! There are no right or wrong answers here - just tell us what you think! Please take this opportunity to share your thoughts.

* 1. What county do you live in?

◯ Talbot   ◯ Caroline

◯ Dorchester   ◯ Somerset

* 2. Which category below includes your age?

◯ 12 or younger   ◯ 16-18   ◯ 22-24

◯ 13-15   ◯ 19-21

* 3. What is your gender?

◯ Female   ◯ Prefer not to answer

◯ Male

* 4. Which race/ethnicity best describes you? (Please choose only one.)

◯ Black or African American   ◯ Asian / Pacific Islander

◯ White / Caucasian   ◯ American Indian or Alaskan Native

◯ Hispanic   ◯ Mixed race

◯ Other (please specify)

[   ]

* 5. What's your highest level of education?

( ) Still in Middle, High School or GED classes

( ) Dropped out of High School

( ) High School Diploma or GED

( ) Some college or vocational training

( ) Associates Degree or Vocational certification

( ) Bachelor's Degree

( ) Graduate Degree

( ) Other (please specify)

[   ]

* 6. Are you currently employed?

( ) Yes - Full time

( ) Yes - Part time, all year

( ) Yes - Part time, summer only

( ) No - Not employed

Now, think about problems youth and their families face everyday. Consider your experiences and those of friends and others in the community. The following questions are split into three categories: Family and Community, Health, and Education/Employment.

7. This question focuses on problems youth may face in their Family and the Community. Looking at the items below please rate from 1 - Not a Problem to 3 - Biggest Problem.

	1 Not a Problem	2 Somewhat of a Problem	3 Big Problem
Child Abuse/Neglect	○	○	○
Poverty	○	○	○
Childhood Hunger	○	○	○
Homelessness	○	○	○
Juvenile crime	○	○	○
Bullying & Cyber Bullying	○	○	○
Substance Use by parents	○	○	○
Violence in the home	○	○	○
Crime	○	○	○
Sexual Violence/Rape	○	○	○
Racism	○	○	○
Lack of Recreational Activities	○	○	○

8. Did we miss anything in the list above? Tell us what other problems are out there for youth in their family and community!

9. This question looks at Health related problems youth may face. Looking at the items below please rate from 1 - Not a Problem to 3 - Biggest Problem.

	1 Not a Problem	2 Somewhat of a Problem	3 Big Problem
Teen Pregnancy	◯	◯	◯
Substance/Alcohol Use in Teens	◯	◯	◯
Obesity in Children/Teens	◯	◯	◯
Mental Health	◯	◯	◯
Suicide	◯	◯	◯
Emotional Trauma	◯	◯	◯
Teen Smoking	◯	◯	◯
Birth Control	◯	◯	◯
Sexually Transmitted Diseases	◯	◯	◯
Dating Violence	◯	◯	◯

10. Did we miss anything in the list above? Tell us what other health issues concern youth!

11. This question focuses on Education and Employment. Looking at the items below please rate from 1 - Not a Problem to 3 - Biggest Problem.

	1 Not a Problem	2 Somewhat of a Problem	3 Big Problem
Lack of Employment for Youth (16-24)	◯	◯	◯
High School Graduates going to College and/or Vocational training	◯	◯	◯
High School Graduates educationally ready for College and/or Vocational training	◯	◯	◯
High School Drop Out Rates	◯	◯	◯
Skipping School	◯	◯	◯
Academic Performance	◯	◯	◯
Independent Living Skills	◯	◯	◯

12. Did we miss anything in the list above? Tell us what other concerns you have in the area of Education and Employment!

```

```

13. Please list all of the places you know about where youth can go to get help, guidance or support.

```

```

14. What are the strengths or positive things you like about your County?

☐ Outdoor Activities   ☐ Schools

☐ Sports Clubs/Teams/Facilities   ☐ Libraries

☐ Recreational Activities   ☐ Rural Nature

☐ Crime Rate   ☐ Sense of Community

Other (please specify)

```

```

* 15. What are your plans for your future? (Check as many as apply.)

