

Promise Heights

Where hope takes root

**Place Matters:
Partnering with the Community
to Build Cradle-to-Career Supports**



A U.S. Department of Education Promise Neighborhood

Who Are We?

Rachel Donegan, JD
Attorney

Promise Heights 2010-present
Assistant Director

Henriette Taylor, LMSW
Social Worker

Promise Heights 2015-2019
Community School Coordinator
Director of Partnerships
Assistant Dean for
Student Services for UMB SSW



Why Are We Here?

- Right place, right time
- Relationships
- Shared vision

Where Are We From?



PROMISE HEIGHTS
Where Hope Takes Root

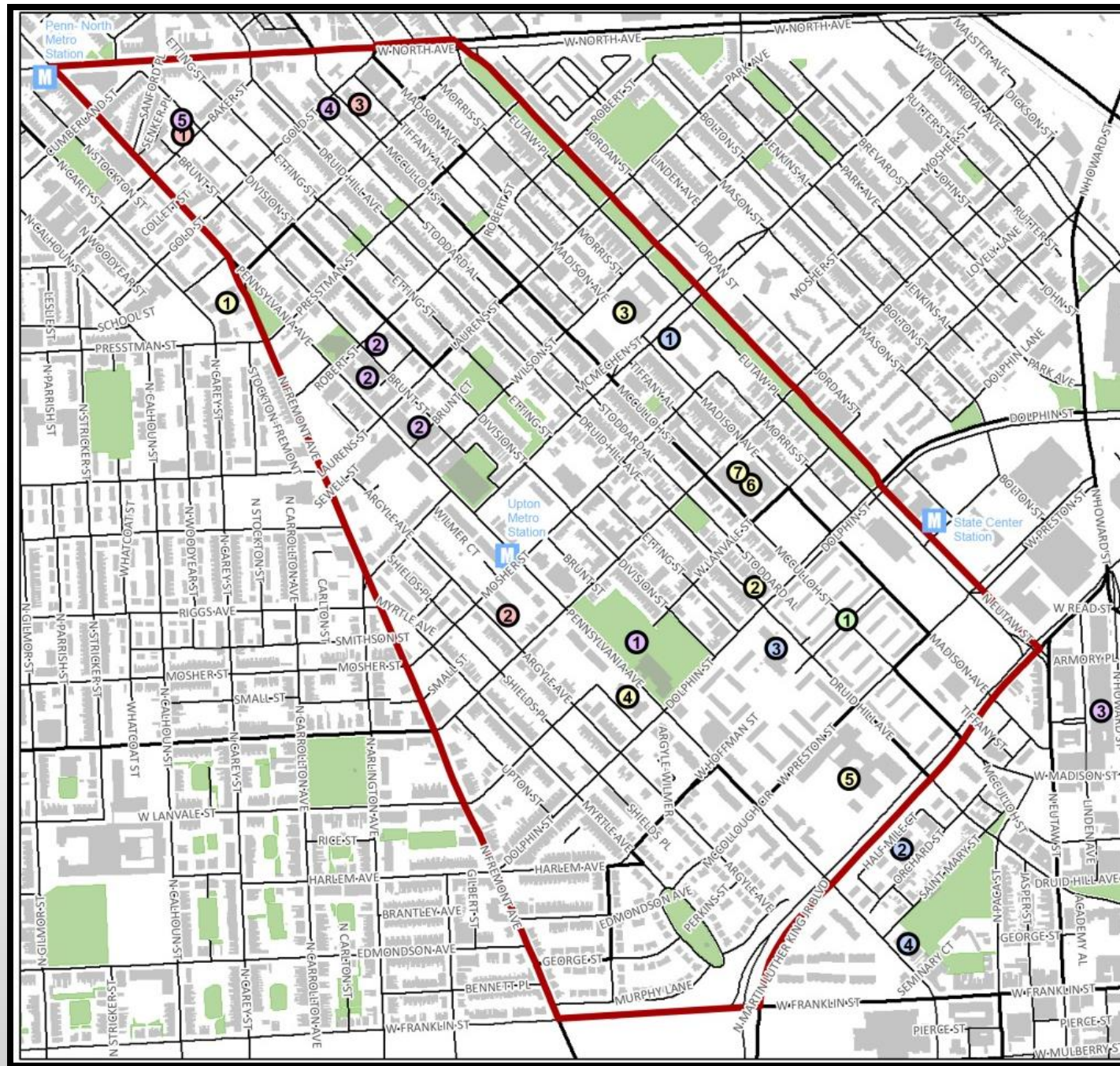


Baltimore

- 30th most populous city in US
- Largest independent city in US
- Most populous city in Maryland
- Maryland wealthiest state in US
- Inner Harbor was 2nd leading port of entry for immigrants to US

	Baltimore	Maryland	US
Population	602,495	6,042,718	329,663,350
White	29.6%	53.8%	62.8%
African-American	63.7%	29.8%	12.7%
Hispanic / Latino	4.2%	9%	17.6%
Asian	2.3%	5.5%	5.4%
American Indian/Alaskan Native (Lumbee, Piscataway, Cherokee)	0.4%	0.3%	0.8%
Median Household Income	\$42,241	\$80,776	\$53,889
Below the poverty line	23.7%	9.9%	13.5%

