

# From Cradle to Career:

The Multiple Challenges Facing  
Immigrant Families in Langley  
Park Promise Neighborhood



June 23, 2014

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## Acknowledgements

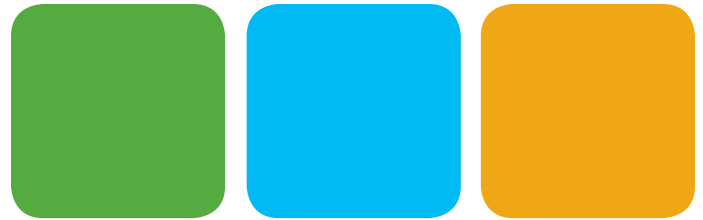
We like to begin by thanking the students and parents in Langley Park. Thank you for being partners in this process with us and for all that you are doing to make your community one in which every child and family is able to thrive.

Thank you to the **teachers and school leadership** for all that you do each and every day for our students. In particular, thank you to the local school leadership, Amy Stout (Langley Park McCormick Elementary School), James Richardson (Buck Lodge Middle School) and Sandi Jimenez (High Point High School), for actively engaging in this process and also supporting your staff in doing so. The leadership of Dr. Duane Arbogast was invaluable at every step of the way and thank you to Dr. Kolawole Sunmonu. Dr. Kevin Maxwell and Dr. Maritza Gonzalez's continued support has been critical. **Prince George's County was an essential partner. Thank you County Executive Baker for your leadership and commitment to our families and children. We are grateful for the work of** Christian A. Rhodes, Jennie F. Nevin and Loretta Tillery and to Betty Hagar Francis for her strong leadership of the Langley Park Transforming Neighborhoods Initiative. **The Urban Institute staff**, including Sandra Huerta, Amanda Mireles, Kassie Bertumen, Heather Sandstrom, Meagan Cahill, William Warren and Susan J. Popkin. **University of Maryland faculty** from the School of Education and School of Public Health provided critical research, notably Linda Valli, Beatriz Quintos, and Melinda Beltran (School of

Education) and Elliot Segal (School of Public Health). Dave Lash and Grace Belfiore provided excellent support and brought innovative ideas and approaches to the process. Mario Menendez and Maria Nape from **CASA de Maryland** provided extraordinary direction and support to this process — thank you both.

We are grateful for the active participation of **representatives from stakeholder groups** including CentroNia, Clarice Smith Center for the Performing Arts, Community Clinic, Inc, Community Legal Services of Prince George's County, Judy Center, Latin American Youth Center, Lourie Center, Prince George's County Child Resource Center, Prince George's Community College, Prince George's County Department of Parks and Recreation, Prince George's County Public Schools, Prince George's County Department of Social Services, Prince George's County Department of Housing, Ready at Five and Side by Side. We know that your time is very valuable so thank you for the time spent with us.

And lastly, this process would not have been possible without the incredible leadership of the co-chairs of our Design Working Groups: Dave Buonora (Prince George's County Community College); Gianni Campos (Langley Park resident); Renata Claros (CentroNia); George Escobar (CASA de Maryland); Maria Guardado (Langley Park resident); Silvia Lemos (Langley Park resident); Beatriz Manuel (Langley Park resident); and Liz Saunders (Prince George's County Public Schools).



# LPPN Needs Assessment

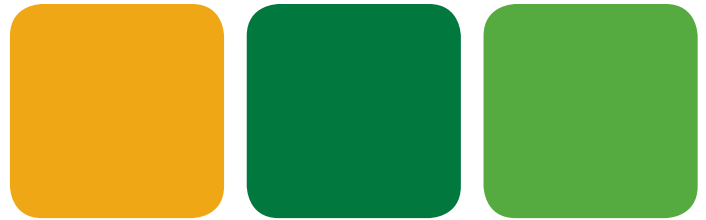
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## Foreword

Children are the measure of a community. Each wave of immigrants arriving in the United States has endured hardship and sacrifice—motivated by aspirations for their children and pride in their potential. Together, as parents, neighbors, teachers, and community members, we work to ensure they fulfill that potential.

This report is the most complete assessment of the state of Langley Park children and families. It will surprise no one that there are a great number of problems to be solved; at each of six crucial childhood transitions, Langley Park children and families lag behind the indicators that predict future success. Fortunately, the data pinpoint not only the gaps, but also the successes and the opportunities for change.

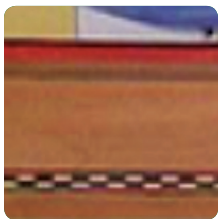
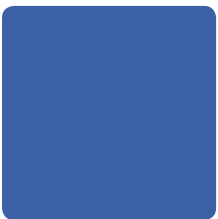
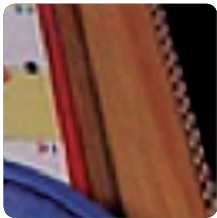
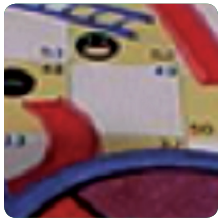
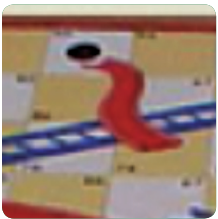
We know that the Langley Park families are strong and resilient and we also know that many—especially those with limited formal education and financial resources-- experience substantial hardships that can stall the progress of subsequent generations. Research shows that the second generation of immigrants, with better access to public education than their parents, often does better than the first, but the third generation many times does worse than the second in terms of income and education. For this reason, finding multi-generational ways to ensure support to these families is key to ensuring our nation's long-term prosperity and transforming the living of Langley Park residents.

Transforming and preserving the Langley Park neighborhood is one of CASA's top institutional priorities, a central goal in our strategic plan, both because of the impact this will have on our members in Langley Park and also because this work has broader implications for ever-more diverse communities across the country. Estimates project that immigrants and their children will account for 82 percent of the growth in the U.S. population over the next 4 decades, and a large segment of these immigrant families are Latinos. By 2050, nearly 1 in every 3 Americans will be Latino and many will live in inner suburbs like Langley Park where systems for immigrant integration are nascent or non-existent.

This report, and the companion *Langley Park Promise Neighborhood in Action: The Continuum Summary*, represent the culmination of a year-long planning process for the Langley Park Promise Neighborhood (LPPN). A 2012 U.S. Department of Education's Promise Neighborhoods Planning Grant funded the work in recognition of CASA's role as the anchor organization in Langley Park and its ongoing collaboration with Prince George's County Public Schools, Prince George's County, and a diverse range of cross-sector partners to build integrated service delivery systems for immigrant integration. Because immigrant families often have limited eligibility for federal work and income supports, these solutions must necessarily rely on aligning the resources of local institutions like community-based organizations, schools and funders. What we are learning in this transformative process will be instructive — not just for other immigrant communities — but also for many high-need communities rethinking the best ways to accomplish more with fewer resources in the face of a fraying federal safety net and substantially changing demographics.

The needs are great, but so is the resolve and resourcefulness of our community members. Collectively, and only collectively, we will help families and children to meet their dreams.

*Gustavo Torres*  
Executive Director  
CASA de Maryland





# Executive Summary

***Langley Park is at the heart of the greater Washington, DC area’s “International Corridor”*** and a pivotal inner-ring suburb in the region which is the seventh largest metropolitan concentration of immigrants in the United States. With relatively low-cost housing and both highway and public transportation access, Langley Park first began attracting immigrants in the 1970s and at an accelerating rate since 1990. The social and institutional infrastructure for integrating immigrants, however, has substantially trailed the growing need.

***Today, Langley Park is the heart of the Latino community of over 300,000 people residing in Prince George’s and Montgomery Counties.*** The over 17,000 Langley Park residents are over 70% foreign-born, principally from Central America; two-thirds came to the U.S. since 2000, in comparison to only about one-third of immigrants nationally. Most Langley Park adults have less than a 9th grade education, low English proficiency, and low income.

***Langley Park’s 3,700 children are overwhelmingly the children of immigrants, and nearly all were born in the U.S.*** Compared to the offspring of earlier generations of immigrants, these children will face a more challenging workplace where both a high school degree and additional postsecondary education are needed for a measure of economic security. Unfortunately, and as described in detail in this report, few of today’s Langley Park children

are currently on track for a secure future. Their path is impeded by well-known challenges of poverty: poor access to health care, high rates of neighborhood crime, chronic housing instability and school mobility, and particularly low levels of parent education and English proficiency.

***Despite the substantial challenges, Langley Park can build on years of community building and cross-sector collaboration to address the gaps in family and student progress and be an important proving ground — not only for other suburban communities in greater Washington, but across the country as well.***

***The goal of Promise Neighborhoods is to construct a continuum of integrated academic and family supports*** that replaces the traditional and ineffective system of disconnected supports that resembles the old board game of Chutes and Ladders — with many more chutes than ladders. In order to ground this continuum in the reality of Langley Park, detailed information was gathered about the progress of children and families along key life transitions from cradle to career.

The data indicate that Langley Park children are not weathering these transitions well as detailed in Section V. These gaps are particularly troublesome because they often occur when smooth transitions are most essential for college and career-preparedness.

## Key findings include:

- ***Langley Park children start school less ready to learn than their peers.*** With no pediatricians in Langley Park and the surrounding area, many young children fall through the cracks. Rates of medical homes among children under 5 lag behind county averages by 24 percentage points and only a third of Langley Park three-year-olds and four-year-olds attend early education programs. As a result, most Langley Park kindergarteners (75 percent) enter school with limited English proficiency and struggle with age appropriate functioning, particularly in the domains of language and literacy, mathematical thinking, scientific thinking, and social studies.
- ***During the elementary school years, Langley Park students largely make up academic gaps, but Limited English Proficient students still struggle.*** Despite many obstacles, Langley Park students generally demonstrate reading and math proficiency rates comparable to their peers. However, Limited English Proficient (LEP) students' average math and reading proficiency rates fall about 15 percentage points lower than those of students who have never been English language learners.
- ***Despite their resilience in elementary school, Langley Park students quickly lose ground in middle school.*** Two of every 3 Langley Park middle schoolers falter with reading and math proficiency or begin a pattern of chronic absences. Also, rates of suspension nearly triple from elementary to middle school, just as communication between parents and schools starts to break down. LEP students continue to experience the most difficulty; they represent only 17 percent of Langley Park middle-schoolers but account for 42 percent of those with the highest need.
- ***Mid-year student mobility, which studies show disrupts student progress, exceeds the state average at all LPPN schools.*** Focus group participants cited housing evictions, economic insecurity, and changing family size as reasons for changes of residence during the school year. Many times, families merely change to a different apartment within Langley Park. However, even these small changes can cause mid-year school mobility, particularly for elementary school students because of multiple strictly enforced attendance boundaries within Langley Park.
- ***In their high school years, Langley Park students face tremendous pressures to leave school early.*** Many youth drop out before receiving their diploma to help provide for their families. The numbers are staggering: 37 percent of Langley Park 16 to 19 year olds are working and not in school, a rate more than 4 times the national average. Many Langley Park youth also find themselves dealing with early parenthood. Birth rates among 15 to 17 year-olds in Langley Park are more than double the state average. To make matters worse, about a third of students at the LPPN partner high school reported that there were no adults that would help them if they had a problem.
- ***Less than half of Langley Park high school students finish in 4-years; and LEP students fare worst.*** Only 27 percent of first-time 9th grade LEP students graduate on time. Participants in student focus groups pointed to limited support and systematically low expectations for English language learners as the main reasons for this gap.

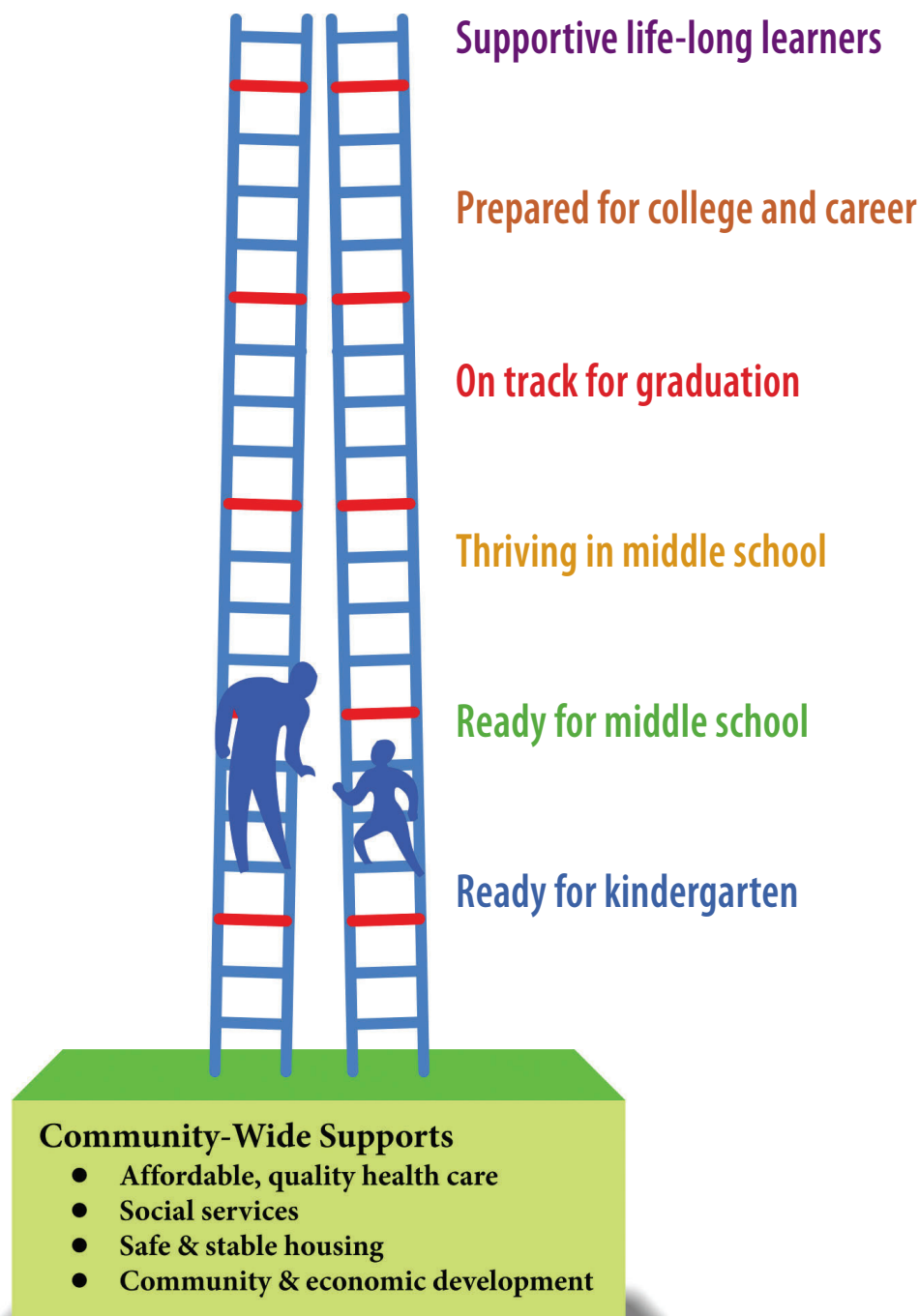
- **Only half of new high school graduates continue on to college and those who do overwhelming opt for 2-year institutions.** Focus groups participants explained that students feel overwhelmed by the college application process and the daunting cost of higher education.
- **Langley Park adults have staggering low levels of schooling and limited access to continuing education.** Nearly 60 percent have less than a 9th grade education. This, complicated by English proficiency rates of only 15 percent, illustrates the great need for basic literacy, language, and skills development for adults in Langley Park. However, despite this high need, only 4 percent adults between the ages of 25 and 34 access some type of continuing education.
- **Low educational attainment makes it difficult for parents to support their children.** With significant knowledge and skill gaps, Langley Park adults earn less than other workers, lack employment benefits (employer-sponsored health care options, sick leave), and experience unemployment rates twice the state average. The data also show that Langley Park parents cultivate early literacy with their young children and talk to their high-school students about college and career less often than other Prince George's County parents.
- **Families experience significant material hardships and receive very little support from the federal safety net.** The median income of Langley Park families with children is less than a third of the median for all Maryland families with children; and the child poverty rates is twice as high in Langley Park than in the state. Nevertheless, Langley Park families access safety net programs at much lower rates than other low income people. Only 10 percent of Langley Park households living below the poverty line receive nutritional assistance through SNAP compared to 37 percent in Maryland and over 40 percent in the U.S.

Based on these findings, as well as the *Langley Park Promise Neighborhood Resource Scan* which catalogues the existing services in Langley Park, the Langley Park Promise Neighborhood has identified five critical types of interventions along the cradle-to-career pathway, described in more detail in Section V:

- **Community-wide supports.** The community needs integrated, affordable health care and economic development supports that lay the foundation for family stability and successful transitions along the cradle-to-career pipeline.
- **Early childhood education.** Five key elements are needed: early care and education, health care, parenting education, socio-emotional development, and family support services.
- **School success.** A two generation/whole-family approach serving students and parents is needed to close the opportunity gap for Langley Park children and families. An important feature of that initiative should be the delivery of high quality, linguistically and culturally responsive instruction in neighborhood schools and programs to support parental involvement in their children's education.
- **College and career pathways.** Priorities include keeping students in school, while supporting them in meeting financial needs, as well as a range of programs that expand students' awareness and access to options after high school.
- **Parents & Jobs.** Solutions are needed that advance education and employment opportunities for parents, within an overall two-generation approach to addressing the needs of both child and parent in an integrated way. Programs should specifically target the low formal education level of Langley Park's largely immigrant parents, the linguistic and cultural barriers that often separate them from family-sustaining incomes, and measures to mitigate predatory practices while fostering opportunities for improved employment.



Over the next few years, the Langley Park Promise Neighborhood will strive to build community and foster cross-sector collaboration to address the gaps in family and student progress highlighted in this report. What we learn in the process will inform policy and practice, not only for Langley Park, but for immigrant communities in our region as well as across the country. For more detail about LPPN programs, see this report's companion publication *Langley Park Promise Neighborhood in Action: The Continuum Summary*.





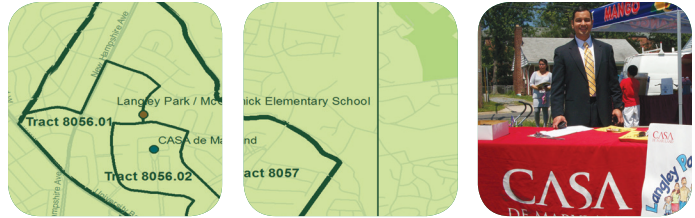
# About this Report

In order to plan a continuum of solutions that would strategically address the needs of children and families in Langley Park, CASA de Maryland in partnership with Prince George's County Public Schools (PGCPS) and the Urban Institute (Urban), a nonprofit, nonpartisan research organization, embarked on a year-long needs assessment process.

During this time, we gathered and analyzed data from many different sources:

- **PGCPS administrative data:** PGCPS identified all students attending its schools and living within Langley Park boundaries. Subsequently, the school district ran special tabulations of data on everything from demographics to academic proficiency to attendance for LPPN children as well as for all children in PGCPS.
- **School Climate Survey:** PGCPS provided summary statistics on discipline and safety, among other domains of interest, for LPPN schools as well as for elementary, middle, and high schools overall for this online survey fielded in the spring of 2013.
- **Promise Neighborhood Survey:** As a supplement to the School Climate Survey, PGCPS fielded a district-wide survey in the spring of 2013 to capture data on indicators required by the Department of Education, but not available from existing sources. PGCPS also ran special tabulations of these data to compare Langley Park students and parents to their peers within the school district.
- **Census 2010 and American Community Survey (ACS):** Urban extracted basic population data from Census 2000 and used 2006-2011 5-year estimates from the ACS statistics for Langley Park census tracts to better understand everything from housing mobility to educational attainment and language proficiency.
- **Langley Park Promise Neighborhood focus groups:** Urban conducted a total of eight focus groups in the neighborhood: two with parents of children under 5, one with elementary school parents, one with middle school parents, one with high school boys, one with high school girls, and two with young people who had left high school without their diploma. All focus groups, except those with current high school students, were conducted in Spanish.
- **Other data:** Urban also amassed data and information from many other sources, including published reports on health and crime, statistics on Langley Park gathered through the county's Transforming Neighborhoods Initiative, summary statistics available through the State of Maryland's Department of Education website, and many others.
- **Literature review:** Urban compiled an extensive collection of peer-reviewed articles to contextualize the needs assessment findings (see Appendix B for a complete listing).

This report synthesizes the findings from this extensive undertaking and lays the groundwork for Langley Park Promise Neighborhood's approach to improving the lives of local children and families.



# Overview of Langley Park

## Significance

The greater Washington, DC area is the seventh largest metropolitan concentration of immigrants in the United States, and Langley Park is at the heart of the region. The profound rise in immigrant settlement in suburban communities since 1970, and accelerating since 1990, creates special challenges in integrating immigrants where there is little experience or infrastructure for doing so (Singer, 2013).

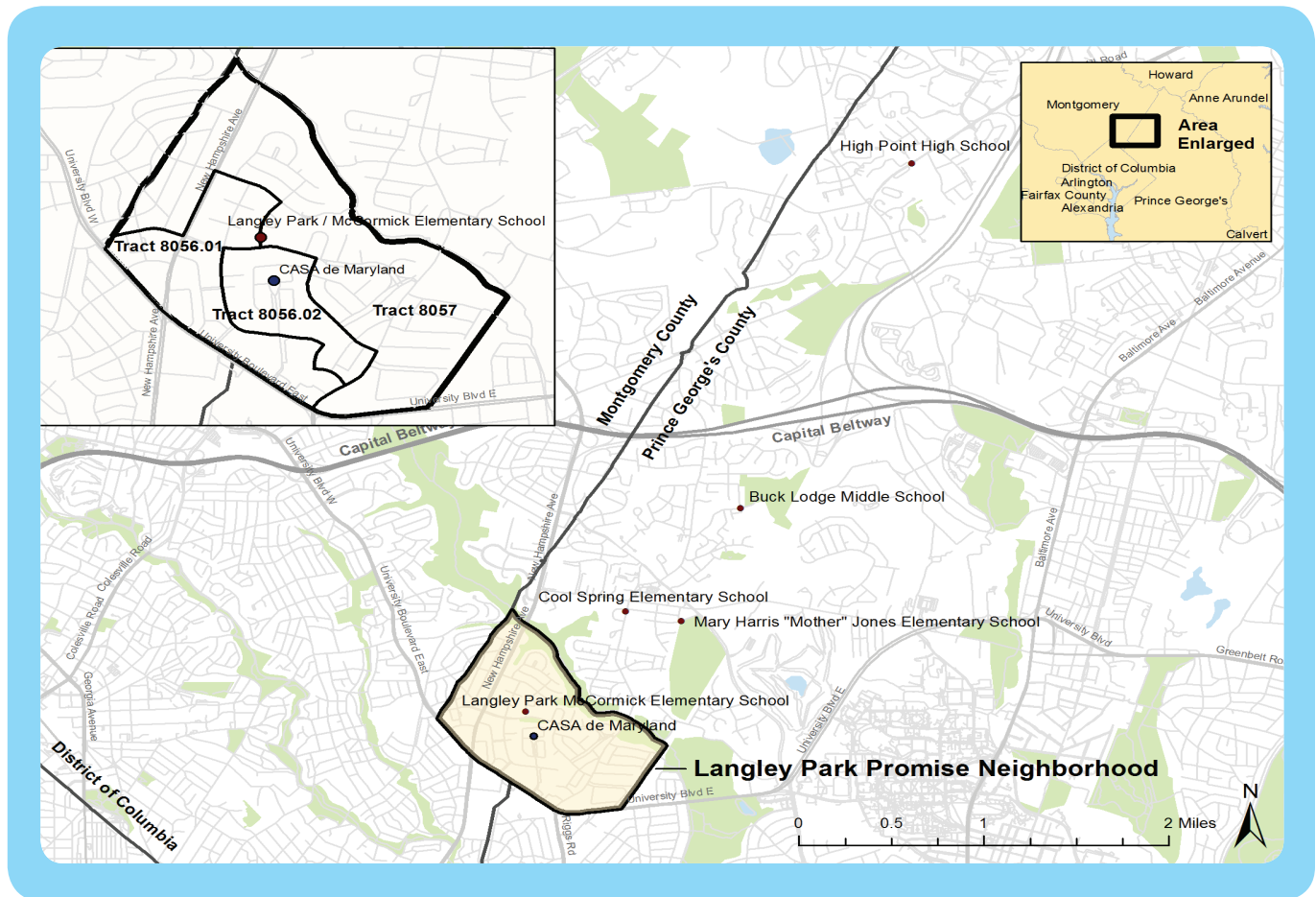
In 1900, Washington's foreign-born population was only 7 percent, as opposed to industrial cities like New York, Chicago, Detroit, Cleveland, Philadelphia, and Boston, which averaged about one-third foreign-born. By 1990, Washington's foreign-born were 12 percent of the population, quickly rising to 22 percent by 2010. While the total metropolitan population grew by 79 percent between 1970 and 2010, the immigrant population grew by 820 percent in the same period. The preponderance of this growth has been in the suburbs, not the inner city. Due to job decentralization and suburbanization nationally during this period, well over half of the nation's immigrants now reside in suburbs compared to just one-third in cities. Washington, along with Atlanta, Dallas-Fort Worth, Austin, and Las Vegas, now constitute a new breed of immigrant destination with largely suburban immigrant settlement and little social or institutional infrastructure to respond to the influx (Singer, 2013).

In addition to a doubling of immigrants in the U.S. from 1990 to 2010, and the historic shift to the suburbs, the composition of newcomers to the country has shifted from 85 percent European a century ago to 85 percent non-European today. In the Washington area, the largest group, comprising 40 percent of the foreign-born population, is from Latin America and the Caribbean, including an exodus of Central Americans beginning in the 1980s due to civil conflict. Another quarter of Washington's immigrants are from India, Vietnam, the Philippines, and China. Washington is also home to a large number of immigrants from the African continent, more than 14 percent of region's foreign-born population compared to just 4 percent nationally (Singer, 2013).

Langley Park has been an epicenter of Washington's change and the heart of the Latino community of 300,000 residing in Prince George's and Montgomery Counties. One of the first communities in greater Washington where immigrants settled, Langley Park has long been at the vanguard of building the infrastructure for integrating immigrants, including award-winning cross-sector initiatives in education, employment, language access and acquisition, health and well-being, equal opportunity, citizenship, and civic participation. Programs and partnerships incubated in Langley Park are being expanded and replicated throughout the area and in other parts of the country.



## Langley Park Promise Neighborhood



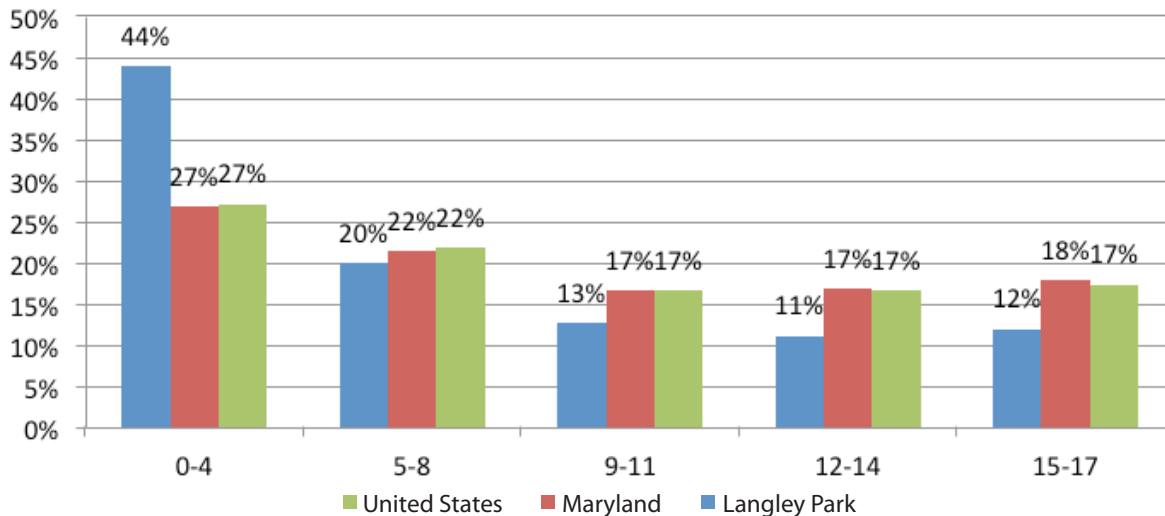
## Location

The Langley Park Promise Neighborhood (LPPN) is a 0.8 square-mile area in Prince George's County, Maryland, located less than three miles from Washington, DC (Figure 1). The neighborhood lies just inside the Capital Beltway, the major freeway separating DC proper from its outer suburbs, and borders the more affluent Montgomery County to the west. The community known as Langley Park is a 2000 Census Designated Place (CDP) that contains three census tracts<sup>1</sup>.