○ Graduate High School

○ Obtain a GED

○ Community College

○ 4 year College

○ Vocational or trade school

○ Military

○ Employment

○ Other (please specify)

```

```

YOU ROCK! Thanks for taking your time and helping us out. Your answers to this survey will help us decide what the needs are in your county. ALWAYS remember, YOUR OPINION MATTERS!

Youth Needs Assessment
Mid-Shore Participation from all Three Counties

Problems youth may face in their families and community. 1-not a problem, 3-biggest problem

Topic	1 Not a Problem	2 Somewhat of a Problem	3 Big Problem	Total
Juvenile Crime	45.83% 132	26.74% 77	27.43% 79	288
Crime	48.61% 140	24.65% 71	26.74% 77	288
Racism	51.05% 146	22.38% 64	26.57% 76	286
Bullying and Cyber Bullying	48.76% 138	24.73% 70	26.50% 75	283
Poverty	51.40% 147	25.52% 73	23.08% 66	286
Violence in Homes	54.67% 158	24.22% 70	21.11% 61	289
Substance Use by Parents	54.20% 155	25.17% 72	20.63% 59	286
Sexual Violence/ Rape	59.79% 171	20.28% 58	19.93% 57	286
Childhood Hunger	57.75% 164	22.54% 64	19.72% 56	284
Child Abuse/ Neglect	62.11% 177	19.30% 55	18.60% 53	285
Lack of Recreational Activities	59.52% 172	22.49% 65	17.99% 52	289
Homelessness	55.79% 159	29.12% 83	15.09% 43	285

References and Resources

References and Resources

General

Annie E. Casey Foundation. (2016). Indicator Selection - KIDS COUNT Data Center. Retrieved

      from http://datacenter.kidscount.org/data#MD/2/0/char/0

Department of Health and Mental Hygiene. (n.d.). Youth Risk Behavior Survey (YRBS).

      Retrieved from http://phpa.dhmh.maryland.gov/ccdpc/Reports/Pages/yrbs.aspx

Final Upper Shore Youth Assessment Report (pp. 1-14, Rep.). (2015). MD: Upper Shore

      Regional Council.

Governor's Office for Children. (2014). Jurisdictional Data. Retrieved from

      https://goc.maryland.gov/jurisdictionaldata/

2015 Maryland Report Card. (2016, January 22). Retrieved from

      http://reportcard.msde.maryland.gov/

Measure of America. (2016). About the Project. Retrieved from

      http://www.measureofamerica.org/project/

OMPP Needs Assessment Report - Mid-Shore Region (pp. 1-29, Rep.). (2015). MD: Dorchester,

      Caroline, Talbot, Queen Anne's and Kent Counties.

Opportunity Index. (n.d.). About the Opportunity Index. Retrieved from

      http://opportunityindex.org/about/

Platos, R. (2013, May 4). Social control theory. Retrieved from

      http://www.slideshare.net/rplatos/social-control-theory

Results-based Public Policy Strategies for Reducing Child Poverty (pp. 1-26, Rep.). (2014).

      Center for the Study of Social Policy.

Robert Wood Johnson Foundation. (2016). County Health Rankings. Retrieved from

http://www.countyhealthrankings.org/app/maryland/2015/overview

Robert Wood Foundation. (2016.). Our Approach. Retrieved from

http://www.countyhealthrankings.org/our-approach

Statistical Atlas. (2015, April 17). Overview of Maryland Statistical Atlas. Retrieved from

http://statisticalatlas.com/state/Maryland/Overview

The Cost of Alcohol and Illicit Drug Use on the Eastern Shore (pp. 1-34, Rep.). (2014).

Salisbury, MD: BEACON at Salisbury University.

Disconnected Youth

Amadeo, K. (2016, January 8). Labor Force Participation Rate: Formula and Examples.