Upton/Druid Heights

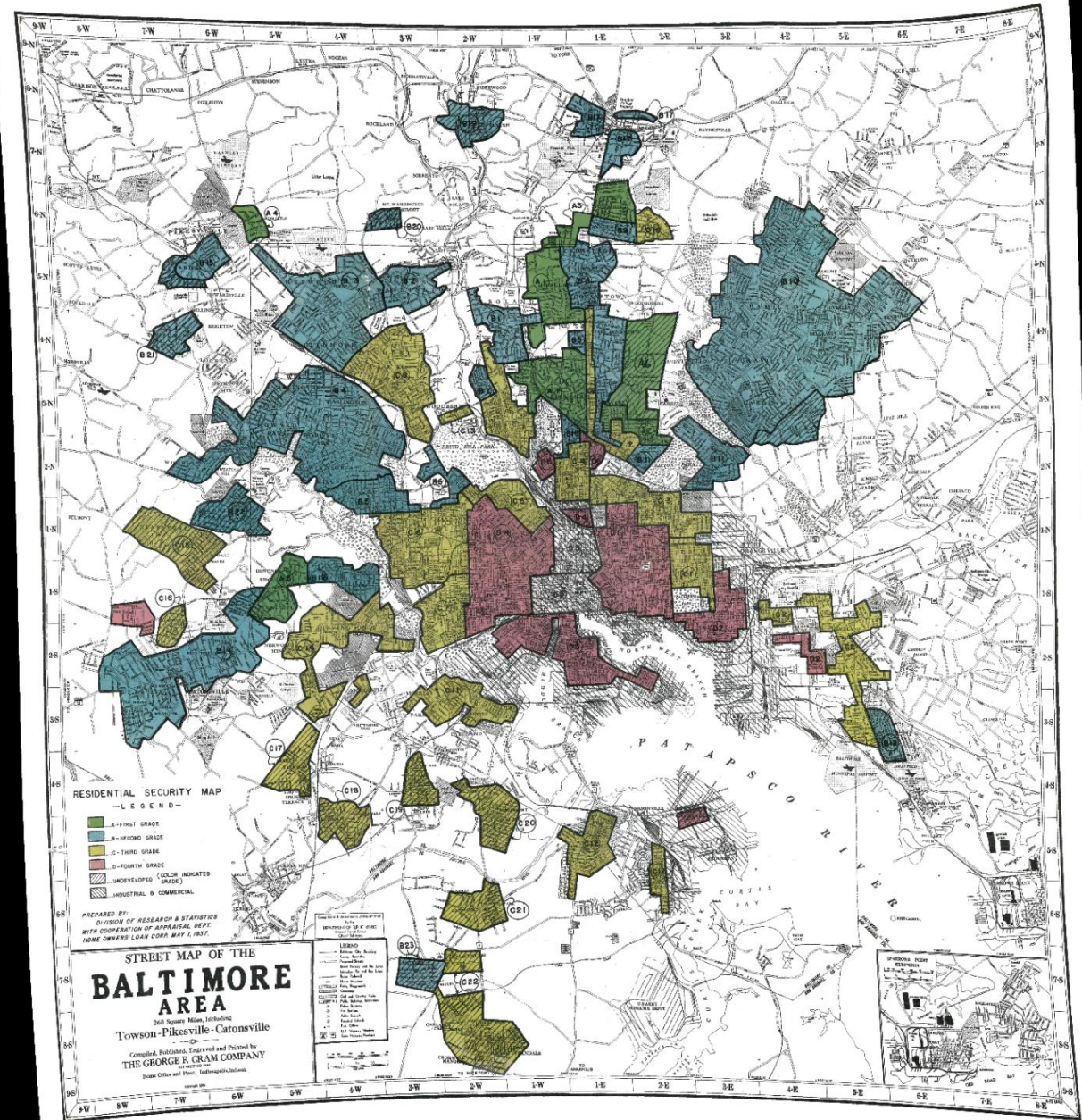


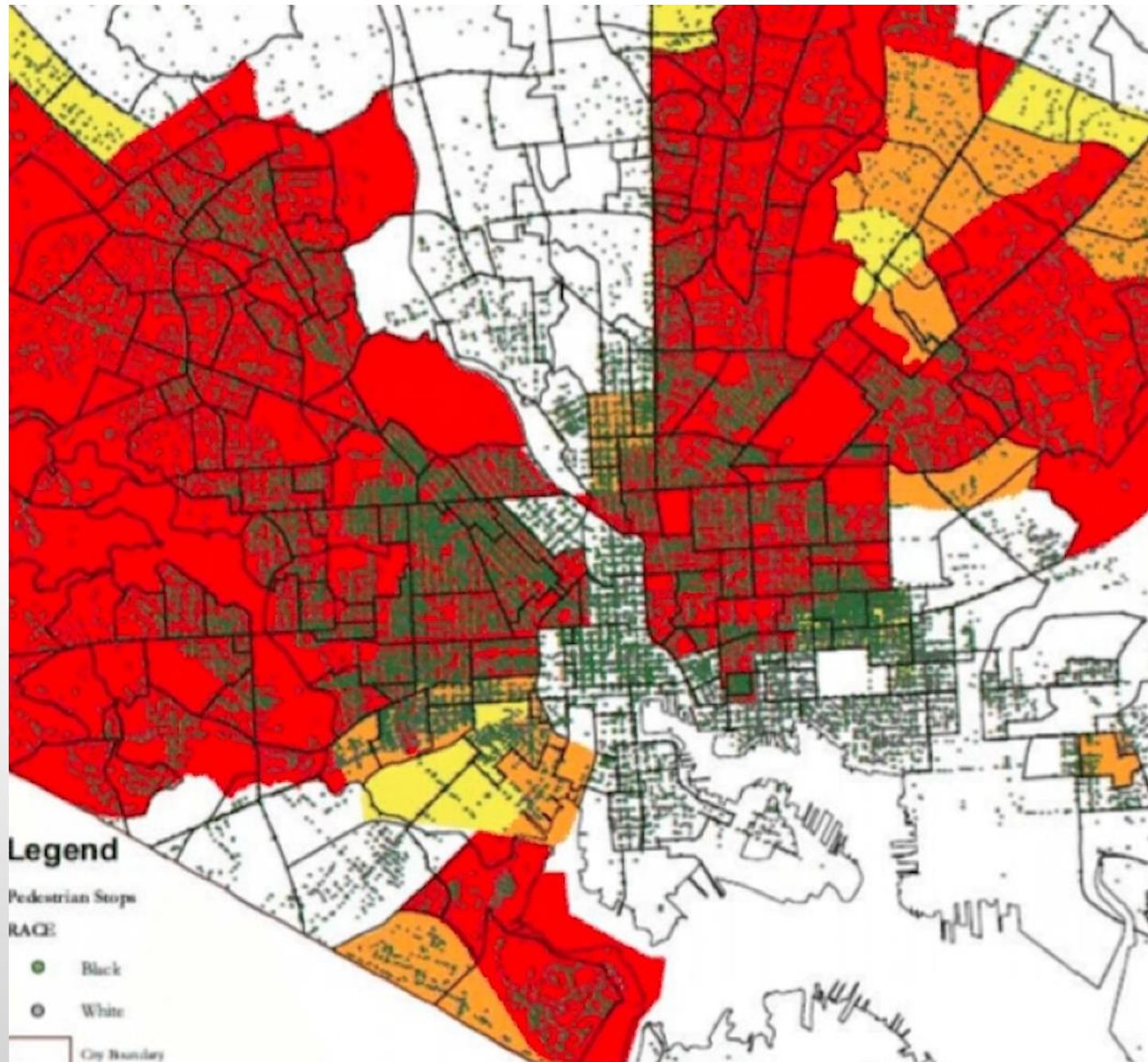
History of Baltimore

- 1910: First ordinance for “racial zoning”
- 1930s-1943: Housing Authority of Baltimore City (HABC) -- “encroachment of colored into the adjacent good white residential neighborhood.”
- Mid-1930s: Home Owner’s Loan Corporation (HOLC) – redlining
- 1930s: African-Americans were 20% of population; restricted to 2% of city