Three census tracts comprise the Langley Park Promise Neighborhood. The University Avenue corridor tract (8056.02), running along LPPN's southern border, has a mix of commercial development and high-density multi-family housing. The two other census tracts are almost exclusively residential, though the composition of their housing stock varies. The tract that houses CASA de Maryland (805602), the lead agency for LPPN, contains high-density apartment complexes much like those located in the University Avenue corridor. However, the tract along the northern border (8057), where the only school to fall within LPPN's boundaries is located, follows a lower density housing pattern with a spattering of single-family attached and detached homes.

Throughout this report the terms Langley Park Promise Neighborhood (LPPN) and Langley Park are used interchangeably to describe this geographic area.

## Population Under 18



Source: American Community Survey 2007-2011 5-Year Estimates

## Population

Langley Park is home to over 17,000 people, among them approximately 3,700 children under the age of 18.<sup>2</sup>

- **Most Langley Park residents have Central American origins.**<sup>3</sup> More than 70 percent of Langley Park residents are first-generation immigrants to the U.S. Upwards of 86 percent of these individuals were born in Central America, principally in Guatemala and El Salvador. Most of these are fairly recent immigrants. Two-thirds came to the U.S. since the year 2000, in comparison to only about a third of immigrants across the U.S.
- **The overwhelming majority of Langley Park residents are English language learners.** Over 80 percent of Langley Park residents over the age of 5 speak a language other than English at home, as compared to 16 percent in MD, and 20 percent nationally. Of these Langley Park residents, only 14 percent are English proficient.<sup>4</sup>
- **Two-thirds of Langley Park adults lack a high school diploma.** In fact, 57 percent of adults age 25 and over have less than a 9<sup>th</sup> grade education. Only one in ten has a Bachelor's degree or higher, compared to 44 percent in Maryland and 32 percent nationally.
- **The vast majority of Langley Park young people are children of immigrants, and nearly all of them — more than 85 percent — were born in the U.S.**<sup>5</sup>
- **Children under the age of 5 make up a disproportionately large share of the child population.**<sup>6</sup> Early learners make up 44 percent of the Langley Park population under 18, much higher than the 27 percent average in Maryland and the U.S.
- **Many children in Langley Park grow up with only one parent, and sometimes with none at all.**<sup>7</sup> Forty-five percent of children under 18 live with only one parent, as compared to only about a third of children in Maryland and the US. In addition, about 13 percent of Langley Park children have no parent at home, compared with only about 5 percent of children nationwide. Much of this separation results from step or chain migration with fathers and older children leaving their home countries first to pave the way for mothers and smaller children who migrate later (Foner and Dreby, 2011).

1. Note that the definitions for the Langley Park CDP changed slightly in recent years and include an additional census tract 805500, located just south of University Blvd, LPPN's southern border.

2. 2010 Decennial Census.

3. American Community Survey 2007-2011 5-year Estimates.

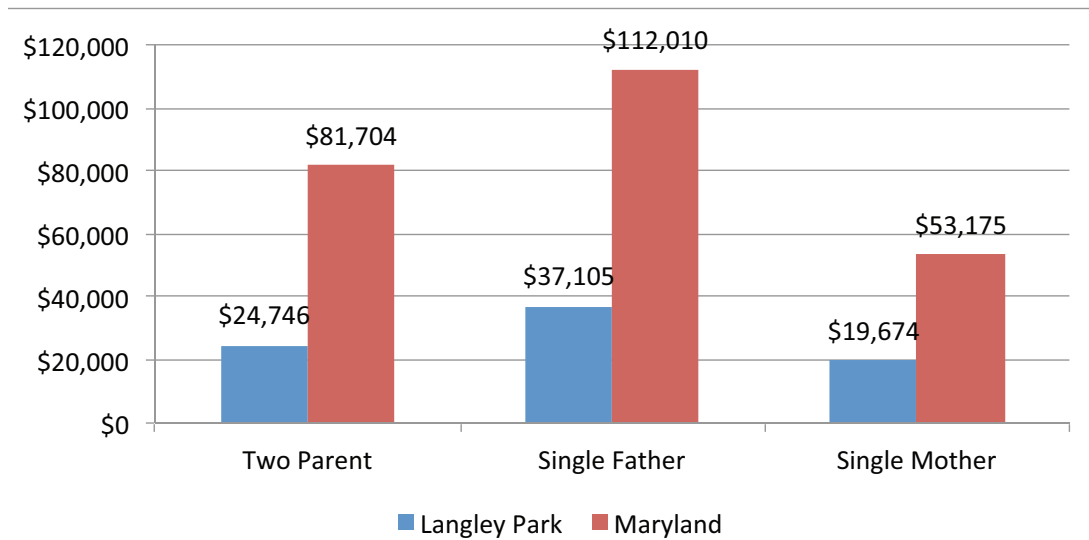
4. American Community Survey 2007-2011 5-year Estimates.

5. American Community Survey 5-year estimates 2007-2011.

6. 2010 Decennial Census.

7. American Community Survey 5-year estimates 2007-2011.

## Median Income for Families with Children



Source: American Community Survey 2007-2011 5-Year Estimates

## Income and Poverty

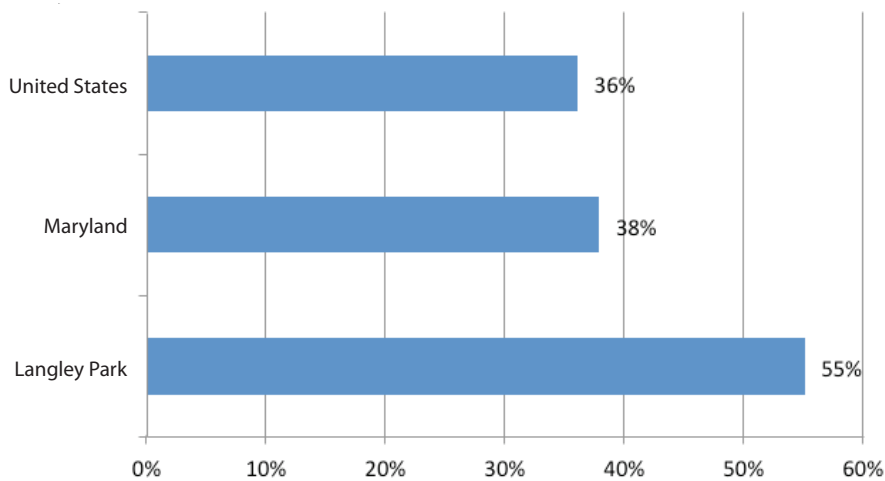
Langley Park is home to a significant number of families struggling to make ends meet.

- ***The overall child poverty rate in Langley Park (23 percent) is more than twice the rate in Maryland.<sup>8</sup>*** In addition, more than 90 percent of Langley Park students receive free or reduced-price lunch, compared to 60 percent of Prince George's County students and 44 percent of all students in Maryland.
- ***The median income of Langley Park families with children is typically less than a third of the median for all Maryland families with children.<sup>9</sup>*** All Langley Park families struggle to make ends meet—those with two parents as well as those with single fathers and single mothers.
- ***Langley Park families must stretch their income to support not only those who live with them, but also those left behind.*** An estimated 80 percent of Langley Park families send money to other family members.
- ***Labor market prospects for Langley Park parents are dismal.*** Unemployment rates in Langley Park are twice those in Maryland. Langley Park workers also earn systematically lower wages even in relatively high wage occupations like management in which Maryland workers make upwards of \$65,000 a year, and Langley Park workers only about \$35,000, a difference of \$30,000.<sup>11</sup>

8. American Community Survey 5-Year estimates 2007-2011.

9. American Community Survey 5-Year estimates 2007-2011 for Langley Park Census Designated Place, which overlaps with all LPPN census tracts but also includes another small adjacent area. The micro data needed to calculate the median across families across LPPN tracts was not available.

### Households Paying More than 30 Percent of Their Income on Housing



Source: American Community Survey 2007-2011 5-Year Estimates

## Housing

- **Most Langley Park families rent their homes.** While only about a third of households in Maryland and the U.S. rent their housing, nearly four of every five households in Langley Park are renters.<sup>12</sup>
- **Distressed properties dominate the local housing stock.** More than half of the housing units in Langley Park were built prior to 1960, which puts them at high risk for lead poisoning hazards.<sup>13</sup> In contrast, less than a third of the housing stock in Maryland and the U.S. fits this description.<sup>14</sup> Without proper maintenance, this kind of housing often falls into disrepair that threatens the health of residents.
- **Vermin, peeling paint and plaster, failing heating and plumbing systems, broken windows, and problems with mold and moisture are routinely reported in rental housing.**<sup>15</sup> However, CASA staff and focus group participants report that families still largely under report these issues because of cultural misperceptions that they are responsible for resolving these issues on their own or concerns that property management will retaliate with eviction proceedings or call immigration authorities.
- **Langley Park families struggle to pay for their housing.** Over half of all Langley Park households (55 percent) pay upwards of 30 percent of their income in rent or mortgage. And housing affordability is likely to worsen with the advent of the Purple Line — a 16-mile light rail project set to traverse Langley Park. Construction is due to begin in 2015.
- **To manage housing costs, Langley Park families often share rental units with other families.** Almost a third of rental households (32 percent) live in overcrowded conditions<sup>16</sup> in comparison to 4 percent in Maryland, and 6 percent nationally.<sup>17</sup>
- **Low-income LPPN homeowners struggle to keep their homes out of foreclosure.** LPPN's principal zip code (20783) was a "foreclosure hot spot" during all quarters of 2013, with a foreclosure index 38 points above the state average (2012; 2012; 2012; 2012).
- **Langley Park families experience substantial housing instability.** The combined issues of cost, overcrowding, substandard housing, and foreclosure make Langley Park families particularly vulnerable to housing instability. Nearly a quarter of the population in Langley Park moves every year, more than twice the rate in Maryland.<sup>18</sup>

12. 2010 U.S. Decennial Census.

13. The State of Maryland requires mandatory lead inspection and abatement in these properties.

14. American Community Survey 5-year estimates 2007-2011.

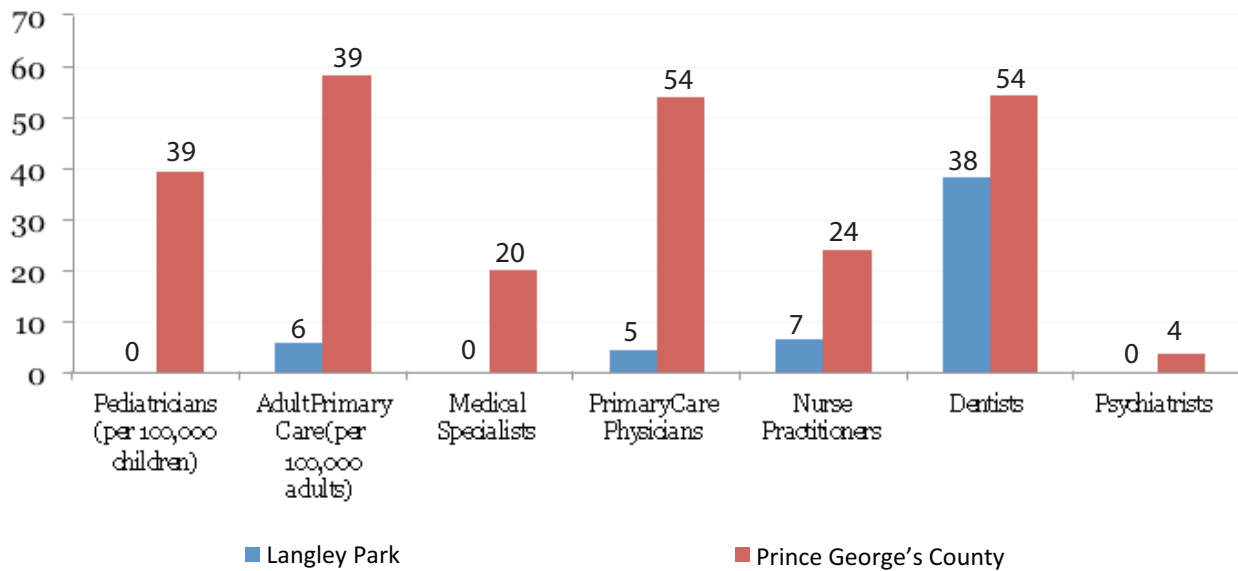
15. Prince George's County Department of Permitting, Inspections, and Enforcement.

16. There are many different ways of defining overcrowding. We employ one of the most frequently used definitions, where the number of people per room exceeds one.

17. The State of Maryland requires mandatory lead inspection and abatement in these properties.

18. American Community Survey 5-year estimates 2007-2011.22. Prince George's County Department of Permitting, Inspections, and Enforcement.

### Health Care Workforce per 100,000 Residents of all ages (unless otherwise specified)



Source: University of Maryland School of Public Health (2012). Licensed health care providers in the state of Maryland were obtained from the respective Department of Health and Mental Hygiene Licensing Boards. Data for all categories comes from 2011, except primary care physicians (2010). 2010 Census. Rates for Pediatricians, Adult Primary Care, and Medical Specialists calculated by the Urban Institute.

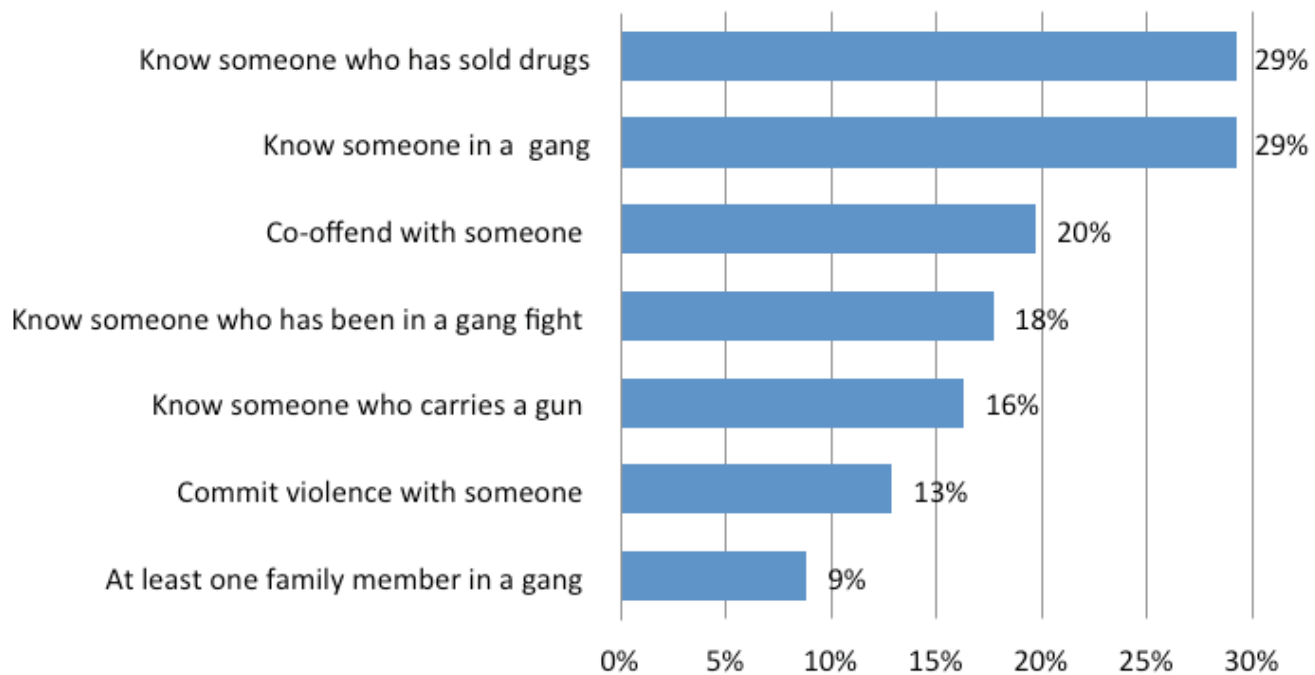
## Health Care Access

Reliable access to affordable, culturally competent health care is challenging for many living in Langley Park.

- **Nearly 60 percent of Langley Park residents do not have health insurance**, as compared to only about 11 percent in Maryland and 15 percent in the U.S.<sup>19</sup> Most of those uninsured are immigrant adults who do not qualify for the public health insurance extended to other native-born low-income people and/or hold informal employment which does not extend health benefits.
- **Langley Park lacks sufficient health professionals to serve its population.** Its zip code has no pediatricians, medical specialists, or psychiatrists. And the ratio of adult primary care physicians to residents of all ages is abysmal (2012).
- **Langley Park families frequent Federally Qualified Health Centers (FQHCs) outside of the immediate area.** Due in large part to the existence of local government funding for community clinics serving the uninsured in neighboring Montgomery County and the District of Columbia, most Langley Park residents seek primary care at FQHCs like Mary's Center, Community Clinic Inc (CCI) and Clínica del Pueblo in these jurisdictions. No such facilities for those ineligible for Medicaid or a Qualified Healthcare Plan through the Affordable Care Act exist in Prince George's County. This means Langley Park residents can only access primary care in their own county through pay-for-fee services on a sliding fee scale that many times is prohibitive.

19. American Community Survey 2011 3-year Estimates for Langley Park Census Designated Place, which overlaps with all LPPN census tracts but also includes another small adjacent area. More exact calculations are not possible because census tract level data on health insurance status is not available at this time.

### Links to gangs and criminal behavior in Langley Park youth's social networks



Source: Adapted from Roman, C., M. Cahill, et al. (2012). Social Networks, Delinquency, and Gang Membership. Washington, DC, The Urban Institute.

## Crime and Safety

- **Langley Park is a recognized hotspot for crime.** Prince George's County identified the neighborhood as one of the five neighborhoods most affected by violent crime.<sup>20</sup> The violent crime rate in the community is about 50 percent higher than the county average — approximately five violent crimes are committed per 1,000 residents, compared to about three per 1,000 for Prince George's County as a whole.<sup>21</sup> Participants in focus groups also highlighted acute problems with domestic violence as well as reluctance to report crime to police because of concerns about immigration enforcement.
- **Many youth have everyday contact with gangs and violence.** A recent study of youth ages 14 to 21 in the Langley Park area found that many regularly interact with people engaged in criminal behavior, and sometimes participate in this behavior themselves (Roman, Cahill et al. 2012).

20. The Transforming Neighborhoods Initiative (TNI) <http://www.princegeorgescountymd.gov/sites/ExecutiveBranch/CommunityEngagement/TransformingNeighborhoods/Pages/default.aspx>

21. 2012 Computer Aided Dispatch Calls for Service, courtesy of Prince George's County.





# Langley Park Schools



Prince George's County Public Schools (PGCPS), the public school system serving LPPN, clearly defines boundaries for each of its schools and requires students to attend the elementary, middle, and high school that correspond to their places of residence.

For LPPN, there are five partner schools in the feeder-pattern from pre-K to 12th grade:

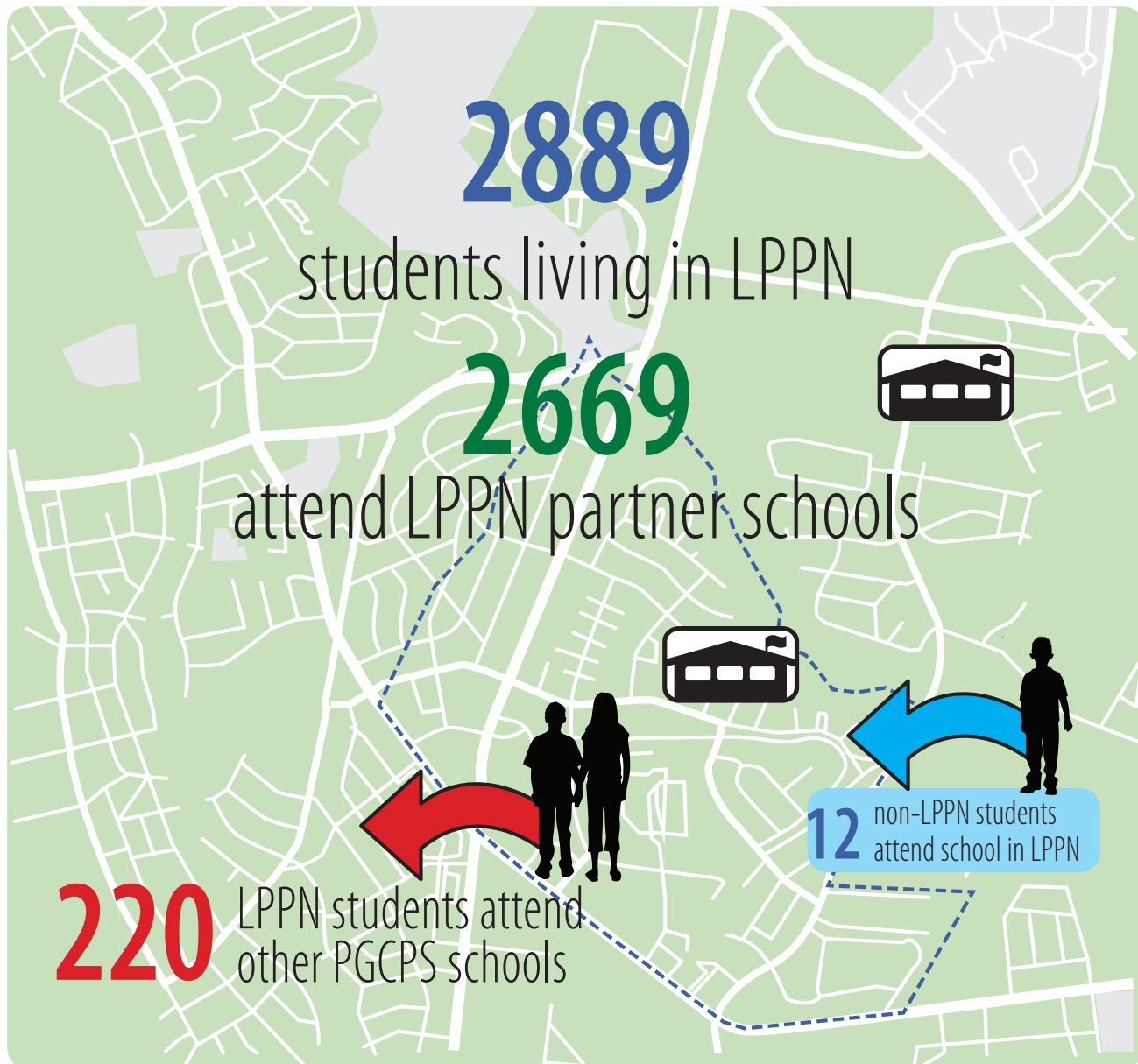
- **Langley Park McCormick Elementary School:** Centrally located in the heart of the LPPN, next door to the Langley Park Community Center and walking distance from CASA de Maryland, the vision of this school is “to provide a Common Core, STEM-centric educational setting where students are prepared to become college and career ready through the use of real life experiences that cross all disciplines. Students will explore, collaborate, explain, and elaborate in order to become global and independent thinkers.”
- **Mary Harris “Mother” Jones Elementary School:** Located less than a mile north of LPPN in Adelphi, this school is named for the Irish-born labor rights activist who fought for the rights of workers after immigrating to the US; living her final years in rural Maryland. The school’s core values are: scholarship, honor, efficacy, global awareness, and safety. The mission of Mary Harris Elementary is “to develop the unique potential of each child; provide excellent academic instruction; model respect, tolerance and cooperation; and demonstrate learning as a lifelong process.”
- **Cool Spring Elementary School:** Cool Spring opened in August 1994 as a holistic learning center for various ages. Today, this school, located within a mile of LPPN in Adelphi,

declares its vision is “to instill in students excellent character traits and academic readiness through higher level thinking skills and real world experiences making students college and career ready.”

- **Buck Lodge Middle School:** Located about two miles from LPPN, the vision of BLMS is to incorporate “the tenets of Community of Caring Character Education and the Comer process into the daily operation of the school to ensure a positive, secure, caring school for students, staff, and families.” Buck Lodge Middle School operates under the Comer School Development Program Reform Model, and was recently visited by President Barack Obama to highlight the schools use of technology with its iPad initiative.
- **High Point High School:** This school is the most ethnically diverse high school in the state of Maryland and gets its name from its location on the highest point in Prince George’s County, about four miles north of LPPN. STEM-focused after-school programs connect students with industry leaders in science and engineering; and the HPHS vision statement calls for students to become “academically and socially successful in order to become lifelong learners and productive citizens.”

In the 2012-13 school year, there were 2,889 PGCPs students living in Langley Park attending 57 different schools.<sup>22</sup> Of those, 2,669 – 92 percent – attended one of the five LPPN partner schools. In addition, 12 students living outside of Langley Park attend Langley Park-McCormick, the only partner school physically located within LPPN boundaries.

### Conceptual Map of Schools and Neighborhood



22. LPPN students were identified by crossing the universe of Langley Park addresses from United States Postal Service (USPS) data with the addresses of all PGCPs students in March 2013. Because PGCPs updates a single field for addresses as children change residences rather than creating additional fields, we were unable to identify exactly which students lived in the neighborhood at the beginning of the school year.



- ***In total, there were approximately 2901 LPPN target students attending PGCPS.***
- ***LPPN students are demographically different from other students in PGCPS and the state of Maryland.*** Nearly 90 percent of LPPN students are ethnically Latino; and nearly half are simultaneously acquiring English as a second language and mastering the core curriculum (Figure 8). In contrast, a much smaller share of students in PGCPS and Maryland schools are Latino and only a small subset of this population are limited English proficient.
- ***In addition, LPPN students are substantially more economically disadvantaged than other students in PGCPS and Maryland.*** More than 90 percent of LPPN students receive free or reduced-price lunch, compared to 60 percent of PGCPS students and 44 percent of all students in Maryland.

**Comparison of LPPN Target Students and other Students in PGCPS and Maryland**

	Target Population	Prince George's County Public Schools	Maryland
Number of Students	2,901	123,740	859,638
Race/Ethnicity			
Hispanic	86%	24%	13%
Black	10%	66%	35%
White	1%	5%	42%
Asian	1%	3%	6%
Free & Reduced Price Lunch	91%	60%	44%
Limited English Proficiency			
Currently LEP	46%	13%	7%
Redesignated LEP	12%	4%	-
Never LEP	41%	82%	-
Special Education			
SPED	11%	11%	11%

- ***During elementary school, LPPN students attend schools where the student body looks like them.***

LPPN students are upwards of 70 percent of all children in each of the three elementary schools serving Langley Park students. Each of these schools has similar proportions of students who are Latino, LEP, and free and reduced-meals students (FARMS).

- ***LPPN students represent a much smaller share of students in the middle and high schools they attend.*** These schools are more ethnically diverse and have much smaller shares of current and formerly LEP students.

Characteristics of LPPN Partner Schools	Langley Park-McCormick Elementary School	Mother Jones Elementary School	Cool Springs Elementary School	Buck Lodge Middle School	High Point High School
Number of Students	679	925	669	846	2,162
Target Students as Percent of Student Body	100%	82%	72%	32%	23%
Race/Ethnicity					
Hispanic	91%	86%	87%	65%	55%
Black	6%	9%	8%	30%	36%
White	1%	2%	2%	2%	3%
Asian	0%	2%	1%	3%	5%
Free & Reduced Price Lunch	94%	93%	90%	88%	72%
Limited English Proficiency					
Currently LEP	43%	57%	57%	23%	20%
Redesignated LEP	16%	12%	7%	21%	7%
Never LEP	41%	31%	35%	56%	73%



# The Needs of Langley Park Children from Cradle to Career

Currently, children in Langley Park are living in a community facing gang violence, high poverty, unemployment, insufficient healthcare, and unstable housing. The primary goal of LPPN is to ensure that *all children in Langley Park have the academic and family supports necessary to succeed in school and to be college and career ready*. To support Langley Park families in raising college and career ready children, LPPN utilizes a targeted approach to bridge cultural, linguistic, and economic obstacles.

The LPPN program focuses on six critical transition points along the cradle-to-career pipeline. Research shows that children who effectively transition through these stages are much more likely to do well.<sup>23</sup> For that reason, it is essential to understand how Langley Park children are faring at these critical transition points, and to identify areas where they are in need of additional support.