    Retrieved from http://useconomy.about.com/od/glossary/fl/Labor-Force-Participation-

    Rate-Formula.htm

Annie E. Casey Foundation. (2016). Indicator Selection - KIDS COUNT Data Center. Retrieved

    from http://datacenter.kidscount.org/data#MD/2/0/char/0

Annie E. Casey Foundation. (2009). *KIDS COUNT Indicator Brief: Reducing the Number of*

    Disconnected Youth (Rep.). Baltimore, MD.

Annie E. Casey Foundation. (2011). *Youth and Work - Policy Report* (pp. 1-16, Rep.). Baltimore,

    MD: KIDS COUNT.

Bresnick, D. (1984). Policymaking by Partnership: Reshaping Youth Employment Policy.

    Journal of Policy Analysis and Management, 4(1), 23-38. doi:10.2307/3323852

Britt, C. L. (1994). Crime and Unemployment Among Youths in the United States, 1958-1990.

    American Journal of Economics and Sociology Am J Economics & Sociology, 53(1), 99-

    109. doi:10.1111/j.1536-7150.1994.tb02680.x

Definition of Marginally Attached Worker. (2016). Retrieved from

    http://www.davemanuel.com/investor-dictionary/marginally-attached-worker/

Fernandes-Alcantara, A. L. (2015). *Disconnected Youth: A Look at 16 to 24 Year Olds Who are*

    not Working or in School (pp. 1-37, Rep. No. R40535). MD: Congressional Research

    Service.

Governor's Office for Children. (2014). Youth Homelessness. Retrieved from

    http://goc.maryland.gov/homelessness/

Jones, S. R., & Riddell, W. C. (2006). Unemployment and Nonemployment: Heterogeneities in

Labor Market States. *Review of Economics and Statistics, 88*(2), 314-323.

doi:10.1162/rest.88.2.314

Levin, H. M. (1983). Youth Unemployment and Its Educational Consequences. *Educational*

Evaluation and Policy Analysis, 5(2), 231-247. doi:10.3102/01623737005002231

Maryland Department of Labor, Licensing, and Regulation. (2016). Local Area Unemployment

Statistics (LAUS) - Workforce Information & Performance. Retrieved from

http://www.dllr.state.md.us/lmi/laus/

Maryland Department of Planning. (2000). [Selected Socioeconomic Characteristics for

Maryland's Jurisdiction, Educational Attainment].

Maryland Department of Planning. (2000). [Selected Socioeconomic Characteristics for

Maryland's Jurisdiction, Labor Force Participation].

Maryland Equity Project. (2014). *High School Graduation Rates in Maryland* (Rep.). College of

Education, University of Maryland.

2015 Maryland Report Card. (2016, January 22). Retrieved from

http://reportcard.msde.maryland.gov/

Maryland Report Card. (2016, January 22). Nationwide College Enrollment. Retrieved from

http://reportcard.msde.maryland.gov/COLLEGEENROLLMENT.aspx?PV=185:12:23:A

AAA:2:N:10:13:1:2:1:1:1:1:3

Measure of America. (2016). About the Project. Retrieved from

http://www.measureofamerica.org/project/

Montalvo, A., & O'Hara, A. (2008). *A Profile of the Idle Youth in the U.S.* (Rep.). New Orleans,

LA: U.S. Census Bureau - Housing and Household Economic Statistics Division.

The National Center for Higher Education Management Systems. (2010). College-Going Rates

of High School Graduates - Directly from High School. Retrieved from

http://www.higheredinfo.org/dbrowser/index.php?submeasure=63

OMPP Needs Assessment Report - Mid-Shore Region (pp. 1-29, Rep.). (2015). MD: Dorchester,

Caroline, Talbot, Queen Anne's and Kent Counties.

Opportunity Index. (2015). About the Opportunity Index. Retrieved from

http://opportunityindex.org/about/

Results-based Public Policy Strategies for Reducing Child Poverty (pp. 1-26, Rep.). (2014).

Center for the Study of Social Policy.

Shore, R., & Shore, B. (2009). *Kids Count Indicator Brief: Reducing the Number of*

Disconnected Youth (Rep.). Baltimore, MD: Annie E. Casey Foundation.