- 1950-1964: Rentals were coded for “white” or “colored”
- 1968: Fair Housing Act passed (federal)
- 1995: Suit filed against United States Department of Housing and Urban Development (HUD) fought to eradicate segregated public housing in Baltimore
- 2005: Suit decided in favor of Plaintiffs
- 2019: Black butterfly

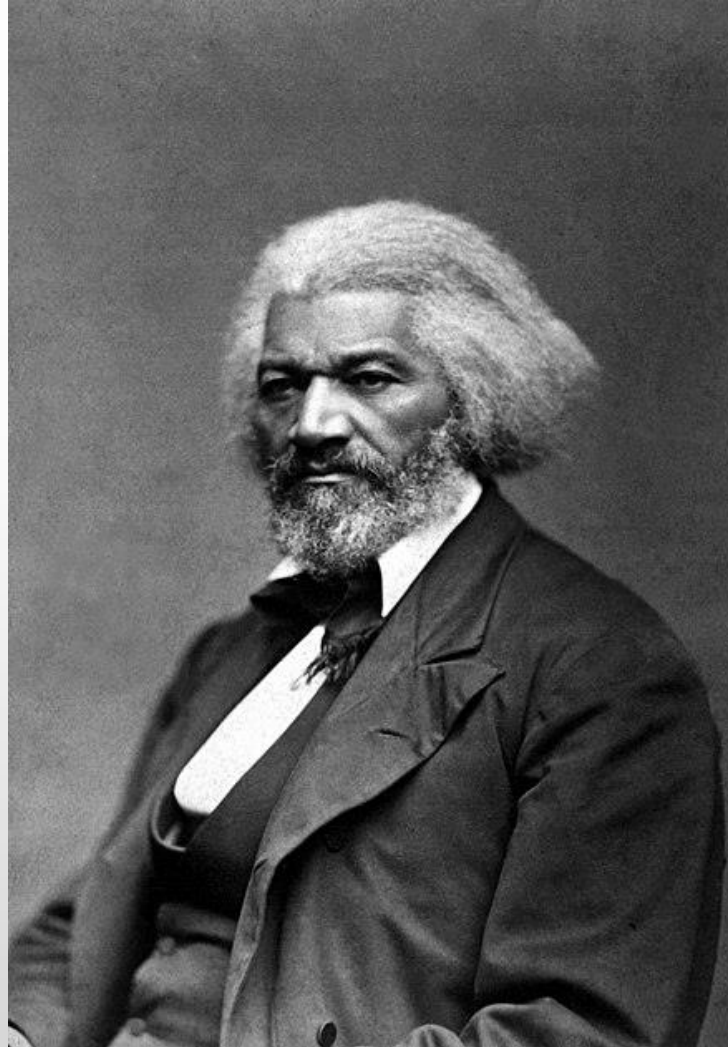
REDLINING

D4 Obsolete
Negro concentration
Excessive ground rents
Considerable vandalism
Many families on relief