# The six transition points are:



## 1. Ready for kindergarten:

Children enter kindergarten prepared and ready to learn.



## 2. Ready for middle school:

During the elementary school years, children develop the solid basic skills that prepare them for the rigors of middle school.



## 3. Thriving in middle school:

Students perform well academically, by performing at grade-level, as they adapt to a new school, new class schedule and format, and often new peers.



## 4. On track for graduation:

High school students remain on track for graduation and overcome the pressures to drop out of school early.



## 5. Prepared for college and career:

High school students grades 9–12 develop the fundamental skills needed to perform well academically as they pursue post-secondary education, as well as becoming marketable for diverse career options.



## 6. Supportive life-long learners:

Parents nurture the education of their children, hold meaningful employment, continue their own life-long education, and be able to provide for their families' needs.

Mapping these key transitions and putting in place appropriate interventions requires defining outcomes to measure progress. A core set of outcomes and indicators were specified by the U.S. Department of Education as part of the Promise Neighborhood program (see Appendix A), while others grew organically out of the needs assessment process in Langley Park. Some of these outcomes are unique to a particular transition, while others measure an important aspect of a child's experience during various stages of her life.

# Key outcomes examined across the 6 transition points include:



Age appropriate functioning



Enrollment in early education programs



Medical homes for young children



Academic proficiency



Stable schools



Safe schools



Regular attendance in transitional grades



Avoidance of early pregnancy and parenting



Balancing education and early work experiences



On-time high school graduation



Enrollment in higher education



Life-long learning



Parent support of student learning



Stable and sustainable employment



Access to 21st century learning tools



Adequate physical activity and nutrition



Access to appropriate work supports

In the following sections of this report, we describe how LPPN children are faring over their lifetimes. For each transition, we first provide a cross-cutting assessment of the level of need of LPPN young people and a segmentation analysis to identify what characteristics put them most at risk at this time in their lives. Then, we detail LPPN performance on each of the individual indicators that are most relevant to children during the time of this transition, offering background on the measures used, benchmarking with other children, and important contextual information to interpret the data trends that we see.

*See Section VI (Planning the Continuum of Solutions) for greater detail regarding how these data informs the LPPN program design.*



## Ready for Kindergarten

Children experience their first key academic challenges in kindergarten. Getting off to a good start at this time of transition can help children do well throughout their academic career. For students to do well at this critical early age, families and communities must ensure that students enter school with the basic social, physical, language, and thinking skills they need to fully engage in their first year of school. Research shows that there are many factors that can help make sure children are ready for kindergarten, including having a medical home and the appropriate health care during their early years and enrolling in high quality early education programs (Currie 2005).

To understand how Langley Park students are doing at this key transition, we examine several key outcomes:

- Age appropriate functioning
- Enrollment in early education programs
- Medical home for young children

## Overall Assessment

In order to examine the overall level of need among Langley Park students, we report the composite score for kindergarten readiness as assessed using the Maryland Model for School Readiness (MMSR), a series of assessments across multiple domains of child development administered by kindergarten teachers at the beginning of the school year.

In this section, we present data on 382 Langley Park children entering kindergarten at the three LPPN elementary schools in 2011.<sup>24</sup> The MMSR designates three levels of readiness—developing, approaching, and full. We use these levels to categorize Langley Park children in terms of high, moderate, and low need respectively.

### Student Breakdown

Langley Park Target Students

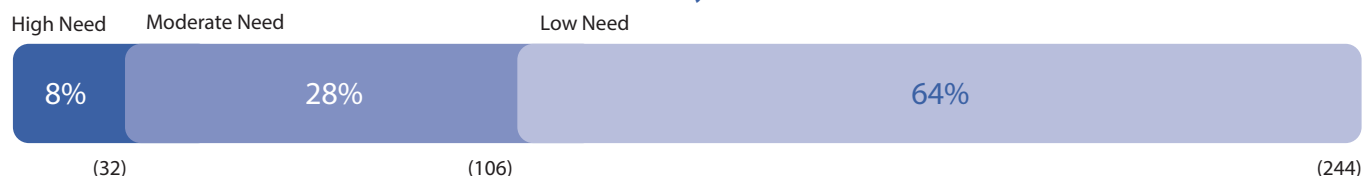
382 students in Kindergarten

Cool Spring 108

Langley Park-McCormick 137

Mother Jones 137

### LPPN Students by Level of Need



### Characteristics of the population within each need level

	High	Moderate	Low	Overall
<b>Language Proficiency</b>				
Limited English Proficient (LEP)	97%	88%	72%	78%
Never LEP	3%	12%	28%	22%
<b>Gender</b>				
Male	66%	54%	47%	50%
Female	34%	46%	53%	50%
Absent for 20 days or more	13%	8%	7%	7%
Attended public Head Start or Preschool program	19%	42%	77%	63%



### LPPN Report Card

*More than a third of Langley Park kindergarten students are not fully ready to enter kindergarten. While 64 percent of Langley Park kindergarten students are “Low Need”, 28 percent have “Moderate Need” and 8 percent have “High Need”.*

Source: Urban Institute Analysis of Prince George’s County Public Schools data, SY 2011-12

## The Story Behind the Numbers

**LEP students are disproportionately “High Need.”** About 78 percent of all Langley Park children enter kindergarten with limited English proficiency. These students are over-represented in the “High Need” group (97 percent).

**Kindergarten boys struggle more with readiness than female students.** While male students make up approximately two-thirds of “High Need” students, they make up just less than half of all “Low Need” students.

**“High Need” Langley Park students miss school more frequently than students who are better prepared for kindergarten.** Only 7 percent of “Low Need” students were

absent for 20 days or more, compared to 13 percent of “High Need” students.

**Formal early education programs may make a difference for Langley Park kindergarteners.** About two-thirds of Langley Park children attended a public pre-school program in Prince George’s County Public Schools before enrolling in kindergarten. These students make up a disproportionately high share (77 percent) of students who entered kindergarten fully ready to learn.

24. Students living in Langley Park but not attending Cool Spring Elementary, Langley Park-McCormick Elementary, or Mary Harris “Mother Jones” Elementary were not included in this analysis due to issues of data availability.



## LPPN Key Outcome: Age Appropriate Functioning

Performing well in school from an early age requires strengths in multiple domains, ranging from physical development and social skills to mathematical and scientific thinking. Children who exhibit these strengths in their early years are more likely to do well in elementary and high school and transition successfully to adulthood (Rouse, Brooks-Gunn et al. 2005).

### About the Data

To measure age appropriate functioning, we report the number and percent of Langley Park students exhibiting “Full Readiness” across seven different domains— social and personal, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development—as well as a composite score.

The data comes from the Maryland Model for School Readiness (MMSR) assessment administered to incoming kindergarten students in the fall of 2011.<sup>25</sup> Students are given ratings in one of three categories for each domain — “Full Readiness”, “Approaching Readiness” and “Developing Readiness.” Within each domain, students are scored on multiple criteria on a scale of one to three, and these scores are summed to determine the student’s readiness in that category. The data below describe 382 Langley Park students attending LPPN partner elementary schools<sup>26</sup> and compare them to 9,490 entering kindergartens in Prince George’s County Public Schools (PGCPS), and 63,972 students in Maryland.



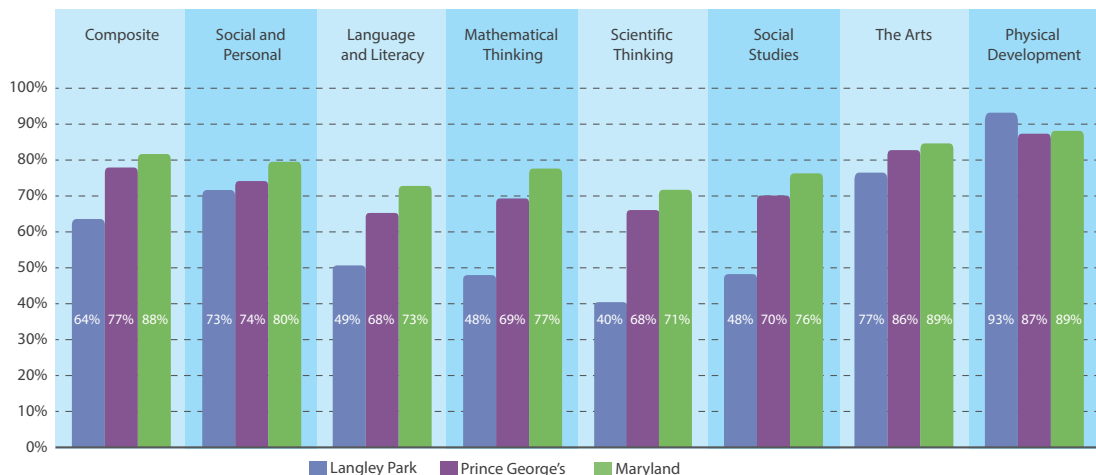
### LPPN Report Card

**Langley Park kindergarten students are less likely than their peers to enter kindergarten ready to learn. Only 64 percent (n=244) of Langley Park kindergarten students meet Maryland’s model for kindergarten readiness, compared with 77 percent of kindergarten students in Prince George’s County and 83 percent in Maryland.**

**Significantly, Langley Park students have the most difficulty in the domains of language and literacy, mathematical thinking, scientific thinking and social studies.** Less than half of Langley Park students are rated “Full Readiness” in these domains, more than 20 percentage points lower than their county and state peers in most cases, suggesting difficulty in subsequent grade levels.

**Langley Park kindergarteners’ strengths lie in physical development and social skills.** Langley Park students do better than other students in PGCPS and Maryland in the domain of physical development. In addition, kindergarteners living in Langley Park fair just as well as their PGCPS counterparts when it comes to social and personal skills, though both groups lag behind their peers in Maryland.

“Full Readiness” Among Incoming Kindergarten Students



Source: Urban Institute Analysis of Prince George’s County Public Schools data, SY 2011-12. Data for Prince George’s County and Maryland accessed from Maryland Public Schools at [http://marylandpublicschools.org/NR/rdonlyres/BCFF0F0E-33E5-48DA-8F11-28CF333816C2/31925/2011\\_12appendixB.pdf](http://marylandpublicschools.org/NR/rdonlyres/BCFF0F0E-33E5-48DA-8F11-28CF333816C2/31925/2011_12appendixB.pdf).

### The Story Behind the Numbers

**English Language Proficiency may play a big role in school readiness assessments.** Overall, 78 percent of incoming Langley Park kindergarten students are Limited English Proficient (LEP). In more traditional academic domains, LEP students perform systematically worse than other students. However, in domains not directly related to language — social and personal, the arts, and physical development — LEP Kindergarten students display readiness levels comparable to their peers in Prince George’s County and Maryland.

### More to Learn

The Department of Education requires that school readiness data be collected for three-year-olds and kindergarten students, and recommends that data be collected for four-year-olds as well. During the planning year, we did not have access to school readiness assessments for three-year-olds and four-year olds. In the future, we hope to work with PGCPS’ early childhood education programs to collect comparable data on for three-year-olds and four-year-olds.

25. More recent data were not available for the purposes of this report.

26. Langley Park target students not attending Langley Park-McCormick Elementary, Cool Spring Elementary, or Mary Harris “Mother Jones” Elementary are excluded from these analyses due to limited data availability.



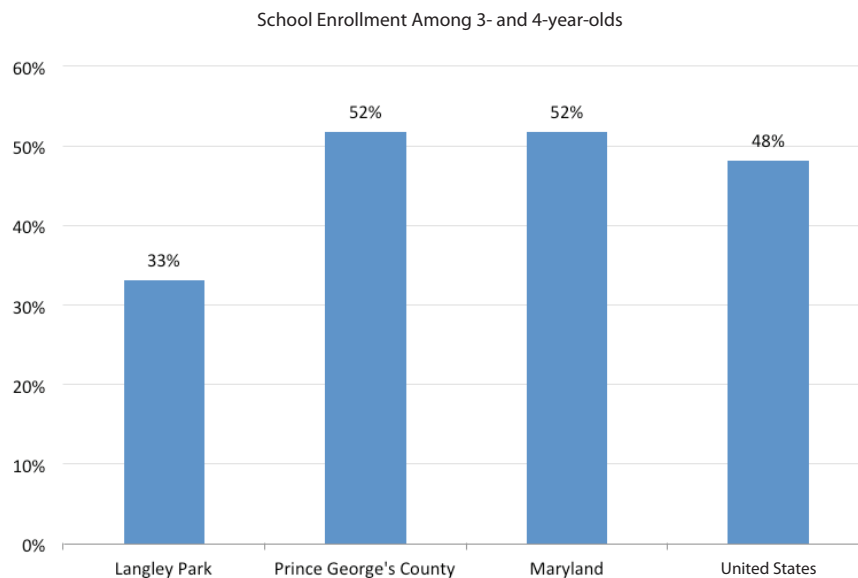


## LPPN Key Outcome: Enrollment in Early Education Programs

Children who have structured learning experiences when they are three and four-years-old often are more socially and cognitively ready to start Kindergarten (Barnett 2008). This is especially true for low-income students and those who speak a language other than English at home (Han, Silva et al. 2013).

## About the Data

The indicator we use to measure enrollment in early education programs is the number and percent of Langley Park three-year-olds and four-year-olds currently enrolled in school. The data comes from the 2007-11 5-year American Community Survey estimates at the tract level. The 564 Langley Park three-year-olds and four-year-olds are compared with their counterparts in Prince George's County, Maryland, and the U.S. for benchmarking purposes.



Source: Urban Institute analysis of 2007-11 5-year American Community Survey estimates.



### LPPN Report Card

*Only a third (n=186) of Langley Park's three-year-olds and four-year-olds are enrolled in school, well below state and national averages. Langley Park's school enrollment rate is 18 percentage points lower than that of Prince George's County and Maryland, and 15 percentage points lower than that of the U.S. as a whole.*

## The Story Behind the Numbers

**Most Langley Park parents want early education opportunities for their children.** One mother of two children under five remarked, "They [children] should begin at an early age because that way, they are developing their minds and are learning more academic things. And if a child begins at like age five or six they're more timid...and it's more difficult for them to learn English." This is consistent with data on in-coming kindergarteners that shows nearly two-thirds of Langley Park students attended preschool programs available through PGCPs.

**Local free preschool and Head Start programs are over-subscribed.** In focus groups, parents of young children mentioned long waiting lists for these programs. One mother tried to sign up her four-year-old in February for attendance in the fall, but it was already too late.

**Parents worry about the cost of early education programs.** For parents who do not find space in a free preschool or Head Start program for their children, cost can be an insurmountable barrier. At a focus group with parents of young children, one mother of a one-year-old and a four-year-old confided, "I would like to put him in a community center or child care center but, looking at it closely, we don't

have enough to pay the monthly fees and we are going to be earning less than we would be paying."

**Parents who are able to place their children in early education programs have had largely positive experiences.** The mother of two preschoolers talked about how happy she was with her experience at Centronía, a local, high quality, bilingual child care center: "My daughter...has learned to spell her name, write her name, the colors, the numbers in English...she has developed her language skills significantly because she could not speak very well."

## More to Learn

The Department of Education recommends gathering more in-depth data on early education for Promise Neighborhoods. This includes the number and percent of zero to five-year-olds attending center-based and home-based childcare. This expands the age range of children as well as the scope of the inquiry. In the future, in order to gather data that better align with the Department of Education's guidance, we plan to field a neighborhood survey which will include a series of in-depth questions on early education for the parents of children under five.



## LPPN Key Outcome: Medical Home for Young Children

Regular medical care during the early years of life is important to prepare children to start school (Mustard 2006). This requires not only access to health insurance, but also the establishment of a relationship between a health care provider and the family that ensures seamless care for children ages five and younger, including all necessary screenings and vaccinations (Strickland, Jones et al. 2011).

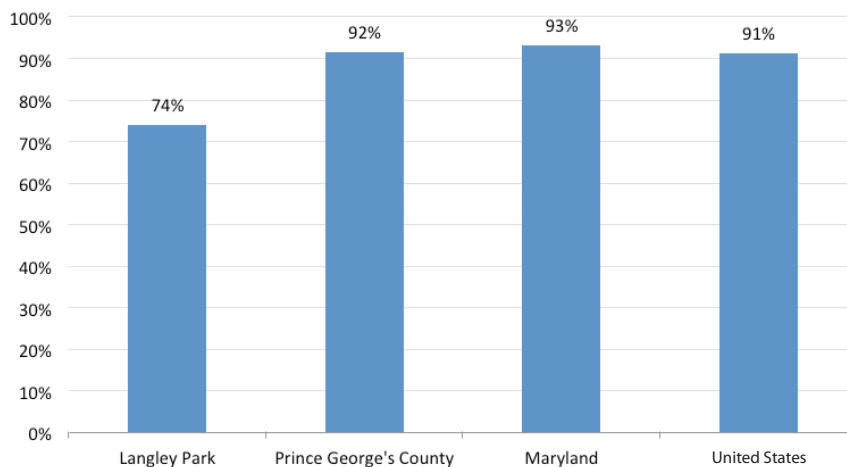
### About the Data

The indicator for this domain is the number and percent of children who have a medical home. In the Promise Neighborhood Survey, a supplement to the Prince George's County School Climate Survey fielded in the spring of 2013, Prince George's County Public Schools (PGCPS) asked two questions from the National Survey of Children's Health (NSCH) to parents with at least one child age five or younger: whether they have a usual place where they take their child when he is sick or they need advice about his

health and whether they have a personal doctor, nurse or other health professional who knows their child well and is familiar with their child's health history. Children whose parents answered yes to both of these questions were coded as having a medical home.

The data below represents the responses of 50 Langley Park parents and 2293 Prince George's County Public Schools parents with at least one child under five not yet attending Kindergarten. The benchmarks for Maryland and the U.S. come from the 2011/12 National Survey of Child Health.

#### Medical Homes for Children Five Years or Younger



Source: Urban Institute analysis of the Promise Neighborhood Survey, supplement to the Prince George's County School Climate Survey, SY 2012-13. Data for all Maryland and U.S. children from the 2011/12 National Survey of Children's Health available through <http://www.childhealthdata.org/browse/survey/results?q=2508&r=22&g=448&r2=1&a=4088>.



#### LPPN Report Card

*Langley Park children are much less likely to have a medical home than children in Prince George's County, Maryland or the U.S.*

Only 74 percent of parents in Langley Park report that their child has a personal doctor or nurse, compared to 92 percent of parents in Prince George's County, 93 percent of children in Maryland and 91 percent of children in the U.S. as a whole. This means that only around 1230 of the approximately 1650 children under five living in Langley Park have a medical home.<sup>27</sup>

### The Story Behind the Numbers

**Most Langley Park children have medical insurance through state and federal health insurance programs.** Participants in focus groups talked about successfully applying for and attaining subsidized health insurance for their young children. There are also free- or low-cost providers for those who do not qualify for subsidized assistance. The mother of a student at Mother Jones Elementary confided, "The ones that don't have any [insurance], we take them to Mary's Center."

**Many parents have to travel substantial distances to take their children to a pediatrician.** While there are nearly 40 pediatricians per 100,000 people in Prince George's County, there are none in the zipcode where Langley Park is located (2012), as highlighted in the Overview of Langley Park section earlier in this report. As a result, parents either travel or take their children to a less specialized provider nearby.

### More to Learn

The Promise Neighborhood Survey used to collect these data during the planning year has a couple of limitations. First and foremost, it only reflects responses for the limited number of parents who had both school-age children and children five years old or younger. This means that parents with children not in school were systematically excluded from the sample. Second, because of the online self-administered format of the survey, we were only able to administer two of the three questions recommended by the Department of Education to determine if their children truly have a medical home.

In the future, in order to overcome these shortcomings, we plan to field a survey to neighborhood residents that includes all the necessary questions for all children under five to get a better understanding of medical homes for young children.

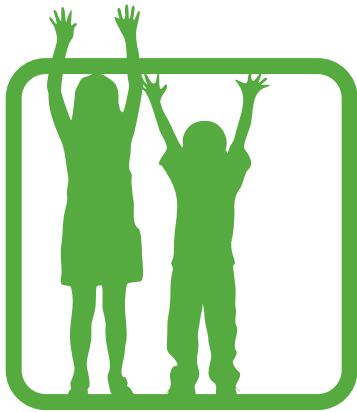
27. This number is calculated by multiplying the estimated share of children without a medical home- 26 percent by the total number of children in this age range, as estimated by the 2010 Census.

## Summary

About a third of Langley Park children do not enter kindergarten fully ready to learn. While they have strengths relative to their peers in terms of physical and social development, these young children have substantial difficulties in the areas of language and literacy, mathematical thinking, scientific thinking, and social studies. Despite these challenges, parents enroll their three-year-olds and four-year-olds in formal early education programs at a much lower rate than other parents. And, children under five living in Langley Park are much less likely than their peers to have a medical home, mostly due to the paucity of pediatricians available near the neighborhood. Solutions must address these important gaps in access to early childhood education as well as reliable, continuous health care during young childrens' pivotal first years.



28. Note that the percent calculated for Langley Park and Prince George's County reflects the share of parents with children under five, while the Maryland and U.S. statistics represent the share of children under five. .



## Ready for Middle School

Students in the 5th and 6th grades face an important transition to middle school that brings with it both opportunities and challenges. While a more challenging curriculum and more freedom offer an opportunity for students to get ahead, students with inadequate preparation in reading and math may be unable to succeed in this environment and fall further behind (Miller 2009). In order to prevent students from becoming stuck in a cycle of under-performance, elementary schools must ensure that students are ready to succeed before they make the transition to middle school.

Key ingredients for preparing for this transition include these LPPN outcomes:

- Academic proficiency
- Stable schools
- Safe schools
- Regular attendance in transitional grades

# Overall Assessment

Taken as a whole, test scores in elementary school can act as an early warning signal for students who may need additional supports to succeed in middle and high school. Children who fall behind early in their school career are more likely to continue to have problems meeting proficiency benchmarks later on in their academic careers, more likely to have disciplinary issues and fail classes, less likely to graduate from high school, and less likely to attend college (Miller 2009).

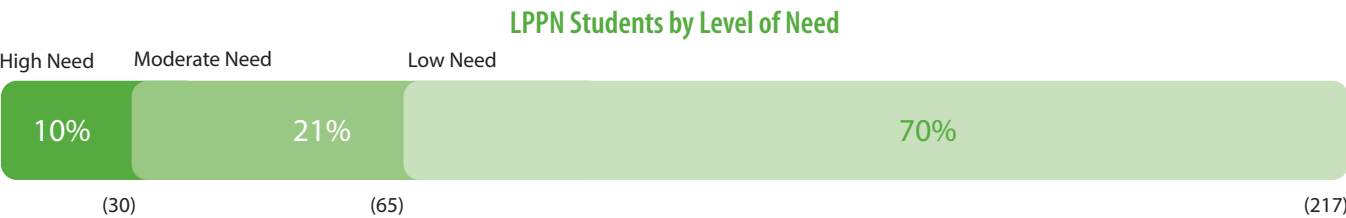
For the purposes of this section, “high need” is defined as all students in the 5th and 6th grades who have achieved scores of “basic” on both the reading and math assessment, “moderate need” as all students in the same grades who have achieved a score of “proficient” or “advanced” on either the reading or math assessment, but not both, and “low need” as all students in the same grades who have achieved a score of “proficient” or “advanced” on both assessments.

## Student Breakdown

337 students in 5th and 6th grades

### Langley Park Target Students

Buck Lodge 6      Cool Spring 68      Langley Park-McCormick 98      Mother Jones 130      Other Schools 35



Figures may not add to 100 percent due to rounding.

### Characteristics of the population within each need level

	High	Moderate	Low	Overall
Language Proficiency				
Limited English Proficient (LEP)	57%	55%	24%	33%
Re-designated LEP	20%	29%	60%	50%
Never LEP	23%	12%	17%	17%
Gender				
Male	67%	57%	46%	50%
Female	33%	43%	54%	50%
Chronically Absent				
	13%	8%	6%	7%
Suspended in the last academic year				
	17%	12%	6%	9%

Source: Urban Institute Analysis of Prince George’s County Public Schools data, SY 2011-12



## LPPN Report Card

*Approximately 30 percent of Langley Park students are behind academically prior to entering middle school.* Most LPPN students are on-track to do well in middle school, but 10 percent have “high need” and 21 percent “moderate need.”

# The Story Behind the Numbers

***New Limited-English Proficient (LEP) students make up a large share of “high need” students, but formerly LEP students are doing well.*** More than half of “high need” students are still in the process of acquiring the English language. However, the good news is that formerly LEP students who have successfully bridged to the mainstream by 4<sup>th</sup> grade represent nearly two-thirds of the students who are best positioned for success in middle school.

***Just as with kindergarten readiness, boys make up a disproportionate share of “high need” students.*** At this

grade level, the gender split is nearly 50-50, but girls are over-represented among “low need” students and boys among “high need” students. More than two-thirds of students who are not proficient in English or math are male.

***“High need” students are absent and suspended more frequently.*** Only about six percent of “low need” students have been chronically absent or have suspended in the last academic year. In contrast, the rate of chronic absence among “high need” students is twice as high, and the rate of suspension nearly three times as high.



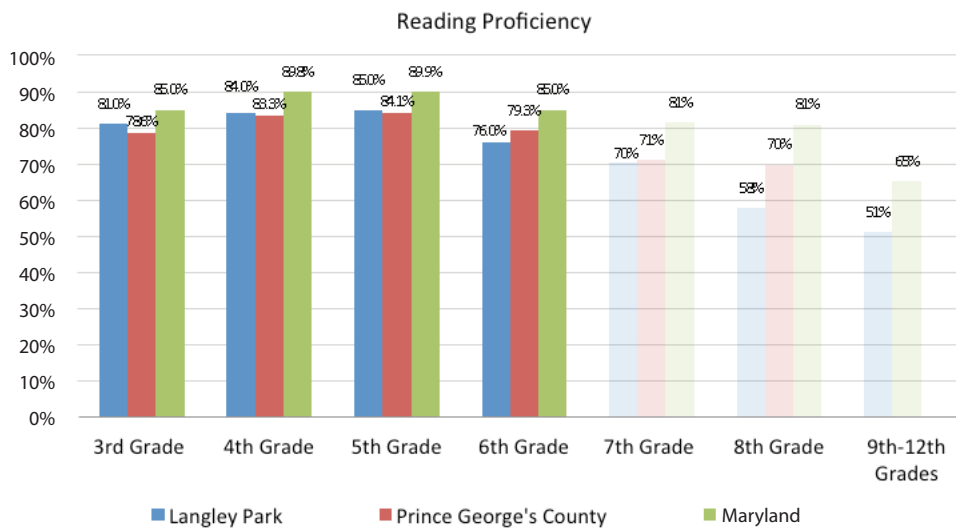
## LPPN Key Outcome: Academic Proficiency

In order to be well prepared to take on middle school level material, including a wider breadth and depth in subject areas, elementary school students need to demonstrate early academic proficiency in the areas of reading and math (Miller 2009). This is particularly true for children of immigrants. Even fairly small disadvantages in the elementary years can snowball into larger learning gaps in later years (Farkas 1996; Fuligni 1997; Glick 2003).

### About the Data

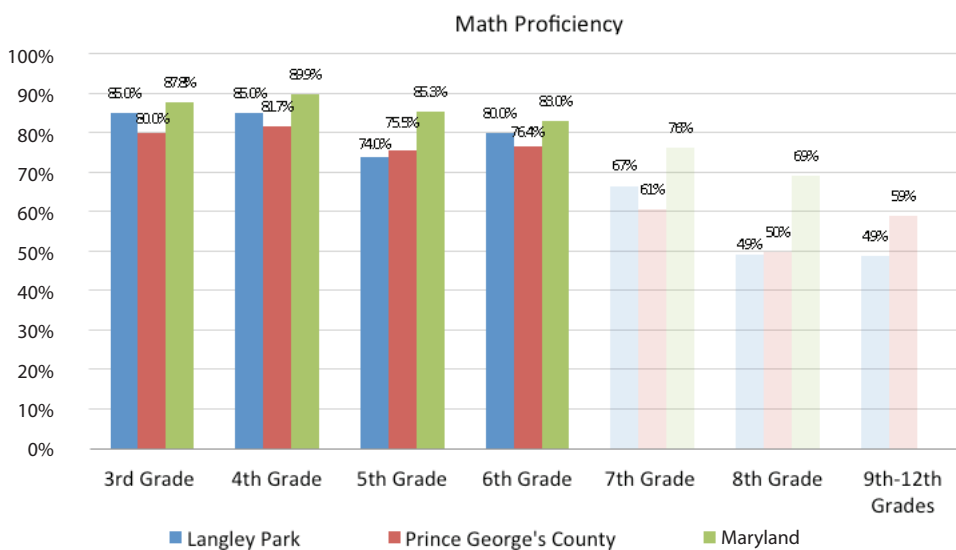
The indicators we use to measure academic proficiency are the number and percent of students who score proficient or advanced on standardized reading and math tests.