Singell, L. D., & Lillydahl, J. H. (1989). Some Alternative Definitions of Youth Unemployment:

A Means for Improved Understanding and Policy Formulation. *American Journal of*

Economics and Sociology Am J Economics & Sociology, 48(4), 457-472.

doi:10.1111/j.1536-7150.1989.tb02134.x

U.S. Bureau of Labor Statistics. (2015, August 18). Economic News Release. Retrieved from

http://www.bls.gov/news.release/youth.t01.htm

U.S. Bureau of Labor Statistics. (2015, March). Share of long-term unemployed reached a record

high in 2010. Retrieved from http://www.bls.gov/spotlight/2015/long-term-

unemployment/

U.S. Department of Labor. (2009, April). Ranks of Discouraged Workers and Others Marginally

Attached to the Labor Force Rise During Recession. *Issues in Labor Statistics*, *09*(04), 1-

3.

Children of Incarcerated Parents

2015 Maryland Report Card. (2016, January 22). Retrieved from

http://reportcard.msde.maryland.gov/

Annie E. Casey Foundation. (2016). Indicator Selection - KIDS COUNT Data Center. Retrieved

from http://datacenter.kidscount.org/data#MD/2/0/char/0

Boudin, C. (2011). Children of Incarcerated Parents: The Child's Constitutional Right to the

Family Relationship. *The Journal of Criminal Law and Criminology, 101*(1), 77-118.

Cho, R. M. (2010). "Maternal Incarceration and Children's Adolescent Outcomes: Timing and

Dosage". *Social Service* Review 84.2, 257–282. Retrieved from

http://www.jstor.org/stable/10.1086/653456

Clear, T. (2008). The Effects of High Imprisonment Rates on Communities. *Crime and Justice,

37*(1), 97-132. doi:10.1086/522360

Community Mediation Maryland. (2015, January). Prisoner Re-entry Mediation. Retrieved from

re-entrymediation.org

Dallaire, D. H. (2007). Incarcerated Mothers and Fathers: A Comparison of Risks for Children

and Families. *Family Relations, 56*(5), 440-453. doi:10.1111/j.1741-3729.2007.00472.x

Dallaire, D. H. (2007). Children with incarcerated mothers: Developmental outcomes, special

challenges and recommendations. *Journal of Applied Developmental Psychology, 28*(1),

15-24. doi:10.1016/j.appdev.2006.10.003

Foster, H., & Hagan, J. (2009). The Mass Incarceration of Parents in America: Issues of Race/

Ethnicity, Collateral Damage to Children, and Prisoner Reentry. *The Annals of the

American Academy of Political and Social Science, 623*(1), 179-194.

doi:10.1177/0002716208331123

Geller, A., Cooper, C. E., Garfinkel, I., Schwartz-Soicher, O., & Mincy, R. B. (2012). Beyond Absenteeism: Father Incarceration and Child Development. *Demography, 49*(1), 49-76. doi:10.1007/s13524-011-0081-9

Glaze, L. E., Maruschak, L. M., & Bureau of Justice Statistics. (2008, August 8). Parents In Prison And Their Minor Children. Retrieved from http://www.bjs.gov/index.cfm?ty=pbdetail

Governor's Office for Children. (2014). Jurisdictional Data. Retrieved from https://goc.maryland.gov/jurisdictionaldata/

Johnson, E. I., & Waldfogel, J. (2002). Parental Incarceration: Recent Trends and Implications for Child Welfare. *Social Service Review, 76*(3), 460-479. doi:10.1086/341184

Lamb, K., & Dorsey, R. (2014). *2014 Survey of Incarcerated Parents in Ohio Prisons* (pp. 1-61, Publication). Ohio Department of Rehabilitation and Correction.

La Vigne, N. G., Davies, E., & Brazzell, D. (2008). *Broken Bonds - Understanding and Addressing the Needs of Children with Incarcerated Parents* (pp. 1-17, Rep.). Washington, DC: Urban Institute.