People of Upton/Druid Heights



Frederick Douglass

**Social reformer
Abolitionist
Orator
Writer
Statesman**

People of Upton/Druid Heights



W.E.B. Du Bois

Sociologist

Historian

Civil Rights Activist

Pan-Africanist

Author

Writer

Editor

People of Upton/Druid Heights



Thurgood Marshall

**Argued Brown v. Board of
Education**

**Associate Justice of the
Supreme Court of the US**

First African-American Justice

People of Upton/Druid Heights



Ta-Nehisi Coates

**Author
Journalist**

“The Case for Reparations”

People of Upton/Druid Heights



Cab Calloway

Jazz Singer

Dancer

Bandleader

People of Upton/Druid Heights



James "Eubie" Blake

Composer

Lyricist

Pianist of Ragtime & Jazz

People of Upton/Druid Heights



Billie Holiday

Jazz Singer

“Summertime”

“Strange Fruit”

“God Bless the Child”



PROMISE HEIGHTS
Where Hope Takes Root



University of Maryland Baltimore

Opened in 1807, UMB is Maryland's only public health, law, and human services university.

Dental
Law
Medical

Nursing
Pharmacy
Social Work

6,700 Students
7,400 Employees



Promise Heights Mission

To create a comprehensive community building model that supports residents of Upton/Druid Heights with educational, social, physical, and economic opportunities which provide them with the necessary tools to thrive in their schools, families, and careers.



The Challenge

- More than 46 million Americans are living in poverty. In Baltimore City, **nearly 15.7%** of families live in poverty.
- **40% of children in poverty** are not prepared for primary school.
- Children living in poverty are **1.3 times** more likely than their higher income peers to have developmental delays or learning difficulties.
- 16- to 24-year old students raised by low-income families are **7 times more likely to drop out** of school than those from families with higher incomes.
- Children in poverty have a **high number of absences** or leave school altogether because they are more likely to have to work or care for family members.

Role in the Community

- Who are we here to **serve**?
- What do we want to **achieve**?
- What **programs** will help us get there?
- How do we know if we are **successful**?

Our Strategy



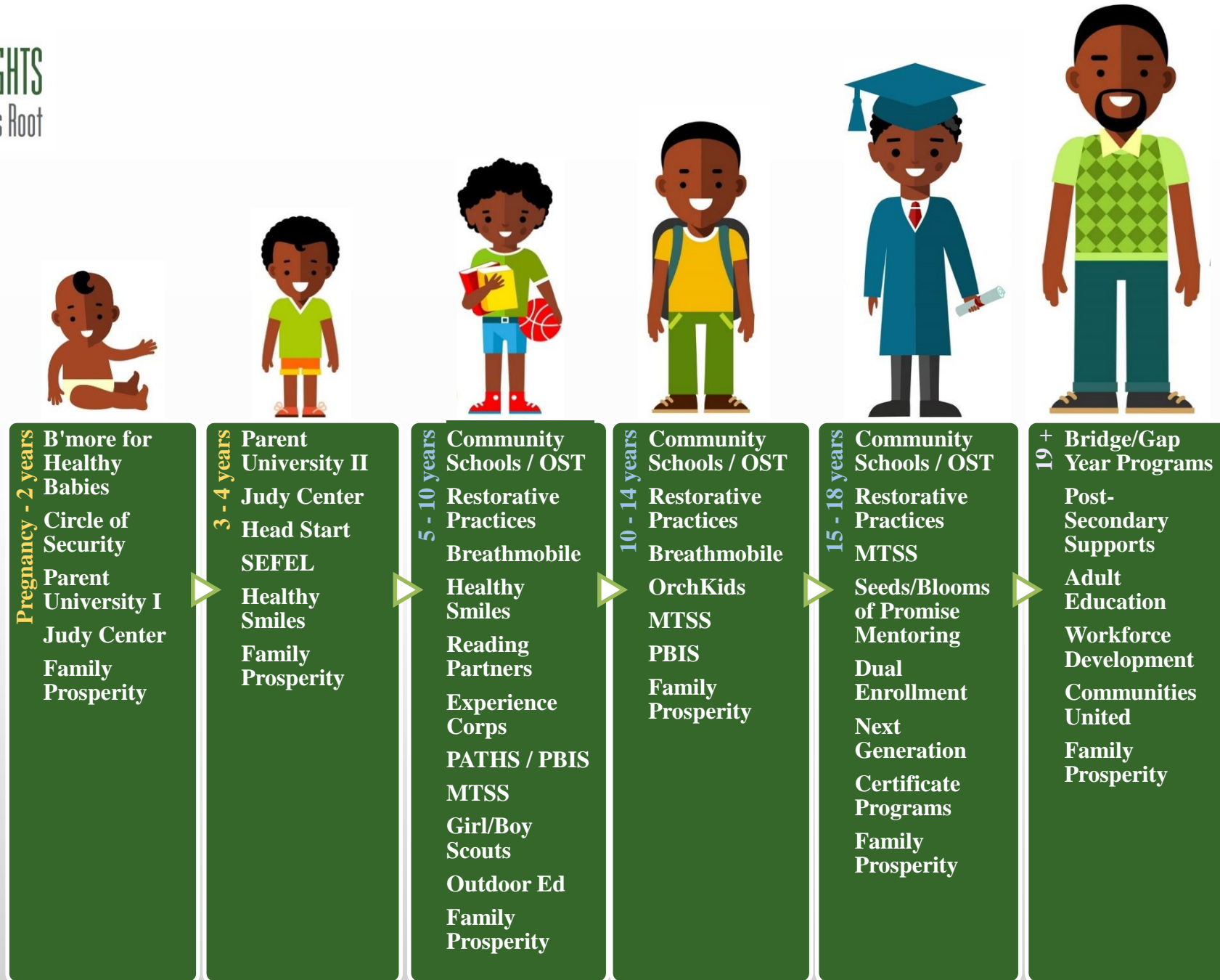
- Place-based
- Early
- Continuous
- Comprehensive
- Collaborative
- Preventative
- Evidence-based
- Ongoing Evaluation