The data presented in this section come from the Maryland State Assessment (MSA) in the 2011-12 school year, for grades 3 through 6. The scores for the 695 Langley Park target students taking the reading assessment and 711 taking the math assessment in these grades are compared with their peers in Prince George's County and Maryland for benchmarking purposes.



Source: Urban Institute Analysis of Prince George's County Public Schools' SY. 2011-12. Maryland State Assessment data and data for all Maryland students available through <http://www.mdreportcard.org/Entity.aspx?WDATA=State>.

Note: 9<sup>th</sup>-12<sup>th</sup> grades is the cohort of ninth through 12<sup>th</sup> graders who took the Algebra Maryland High School Assessment (HSA)



Source: Urban Institute Analysis of Prince George's County Public Schools' SY. 2011-12. Maryland State Assessment data and data for all Maryland students available through <http://www.mdreportcard.org/Entity.aspx?WDATA=State>.

Note: 9<sup>th</sup>-12<sup>th</sup> grades is the cohort of ninth through 12<sup>th</sup> graders who took the Algebra Maryland High School Assessment (HSA)



### LPPN Report Card

#### *Langley Park 6<sup>th</sup> graders struggle most with reading proficiency.*

The MSA indicates that Langley Park students outperform their same-grade peers in Prince George's County Public Schools (PGCPS) in grades 3 to 5, but still lag behind other students in Maryland. However, in 6<sup>th</sup> grade, rates of reading proficiency among Langley Park children begin to dip down below both their PGCPS and Maryland peers, by 3 and 9 percentage points, respectively. This foreshadows increasing problems with reading proficiency in later grades. Overall, about 82 percent (n=569) of Langley Park students in 3<sup>rd</sup> to 6<sup>th</sup> grade are proficient or advanced in reading.

#### *In math, Langley Park students have higher proficiency rates than comparable students across Prince George's County, but lower proficiency rates than their peers across Maryland*

— with one exception. Fifth graders in Langley Park – 74 percent of whom are proficient or advanced in math — underperformed their county-wide and state-wide peers by 2 and 11 percentage points, respectively. Proficiency tends to be lower in higher grades, signaling possible problems for the target population as it matures. Overall, 82 percent (n=580) of the 711 3<sup>rd</sup> to 6<sup>th</sup> grade Langley Park students score proficient or advanced on math assessments.



## The Story Behind the Numbers

***Proficiency statistics may slightly over-estimate Langley Park student performance.*** About 5 percent of the Langley Park students in grades 3 through 6 did not take the math assessment; and 7 percent did not complete the reading assessment. In-depth analyses show that these students are disproportionately classified as LEP.

***Limited English Proficient (LEP) students struggle more than other students with academic proficiency.*** Only 75 percent of LEP students are proficient or advanced in reading and 74 percent are proficient or advanced in math, compared to 89 percent proficiency in both reading and math for Langley Park target students not currently classified as LEP.

Langley Park elementary schools provide some extra programming to support student achievement, but not all students are eligible to participate. All of Langley Park elementary schools offer after-school tutoring and summer school. However, only children that the schools flag as significantly behind, using a formal assessment process, are eligible. As the mother of a Mother Jones student related, “I would ask [my daughter] why she doesn’t stay [for tutoring] and she says it’s only for kids that need help, that are doing poorly in class. They always stay until 5 or 5:30.” Parents express a desire for academic enrichment for all students outside of regular school hours.

***Transportation and child care are important barriers to entry to these programs.*** Focus group participants pointed out that there is no transportation to and from school offered in the summer or for extended-school hours. This makes it difficult for many parents with limited transportation to send their eligible children to these support programs. Thirty-five percent of renter households in Langley Park have no access to a car, a rate 15 points higher than for renter households nationwide.<sup>29</sup> Working parents also struggle to coordinate their schedules with the hours of summer programs. Some of the elementary schools offer free or subsidized childcare after summer school to help remedy this problem, but not all parents know about this or qualify for assistance.

## More to Learn

The data displayed for the academic proficiency outcome are cross-sectional. This means that we are unable to tell whether the differences we see from grade to grade are due to changes in the performance of the students over time or to changes in the student population itself. In the future, we plan to obtain individual student level data that will help us better understand these dynamics.



## LPPN Key Outcome: Stable Schools

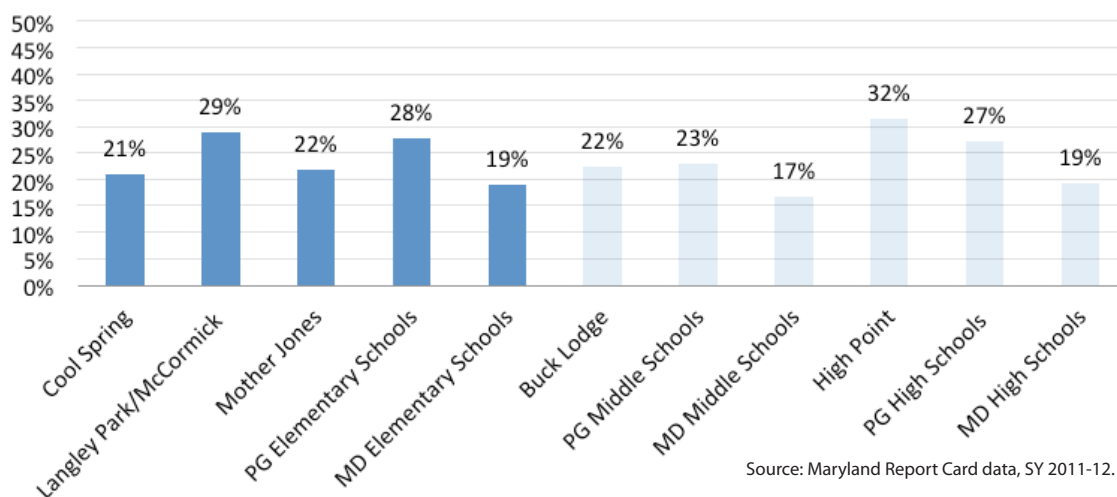
Students and teachers need stability and consistency in the classroom to ensure the best learning environment. However, sometimes families have to move or choose to change their children's school during the academic year. These changes can be disruptive not only to the student, but to their peers as well (Gruman, Harachi et al. 2008).

## About the Data

To measure stability in schools, we use each partner elementary school's mobility rate. In order to benchmark LPPN partner schools with other schools in the state, we employ the State of Maryland's formula for calculating mobility which sums the total number of entrants and withdrawals in each school and then divides that number by the average daily membership over a school year.

The data displayed come from the Maryland State Department of Education's website, MD Report Card.com and represent the official statistics submitted by all public schools in the 2011-2012 school year.

Student Mobility



Source: Maryland Report Card data, SY 2011-12.

## The Story Behind the Numbers

**Strictly enforced elementary school attendance boundaries within Langley Park result in mid-year mobility.** Focus group participants cited housing evictions, economic insecurity, and changing family size as reasons for changes of residence during the school year. Many times, families merely change to a different apartment within Langley Park. However, if they cross over into one of the other elementary school's attendance boundaries, families generally are not given the option to keep children at their current school and may face a fine or penalty if they do not enroll their child immediately at their new school. Many of these families-- particularly those with an eviction notice or living in doubled-up conditions-- may be protected under the McKinney-Vento Act Homeless Education Assistance Act and should be appropriately screened for housing status and retain the right to keep their child in their current school and receive transportation assistance if eligible.

29. Source: American Community Survey 5-year estimates 2007-2011.



## LPPN Report Card

**Student mobility is particularly high at Langley Park-McCormick Elementary.** Reaching nearly 30 percent, this schools' mobility rate is 10 points higher than the rate among elementary schools in Maryland, and even surpasses the rate among other Prince George's County schools. The mobility rate in other partner elementary schools is more in line with state trends..

## More to Learn

The Department of Education's preferred formula for calculating the mobility rate differs slightly from the one used for these analyses. Instead of using average daily attendance as the denominator, it uses what it calls the "official count" usually taken in October each year. In future years, we plan to solicit the official count from partner schools to use in conjunction with the data provided to the State of Maryland on entrants and withdrawals to calculate the mobility rate in strict accordance with the Department of Education's guidelines.





## LPPN Key Outcome: Safe Schools

In order to learn, children need a school environment that allows them to thrive and concentrate on their studies. Literature points to safety as a key element of this environment (Bucher and Manning 2005). Children cannot study or concentrate if they are worried about their physical or psychological well-being.

### About the Data

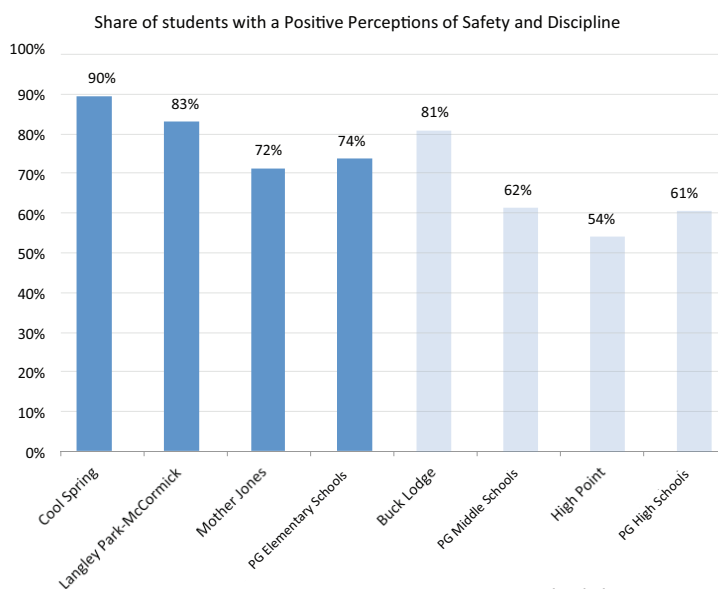
To measure safety in schools, we report the percent of 4<sup>th</sup> and 5<sup>th</sup> grade students in LPPN schools who hold a positive opinion of their school's safety and discipline environment, as assessed in the 2012-13 PGCPSS School Climate Survey. Students answered five questions on a 5-point scale about safety and discipline in their schools. If a respondent's mean score for all five items was greater than the 2.5, his perceptions were classified as positive (Sunmonu and Keane 2013).

The data reported below reflect the opinions of 4<sup>th</sup> and 5<sup>th</sup> graders, including 16,264 students district-wide, 124 at Langley-Park McCormick, 118 at Cool Spring, and 214 at Mother Jones Elementary.



### LPPN Report Card

*Students at two of the three LPPN elementary schools have more positive perceptions of school safety and discipline than their PGCPSS peers.* More than four out of five 4<sup>th</sup> and 5<sup>th</sup> grade students at Cool Spring Elementary and Langley Park-McCormick Elementary viewed their schools positively. However, at Mother Jones Elementary, 4<sup>th</sup> and 5<sup>th</sup> graders' perceptions of safety and discipline were less positive than their PGCPSS peers.



Source: Prince George's County School Climate Survey, SY 2012-13

### The Story Behind the Numbers

**The biggest safety concern in LPPN elementary schools may be bullying.** A analysis of the individual questions that make up PGCPSS's safety and discipline scale reveal that about 40-45 percent of 4<sup>th</sup> and 5<sup>th</sup> grade students report being bullied at two of the partner schools. This echoes concerns that arose in focus groups with parents who expressed concern about the elementary schools' ability to effectively address this problem. Many felt that this has jeopardized their children's performance in school.

**Inconsistent release protocols worry parents of elementary school children.** Some parents participating in focus groups perceived that some LPPN elementary schools had little oversight over the pick-up process and may release children to inappropriate parties. As the mother of one elementary student explained, "My son got sick last week...they called me to pick him up...I went into the office. They were talking, they didn't say anything to me...my son passed right past ... they didn't see who took him..., as a mother...I thought, they're going to call...to this day, no call."

**Unclear communication with parents on early dismissal days can put children at risk.** Focus group participants from more than one LPPN elementary school shared several instances when they observed unattended children both on the school premises and at the end of bus line, particularly when school schedules change on short notice. One mother remembered, "There was an early dismissal day and they didn't call anyone. When I went to pick up my son, I found a 6-year-old girl...crying with no one to go home with...I got

her and asked where she lives...and I called the school..." In part, this problem may result from insufficient Spanish-speaking staff at some of the LPPN elementary schools.

**Close oversight of everyday busing — particularly for the youngest children — is needed.** On occasion, younger students may board the wrong bus and end up stranded and alone. One of the focus group parents shared, "That time the girl got on the bus, she got on the one my daughter gets on. I went up to her and asked her where she lives, the bus had left and so had all the parents...I get her and take her back to the school....And the principal asks me why I have the girl.... It's a school error; they have no security for the kids and that girl was in preschool."

### More to Learn

The Promise Neighborhood Survey asked the questions about safety laid out in the Promise Neighborhood Data Guidance document (Corney, Tatian et al. 2013).

Unfortunately, the response rate, particularly for middle school students, was not good enough to rely primarily on these data to report these indicators across all of the LPPN key transitions. Consequently, we chose to display the data gathered through the School Climate Survey instead. In future data collection efforts, we plan to take steps to increase the response rate to the Promise Neighborhood Survey among older students so that we can more confidently report these statistics.



## LPPN Key Outcome: Regular Attendance in Transitional Grades

Issues with attendance at the end of elementary school can be an early warning sign of problems to come. Research shows that students who regularly attend school — particularly in key transition years — tend to fare better academically (Gottfried 2010).

### About the Data

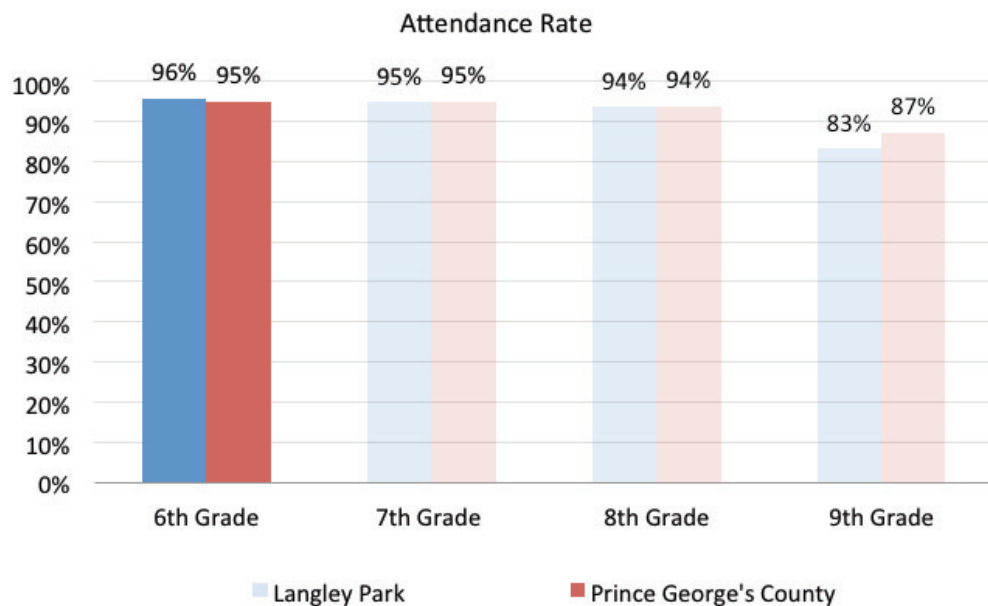
We measure regular attendance by calculating the attendance rate. The measure is calculated by dividing the total number of days students attended school by the total number of days they were supposed to be at school.

The data presented come from Prince George's County Public School (PGCPS) attendance files for 6<sup>th</sup> grade students attending school for at least 90 days in the 2011-12 school year. The rate for all 157 6<sup>th</sup> grade students living in Langley Park is compared to the rate for all 9,268 6<sup>th</sup> grade students in PGCPS. Because the Maryland State Report Card does not present attendance rate or chronic absenteeism data for the 6<sup>th</sup> grade alone, Maryland benchmarks are unavailable for this analysis.



### LPPN Report Card

**Langley Park 6<sup>th</sup> graders have attendance rates comparable to other 6<sup>th</sup> graders in Prince George's County Public Schools.** The rates for both LPPN and PGCPS students are generally on-par with average attendance rates for students in grades 6 to 8 in Maryland, which hover around 95 percent.



Source: Urban Institute Analysis of Prince George's County Public Schools data, SY 2011-12

### The Story Behind the Numbers

**Langley Park 6<sup>th</sup> graders are less likely to be chronically absent than their counterparts in Prince George's County.**

About 6 percent of Langley Park 6<sup>th</sup> graders were absent for 20 days or more during the 2011-12 school year as compared to about 8 percent their peers in PGCPS.

**Parents have mixed experiences interacting with school staff.** Some focus group participants talked about feeling very welcome at LPPN elementary schools, but others expressed concern about the lack of Spanish-speaking staff to help them keep abreast of attendance issues and their children's progress.

### More to Learn

Like with the academic proficiency data, cross-sectional data on attendance in individual grades at a single point in time do not allow us to distinguish between changes in attendance due to changes over time and differences due to a changing student population. With individual-level data we will be able to better understand these complex dynamics.

## Summary

In their elementary years, Langley Park students generally keep up with their peers academically and attend relatively safe schools. However, there are several nascent trends that foreshadow difficulties in the middle school years. Limited English Proficient students lag behind in reading and math and issues with student mobility begin to surface. Many families experiencing housing instability who may qualify for assistance to keep their children in the same school may be forced to move their children to a different school instead, causing further disruption to student learning. Targeted academic interventions for LEP students as well as partnerships with elementary schools to support children losing their housing are key to making sure children at this stage are ready for middle school.





## Thriving in Middle School

Research indicates that students need adequate preparation in the middle school years to perform well once they arrive in high school (Neild 2009). And yet, many students struggle to adjust to multiple changes that take place during this transition. Students often have to travel longer distances to school and find themselves in a much larger school environment with many new, unfamiliar peers. Most middle schoolers also change classes for the first time and have to learn to adapt to the style and expectations of many different teachers. All of these sometimes stressful changes coincide with a critical stage of social and emotional development (Ryan, Shim et al. 2013).

To stay on track for high school, Langley Park middle school students need:

- Academic proficiency
- Stable schools
- Safe schools
- Regular attendance in transitional grades

## Overall Assessment

We gauge Langley Park middle school students' preparation to make the transition to high school by analyzing both academic proficiency and attendance records for students in 7<sup>th</sup> and 8<sup>th</sup> grade. For the purposes of this section, students with "high need" scored only "basic" on both the 2011-2012 reading and math assessments and/or had 20 or more

absences during that school year. "Moderate need" students scored "proficient" or "advanced" on only one of the assessments and/or had 10 to 19 absences in 2011-2012. "Low need" students demonstrated proficiency on both assessments and had less than 10 absences during the same period.

### Student Breakdown

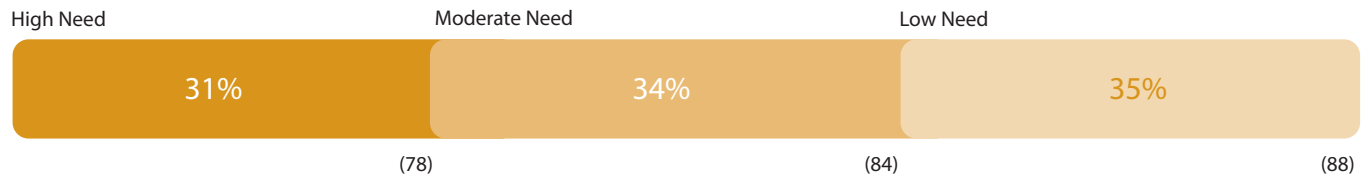
285 students in 7<sup>th</sup> and 8<sup>th</sup> grades

Langley Park Target Students

Buck Lodge 269

Other Schools 16

### LPPN Students by Level of Need



### Characteristics of the population within each need level

Figures may not add to 100 percent due to rounding.

	High	Moderate	Low	Overall
<b>Language Proficiency</b>				
Limited English Proficient (LEP)	42%	7%	3%	17%
Re-designated LEP	36%	67%	65%	56%
Never LEP	22%	26%	32%	27%
<b>Gender</b>				
Male	53%	56%	58%	56%
Female	47%	44%	42%	44%
Suspended in the last academic year	23%	19%	17%	20%

Source: Urban Institute Analysis of Prince George's County Public Schools data, SY 2011-12



### LPPN Report Card

**More than 2 of every 3 Langley Park middle school students are at risk for a bumpy transition to high school.** Thirty-one percent of students are "high need," scoring only basic on both proficiency tests and/or chronically missing school. Only about a third of 285 middle schoolers living in Langley Park are on-track to transition smoothly to high school.

## The Story Behind the Numbers

**Just as in the elementary grades, Limited-English Proficient (LEP) students are at higher risk than other Langley Park students.** LEP students represent only 17 percent of all Langley Park middle school students, but they account for 42 percent of the "high need" group.

**The majority of students are categorized as "high need" due to test scores alone.** Before considering absenteeism, about 24 percent of students register as "high need." In addition, students classified in this group by the test scores measure alone are chronically absent twice as frequently as "moderate need" or "low need" students.

**Gender trends change in middle school, with boys outnumbering girls and faring slightly better.** More than half

(56 percent) of Langley Park middle school students are boys and — unlike in elementary school — boys disproportionately fall in the "low need" group, while girls are slightly over-represented in the "high need" group.

**Suspension is much more common in middle school than during the elementary school years, even among the lowest risk students.** Suspension still disproportionately affects "high need" students in middle school, but the issue also emerges among students who, by all accounts, are doing well in school. In the 5<sup>th</sup> and 6<sup>th</sup> grades, only about 6 percent of "low need" Langley Park students were suspended in the last academic year, but among middle schoolers, the rate spikes 11 percentage points to 17 percent.



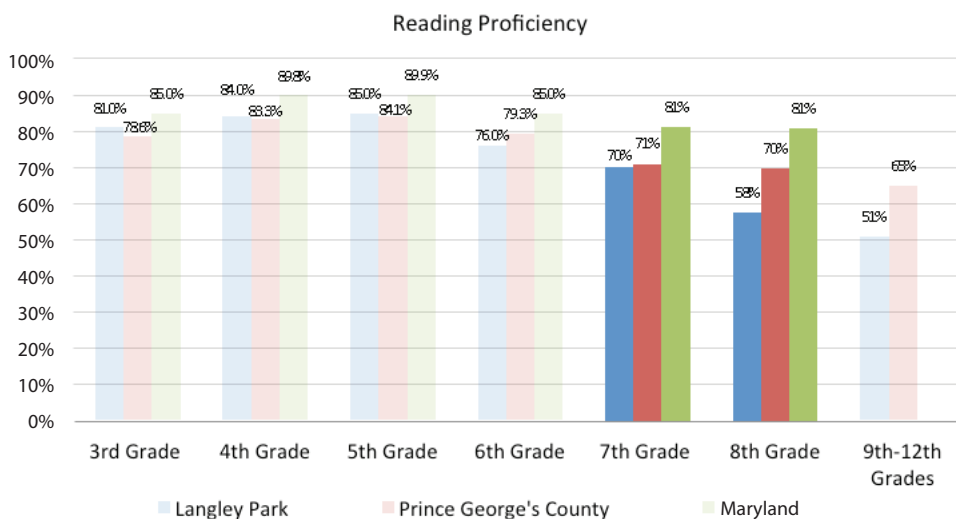
## LPPN Key Outcome: Academic Proficiency

In middle school, students' ability to learn ever more complex material in more broad subject areas, including science and the humanities, depends on academic proficiency in reading and math. Research shows that learning gaps for the children of immigrants widen during these years as a result of "cumulative disadvantage" that affects their long-term academic trajectories (Farkas 1996; Fuligni 1997; Glick 2003).

### About the Data

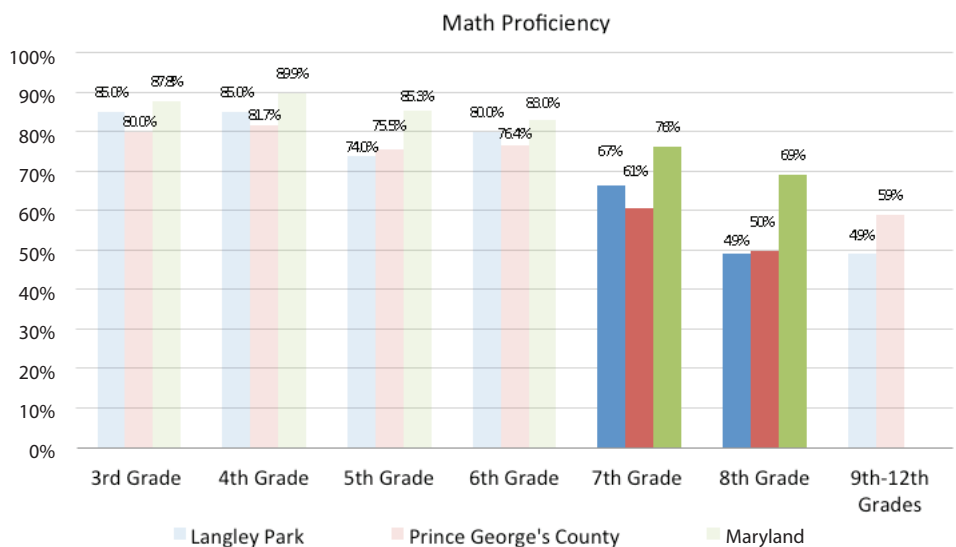
The indicators we use to measure academic proficiency are the number and percent of students who score proficient or advanced on standardized tests of reading and math.

The data presented in this section come from the Maryland State Assessment (MSA) in the 2011-12 school year for grades 7 and 8. The scores for all 253 Langley Park students taking the reading assessment and 266 taking the math assessment in these grades are compared with their peers in Prince George's County and Maryland.



Source: Urban Institute Analysis of Prince George's County Public Schools' SY. 2011-12. Maryland State Assessment data and data for all Maryland students available through <http://www.mdreportcard.org/Entity.aspx?WDATA=State>.

Note: 9<sup>th</sup>-12<sup>th</sup> grades is the cohort of ninth through 12<sup>th</sup> graders who took the English Maryland High School Assessment (HSA)



Source: Urban Institute Analysis of Prince George's County Public Schools' SY. 2011-12. Maryland State Assessment data and data for all Maryland students available through <http://www.mdreportcard.org/Entity.aspx?WDATA=State>.

Note: 9<sup>th</sup>-12<sup>th</sup> grades is the cohort of ninth through 12<sup>th</sup> graders who took the Algebra Maryland High School Assessment (HSA)

### LPPN Report Card

A wide gap in reading proficiency between Langley Park students and their peers opens up in middle school. Langley Park and PCPGS students trail their Maryland peers in reading proficiency by about 10 percentage points in 7<sup>th</sup> grade. And, then in 8<sup>th</sup> grade disparities for Langley Park students worsen. With a proficiency rate of only 58 percent, Langley Park 8<sup>th</sup> graders lag behind their same grade peers at the county and state levels by 12 and 23 percentage points, respectively. Overall, 64 percent (n=162) of Langley Park middle schoolers scored proficient or advanced.

**Langley Park student performance in math also drops dramatically in 8<sup>th</sup> grade.** With a math proficiency rate of 67 percent, Langley Park 7<sup>th</sup> graders performed moderately better than their same grade peers in PGCPs, but trailed other 7<sup>th</sup> graders in Maryland by 9 percentage points. However, among Langley Park 8<sup>th</sup> graders, math proficiency dropped to a meager 49 percent, about as low as their PGCPs peers and 20 points lower than other students in Maryland. Overall, 58 percent of middle school students living in Langley Park scored proficient or advanced on the math assessments.



## The Story Behind the Numbers

***Just like in the elementary years, these proficiency estimates may be overly optimistic, particularly in terms of reading.***

About 7 percent of Langley Park middle school students did not take the math assessment, and 11 percent did not sit for the reading assessment. As in elementary school, the students who did not take the test are disproportionately LEP students who generally have more difficulty on these tests.