Maryland Department of Public Safety and Correctional Services. (n.d.). Retrieved from http://www.dpscs.maryland.gov/publicinfo/pdfs/stats/final/stats.shtml

Measure of America. (2016). About the Project. Retrieved from http://www.measureofamerica.org/project/

National Resource Center on Children & Families of the Incarcerated. (n.d.). *Children and Families of the Incarcerated Fact Sheet* (Rep.). Camden, NJ: Rutgers University.

OMPP Needs Assessment Report - Mid-Shore Region (pp. 1-29, Rep.). (2015). MD: Dorchester, Caroline, Talbot, Queen Anne's and Kent Counties.

Opportunity Index. (n.d.). About the Opportunity Index. Retrieved from

    http://opportunityindex.org/about/

Phillips, S. D., Erkanli, A., Keeler, G. P., Costello, E. J., & Angold, A. (2006). Disentangling

    The Risks: Parent Criminal Justice Involvement And Children's Exposure To Family

    Risks. *Criminology Public Policy Criminology & Public Policy, 5*(4), 677-702.

    doi:10.1111/j.1745-9133.2006.00404.x

Raphael, S. (2011). Incarceration and Prisoner Reentry in the United States. *The Annals of the*

    American Academy of Political and Social Science, 635(1), 192-215.

    doi:10.1177/0002716210393321

Reed, D. F., & Reed, E. L.. (1997). Children of Incarcerated Parents. *Social Justice*, *24*(3 (69)),

    152–169. Retrieved from http://www.jstor.org/stable/29767028

Results-based Public Policy Strategies for Reducing Child Poverty (pp. 1-26, Rep.). (2014).

    Center for the Study of Social Policy.

Shlafer, R. J., Poehlmann, J., Coffino, B., & Hanneman, A. (2009). Mentoring Children With

    Incarcerated Parents: Implications for Research, Practice, and Policy. *Family Relations,*

    58(5), 507-519. doi:10.1111/j.1741-3729.2009.00571.x

Sullivan, M., Krupat, T., & Michalsen, V. (2010). Children of Incarcerated Parents: A Bill of

    Rights. Retrieved from http://sfonline.barnard.edu/children/sfcipp_01.htm

Turanovic, J. J., & Rodriguez, N. (2015). Mental Health Service Needs in the Prison Boom: The

    Case of Children of Incarcerated Mothers. *Criminal Justice Policy Review,* 1-22.

    doi:10.1177/0887403415591269

Wildeman, C. (2009). Parental Imprisonment, the Prison Boom, and the Concentration of

    Childhood Disadvantage. *Demography, 46*(2), 265-280. doi:10.1353/dem.0.0052

Wildeman, C., & Western, B. (2010). Incarceration in Fragile Families. *The Future of Children,*

    20(2), 157-177. doi:10.1353/foc.2010.0006

Wildeman, C. (2012). Imprisonment and Infant Mortality. *Social Problems, 59*(2), 228-257.

    doi:10.1525/sp.2012.59.2.228

Hunger

Annie E. Casey Foundation. (2016). Indicator Selection - KIDS COUNT Data Center. Retrieved

from http://datacenter.kidscount.org/data#MD/2/0/char/0

Feeding America. (2016). Food Insecurity in The United States. Retrieved from

http://map.feedingamerica.org/county/2014/overall

Governor's Office for Children. (2014). Childhood Hunger. Retrieved from

http://goc.maryland.gov/childhood-hunger/

Johnston, R. K. (2011). The Partnership to End Childhood Hunger in Maryland. Retrieved from

kennedykrieger.org/community/maryland-center-developmental-

disabilities/newsletter2011-issue-three/Partnership-end-hunger-

maryland#.VzYanCk0POg.email

Maryland Department of Planning. (2000). [Selected Socioeconomic Characteristics for

Maryland's Jurisdiction, Poverty].