A Neighborhood in Distress

- Approximately 10,210 residents, 30% of whom are children
- Life expectancy of **68.8 years** (vs. 73.8 in Baltimore City and 89.6 in Cross-Country/Cheswolde)
- **58% of children live in poverty** (vs. 34.6% in Baltimore City and 13% in Maryland overall)
- **45% of households** have an income less than \$15k (vs. 20% for Baltimore City)
- **31.9% of adults** have attained less than a HS education (vs. 18.9% for Baltimore City)
- **64.4% of adults** are either unemployed or not in the work force (vs. 39.4% in Baltimore City)
- Hospitalization rates for asthmatic children in Baltimore are **3x higher** than in US
- Many housing vacancies and much homelessness
- Approximately 1,600 students attend the five public schools (3 ES, 1 MS, 1 HS) and **96% are not proficient in reading, 98% are not proficient in math**, and more than **52% are chronically absent**
- FARMS rate is over **95%** at three ES and MS
- FARMS rate is over **87%** at HS



PROMISE HEIGHTS
Where Hope Takes Root



- Intensive outreach, case management, peer leaders, deep community engagement.
- Reduction of infant mortality rate (IMR) from **14.3/1000** in 2002-2006 to **7.2/1000** in 2013-2017; lower than Baltimore City at 9.3/1000.
- Low birthweight birth rate decreased by **12.4%**.
- Breastfeeding rates increased by **29.7%**.
- 40% reduction in Medicaid NICU costs in zip code (FY2010-2012).
- **Zero** fetal or infant deaths since program began for all participants.
- **Zero** sleep-related deaths over last 4.75 years for whole neighborhood.



Parent University I&II

Hands-on education for responsive and safe parenting.

Topics include: early brain development, health and nutrition, attachment parenting, alternatives to harsh discipline, and the importance of a language-rich environment.

- 175 Graduates
- Improved parenting attitudes
- Decrease in risk factors for child maltreatment



Community Schools



Furman L. Templeton Preparatory Academy #125

Dr. Evelyn Perry
Began SY15-16

512 Students (PK-5th)
2PK & 3K

Year-Round
Public Charter

Joined Promise Heights
in SY09-10



Eutaw-Marshburn Elementary School #11

Principal Tiffany Cole
Began SY15-16

333 Students (PK-5th)
3 PK & 2 K

Joined Promise Heights
in SY14-15



Booker T. Washington Middle School for the Arts #130

Principal Misha Scott
Began SY17-18

258 Students (6th-8th)

Only arts-focused middle
school in the District

Joined Promise Heights
in SY13-14



The Historic Samuel Coleridge-Taylor Elementary #122 Joined Promise Heights
in SY10-11

Principal Bettye Adams
Began SY15-16

390 Students (PK-5th)
3PK & 2K

2015 National Community
School Award for
Excellence



Renaissance Academy High School #433

**Principal Tammatha
Woodhouse**
Began SY13-14

286 Students (9th-12th)

Law, Justice, &
Government Focus

Mentoring

Joined Promise Heights
in SY13-14



Community Schools

- **Enhanced Academics & Enrichment**

- 460 K-12 students in after-school
- Experiential partnerships

- **Family Engagement**

- 630 Home Visits for attendance
- 6,400 volunteer hours/1,100 volunteers
- Parent education & Judy Center

- **Health & Social Supports**

- Multi-Tiered System of Supports
- 83,000 lbs of food to 4,300 families
- UMMC Breathmobile
- UMB SOD
- Telemedicine through BCHD
- Immunizations

- **Community Development**

- 6 playground builds
- Re-opening of Crispus Attucks Rec Center (EMES)

- **Youth Development**

- 180 service learning activities
- Gap Year/Bridge programs

- **Mentoring/Youth Violence Prevention**

- Seeds of Promise – Individual and group mentoring for boys (grades 9-12); Restorative Practices; 63% have average improved GPA of 48%.
- Community Based Crime Reduction Grant (Safe Streets in schools)



Community Violence

"The child who is not embraced by the village will burn it down to feel its warmth"

2015: Freddie Gray

Uprising? Civil Unrest? Riot?