***Limited-English Proficient (LEP) youth have even greater difficulty in middle school.*** LEP students make up a much more modest share of the student population at the middle school level, about 22 percent. However, these students have serious difficulties with academic proficiency, as measured by standardized tests. Only 14 percent of LEP students scored proficient or above on both the reading and math tests.

***Longer distances to school coupled with earlier middle school start times may make it difficult for students to perform well academically.*** During elementary school years, Langley Park students attend schools located within close proximity. However, in middle school, Langley Park students have to travel substantial distances and often take the bus to get to school. The mother of one Buck Lodge student pointed out, “They have to get up at 5:30 or a quarter to 6 so they can shower and still catch the bus.” Some research shows that middle school students with earlier start times have math proficiency scores up to 2 percentile points lower than similar students who start school at later times (Edwards 2012).

***Communication between Langley Park parents and schools falters in the middle school years.*** In contrast to the elementary school years, parents of Buck Lodge students

noted, “There is hardly any [consistent] communication between parents and teachers.” As a result, parents only hear about their students’ academic performance when they are in danger of failing; and at that point, it is often too late to meaningfully intervene. In part, parents attribute these communication problems to a lack of bilingual staff. One mother offered, “Since there are hardly any Hispanic people, it’s difficult to communicate with the school because when you call, the person that can tell you what’s going on is never there.”

***Middle school students support their younger siblings’ learning, but struggle with their own academic work.*** In focus groups, parents often recounted how their older children helped younger children with their homework. The mother of one Buck Lodge student said proudly, “My older children, 16- and 13- year-olds, read to the younger ones only in English.” However, these older children often cannot turn to their parents for assistance. Nearly 60 percent of Langley Park adults have less than a 9th grade education (see Lifelong Learner section) and most do not speak, read, or write English well.

## More to Learn

As in the earlier section, the data displayed here for the academic proficiency outcome are cross-sectional. This means that we are unable to tell whether the differences we see from grade to grade are due to changes in the performance of the students over time or to changes in the student population itself. In the future, we plan to obtain individual student level data that will help us better understand these dynamics.



## LPPN Key Outcome: Stable Schools

Having a stable student population is particularly important during the middle school years because of the substantially different school environment (Gruman, Harachi et al. 2008). Because students have multiple teachers at this level, changing middle schools during the academic year means not only adjusting to different social dynamics among students, but also to the styles of often six or seven different instructors. At the same time, teachers have not one classroom of 30-40 students, but often six or seven classes. As a result, teachers in middle school already have high caseloads that can be seriously exacerbated by high student mobility, making it difficult for them to tailor their teaching to individual students.

### About the Data

To measure mobility at this stage, we use the mobility rate for Buck Lodge Middle School, the LPPN middle school. In order to benchmark this statistic with other schools in the state, we use the State of Maryland's formula for calculating mobility which sums the total number of entrants and

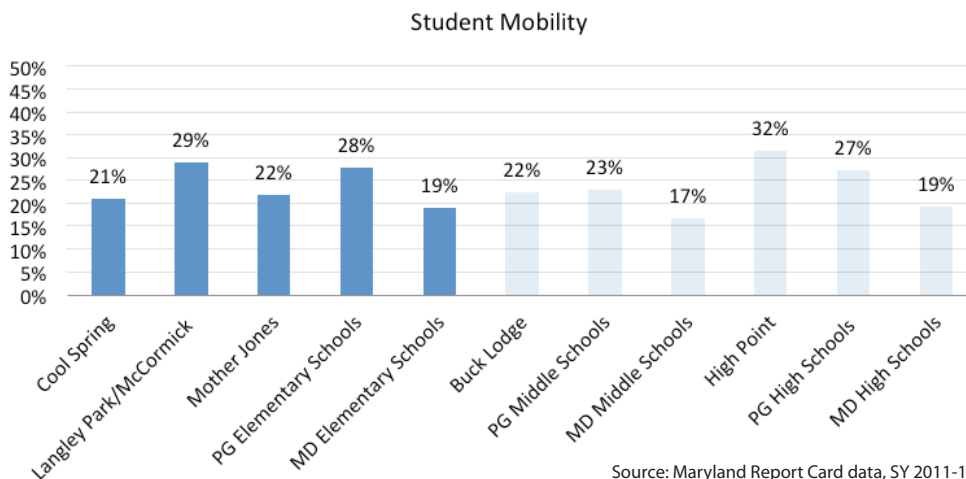
withdrawals in each school and then divides that number by the average daily membership over a school year.

The data displayed come from the Maryland State Department of Education's website, MD Report Card.com and represent the official statistics submitted by all public schools in the 2011-2012 school year.



### LPPN Report Card

**Student mobility is much higher than the state average at Buck Lodge Middle School.** At 22 percent, the mobility rate for Buck Lodge is five points higher than the rate among middle schools in Maryland, but comparable to the rates of mobility in Langley Park elementary schools as well as other middle schools in PGPCS.



Source: Maryland Report Card data, SY 2011-12.

### The Story Behind the Numbers

**The mobility rate for Langley Park students at Buck Lodge is much higher among LEP students and girls.** In-depth analyses of PGCPs administrative data reveal that approximately 21 percent of Langley Park LEP students at Buck Lodge changed schools during the year, about three times the rate of other Langley Park students. Similarly, 14 percent of Langley Park girls at Buck Lodge changed schools, about three times the rate for Langley Park boys.

**Middle school students experience many of the same sources of instability in their lives as elementary school children.** In LPPN focus groups, the parents of middle school students continued to speak of evictions and housing instability as the primary drivers of student mobility. As with elementary school students, many middle school students may be eligible to receive assistance from the school district that allows them to stay in their school despite these challenges.

**Sometimes parents make strategic moves during the middle school years to send their children to what they perceive as better schools.** Some focus group participants reported that parents with negative impressions of LPPN middle and high schools move to other areas of Prince George's County or neighboring Montgomery County to position their children in what they perceive to be better schools.

### More to Learn

As in the earlier section, the Department of Education's preferred formula for calculating the mobility rate differs slightly from the one used for these analyses. Instead of using average daily attendance as the denominator, it uses what it calls the "official count" usually taken in October each year. In future years, we plan to solicit the official count from partner schools to use in conjunction with the data provided to the State of Maryland on entrants and withdrawals to calculate the mobility rate in strict accordance with the Department of Education's guidelines.



## LPPN Key Outcome: Safe Schools

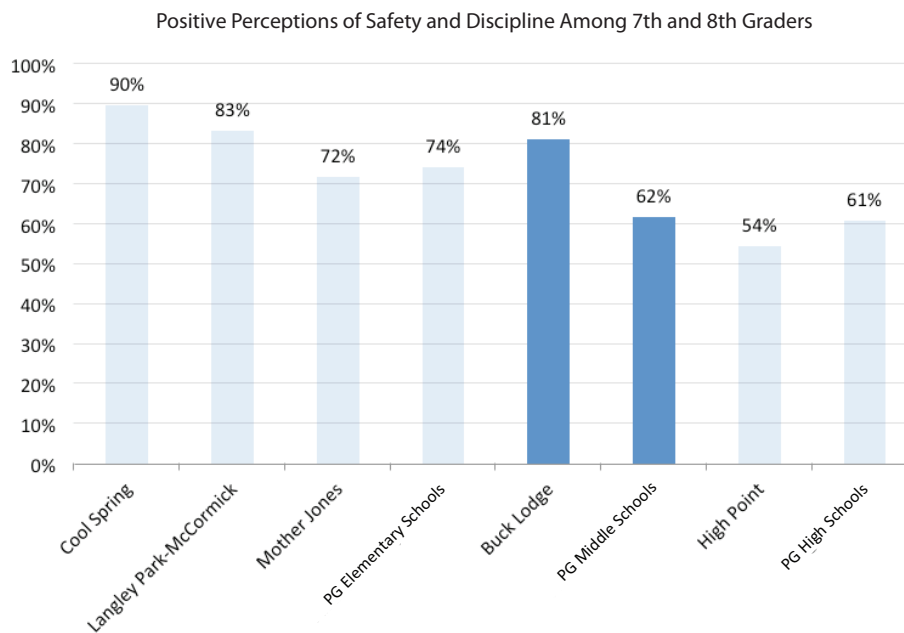
Safe schools are just as important to student learning during the middle school years as they are during elementary school (Bucher and Manning 2005). However, maintaining a safe and disciplined environment can be more difficult. The student population in middle schools is generally larger than in elementary schools and students often find themselves interacting with peers from different neighborhoods and backgrounds for the first time. These factors, coupled with the fact that students are beginning adolescence, a particularly volatile time in their development, pose significant challenges for cultivating a positive school climate.

### About the Data

To measure safety in schools, we measure the percent of 7th grade students at Buck Lodge Middle School who hold a positive opinion of their school's safety and discipline environment, as assessed in the 2012-13 PGCPSS School Climate Survey. Students answered five questions on a

5-point scale about safety and discipline in their schools. If a respondent's mean score for all five items was greater than 2.5, his perceptions were classified as positive (Sunmonu and Keane 2013).

The data reported below reflect the opinions of 7th graders sampled for the School Climate Survey, including 7,696 students district-wide and 400 at Buck Lodge Middle School.



Source: Prince George's County School Climate Survey, SY 2012-13

### LPPN Report Card

*Students at Buck Lodge generally hold a more positive perception of school safety and discipline than their PGCPSS peers. More than 80 percent of 7th graders at Buck Lodge have a positive perception of safety and discipline at their school, compared to less than 60 percent of middle school students in Prince George's County as a whole.*

### The Story Behind the Numbers

**Despite high bus ridership, Langley Park students feel fairly safe travelling to and from school.** Most Langley Park students ride the bus for about an hour to and from school every day, but — according to limited data available through the Promise Neighborhood Survey — only about one in every five LPPN students feel unsafe on their way to school, as compared to just less than one in every four students in PGCPSS.

**But, parents express concern about fights and lack of security at Buck Lodge.** Focus group participants reported regularly hearing about incidents of fighting, particularly among boys. One mother of a Buck Lodge student confided, "A mother's fear is what is going on in schools, the weapons, the drugs, the kids, racism among themselves, that's what worries me the most." Another parent added, "I think the authorities at that place should be more careful... there's a girl who got her ribs broken. The security for the students, it's not very good." Worry about their children's safety causes some parents to prohibit their children from staying after school to participate in extracurricular activities.

### More to Learn

As explained in the prior section, the Promise Neighborhood Survey asked the questions about safety laid out in the Promise Neighborhood Data Guidance document (Coney, Tatian et al. 2013). Unfortunately, the response rate, particularly for middle school students, was not good enough to rely primarily on these data to report these indicators across the LPPN key transitions. This is why we chose to display the data gathered through the School Climate Survey. With future data collection, we plan to take steps to increase the response rate to the Promise Neighborhood Survey among older students so that we can more confidently report these statistics.



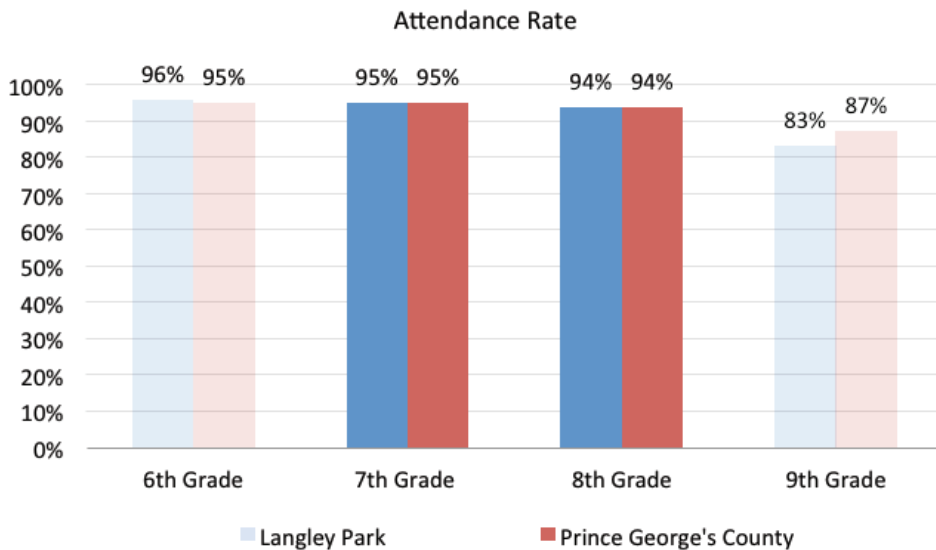
## LPPN Key Outcome: Regular Attendance in Transitional Grades

It is in middle school that problems with attendance often become more noticeable. Students travel longer distances to school, have greater autonomy from their parents, and also have more diffuse relationships with multiple teachers, rather than the one more intensive relationship elementary students typically have. These factors, among others, can give rise to burgeoning issues with truancy that can make it difficult for students to stay on track academically (Kearney 2008; Gottfried 2010).

### About the Data

We measure regular attendance by calculating the attendance rate. The measure is calculated by dividing the total number of days students attended school by the total number days they were supposed to be at school.

The data presented below come from Prince George's County Public School (PGCPS) attendance files for 7<sup>th</sup> and 8<sup>th</sup> grade students from the 2011-12 school year. The rate for all 285 Langley Park 7<sup>th</sup> and 8<sup>th</sup> grade students is compared to the rate for all 18,165 7<sup>th</sup> and 8<sup>th</sup> grade students in PGCPS. Because the Maryland State Report Card does not present attendance rates or chronic absenteeism data for the 7<sup>th</sup> and 8<sup>th</sup> grades alone, Maryland benchmarks are unavailable for this analysis.



Source: Urban Institute Analysis of Prince George's County Public Schools data, SY 2011-12

### LPPN Report Card

*Attendance rates subtly decline in 7<sup>th</sup> and 8<sup>th</sup> grade for both Langley Park students and PCPS students. Langley Park and PCPS students' attendance rates during middle school are nearly identical, hovering around 95 percent.*

### The Story Behind the Numbers

**About 10 percent of Langley Park and PGCPs middle school students are chronically absent.** This is slightly higher than the 8.7 percent of middle school students in Maryland that are absent for more than 20 days.

**LEP middle students in Langley Park were less likely than other Langley Park students to be chronically absent.** Only 5 percent of LEP Langley Park middle school students had 20 or more absences, a rate half that of re-designated LEP students, and a third of the rate among students never classified as LEP.

**Parents are often unaware that their children are skipping school until the problem escalates.** Much like the case of academic performance, parents of middle school students shared in focus groups that Buck Lodge does not communicate well with parents about issues with truancy until it has developed into a chronic problem. The parent of one middle school student articulated, "They have to call if they don't go to school, [but] Buck Lodge doesn't call." Insufficient bilingual staffing only exacerbates these problems with communication.

### More to Learn

As explained in the prior section, cross-sectional data on attendance in individual grades at a single point in time do not allow us to distinguish between changes in attendance due to changes over time and differences due to a changing student population. With individual-level data we will be able to better understand these complex dynamics.

## Summary

In middle school, about a third of the students are substantially behind and another third are teetering on the edge. Academic gaps between Langley Park students and their peers begin to open up, particularly for LEP students. To further complicate matters, student mobility at Buck Lodge, the LPPN partner middle school, eclipses that of other Maryland middle schools, and Langley Park students begin having more pronounced problems with chronic absences and suspensions. At the same time, communication between largely Spanish-speaking immigrant parents and English-speaking school staff breaks down. In order to ensure all students are thriving, LPPN should focus not only on targeted academic supports, but also on building better mechanisms of communication between parents and the middle school.





# On Track to Graduate from High School

Research tells us that 9th grade is crucial to a student's chance of graduating from high school (Neild 2009). However, starting high school can be overwhelming for many students. While the class structure is similar to middle school, the number of students in each grade grows and individual attention for each student further diminishes. Students with inadequate preparation in reading and math may find themselves lost and unable to succeed in a high school environment that requires a tremendous amount of self-sufficiency.

At the same time, other pressures mount on these youth that can spin them off track. For immigrant youth in particular, getting a job and contributing to their families' economic well-being becomes increasingly important. And early pregnancy and parenting may sideline plans to finish high school and go on to higher education.

To understand how Langley Park students are doing at the time of this key transition, we examine several key outcomes:

- Safe schools
- Avoidance of early pregnancy and parenting
- Balancing education and early work experiences
- Regular attendance in transitional grades
- Stable schools



## Overall Assessment

To better understand the overall level of need among Langley Park students at this critical transition, we examine both academic proficiency and attendance trends together.

For the purposes of this section, all students in the 9<sup>th</sup> grade who have achieved scores of “basic” on both the reading and math assessment in 8<sup>th</sup> grade or had 20 or more absences in 9<sup>th</sup> grade are classified as “high need.” “Moderate need” students are those that scored “proficient” or “advanced” on only one of their 8<sup>th</sup> grade assessments or had 10 to 19 absences in 9<sup>th</sup> grade. And “low need” students were proficient on both 8<sup>th</sup> grade assessments and had less than 10 absences in 9<sup>th</sup> grade.

### Student Breakdown

220 students in 9<sup>th</sup> grade

Langley Park Target Students

High Point 189

Other Schools 31



### Characteristics of the population within each need level

	High	Moderate	Low	Overall
<b>Language Proficiency</b>				
Limited English Proficient (LEP)	27%	3%	0%	16%
Re-designated LEP	39%	46%	35%	40%
Never LEP	34%	51%	65%	44%
<b>Gender</b>				
Male	65%	57%	50%	60%
Female	35%	43%	50%	40%
Held back a grade or more	40%	26%	8%	31%
Suspended in the last academic year	35%	9%	4%	23%
Expelled in the last academic year	5%	3%	0%	3%

Source: Urban Institute Analysis of Prince George's County Public Schools data, SY 2011-12



### LPPN Report Card

Approximately 82 percent of Langley Park students are at risk in 9<sup>th</sup> grade. The vast majority of Langley Park students are not on track to graduate – 58 percent were identified as “high need” and 24 percent as “moderate need” in this analysis.

## The Story Behind the Numbers

### Limited English Proficient (LEP) students' difficulties

**mount.** LEP students make up a modest share of 9<sup>th</sup> graders, around 17 percent. But, unlike in the lower grades, there were no “low-need” LEP students at all during this critical transition. In addition to struggling with academic proficiency, the rate of chronic absenteeism among LEP students increases from about 3 percent in 8<sup>th</sup> grade to more than 30 percent in 9<sup>th</sup> grade.

### Re-designated LEP students struggle more than in earlier years.

In elementary and middle school, students who had successfully transitioned to an all-English environment tended to perform relatively well, representing a disproportionate share of “low need” students. However, in 9<sup>th</sup> grade, these students are over-represented in the “moderate” and “high need” groups in large part because of a spike in chronic absences. Forty-seven percent of re-designated LEP students were absent 20 or more days during 9<sup>th</sup> grade, as compared to only about 10 percent in 8<sup>th</sup> grade.

**A large share of “high” and “moderate need” students have been held back one grade or more.** Students in PGCPs who fall behind in middle and elementary school generally still advance to the next grade, but area high schools start holding these students back in 9<sup>th</sup> grade. This is why the PGCPs student population goes from about 9,300 in 8<sup>th</sup> grade, up to 12,800 in 9<sup>th</sup> grade, and back down to 9,400 in 10<sup>th</sup> grade. About 4 in 10 “high need” Langley Park students in 9<sup>th</sup> grade have repeated a grade at least once.

### More than a third of “high need” students have been suspended.

Among 7<sup>th</sup> and 8<sup>th</sup> graders, suspension rates for “high” and “low need” groups were similar. However, in the 9<sup>th</sup> grade cohort, “high need” students were 8 times more likely than “low need” students to have been suspended.

### Most “high need” students are boys, but girls may actually struggle more.

The majority of “high need” students are male, but they also make up a much larger share—64 percent—of the 9<sup>th</sup> grade Langley Park students overall. Interestingly, rates of chronic absenteeism, grade retention, and acute difficulties with academic proficiency are slightly more prominent among 9<sup>th</sup> grade girls.



## LPPN Key Outcome: Safe Schools

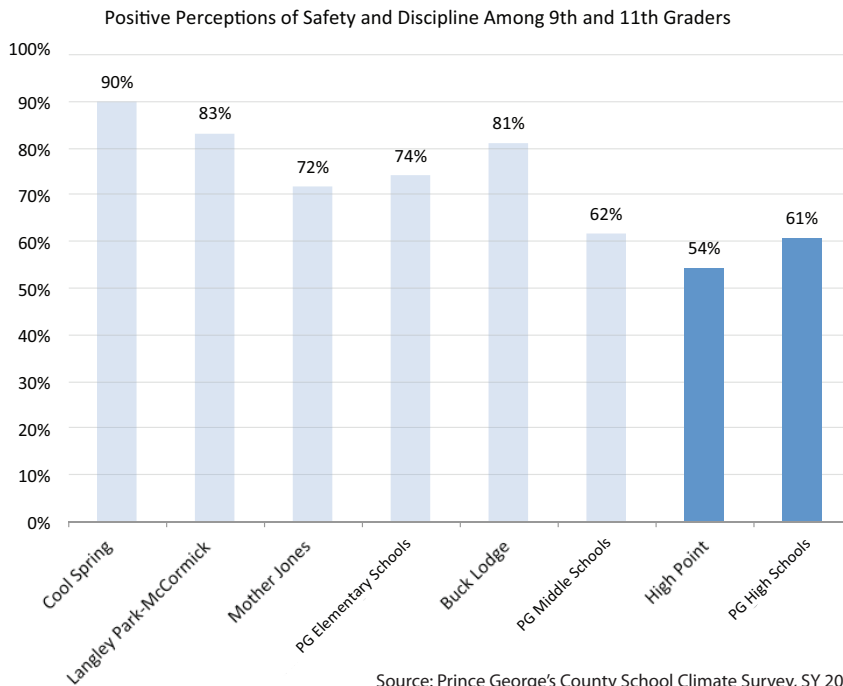
Maintaining a safe school environment only becomes more complicated in high school (Bucher and Manning 2005). At this age, the criminality and violence in the neighborhoods often finds its way into the schools. And, in the high schools, the student population again increases significantly, making it more difficult for staff to effectively discipline and control behavioral problems when they occur.

### About the Data

To measure safety in schools, we measure the percent of 9<sup>th</sup> and 10<sup>th</sup> grade students at High Point High School who hold a positive opinion of their school's safety and discipline environment, as assessed in the 2012-13 PGCPSS School Climate Survey. Students answered five questions on a 5-point scale about safety and

discipline in their schools. If a respondent's mean score for all five items was greater than the 2.5, his perceptions were classified as positive (Sunmonu and Keane 2013).

The data reported below reflect the opinions of 9<sup>th</sup> and 11<sup>th</sup> graders sampled for the School Climate Survey, including 18,746 students district-wide and 1,232 at High Point High School.



Source: Prince George's County School Climate Survey, SY 2012-13

### LPPN Report Card

Students at High Point have a less positive perception of school safety and discipline than students at other PGCPSS high schools. In PGCPSS, student assessments of safety are generally the same for high school and middle school students. However, Langley Park students transitioning from Buck Lodge Middle School to High Point High School find themselves in an environment that feels dramatically less safe. The share of students reporting a positive perception of safety and discipline drops 27 percentage points, from 81 percent to only about 54 percent.

### The Story Behind the Numbers

#### **Gang activity and fights in general are prominent at High Point.**

According to analyses of individual questions about safety in the School Climate Survey, almost half of the students at High Point are aware of a gang problem at their school. Student focus group participants reported a number of incidents of gang-related conflicts, although they emphasized that fights erupt for many different reasons — some gang-related, others over boyfriends or girlfriends, and others to gain respect. A male student in one of the focus groups remarked, "...be careful who you associate with because you might end up dead or locked up."

#### **High Point students want their school to more effectively address their safety concerns.**

Nearly two-thirds of High Point students responding to the School Climate Survey noted that students do not respect the authority of teachers and other adults. High Point students in the focus groups shared that this exacerbates a volatile school environment. Students noted that county police patrolling the school during school hours and efforts to stagger lunchtimes for the large student population had helped some, but pointed out that the school lacks established procedures for handling fights and other safety concerns and does not enforce all of its related policies.

#### **Safety concerns often extend beyond school walls.**

According to limited data from the Promise Neighborhood Survey, about a quarter of Langley Park high school students feel unsafe on their way to and from school. In focus groups, High Point students — particularly young women — recounted stories of assaults and robberies at the school bus stop as well as during the long bus ride home.

### More to Learn

The Promise Neighborhood Survey asked the questions about safety laid out in the Promise Neighborhood Data Guidance document (Corney, Tatian et al. 2013). Unfortunately, the response rate was not good enough to rely primarily on these data to report these indicators across the LPPN key transitions. This is why we chose to display the data gathered through the School Climate Survey. In future data collection, we plan to take steps to increase the response rate to the Promise Neighborhood Survey among older students so that we can more confidently report these statistics.



## LPPN Key Indicator: Avoiding Early Pregnancy and Parenting

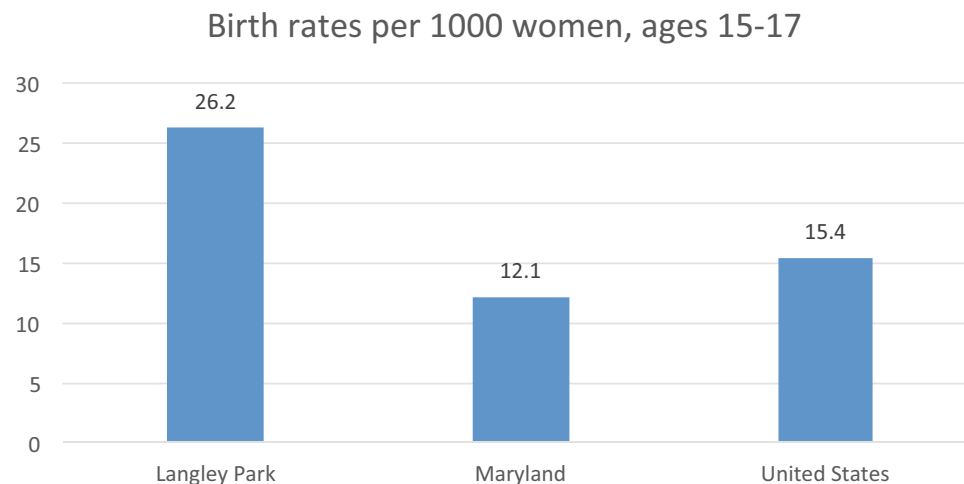
High school students reach physical and sexual maturity at the pivotal moment in their lives when they must be most diligent about pursuing their education. An early pregnancy often delays or derails students' plans to finish high school and go to college (Marcotte 2013).

### About the Data

To measure the rate of teen pregnancy for young women between the ages of 15 and 17, we calculate the fertility rate and the number of females per 1,000 women who gave birth in 2011.

The data on births for Langley Park census tracts and the State of Maryland presented in this section come from the Maryland Department of Health and Mental Hygiene (DHMH) and

population numbers come from the Census 2010. National data on birth rates come from the Center for Disease Control and Prevention (CDC). The fertility rates for 1,975 females under the age of 20 in Langley Park are compared with their peers in Maryland and the U.S. for benchmarking purposes.



Source: Urban Institute Analysis of Maryland Department of Health and Mental Hygiene data, 2011 and U.S. Census Bureau data, 2010. Nation-wide data available from the CDC through: [http://www.cdc.gov/nchs/data/nvsr/nvsr62/nvsr62\\_01.pdf#table02](http://www.cdc.gov/nchs/data/nvsr/nvsr62/nvsr62_01.pdf#table02)

### LPPN Report Card

*Birth rates are much higher among young women in Langley Park than among their peers.*

At 26 births per 1,000 women—the Langley Park birth rate is more than 14 births per 1,000 higher than the rate for the state of Maryland.

### The Story Behind the Numbers

**High Point girls lack adequate sex education.** The young women who participated in our focus groups identified a lack of reliable, accessible information about sex, birth control, and decision making at their school. They suggested that offering this content in a structured classroom environment would be useful in helping young women avoid early pregnancy.

**Strong relationships with trusted adults are sometimes lacking.** In the School Climate Survey at High Point, about a third of students reported that there were no adults that would help them if they had a problem. High Point students echoed this sentiment in the focus groups. One young woman explained, “I have a friend who got pregnant and I talk to her and she had really huge dreams and she wanted to go to college and wanted to do so many things and I asked her, ‘how did you get pregnant?’ and she shared with me that her mom simply didn’t care about her. Probably if she had someone there to take care of her and probably in school and knowing that they care about us can make a difference.”