Maryland Hunger Solutions. (n.d.). Food Insecurity and Food Hardship. Retrieved from

http://www.mdhungersolutions.org/food_insec_food_hardship.shtm

Maryland Hunger Solutions. (n.d.). Hunger in Maryland. Retrieved from

http://mdhungersolutions.org/hunger_in_maryland.shtm

2015 Maryland Report Card. (2016, January 22). Retrieved from

http://reportcard.msde.maryland.gov/

Maryland State Department of Education. (n.d.). Free and Reduced-Price Meal Data. Retrieved

from http://www.marylandpublicschools.org/msde/programs/schoolnutrition/docs/Free

and Reduced-Price Meal Data.html

Measure of America. (2016). About the Project. Retrieved from

http://www.measureofamerica.org/project/

OMPP Needs Assessment Report - Mid-Shore Region (pp. 1-29, Rep.). (2015). MD: Dorchester,

Caroline, Talbot, Queen Anne's and Kent Counties.

Opportunity Index. (n.d.). About the Opportunity Index. Retrieved from

http://opportunityindex.org/about/

Results-based Public Policy Strategies for Reducing Child Poverty (pp. 1-26, Rep.). (2014).

Center for the Study of Social Policy.

Homelessness

Annie E. Casey Foundation. (2016). Indicator Selection - KIDS COUNT Data Center. Retrieved

from http://datacenter.kidscount.org/data#MD/2/0/char/0

Aratani, Y. (2009). *Homeless Children and Youth* (pp. 1-9, Issue brief). National Center for

Children in Poverty. Retrieved from http://nccp.org/publications/pub_888.html

Aratani, Y. (2009). *Homeless Children and Youth* (pp. 1-9, Issue brief). National Center for

Children in Poverty. Retrieved from http://nccp.org/publications/pdf/text_888.pdf

Greeno, E., Harburger, D., Shannahan, R., & Soule, M. (2015). *Thrive@25 Phase I Evaluation*

Findings (Rep.). MD: The Institute for Innovation and Implementation.

Henry, M., & Sermons, M. W. (2010). *Geography of Homelessness* (pp. 1-23, Rep.).

Washington, DC: National Alliance to End Homelessness.

Maryland Department of Planning. (2000). [Selected Socioeconomic Characteristics for

Maryland's Jurisdiction, Poverty].

2015 Maryland Report Card. (2016, January 22). Retrieved from

http://reportcard.msde.maryland.gov/

Measure of America. (2016). About the Project. Retrieved from

http://www.measureofamerica.org/project/

National Alliance to End Homelessness. (2009, July 13). Geography of Homelessness, Part 1:

Defining the Spectrum. Retrieved from

http://www.endhomelessness.org/library/entry/geography-of-homelessness-part-1-

defining-the-spectrum

OMPP Needs Assessment Report - Mid-Shore Region (pp. 1-29, Rep.). (2015). MD: Dorchester,

Caroline, Talbot, Queen Anne's and Kent Counties.

Opportunity Index. (n.d.). About the Opportunity Index. Retrieved from

      http://opportunityindex.org/about/

Promising Strategies to End Youth Homelessness (pp. 1-91, Rep.). (n.d.). U.S. Department of

      Health and Human Services.

Results-based Public Policy Strategies for Reducing Child Poverty (pp. 1-26, Rep.). (2014).

      Center for the Study of Social Policy.

Program Interventions

Annie E. Casey Foundation. (2016). Indicator Selection - KIDS COUNT Data Center. Retrieved

from http://datacenter.kidscount.org/data#MD/2/0/char/0

Blueprints for Healthy Youth Development. (2016). About Us. Retrieved from

http://www.blueprintsprograms.com/about

Measure of America. (2016). About the Project. Retrieved from

http://www.measureofamerica.org/project/

OMPP Needs Assessment Report - Mid-Shore Region (pp. 1-29, Rep.). (2015). MD: Dorchester,

Caroline, Talbot, Queen Anne's and Kent Counties.

Opportunity Index. (n.d.). About the Opportunity Index. Retrieved from

http://opportunityindex.org/about/

Results-based Public Policy Strategies for Reducing Child Poverty (pp. 1-26, Rep.). (2014).

Center for the Study of Social Policy.