SY2015-2016: Loss of 3 students in 90 days

2019:

5 students

9 family members

Homicide Rate

2014	211
2015	344
2016	318
2017	343
2018	309
2019 (so far)	256

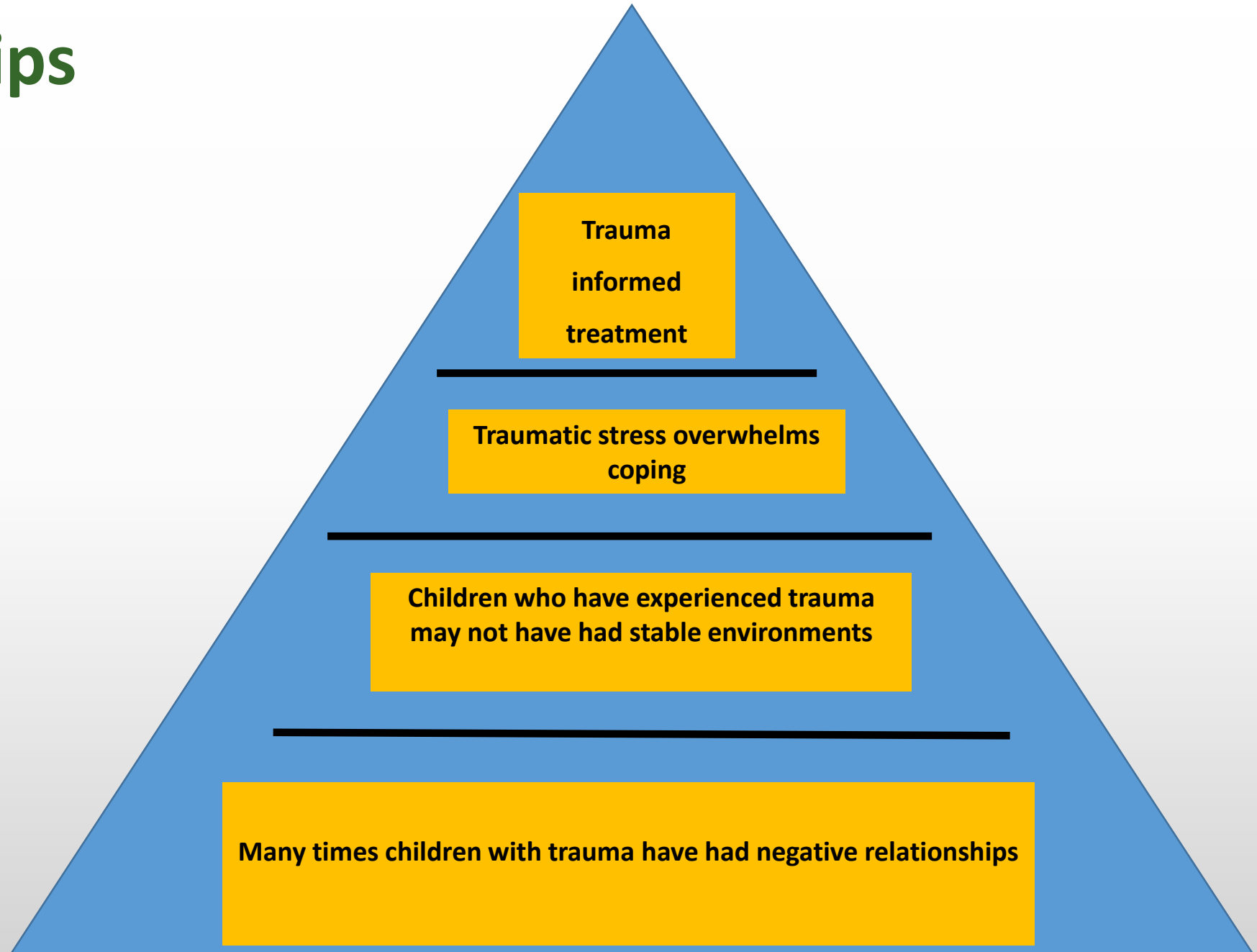


Family Prosperity

- Work with Baltimore Cash Campaign to provide free tax preparation for any resident who makes less than \$53,000.
- 2,979 tax returns prepared for free resulting in over \$4.25M in federal and state tax refunds.
- Grant provided by United Way of Central Maryland to work with families on financial issues.
- Financial education workshops on predatory lending, improving personal credit, housing, workforce development, etc.
- Entrepreneurship



Partnerships



Strengths-Based Practice

- Listening to client and supporting self determination.
- Partnering with clients: being non-judgmental, supportive, and empathetic.
- Asking, acknowledging, and using information on client's strengths.
- Seeing client's behavior in context of their **strengths, environment, and experience**.
- **Being curious** ... what else is missing, how can I see this differently??
- Establishing **mutual trust**.
- "Requires a belief in client capacity and commitment to identify and build client strengths." (Saleebey, 2012)
- **Solution-focused therapy** emerged out of this perspective (shifting from focusing on problem towards solutions which were already present in the work).
- View talents, competencies, possibilities, visions, values, hopes, capacities.



Community Agency & Power

- Establish your personal purpose, passion, and motivations.
- Identify the issue(s) or cause(s) – starting with you.
- Challenge status quo (including how we define and build community).
- Make connections with people who are interested in social change.
- Build authentic relationships (beyond campaigns and self-interests).
- Tell your story (evolution)!
- Help people get a sense of their own power (small wins); intentionally building leadership capacity.
- Develop strategic plans to address the issues (framing your issue; consider winability).
- Take effective action to achieve goals; gleaning from internal or external best practices (utilize your privilege and power).



Appropriate Use of Self in the Community

PERSONAL IDENTITY includes your name, unique characteristics, history, and personality.