### More to Learn

The county data on birth rates, while comprehensive, tell us little about who these young Langley Park women are. Many immigrant youth migrate to the United States during this stage in their lives and may bypass school altogether. Others may be citizens who are attending High Point High School at the time of their pregnancy. We need to better understand these dynamics to design effective interventions that support ongoing education for young mothers. We also know very little about how these early pregnancies affect young father’s trade-offs between work and school. In order to learn more, we plan to explore early pregnancy and parenting in more depth during the first stages of Langley Park Promise Neighborhood implementation.



## LPPN Key Indicator: Balancing Education and Early Work Experiences

In many low-income African American and Caucasian communities, the biggest concern are “disconnected youth”—or young people who are neither in school nor working (Shore, Shore et al. 2009). However, in immigrant communities like Langley Park, the issues are different. Many young people face strong incentives to leave school in order to seek early employment. Nevertheless, making this trade-off can leave young people at a long-term disadvantage in terms of both their education and their economic well-being.

### About the Data

To measure early trade-offs between education and work, we look at the number and percent of 16- to 19-year-olds in school and employed, in school and not employed, employed and not in school, and not in school and not employed.

Data reported in this section are from the Census Bureau’s American Community Survey 2007-11 5-year estimates, pooled over multiple years for the census tracts that make up Langley Park. The data represent 914 16- to 19-year-olds living in Langley Park are compared with their peers in Prince George’s County, Maryland, and the U.S. as a whole for benchmarking purposes.

### The Story Behind the Numbers

**Langley Park youth often need to work to help support their families.** Both parent and youth focus group participants cited economic necessity as the biggest driver of youth employment. For many parents who themselves did not make it past 8th grade, this stage in their children’s lives is a natural time to start helping to provide for the family. The mother of a Buck Lodge student witnesses this in her own place of employment: “Where I’m a manager—there are two students, one of them is 15 and he dropped out, he gives his mom his check.”

**Earnings from employment can be addictive.** Participants in youth focus groups talked about how their peers “fall in love with the money” once they start working. This pulls them further and further away from school.

**Early work experiences can expose young people to criminal activity.** Holding a job at a young age means not only earning money, but also spending more time alone outside of more supervised home and school environments. The mother of a young adult put it this way: “Working gets them out on the street too young. They’re too young [to live] the fast, dangerous life that people live here.”



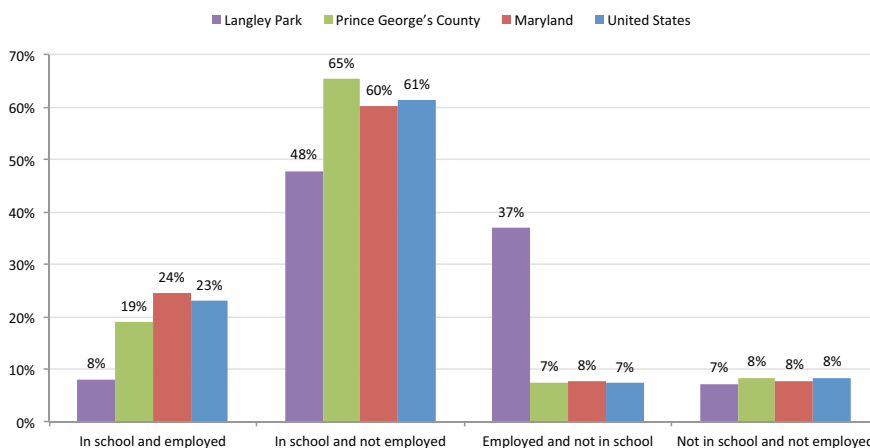
### LPPN Report Card

Langley Park teens trade-off school for work more frequently than their peers. The share of Langley Park 16- to 19-year-olds who working and not in school is 4 times higher than for youth in Prince George’s County, Maryland, and the United States. Nearly 340 Langley Park youth in this age group have chosen employment over education.

**Early work experiences may come at a high cost for Langley Park youth.** Only 28 percent of Langley Park 16 to 19 year-olds who are working and not in school have their high school diploma, as compared to 68 and 77 respectively in Prince George’s County and Maryland.

### More to Learn

Much like the data on birthrates, the census data on youth trade-offs between work and school do not allow for nuanced understanding of this issue. As mentioned before, immigrant youth—particularly young men-- migrate to the United States during this stage in their lives and may bypass school altogether, while other youth may be longtime residents of Langley Park and veterans of PGCPs schools. Effective interventions will recognize these types of differences in the youth population and tailor approaches to their needs and realities. We plan to further examine youth choices between work and school in a neighborhood survey during Langley Park Promise Neighborhood implementation.



Source: Urban Institute analysis of 2007-11 5-year American Community Survey estimates.



## LPPN Key Outcome: Regular Attendance in Transitional Grades

Attendance issues that may have started back at the end of elementary school often accelerate in ninth grade and end up in student withdrawals from school altogether (Neild, Stoner-Eby et al. 2008). Attendance rates in ninth grade are also often low because of the relatively high share of students repeating the grade.

### About the Data

We measure regular attendance by calculating the attendance rate. The measure is calculated by dividing the total number of days students attended school by the total number days they were supposed to be at school.

The data presented below come from Prince George's County Public School (PGCPS) attendance files for 9th grade students from the 2011-12 school year. The rate for all 220 Langley Park 9th grade students is compared to the rate for all 12,786 9th grade students in PGCPS. Because the Maryland State Report Card does not present attendance rate or chronic absenteeism data for the 9th grade alone, Maryland benchmarks are unavailable for this analysis.



### LPPN Report Card

*The attendance rate plummets among Langley Park students in 9<sup>th</sup> grade.* This 11 percentage point decline from 8th to 9th grade is even more dramatic than the 7 point change in the overall PGPCS attendance rate.

### The Story Behind the Numbers

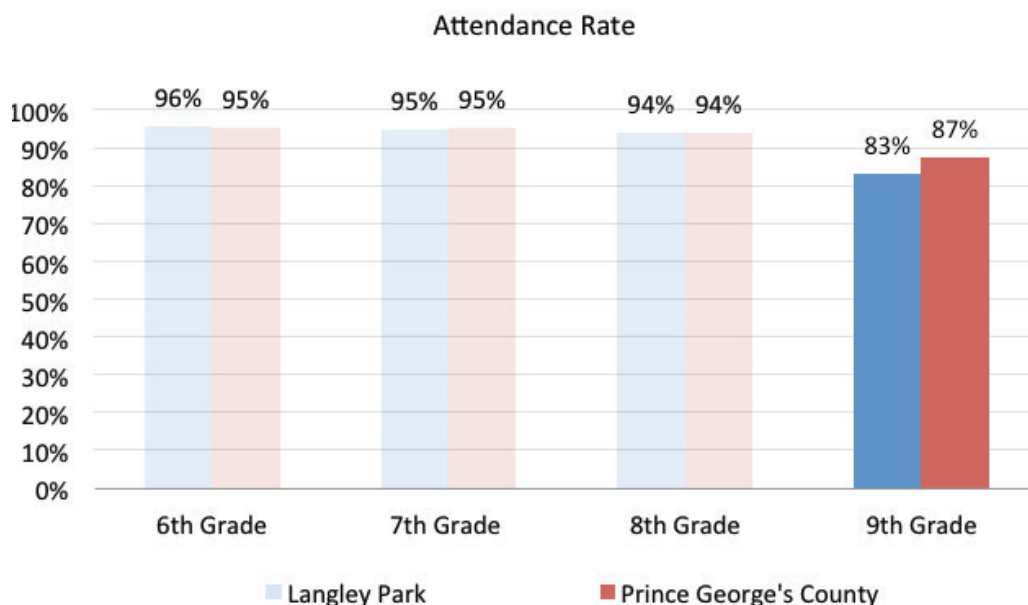
*Langley Park 9th graders are much more likely to be chronically absent than their counterparts in PGCPS.*

Thirty-six percent of Langley Park 9th grade students were absent 20 or more days during the school year, as compared to only about 28 percent of PGCPS students. This is a much higher rate than Langley Park and Prince George's County students in 7th and 8th grade, whose rate of absenteeism was just 10 percent.

*Like in middle school, early start times and long bus rides to and from school may dampen student attendance.* High Point High School is about four miles farther away from Langley Park than Buck Lodge Middle and school start time is just as early. Focus group participants talked about this factor affecting their motivation

### More to Learn

Cross-sectional data on attendance in individual grades at a single point in time do not allow us to distinguish between changes in attendance due to changes over time and differences due to a changing student population. With individual-level data, we will be able to better understand these complex dynamics.



Source: Urban Institute Analysis of Prince George's County Public Schools data, SY 2011-12





## LPPN Key Outcome: Stable Schools

In the high school years, mobility rates start to reflect not just student transfers but also students dropping out of school for a multiplicity of reasons including early pregnancy and parenting, entering the labor force full time, and just falling too far behind. Even students who stay on at school may be negatively affected by high student mobility rates (Mitchell, Bradshaw et al. 2010). This can open the door to low academic performance and even more year-to-year attrition.

### About the Data

To measure mobility at this stage, we use the mobility rate for High Point High School, the LPPN partner school for this age group. In order to benchmark this statistic with other schools in the state, we use the State of Maryland's formula for calculating mobility which sums the total number of entrants and withdrawals in each school and then divides that number by the average daily membership over a school year.

The data displayed come from the Maryland State Department of Education's website and MD Report Card.com and represent the official statistics submitted by all public schools in the 2011-2012 school year.

### The Story Behind the Numbers

**Mobility rates substantially underestimate the amount of churn among high school students.** Unlike in elementary and middle school where withdrawals are mostly indicative of a change in schools, mobility rates in high schools like High Point more strongly reflect students leaving school altogether. And mobility rates only capture changes during the school year, not decisions to leave school between years.

**Some students withdraw from school because of issues discussed in earlier sections like housing instability as well as trade-offs between work and school or early pregnancy.** Other students, who may struggle with the curriculum for a number of reasons, are too far behind to catch up and graduate within a reasonable time frame.

### More to Learn

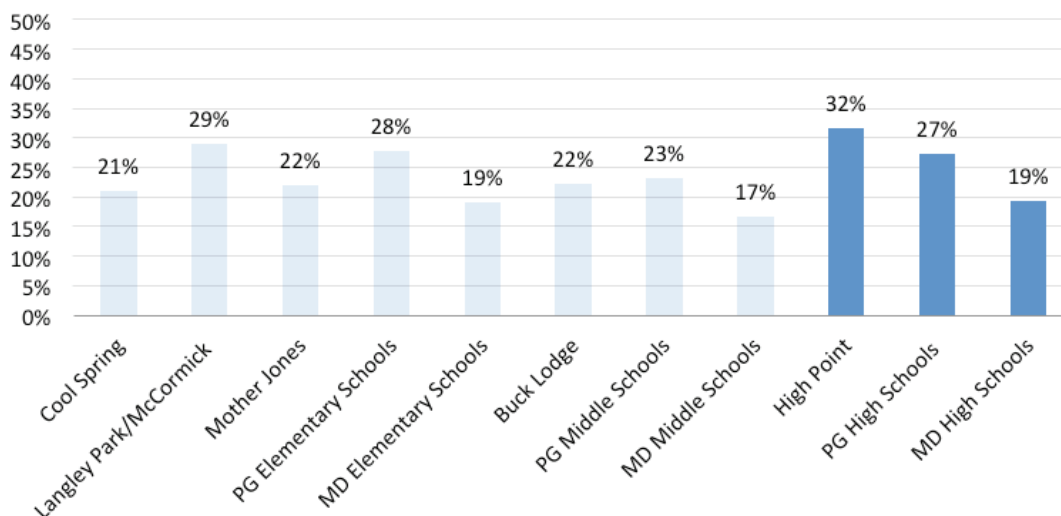
As explained in earlier sections, the Department of Education's preferred formula for calculating the mobility rate differs slightly from the one used for these analyses. Instead of using average daily attendance as the denominator, it uses what it calls the "official count" usually taken in October each year. In future years, we plan to solicit the official count from partner schools to use in conjunction with the data provided to the State of Maryland on entrants and withdrawals to calculate the mobility rate in strict accordance with the Department of Education's guidelines.



### LPPN Report Card

High Point has a much higher mobility rate than other high schools in Maryland. The mobility rate among High Point High students of 32 percent is 13 percentage points higher than the rate for other Maryland high schools, and 5 percentage points higher than other high schools in Prince George's County.

Student Mobility



Source: Maryland Report Card data, SY 2011-12.



## Summary

By 9<sup>th</sup> grade, nearly 60 percent of Langley Park students are at high risk for dropping out of school. At the LPPN partner high school, mobility rates far outpace other area schools, attendance rates drop, and students express mounting concern about the safety of their school environment. At the same time, youth in Langley Park are faced with very adult choices about employment and early parenting. Young women get pregnant at nearly twice the rate of their Maryland peers. And nearly 40 percent of youth ages 16 to 19, trade off their educational opportunities to work — some to support themselves, others to help stabilize their families' economic well-being. In order to keep students at this stage on track for high school graduation, LPPN must make a concerted effort to address issues of school safety, sexual health, and helping youth balance the pressures to work along with long-term investments in education.





## Ready for College and Career

The transition from high school to college and career is a difficult one (Roderick, Coca et al. 2011). In order to graduate on time, students often need to pass exit exams to prove their academic proficiency. And high school graduates must plan for and successfully connect with post-secondary educational opportunities, as well as have the math and reading skills needed to be successful in these often challenging environments.

To understand how Langley Park students are doing at the time of this key transition, we examine several key outcomes:

- Academic proficiency
- Graduation rate
- Enrollment in higher education

## Overall Assessment

To gauge the overall need of Langley Park students in their college and career trajectory, we examine both high school graduation rates and subsequent college enrollment for a four-year cohort who entered high school in the Fall of 2008 and would have graduated at the end of the 2011-2012 school year.

All students who did not graduate high school within four years are classified as “high need.” Students who graduated from high school but did not enroll in college the following year are considered “moderate need”. “Low need” students are those who graduated from high school on time and immediately enrolled in college the following year.<sup>30</sup>

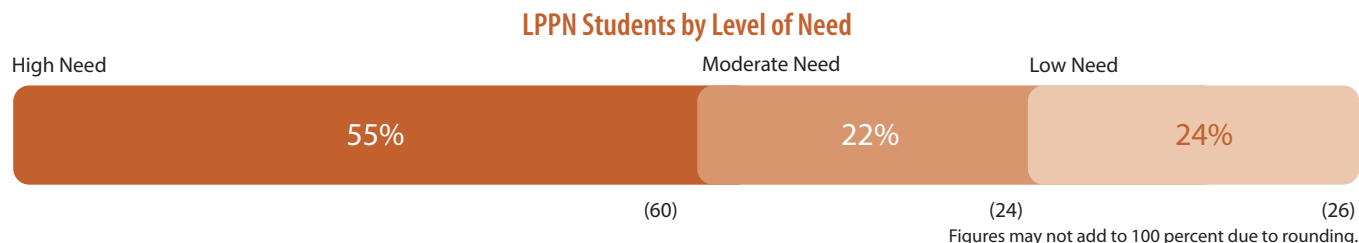
### Student Breakdown

110 students entering high school in the 2008-09 school year

Langley Park Target Students

High Point 100

Other Schools 10



### Characteristics of the population within each need level

	High	Moderate	Low	Overall
<b>Language Proficiency</b>				
Limited English Proficient (LEP)	15%	21%	0%	13%
Re-designated LEP	40%	25%	31%	34%
Never LEP	45%	54%	69%	53%
<b>Gender</b>				
Male	57%	38%	35%	47%
Female	43%	63%	65%	53%

Source: Urban Institute Analysis of Prince George's County Public Schools data, SY 2011-12



### LPPN Report Card

**More than three in four Langley Park students do not attend college after four years of high school.** More than half of Langley Park students entering high school in 2008-09 did not graduate within four years, and of those that did graduate, a little less than half enrolled in college the following year.

## The Story Behind the Numbers

**Students classified as LEP are at the highest risk.** Of the 14 LEP students that entered 9<sup>th</sup> grade for the first time in the 2008-09 school year, none enrolled in college four years later. LEP students weren't the only ones who struggled, however — students never designated as LEP make up 45 percent of the “high need” group and 54 percent of the “moderate need” group.

**As in earlier stages, young men demonstrate higher need than young women.** Male students make up more than half (57 percent) of “high need” students. Young women fair much better, representing a disproportionately high share of “low need” students.

30. College enrollment status could not be determined for a small number of high school graduates. These students were not included in the analyses displayed in this section.



## LPPN Key Outcome: Academic Proficiency

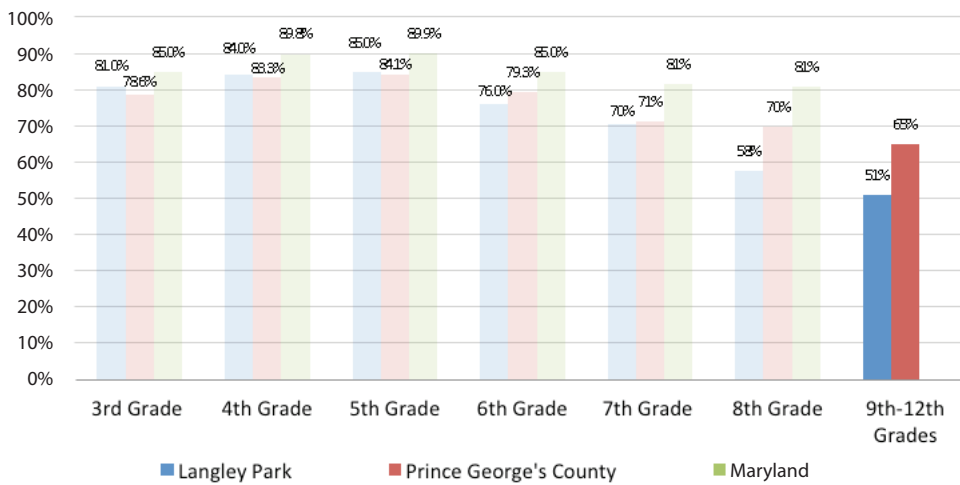
Immigrant youth who cannot demonstrate academic proficiency at this stage face significant difficulties (Farkas 1996; Fuligni 1997; Glick 2003), particularly in Maryland where the state has instituted the High School Assessment (HSA), a battery of three tests in English, Algebra, and Biology that students must take and pass during their high school career to graduate. Students who do not pass the HSA may still graduate if they make up these deficits with other special projects. Even so, these students may not be well prepared to take on the challenging college curriculum that awaits them in institutions of higher education.

### About the Data

To measure academic proficiency, we display indicators documenting the number and percent of high school students who passed their English and Algebra exams. These closely align with the reading and math proficiency indicators used for elementary and middle school students.

The data for this section come from Prince George's County Public Schools (PGCPS) longitudinal, student-level database containing HSA scores for a 4-year cohort of high school students who entered ninth grade in the 2008-09 school year. There were 90 Langley Park target students<sup>31</sup> and 9,753 students in Prince George's County included in this analysis. No comparable statistics were available for students in the State of Maryland.

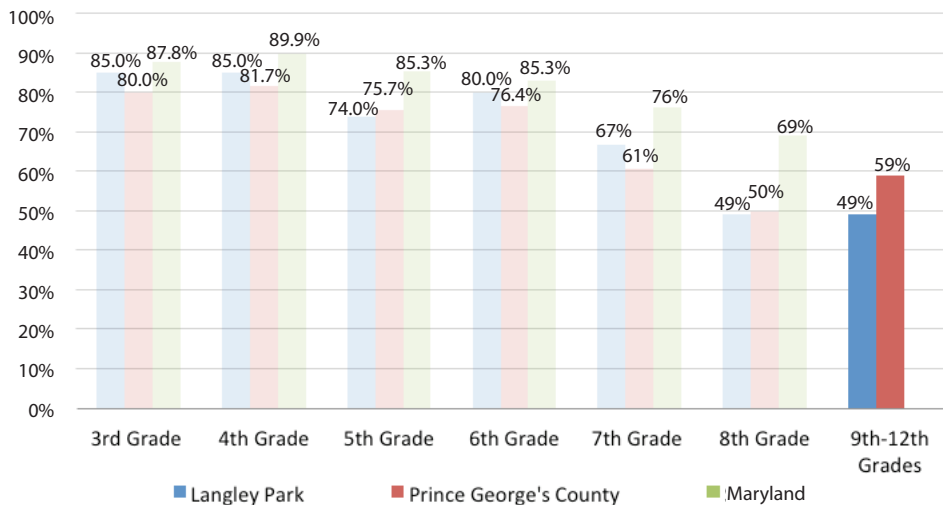
Reading Proficiency



Source: Urban Institute Analysis of Prince George's County Public Schools' SY. 2011-12. Maryland State Assessment data and data for all Maryland students available through <http://www.mdreportcard.org/Entity.aspx?WDATA=State>.

Note: 9th-12<sup>th</sup> grades is the cohort of ninth through 12<sup>th</sup> graders who took the English Maryland High School Assessment (HSA)

Math Proficiency



Source: Urban Institute Analysis of Prince George's County Public Schools' SY. 2011-12. Maryland State Assessment data and data for all Maryland students available through <http://www.mdreportcard.org/Entity.aspx?WDATA=State>.

Note: 9th-12<sup>th</sup> grades is the cohort of ninth through 12<sup>th</sup> graders who took the Algebra Maryland High School Assessment (HSA)



### LPPN Report Card

*For Langley Park students, English/reading proficiency continues to decline in high school.* While nearly 60 percent of 8<sup>th</sup> graders demonstrate proficiency in reading, only about 50 percent (n=45) of the 4-year high school cohort of Langley Park students is able to pass the English HSA. This share leaves a gap of 14 percentage points between Langley Park students and others in PGCPS.

*Langley Park high school students are just as behind in math as Langley Park middle school students.* Langley Park students do not lose further ground in math during high school, but they do not gain any either. Just 49 percent of Langley Park students passed the Algebra exam, nearly the same share of 8<sup>th</sup> graders who demonstrated proficiency in math. This puts Langley Park high school students' pass rate 10 points lower than that of other PGCPS students.

31. Langley Park target students are those with their most recent address falling within LPPN's three census tracts.

## The Story Behind the Numbers

***Langley Park students also have difficulty passing the HSA Biology exam.*** Just 39 percent of Langley Park students passed the Biology exam, compared to 57 percent of students in Prince George's County.

***Most Langley Park students never pass all three HSA tests.*** Only 31 percent of Langley Park students passed the English, Algebra, and Biology tests, compared to 44 percent of their peers in Prince George's County.

***Young men and women have different academic strengths.*** While 58 percent of female Langley Park students passed the English and Algebra exams — rates only slightly lower than students in Prince George's County as a whole — only 43 and 38 percent of Langley Park males passed these tests. On the other hand, Langley Park males have the upper hand in biology and overall performance.

***Students feel that LEP students are sometimes steered into remedial tracks that may put them behind.*** High school participants who participated in focus groups talked a lot about a culture of low expectations for LEP students. One student from High Point explained her own experience, “My math level was way more advanced [in my country] and ... I was doing pre-calculus and when I got here I was doing basic algebra. If you could get students to exploit their potential, it would be more helpful.”

## More to Learn

This section studies the share of students who passed the HSA exams in a single cohort, and differentiates the results by gender. In the future, we plan to collect individual-level student data on high school cohorts in order to get a better understanding of the academic proficiency of the cohort by LEP status, chronic absenteeism, suspensions, and other relevant indicators.



## LPPN Key Outcome: On-time High School Graduation

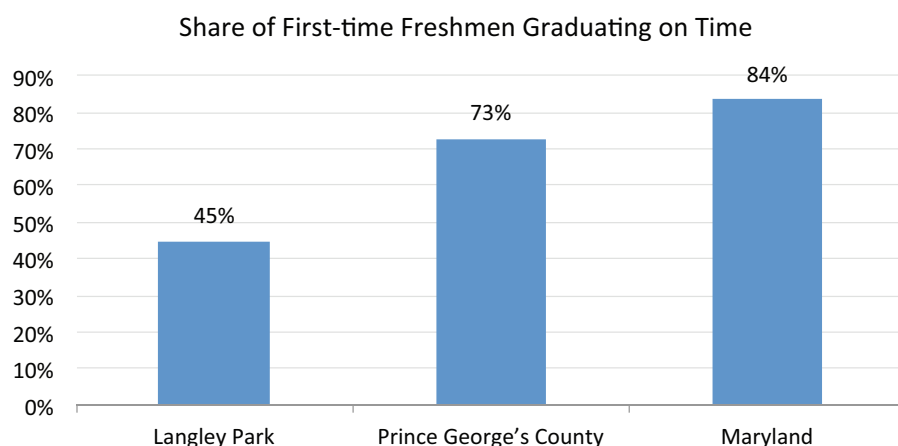
The first step toward going to college is to graduate on time from high school with a regular diploma. This helps position students to access greater opportunities at a variety of educational institutions. Research shows that regular high school graduates earn more over their lifetimes than students who do not finish high school (Bailey and Dynarski 2011; Carnevale, Rose et al. 2013).

### About the Data

We use an indicator documenting the number and percent of students who graduated from high school within four years.

The data for this section come primarily from Prince George's County Public Schools (PGPCS) administrative data. The 110 students from Langley Park represent a 4-year cohort of

first-time 9<sup>th</sup> graders who started high school together in the 2008-2009 school year.<sup>32</sup> We compare them to a comparable 4-year cohort of 9,753 students from PGPCS. In addition, we benchmark these graduation rates using comparable statistics for the State of Maryland available through the Maryland Report Card.<sup>31</sup>



Source: Prince George's County Public Schools data provided by PGPCS, Maryland State Report Card data, SY 2011-12

### LPPN Report Card

*Less than half (n=50) of the Langley Park 4-year cohort graduated on time.* Langley Park students graduated in four years at a rate almost 40 percentage points lower than first-time students in Maryland as a whole and nearly 30 percentage points lower than their peers in Prince George's County.

### The Story Behind the Numbers

*The graduation outlook for Langley Park LEP students is particularly bleak.* In-depth analyses of the graduation indicator reveal that only 27 percent of the LEP students in the 4-year cohort graduated on time. High school students participating in focus groups attribute this to a culture that discourages LEP student success. A student at High Point put it this way, "They don't think the ESL students have the same capacity as other students. They aren't in any honors or AP classes. They're just there. It's very difficult for them to pass to another level."

*With all the challenges they face, Langley Park students often have difficulty finding support.* The high school students who participated in focus groups identified peer mediators, teachers, and counselors at High Point as potential resources for them. However, the students generally did not feel comfortable seeking out help with the challenges they face at school and home. One young woman related, "I feel they are just there and I don't feel they are there to help me. That's just my personal opinion."

*Some Langley Park students have fallen so far behind academically that they cannot graduate with a regular high school diploma, even if they do not drop out of school.* One young man who had left high school without graduating explained, "I just couldn't go to school anymore. I was in 12th grade. I didn't pass the 12th grade, and they didn't let me come back."

*Large class sizes make it difficult for students to succeed in the high school setting.* According to students who had dropped out of high school and continued their studies in a GED program, "[It's] much better at GED class because there are not as many people and the people want to go, and go."

### More to Learn

There are many reasons that students leave school without graduating. In the future, our longitudinal tracking of individual student data coupled with neighborhood survey work and qualitative methods will help us better understanding which factors more directly lead to high school graduation.

32. The indicators employs the U.S. Department of Education's strict definition of this 4-year graduation cohort: "From the beginning of 9<sup>th</sup> grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die." <http://www2.ed.gov/documents/press-releases/adjusted-cohort-graduation-rate.doc>

33. ?????





## LPPN Key Outcome: Enrollment in Higher Education

Once students have successfully graduated from high school, their future depends on obtaining postsecondary degrees, vocational certificates or other industry-recognized certifications or credentials without the need for remediation (Carnevale, Rose et al. 2013). The first step on that pathway is to enroll in institutions of higher education.

### About the Data

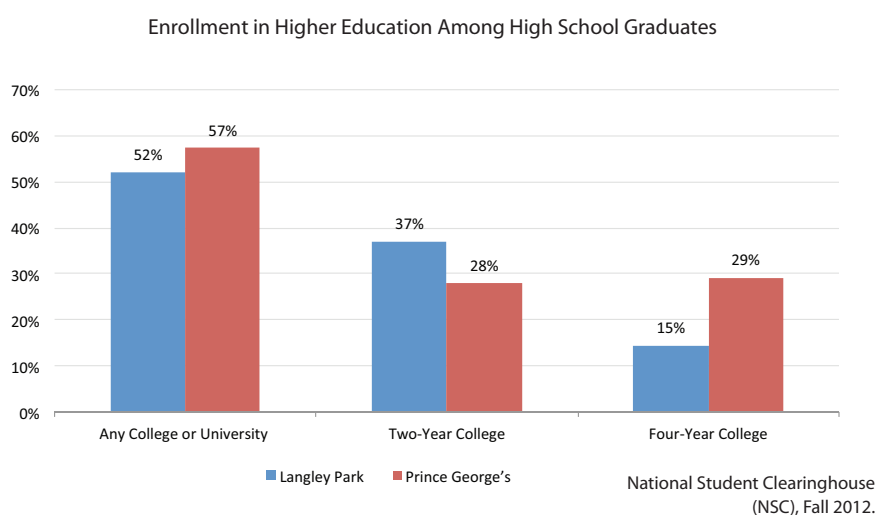
To measure enrollment in higher education, we use a set of three indicators: the number and percent of 2012 high school graduates who enrolled in any college or university in Fall 2012, as well as the number and percent of those who enrolled specifically in 2- and 4-year institutions, respectively.

The data come from the National Student Clearinghouse (NSC) which includes information on enrollment of more than 98 percent of all students in over 3,500 public and private colleges and universities across the country. In total, we tracked enrollment indicators for all 7,499 Prince George's County Public School (PGCPS) and the 50 Langley Park students in the 4-year graduation cohort who graduated on time.

They feel like they're not able to do that. I think it's really unfair and they probably feel left out. I think that should change."

**Students worry about paying for college and families do not understand the complex process of applying for financial aid.**

Langley Park students who graduate from high school have a high level of financial need. However, many immigrant families may be unaware of the things that they need to do to receive educational grants and loans. A senior at High Point talked about her own confusion about these issues: "My cousin told me that my mom has to do her taxes before a certain time to get them to the college. I want to apply to Montgomery College, but I'm not understanding the concept."



### LPPN Report Card

**Langley Park 4-year graduates enroll in higher education at lower rates than their PGCPS counterparts.**

Only about 57 percent of PGCPS students go immediately on to college, but Langley Park students attend college at an even lower rate of 52 percent (n=26).

**Langley Park students also disproportionately opt for 2-year college options.** PGCPS students enroll in 2- and 4-year institutions of higher education at about equal rates. However, high school graduates from Langley Park attend 2-year colleges at a rate more than double that of 4-year colleges.

### The Story Behind the Numbers

**Langley Park students need more structured help to navigate the college application process.** High school students participating in focus groups explained that their school makes general announcements about college deadlines and has guidance counselors, but students need more structured support and information. One young woman attending High Point suggested, "There should be more of an orientation... mostly admissions — like recommendation letters, when you should submit those—like a basic orientation."

**Many students perceive that visits to colleges are reserved only for advanced students.** The LPPN partner high school organizes trips to local colleges and universities, but focus group participants did not feel like all students can take advantage of these opportunities. A High Point senior explained, "...the other students don't find out about the field trips. There needs to be more engagement. And ESL students want to go too. There should be an opportunity for all students to go on the trips. ESL students, I ask them what college are you going to and they say, 'Oh I'm not going to college.' ...

### More to Learn

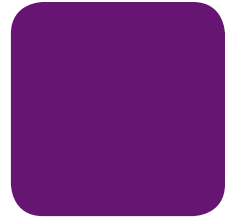
There is much more to know about post-high school education for Langley Park students. First of all, the data presented above only reflect students who immediately enrolled in college; others may take a gap semester or year before enrolling. Second, enrollment is only part of the story. Students must not only enroll in higher education, but also stay on track and complete the coursework in their chosen program. Third, even within the same type of institution, students may enroll in different types of classes and programs, ranging from general education or remediation to vocational certificate programs to associate's degrees, bachelor's, or other advanced degrees. In the future, we plan on performing more in-depth analyses of the NSC data to explore these subtleties further.

In addition, we plan on including detailed questions about barriers to college, vocational training opportunities that might not register in the NSC, and the need for remediation before undertaking degree programs.

## Summary

Students who somehow manage to weather the 9<sup>th</sup> grade transition still must confront substantial challenges in their transition to college and career. Only about half of first-time 9<sup>th</sup> graders from Langley Park have the academic proficiency to be successful in post-secondary education or graduate from high school in 4 years. Further, only about half of four-year high school graduates go on to enroll in a college or university; and these students disproportionately enroll in 2-year institutions. In addition to academic enrichment to ensure Langley Park students graduate, LPPN should help Langley Park students explore a full set of options for higher education and assist in navigating the financial aid process.





## Supportive Life-Long Learners

As they mature, young adults must become successful, life-long learners and supportive parents to ensure the success of the next generation. This starts with parents pursuing their own ongoing education and development to better engage in their children's learning, as well as to gain the type of stable and sustainable employment that can ultimately provide a stable platform for success for the entire family (Dubow 2010 ). Among other components, this platform should include adequate physical activity and nutrition as well as access to the types of 21st century learning tools needed for parents and children to thrive in an increasingly technologically advanced learning and work environment. In addition, families should be able to access appropriate work supports to help make ends meet during times of employment instability.

To understand how Langley Park parents and families are doing at this stage, we examine several key outcomes:

- Life-long learning
- Parent support of student learning
- Stable and sustainable employment
- Access to 21st century learning tools
- Adequate physical activity and nutrition
- Access to appropriate work supports

## Overall Assessment

Parents' own level of education impacts all of their key LPPN outcomes, including the ability to pursue ongoing education, actively engage at all stages of their children's education, obtain meaningful employment, provide for their families, and access work supports if necessary. As a result, we examine data on educational attainment to assess the current level of need among Langley Park parents.

Data on educational attainment for 11,237 adults over the age of 25 in the neighborhood's three census tracts come from the 2007-2011 American Community Survey. As in previous sections, we classify adults by their levels of need. In this section, "high need" adults are those with less than a high school diploma. "Moderate need" adults have a high school diploma and some college education, up to an Associate's degree. And "low need" adults hold a Bachelor's degree or higher.

### Breakdown

11,237 adults 25 and older in Langley Park



### Characteristics of the population by age group

	High	Moderate	Low	Overall
<b>Gender</b>				
Male	69%	58%	60%	65%
Female	31%	42%	40%	35%
<b>Immigrant Status</b>				
Foreign-born	97%	77%	61%	89%
Native	3%	23%	39%	11%
<b>Poverty Status</b>				
Below Poverty	24%	15%	12%	21%
Above Poverty	76%	85%	88%	79%
<b>Employment Status</b>				
Unemployed	14%	8%	8%	12%
Not in Labor Force	7%	9%	15%	8%
Employed	79%	84%	77%	80%

Source: Urban Institute analysis of 2007-2011 American Community Survey data.



### LPPN Report Card

More than two-thirds of Langley Park adults have "high need" in the area of education. Within this "high need" group, the great majority (85 percent) have not only less than a high school diploma, but fewer than nine years of education.

## The Story Behind the Numbers

### High need adults are disproportionately foreign-born.

Ninety-seven percent of "high need" adults were born outside of the United States, as compared to only about 61 percent of "low need" adults. Many immigrants grow up in countries with limited access to free and compulsory education. This, coupled with economic necessity, means some did not have the chance to complete even their primary education. As a result, beyond challenges with the English language, many Langley Park parents struggle with basic literacy and skills in their native language.

**Men outnumber women in Langley Park and have comparatively high levels of educational need.** Sub-analyses of educational attainment data reveal that Langley Park

women have slightly higher levels of education. About 40 percent of them hold at least a high school diploma, as compared to only about 30 percent of men.

**Poverty rates among "high need" adults are double those of "low need" adults.** While only about 12 percent of "low need" Langley Park adults with a Bachelor's degree fall under the poverty line, nearly a quarter of "high need" adults with less than a high school diploma are poor.

**Labor force participation is highest among "high need" adults, but so is unemployment.** Ninety-three percent of "high need" adults are working or looking for work, as opposed to only about 85 percent of "low need" adults. However, the unemployment rates are also six percentage points higher among "high need" adults.

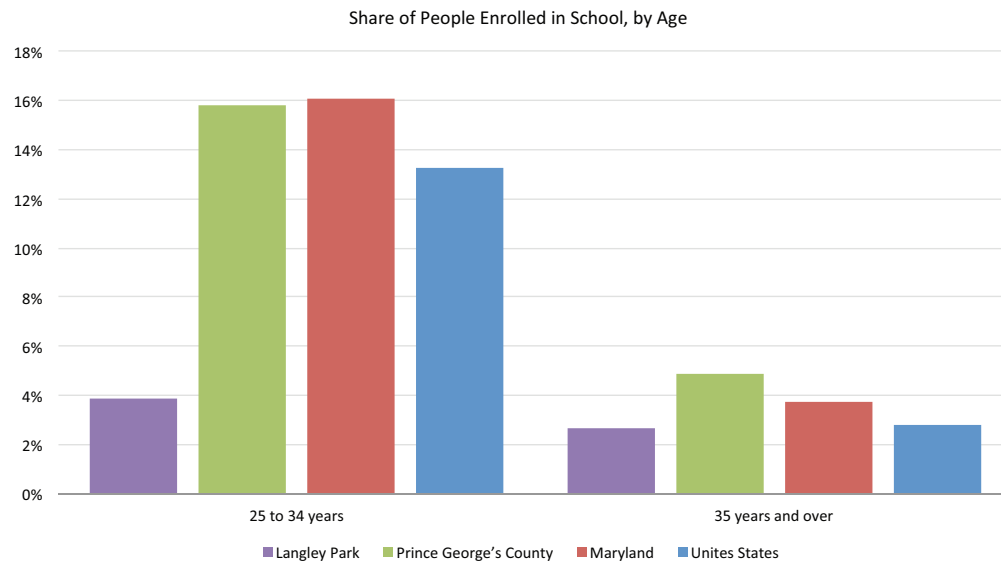


## Life-long learning

Ongoing education is pivotal for many immigrant parents in many respects. It can help them overcome basic math and reading literacy barriers, gain the language skills they need to successfully navigate life in the United States, and hone technical skills and professional expertise that enhance job prospects and quality of life (McHugh and Challinor 2011). In addition, continuing their education may help parents better support their own children in school.

## About the Data

The main indicator for life-long learning is the number and percent of adults enrolled in public or private school. The data come from the Census Bureau's American Community Survey 2007-11 5-year estimates and compare the school enrollment of the 11,237 adults over the age of 25 in Langley Park to that of adults in Maryland and the U.S.



Source: Urban Institute analysis of 2007-11 5-year American Community Survey estimates.

### LPPN Report Card

*Langley Park adults continue their education at much lower rates than their peers.* Differences in school enrollment are most striking among adults 25 to 34. In this age group, Langley Park adults enroll at a rate four times lower than their Maryland counterparts, and about 3 times lower than other adults in the United States.

## The Story Behind the Numbers

**Some Langley Park adults lack information about their educational options.** Many focus group participants voiced interest in continuing their education, but did not know where to find information about their options. As one woman who had dropped out of high school years earlier explained, “I would like to go back to school. I would like to go to English classes but I don’t know how.”

**Available English and computer classes are either oversubscribed or too expensive.** Parents in all of the focus groups expressed particular interest in English and computer classes. However, the high demand for these types of free or low-cost classes makes them either horribly overcrowded or impossible for all those who are interested in attending. As the mother of a Cool Spring Elementary student shared, “There are centers where they give computer lessons in English but the thing is that there are many of us and the space is for 40.” The alternative is to pay more and travel greater distances, but many focus group participants felt this would not be feasible for them.

**Undocumented adults may face additional barriers.** Adults without legal immigration status cannot access federal

assistance to pay for their education. This can be a substantial barrier, but misinformation can make matters worse. One focus group participant, for example, believed that educational institutions would not admit undocumented students, saying, “Like you could go learn English, you could get a GED, [but] if you don’t have papers then you can’t go and do that.”

## More to Learn

The data from the American Community Survey on the school enrollment of adults has particular limitations. First, this source does not allow us to distinguish between parents and non-parents or between first and second generation Langley Park residents. Second, this source does not provide any information about the type of educational program the adult may be attending. And third, these data may or may not reflect the engagement of adults in short-term education and training programs. In the future, the Promise Neighborhood Survey will identify parents, ask more detailed questions about ongoing adult education, and facilitate analyses of the ongoing education of both first- and second-generation Langley Park adults..



## LPPN Key Outcome: Parent Support of Student Learning

Regardless of their own ongoing education, parents can do a lot to support their children's learning and educational future. This starts with things like reading to small children and culminates with helping high school students make the decisions that shape their prospects for college and career. Research shows that children do better in school when they have the full support of their parents (Berns 2012; Leidy, Guerra et al. 2012).

### About the Data

To gauge parental support of student learning, we use indicators recommended by the Department of Education. These include:

#### For parents of children under five:

- ☐ The number and percent of parents who report that they or another adult in their household reads to this child three or more times a week.

#### For parents of elementary and middle school children:

- ☐ The number and percent of parents who report that they or another adult in their household reads to this child three or more times a week, **and**
- ☐ The number and percent of parents who report that

#### For parents of high school children:

- ☐ The number and percent of parents who report talking to their child about college, **and**
- ☐ The number and percent of parents who report talking to their child about a career.

The questions used to gather information on these indicators come from the Early Childhood Longitudinal Study and the National Center for Education Statistics' Educational Longitudinal Survey and were fielded in the Promise Neighborhood Survey, administered by Prince George's County Public Schools in Spring 2013. The data displayed below reflect responses about parent relationships with 214 Langley Park children and 13,341 Prince George's County children from birth until high school.



### LPPN Report Card

***Before their children enter kindergarten, Langley Park parents do not read as often to their children as other parents.***

While about two-thirds of parents in Prince George's County with children under five report reading to their children three or more times a week, just less than half of Langley Park parents did the same. This constitutes a difference of more than 20 percentage points compared to other parents living in Prince George's County. As a result, we estimate that approximately 840 of the estimated 1650 children under the age of five do not receive the benefit of early reading experiences at home.<sup>34</sup>

***However, in elementary and middle school, Langley Park parents cultivate literacy in their children slightly more actively than other parents in the county.*** Fifty-six percent of Langley Park elementary and middle school parents report reading to their children three or more times a week; this amounts to approximately 1075 of the 1920 Langley Park students enrolled in grades K through 8. In addition, about 79 percent report that in a typical week, their children read on their own with this frequency; extrapolated to the student population, we estimate that about 1516 Langley Park elementary and middle school students read this frequently.<sup>35</sup>

***Langley Park parents talk to their high school students about college and career less frequently than other parents.***

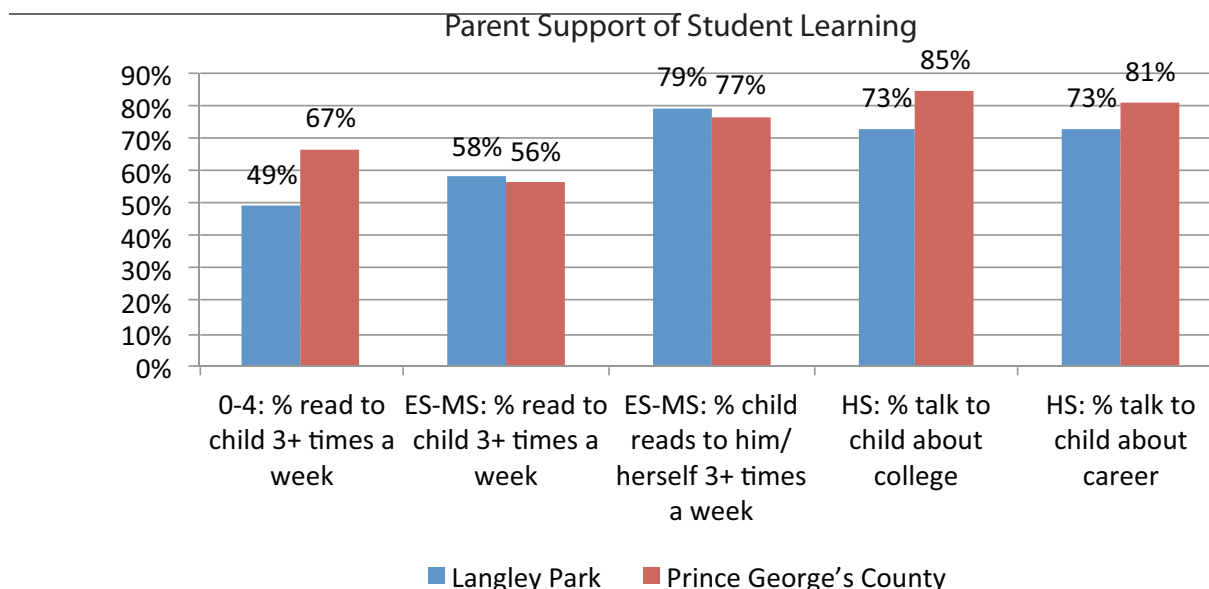
About 85 percent of parents in Prince George's County talk to their high school children about college; and 81 percent have conversations about career choices with these students. In contrast, only about 73 percent of Langley Park parents initiate these kinds of dialogues with the high school students in their families. This means that only about 389 of the 533 Langley Park high school students receives this kind of support from their parents.<sup>36</sup>

34. The estimated number of children is calculated by multiplying the rate by the total number of children under five living in Langley Park according to the 2010 Census.

35. Raw numbers are calculated by applying the rate derived from the Promise Neighborhood Survey to the total number of elementary and middle school students enrolled in PGCPs and living in Langley Park.

36. Raw numbers are calculated by applying the rate derived from the Promise Neighborhood Survey to the total number of high school students enrolled in PGCPs and living in Langley Park.





Source: 2013 Promise Neighborhood Survey.

## The Story Behind the Numbers

**Parents of small children in Langley Park usually feel more comfortable reading to their children in Spanish, but lack access to sufficient reading materials.** Participants in focus groups with parents of children under five universally expressed a desire to read with their child in Spanish, both to prepare them for school and to reinforce their language and culture at home. However, parents had difficulty finding books to read. A small number of parents find reading materials for their children at thrift stores or can check out books from their children's school or early education provider. Other parents saw the public library — located a substantial distance away — as their only option. To further complicate matters, several parents indicated a reluctance to sign up for a library card. As the mother of a 3-year old explained, "They [library] always ask for identification, and sometimes you're afraid that if you provide an ID card from your country or your passport, they'll know you don't have documents. It's the fear that they'll know."

**Parents often enlist their older children to teach the younger ones in English.** From a relatively early age, older siblings start sitting down with their brothers and sisters and helping them learn to read and do homework. A mother of an elementary school student and a stay-at-home 5-year-old recounted, "The older one teaches the younger one. He [the older child] gets home from school and I tell him to teach his brother [because] he already knows the alphabet in English, the numbers up to ten. That's what they do."

**High school students report that parents are generally supportive.** Several participants in focus groups with High Point students emphasized the tremendous support they receive from their parents. For example, one girl said this of her mother, "There are many times I feel like giving up and not continuing with my dreams and my mom is always supporting me... So whenever I don't want to study for a test, she is always there to tell me it's something small and I will be able to make it through."

**Nevertheless, high school students also recognized that parents often do not have the tools to help their children go on to higher education.** In-depth analyses of the full series of questions on parental support administered to parents of high school students reveals that nearly a quarter of Langley Park parents never talk to their children about the SAT, ACT, or other tests needed to apply to college. In comparison, only about 15 percent of other parents in Prince George's County are silent on this issue.

## More to Learn

The Promise Neighborhood Survey was offered to parents in an online format, only after they completed the Prince George's County Public Schools' online School Climate Survey, which itself has a fairly low response rate (see Appendix x for more detail). The people who responded to the questions used to gauge parent support of student education are likely to be more highly motivated and engaged than other parents and also have higher levels of literacy and comfort with computers. As a result, the statistics presented are likely to overestimate support among parents more generally, both for Langley Park and Prince George's County as a whole. In addition, only those parents who currently had a child in a PGCPs school even had the opportunity to respond. Consequently, the statistics systematically exclude young families with only children under five as well as parents of older children who have withdrawn from school.

In the future, we plan to field these questions with a neighborhood survey, using a random sample of family households. This will offer a much more accurate picture of the ways that parents support their children's education.



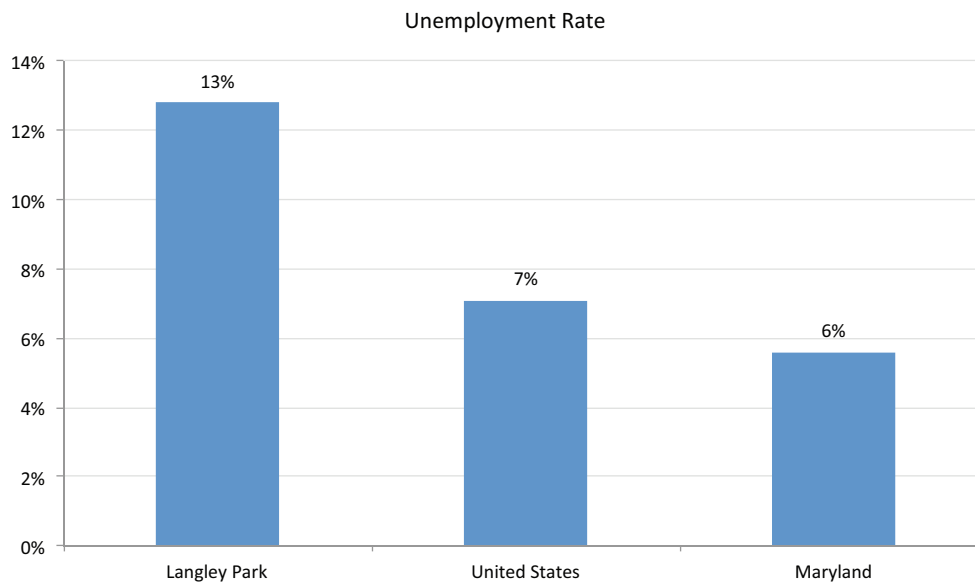
## LPPN Key Outcome: Stable and Sustainable Employment

Most immigrant parents in Langley Park come to the United States to work and create a better life for their children. However, with limited education and English proficiency, they face substantial barriers to stable and sustainable employment (Flores, Mendoza et al. 2011; Kanagui-Munoz, Garriott et al. 2012). A good job can make all the difference for a family, providing not only sustenance but also opportunities for personal development and career advancement.

### About the data

The lead indicator for stable and sustainable employment is the unemployment rate, or the number and percent of adults 25 years or over who are in the labor force but do not have a job.

There are approximately 9,952 people in this group in Langley Park. The data are from the American Community Survey 2007-11 5-year estimates, pooled over multiple years to allow us to study the smaller geographies that make up Langley Park.



Source: Urban Institute analysis of 2007-11 5-year American Community Survey estimates.

### The Story Behind the Numbers

**Langley Park residents' concentration in the construction and related sectors may have made them vulnerable to unemployment during the Great Recession.** Nearly 40 percent of working adults in Langley Park reported working in construction and related occupations, as opposed to only about 10 percent of adults nationally and 8 percent in the State of Maryland. This sector was hit particularly hard during the Great Recession.

**Langley Park residents systematically earn less than other workers — even those who share their occupation.** These differences are most stark when Langley Park workers are compared to others in Maryland. In the area of construction and related occupations, for example, Langley Park residents make about \$20,000 for a year of their labor. In contrast, other workers in this sector in Maryland typically are paid twice that, nearly \$40,000. The same is true even for management and related occupations. While Maryland workers in this sector make upwards of \$65,000 a year, Langley Park workers earn only about \$35,000 on average—a difference of \$30,000 a year.<sup>37</sup>



### LPPN Report Card

**The unemployment rate in Langley Park is more than twice as high as in Maryland.** Langley Park adults struggle more to find employment than other adults. The unemployment rate in Langley Park is 13 percent and exceeds the state rate by 7 percentage points, and the national rate by 6. In raw numbers, we estimate that roughly 1300 of the nearly 10,000 adults living in the neighborhood are looking but cannot find work.

### More to Learn

As with the data on life-long learning, the data on the unemployment rate leaves many questions still on the table. For example, a point-in-time report of employment status does not provide insight into the stability or conditions of current employment. The neighborhood survey will ask more detailed questions on these topics and also allow us to better distinguish trends specific to parents, young adults still living with their families, and other adults in the neighborhood.

37. 2007-2011 American Community Survey 5-Year Estimates.



## LPPN Key Outcome: Adequate Physical Activity and Nutrition

In order for their children to thrive, parents must find ways to provide adequate nutrition and opportunities for physical activity. This helps children ward off obesity and the multiple health problems that come with it (Brotman, Dawson-McClure et al. 2012).

### About the Data

Two key indicators measure adequate physical activity and nutrition among the students in Langley Park families: the number and percent of middle and high school students who report being physically active at least 60 minutes daily, and the number and percent of these students who report consuming five or more servings of fruits and vegetables daily.

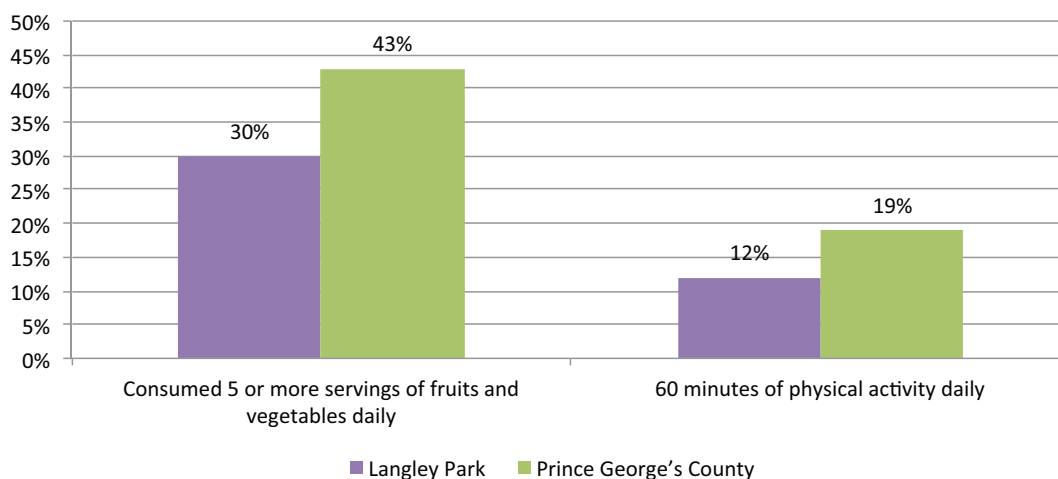
The data for these indicators come from the 83 Langley Park middle and high school students and the more than 8,723 other students who responded to the Promise Neighborhood Survey. Questions from the Youth Behavior Risk Surveillance System (YRBSS) were employed to gather the data (see Appendix B Promise Neighborhood Survey Instruments) and this series of items was used to calculate the indicators as per the guidance provided by the Department of Education.



### LPPN Report Card

**Compared to other students in Prince George's County schools, Langley Park middle and high school students have a less healthy diet.** While about 43 percent of all respondents to the Promise Neighborhood Survey reported eating at least five servings of fruits and vegetables each day, less than a third of Langley Park students enjoy this kind of quality nutrition. This means that only about 245 of the 818 middle and high school students are likely to meet this basic health guideline.<sup>38</sup>

Nutrition and Physical Activity Among Middle and High School Students



Source: 2013 Promise Neighborhood Survey.

**Langley Park students are less physically active than their peers.** In general, middle and high school students in Prince George's County report relatively low rates of daily physical activity. According to the 2011 YBRSS, approximately 29 percent of U.S. high school students report engaging in 60 minutes or more of physical activity every day, as compared to only about 19 percent of Prince George's County middle and high school students. Langley Park students are even less active with a rate of daily physical activity more than two times lower than other American students. Overall, we estimate that only 98 of the 818 Langley Park students enrolled in PGCPs middle and high schools meet physical activity guidelines.<sup>39</sup>

38. Raw numbers of students are estimated by applying the rate derived from the Promise Neighborhood Survey to the total number of Langley Park middle and high school students enrolled in PGCPs

39. Raw numbers of students are estimated by applying the rate derived from the Promise Neighborhood Survey to the total number of Langley Park middle and high school students enrolled in PGCPs.