SOCIAL IDENTITY includes affinities one has with other people, values, and norms.

PRIVILEGE is a right or exemption from liability or duty as granted as a special benefit or advantage.

OPPRESSION is the result of the use of institutional privilege and power, wherein one person or group benefits at the expense of another.

IMPLICIT BIAS is a favorable or unfavorable assessment activated involuntarily and without awareness or intentional control.

GENDER is a socially constructed concept of “appropriate” qualities and expectations surrounding masculinity and femininity.

RACE is a social construct colloquially used to refer to a person’s skin color, religion, or area of origin.



RESULT	INDICATOR
1. Children enter kindergarten ready to succeed in school.	1.1. Number and percentage of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally-appropriate early learning measures.
2. Students are proficient in core academic subjects.	2.1. Number and percentage of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (3rd through 8th grades and once in high school). 2.2. Number and percentage of students at or above grade level according to State English language arts assessments in at least the grades required by the ESEA.
3. Students successfully transition from middle school grades to high school.	3.1. Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance. 3.2. Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades.
4. Youth graduate from high school.	4.1. Four-year adjusted cohort graduation rate.
5. High school graduates obtain a postsecondary degree, certification or credential.	5.1. Number and percentage of Promise Neighborhood students who enroll in a two-year or four-year college or university after graduation. 5.2. Number and percent of Promise Neighborhood students who graduate from a two-year or four-year college or university or vocational certification completion.
6. Students are healthy.	6.1. Number and percentage of children who consume five or more servings of fruits and vegetables daily.
7. Students feel safe at school and in their community.	7.1. Number and percentage of children who feel safe at school and traveling to and from school as measured by a school climate survey. 7.2. Number and percentage of students who are involved in the Department of Juvenile Services. (added by PH)
8. Students live in stable communities.	8.1. Student mobility rate (as defined in the notice).
9. Families and community members support learning in Promise Neighborhood schools.	9.1. Number and percentage of parents or family members that read to or encourage their children to read three or more times a week or reported their child read to themselves three or more times a week (birth–8th grade). 9.2. Number and percentage of parents/family members who report talking about the importance of college and career (9th–12th grade).
10. Students have access to 21st century learning tools.	10.1. Number and percentage of students who have school and home access to broadband internet and a connected computing device.

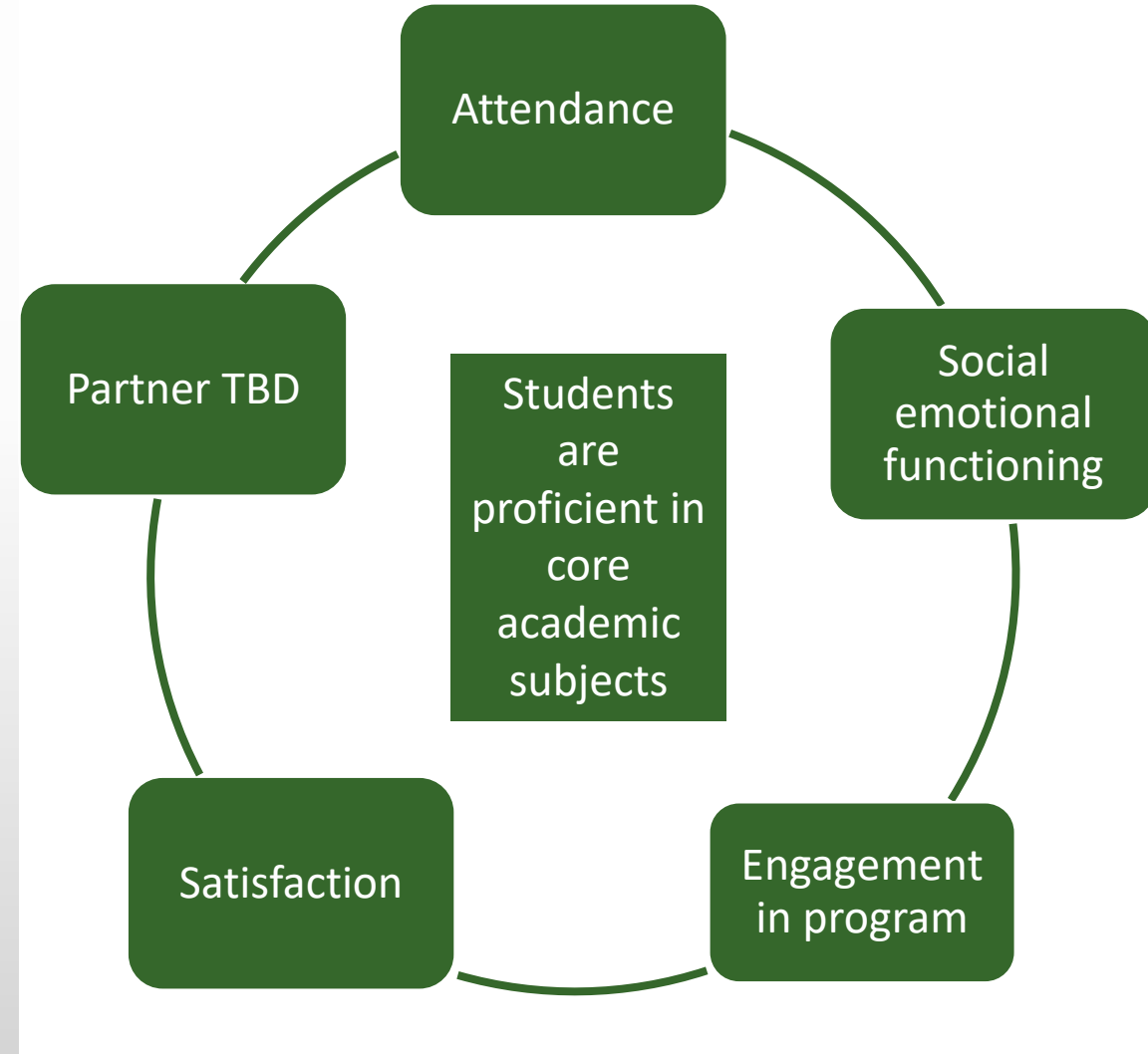
Result 2: Students are proficient in core academic subjects

Performance Measures:

- Attendance in program
- Satisfaction in program
- Social Emotional
- Attendance in school
- Academic performance (PARCC)
- Additional measures TBD by partner

Programs:

- Tutoring (staff and curriculum)
- Pearlstone (outdoor education)
- OST providers
- Community School Case Management
- PromiseCorps
- PD/coaching for teachers
- iReady expanded supports
- Activate



Attendance

Partner TBD

Students
are
proficient in
core
academic
subjects

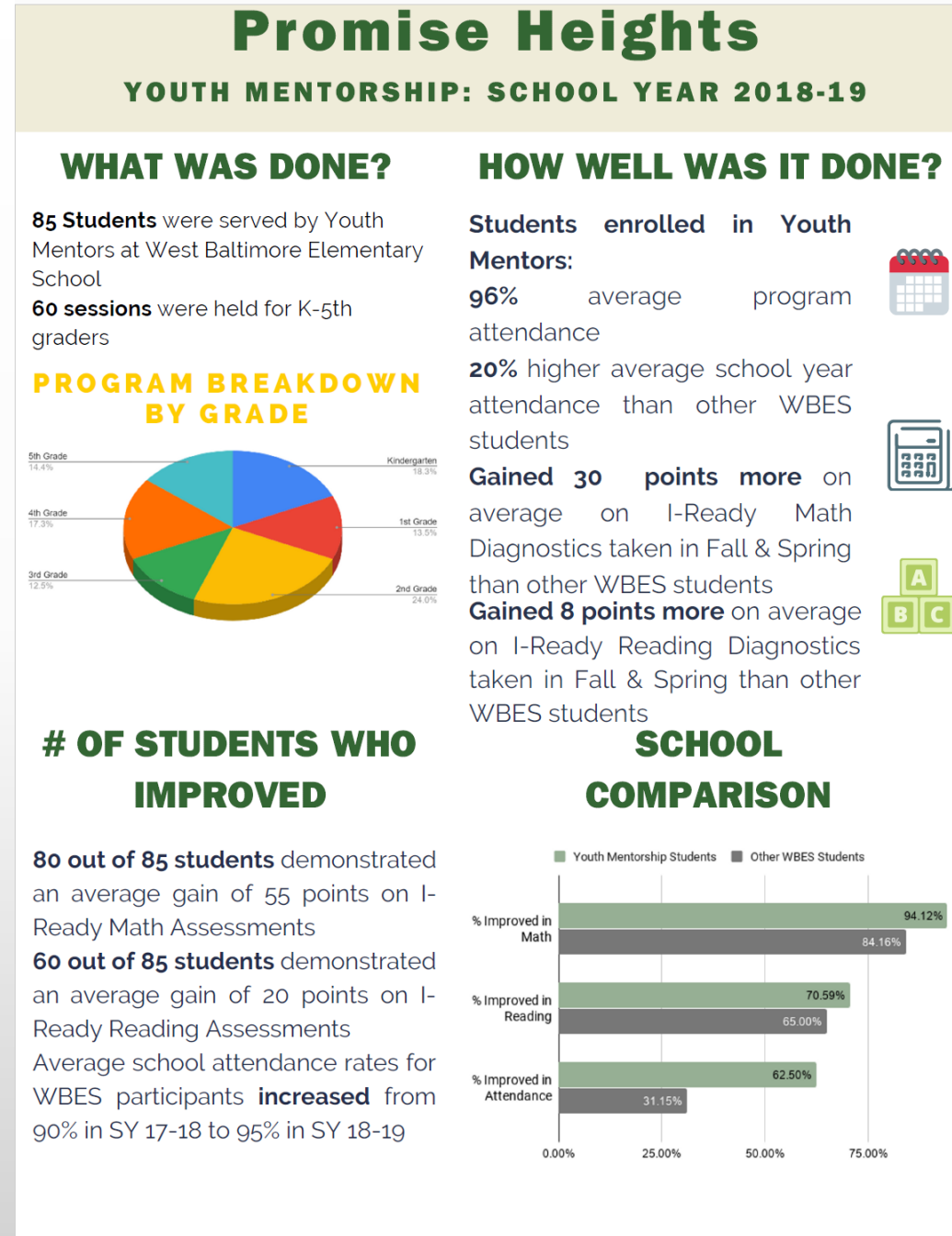
Social
emotional
functioning

Satisfaction

Engagement in program

Evaluation

Results-Based Accountability



Will it Work?

"Let us put our minds together and see what life we can make for our children." – Chief Sitting Bull