## The Story Behind the Numbers

***Both physical activity and adequate nutrition decline among older students.*** In addition to the middle and high school students whose data is displayed above, another 244 Langley Park elementary school students responded to the same questions about physical activity and nutrition in the Promise Neighborhood Survey. Analyses reveal that more than two-thirds (66 percent) of these younger children eat five or more servings of fruits and vegetables daily—a difference of 36 percentage points. Rates of daily physical activity among elementary school children are still not high at 28 percent, but are double the rate of middle and high school children.

***Safe places to play and exercise in Langley Park are limited.*** Many parents who participated in focus groups felt that the neighborhood's outdoor parks and recreation spaces are in bad condition and inappropriate places for young people. Sports fields are often monopolized by adult males. Beyond making these facilities unavailable to youth who want to play, this dynamic can also make girls and women feel unsafe in this space. As one mother of a Langley Park-McCormick student explained, "Sometimes I bring my kids here to the park but... [some friends] were at the park, [their] daughter was playing and there are always a bunch of men in the park. The girl was only 12 years old and they were saying ugly things to her." In addition, private security firms hired by the local apartment complexes do not let young people play outside the buildings.

***Parents of middle and high school students are generally aware of recreational opportunities in Langley Park, but have trouble paying for them.*** Several parents mentioned

the dance, gym, and karate classes available, but voiced concern about the expense. As one mother of a Buck Lodge student shared, "Sometimes the cost, me with three kids, there are things they want to go to...it's not expensive but as a single mother, \$90 for each kid..."

***Enrollment in the Free and Reduced Price Meals (FARM) program and WIC is almost universal, but some parents still have difficulty providing for their children's nutrition.***

Uptake of the Supplemental Nutrition Assistance Program (SNAP) is low (see section on Access to Appropriate Work Supports) and parents struggle to get by. In particular, the parents in focus groups discussed the difficulty of regularly serving fresh food to their children. The mother of one Langley Park-McCormick students put it this way: "It's [the fruits and vegetables] — the most expensive thing there is."

## More to Learn

The Department of Education Promise Neighborhood Data Guidance document recommends using a school-based survey like the School Climate Survey or PCPGS' Promise Neighborhood Survey to gather these data and report them on a school level. However, only three out of six middle and high school grades are sampled by PGCPs for these surveys, response rates are generally low, and Langley Park students make up a relatively small segment of the student body at Buck Lodge Middle School and High Point High School.



## LPPN Key Outcome: Access to 21st Century Learning Tools

In today's school and work environment, it is important for families to have access to and knowledge of the kinds of 21st century learning tools needed to support their learning and development. Bridging this digital divide can help both students and their parents succeed (Vigdor and Ladd 2010).

### About the Data

To measure access to 21st century learning tools, we use four distinct indicators:

- The number and percent of students with access to the internet both at home and at school,
- The number and percent of students with access to the internet only at home,
- The number and percent of students with access to the internet only at school, and
- The number and percent of students without access to the internet at home and at school.

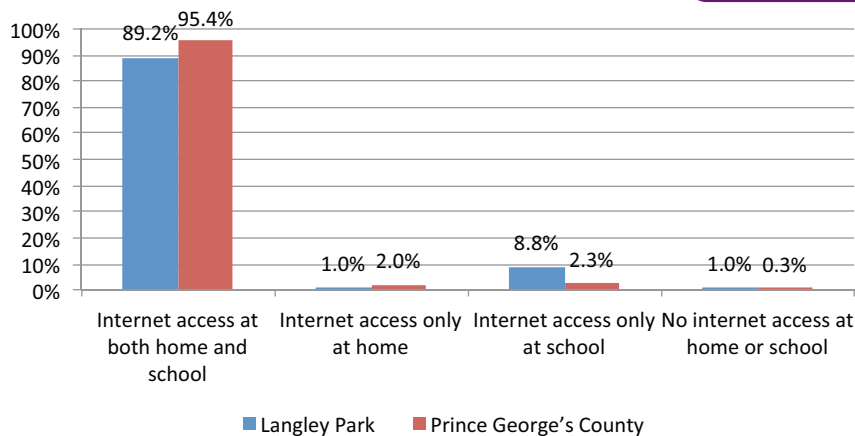
The data for these indicators come from the Prince George's County School Climate Survey. The questions used to gather these data were adapted by the Urban Institute for the Department of Education from school surveys developed by Project Tomorrow, a nonprofit organization that supports innovative uses of science, math, and technology. In total, 16,372 Prince George's County elementary, middle, and high school students responded to these questions, including 296 Langley Park students.



### LPPN Report Card

Most Langley Park students report internet access at both home and school, but about 10 percent do not have any access at home. In contrast, only about 5 percent of Prince George's County students lack at-home internet access. In total, we estimate that 280 of the more than 2800 total Langley Park students enrolled in PGCPs schools have no internet access at all outside of school hours.<sup>40</sup>

Internet Access at Home and School



Source: 2013 Promise Neighborhood Survey.

### The Story Behind the Numbers

**Older Langley Park students have better access to the internet in their homes than younger students.** In-depth analyses of the Promise Neighborhood Survey data reveal that, while about 12 percent of elementary school children said they lacked access, only about 6 percent of middle school students and 3 percent of high school students reported the same.

**Langley Park families generally access the internet at home mostly through their phones, but do not use it for educational purposes.** Participants in both youth and parent focus groups spoke almost universally about internet access through smartphones. However, most felt that families did not use this resource in ways that actively supported

education. As one mother of an elementary school student expressed, "Many [families] ... have internet on their phone and they're fine using it for Facebook, Twitter, that yes, but not for the things that it should be used for."

**Few families have home computers and those that do often cannot connect this device to the internet and cannot print at home.** Just having a computer or a smartphone is not enough. One mother of a Buck Lodge Middle School student related, "I have a computer, but no internet. I use my phone. To print, I go to a friend or some other way. I find a way,

but some parents don't have a computer and are not familiar with them." Other focus group participants said that they often go to the local laundromat to print documents where they have to pay a hefty price for each page.

### More to Learn

The biggest challenges for Langley Park families in terms of access to 21st Century Learning Tools appear to be in the home environment. In addition, parents need this kind of access just as much as their children, especially if they are looking to pursue their own ongoing education. Consequently, in future years, using a neighborhood survey, we plan to ask a wide array of questions, including ones about computer, printer, and software access and training.

40. Raw numbers of students are estimated by applying the rate derived from the Promise Neighborhood Survey to the total number of Langley Park students enrolled in PGCPs.





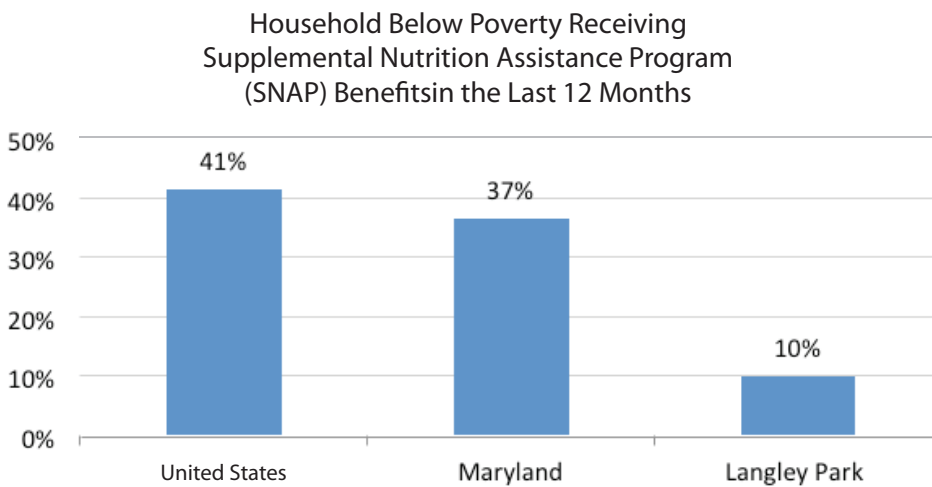
## LPPN Key Outcome: Appropriate Work Supports

Hard work certainly does not always ensure the economic success of even the most dedicated parent. Adults sometimes experience job losses during their career or simply are not able to earn enough money to make ends meet. When this happens, Langley Park parents who are eligible immigrants themselves or have children who are should be able to depend on federal safety net programs to help them through.<sup>41</sup> However, research shows that there are many barriers to using these programs among immigrants (Perreira, Crosnoe et al. 2012); and qualified immigrants often do not access the support they need (Ku and Bruen 2013).

### About the Data

The indicator for measuring access to appropriate work supports is the number and percent of households below the poverty line that reported receiving food stamps or the Supplemental Nutrition Assistance Program (SNAP) in the

past 12 months. The data come from American Community Survey 2011 5-Year Estimates and reflect calculations for the 962 households in Langley Park's three census tracts as well as for the state of Maryland the United States as a whole.



Source: Urban Institute analysis of 2007-11 5-year American Community Survey estimates.



### LPPN Report Card

Langley Park households living below the poverty line gain access to SNAP at a rate four times lower than other U.S. households. While more than 40 percent of poor households in the U.S. and 37 percent in Maryland receive nutrition assistance through SNAP, only 10 percent (n=96) of poor Langley Park household benefit from this program.

### The Story Behind the Numbers

**Parents who apply for work supports experience language barriers and sometimes perceive discrimination.** As a mother of two small children, ages three and five explained, “The social services office... is very difficult. There is no one that speaks Spanish and the people... they treat you really bad, but if it’s someone of their color, they treat them well.” Consequently, many parents seek help from local non-profits to fill out the necessary paperwork and navigate the system.

**Some parents with eligible children do not apply for work supports at all because of misinformation and fear.** Some parents believe that accepting help from the government can lead to losing custody of their children. The father of a two-year-old child repeated one of the rumors he had heard: “One of the fears that comes to mind was how a child can be taken away by the government... If they [the government] feed and care for them [your children], they must be

available for the Army. There are many myths of that sort, people believe these things.” Other parents worry that receiving assistance will make them ineligible to adjust their immigration status should a reform pass into law.

### More to Learn

The standard tables available for the American Community Survey do not give a true analysis of SNAP among eligible households, which would exclude households with no eligible immigrants and include households with gross income up to 135 percent of the federal poverty line.<sup>50</sup> Furthermore, there are many other potential work supports that we would like to explore in more depth, including Medicaid and child-care subsidies. In the future, we will use a neighborhood survey to more accurately gauge the uptake of these types of lifelines for working families.

41. Most legal immigrants who have lived in the country for five years, or receive disability-related assistance or benefits, or are children under 18 are eligible for SNAP assistance. In addition, certain non-citizens such as those admitted for humanitarian reasons and those admitted for permanent residence may also be eligible for the program. Eligible household members can get SNAP benefits even if there are other members of the household that are not eligible. <http://www.fns.usda.gov/snap/immigrant-eligibility-requirements>



## Summary

Langley Park parents face multiple barriers. More than two-thirds have less than a high school education, very few enroll in continuing adult education, and a relatively high share experience unemployment. Despite these obstacles, these adults are dedicated parents and do a good job supporting elementary and middle school children. It is with very young children and young adults that they need more tools and guidance. Langley Park families also need assistance guaranteeing adequate nutrition and physical activity for their children as well as access to the types of 21<sup>st</sup> century learning tools that will support ongoing education for all family members, and the federal safety net benefits to which they are entitled.





# Planning the Continuum of Solutions

The primary goal of the Langley Park Promise Neighborhood program is to ensure that *all children in Langley Park have the academic and family supports necessary to succeed in school and to be college and career ready*. To fulfill that goal the LPPN program has designed a seamless and integrated continuum of solutions designed to support children and parents by responding to their specific areas of need. Accordingly, the continuum of solutions both begins with, and revolves around, the needs of Langley Park children and families. The design of each element of the LPPN continuum of solutions responds to data in Sections III and V, and is based upon the assumptions, understanding, and strategies set out in the LPPN theory of change and action:

**NEEDS (SEC. III) > THEORY OF CHANGE > THEORY OF ACTION**

## LPPN Theory of Change (TOC)

The LPPN theory of change identifies the process through which Langley Park children and families will become college and career ready. It states that:

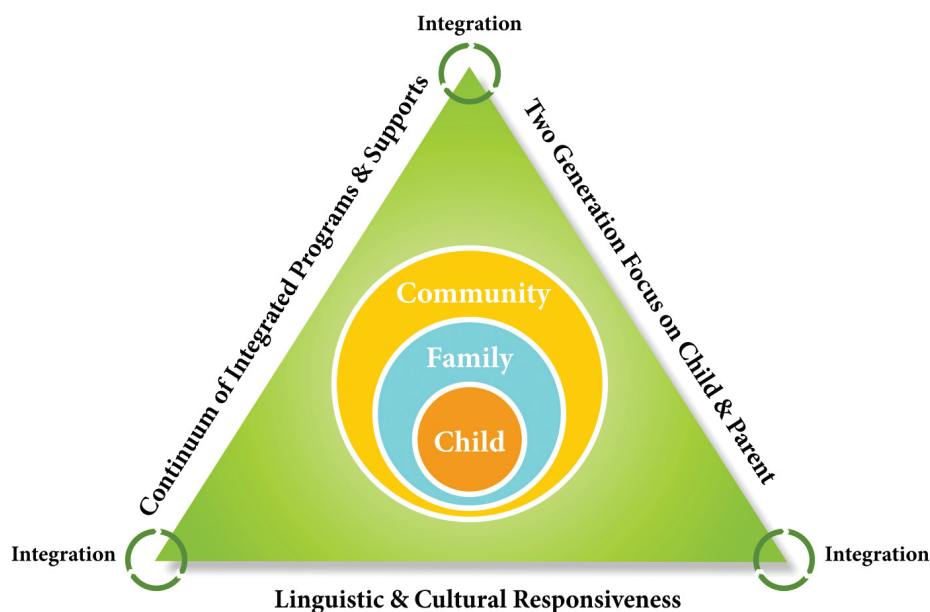
*Our immigrant children and their families will thrive and succeed when they have access to 1) a continuum of integrated programs and supports, 2) a two generation focus on child and parent, and 3) linguistic and cultural responsiveness.*

- **Continuum of Integrated Programs and Supports** includes the full range of place-based instructional, health, mental health, and social services that support children's learning.
- **Two Generational Focus on Child and Parent** addresses linked approaches to child and family well-being, such as coupling quality childcare with a family economic success program.

- **Linguistic and Cultural Responsiveness** views language and culture both as a need and a valuable resource, and offers program services tailored to the diversity of cultures and languages within the community.

Each of the three TOC elements needs to be integrated with the other two for change to be successful. All three elements need to be embedded in school and neighborhood-based strategies. In addition, Immigrant Integration is an implicit component of the LPPN TOC. Immigrant integration refers to “a dynamic, **two-way process** in which newcomers and the receiving society work together to build **secure, vibrant, and cohesive communities**.”<sup>43</sup> Most of the work of cultural responsiveness, as well as the approaches taken in integrated programs and the two generation focus, incorporate this two-way process.

### The Three Strategies Integrated within LPPN's Theory of Change



43. From the Grantmakers Concerned with Immigrants and Refugees. Retrieved Jan 24, 2014 from <https://www.gcir.org/integration>

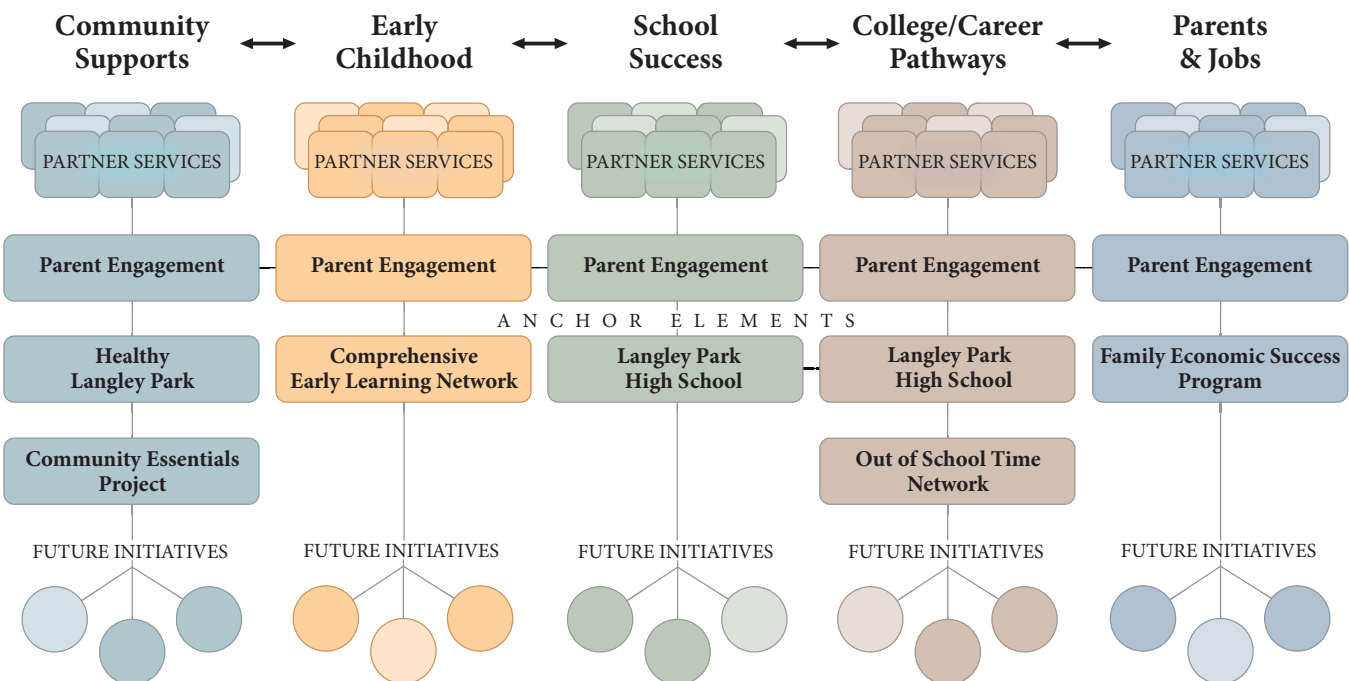
## LPPN Theory of Action (TOA)

The LPPN theory of action maps out the specific pathway for achieving LPPN's primary goal based on an assessment of how partnerships and collective action will add the most value to the change process (Weisburd and Sniad 2006). The TOA states:

*We can most effectively pull the levers that will help our immigrant children and families thrive and succeed by 1) initially focusing on strategic anchor elements in each of our continuum areas, 2) catalyzing now, and growing over time, a range of partner services that can immediately address vital student and family needs, and 3) identifying future initiatives that will extend these efforts when funding can be secured. All three of these pathways will be designed within an overall LPPN architecture and will leverage CASA de Maryland as a mediating entity.*

The overall project design targets five continuum areas: Early Childhood Education, School Success, College/Career, Parents and Jobs, and Community Supports.

- Strategic *Anchor Elements* consist of one or two initiatives within each area of the continuum that address a central need, and can act as a beachhead from which to test, expand, and deepen our approaches in that area. These initiatives may have a delivery platform that can be used for further services, or act as enrollment pathways for other programs.
- The focus on *Partner Services* will enable CASA de Maryland—LPPN's lead agency-- to offer help to families and communities in some areas now, while it plans and raises funds for new initiatives. At the same time, investing in partner relationships with a wide range of partners will build the broad-based alliances and the trust needed for true collective impact.
- *Future Initiatives* consist of strategies that have been identified as important for longer term success, but which will require further work and funding to realize. The probability of securing funding for these programs, services or platforms will increase exponential to the degree they are integrated with and build upon Anchor Elements and Partner Services.



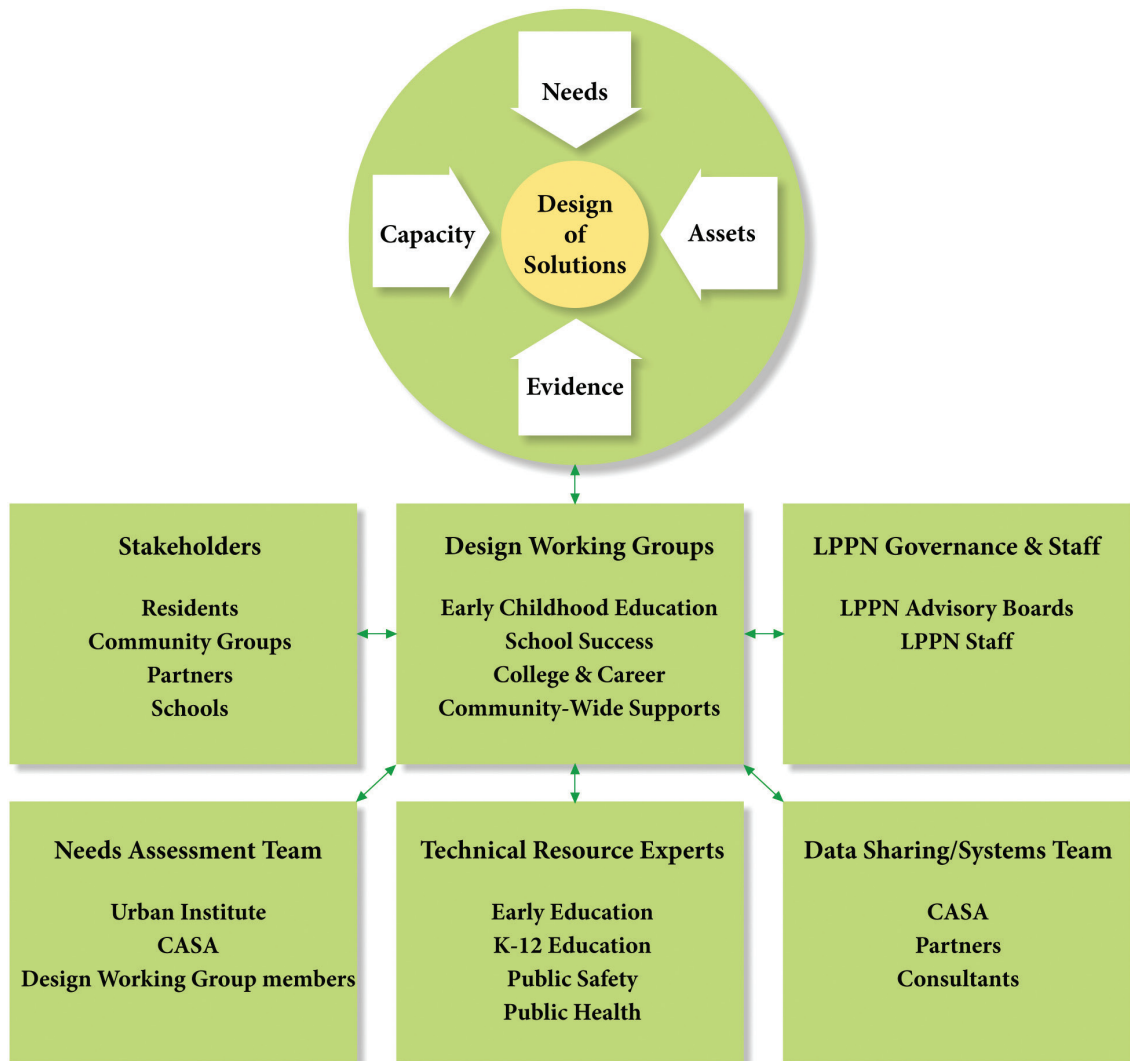
In order to make sound decisions about the Anchor Elements to prioritize during the first stage of LPPN implementation, CASA de Maryland complemented the needs assessment (Sections III and V) with two other highly valuable information-gathering activities: a resource scan and a best practices review.

CASA de Maryland convened diverse stakeholders, including community residents and partners from Prince George's Community College, Prince George's County Public Schools, CentroNia, Prince George's County, Community Clinic, Inc., Latin-American Youth Center, and Washington Adventist Hospital to perform an inventory of available neighborhood resources. This exercise served to pinpoint gaps between Langley Park needs and existing programs and services as well to identify silos among core LPPN partners.

In addition, Technical Resource Experts (TREs) from the University of Maryland (UMD) and Urban undertook extensive reviews of best practices in the areas of early education, K-12 education, health, and public safety. This allowed LPPN to evaluate potential interventions based on the strength of available evidence.

After synthesizing the findings from the needs assessment, the resource scan, and the best practices review, the full continuum was developed. Partner services and future initiatives are detailed in this report's companion publication *Langley Park Promise Neighborhood in Action: The Continuum Summary*. Below are brief descriptions of each LPPN Anchor Element.

***The Learning Together Parent Engagement Program*** is LPPN's primary anchor. This three-year initiative seeks to build a social infrastructure



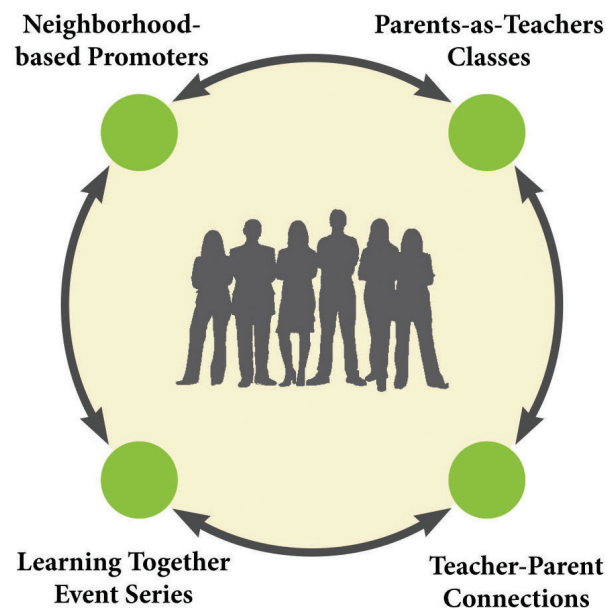
and a series of ongoing evidence-based programs to spur parent engagement in all aspects of their children's education and development. As such, this program serves as an Anchor Element for all 5 of LPPN target areas. Funded in 2014 through the Department of Education's i3 program, Learning Together aims to serve 1,760 families with children in the Langley Park Promise Neighborhood. The goal of the initiative is to build a social infrastructure and a series of ongoing evidence-based programs to support parents from the infant stage through toddler, kindergarten, elementary, secondary and beyond.

***The Comprehensive Early Learning Network*** is an anchor element for the early childhood education component of the continuum. This anchor relates to LPPN's plan for building a strong, effective network of partners to deliver quality early learning and other services to children from prenatal to 3<sup>rd</sup> grade.

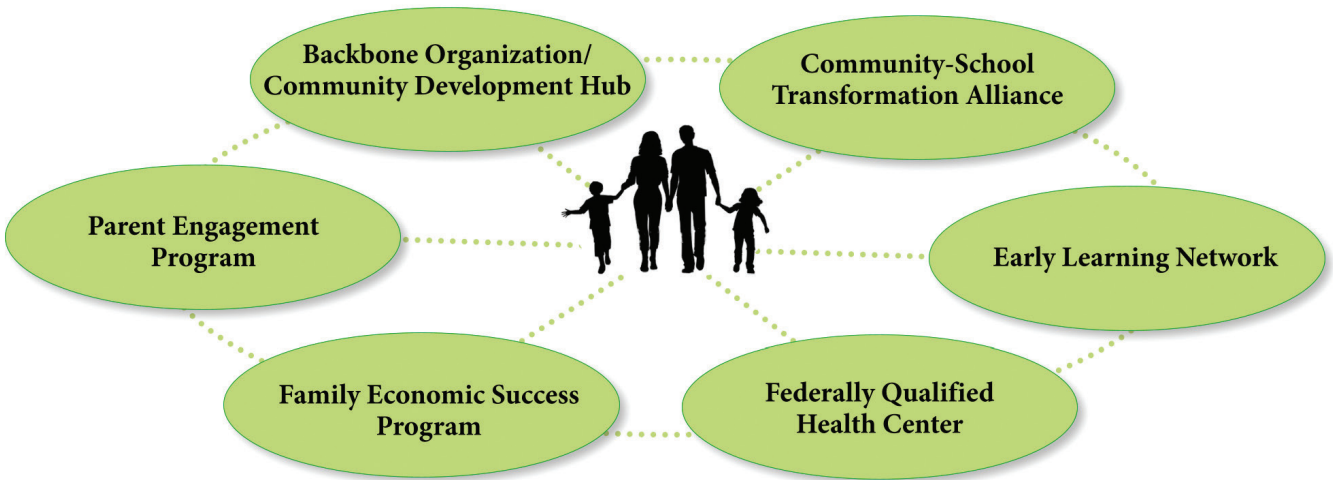
***The Langley Park Secondary Community School*** is an anchor element in the area of the school success. This new public school will be located in Langley Park, will provide comprehensive supportive services for students and their families, and will address many of the reasons why Langley Park youth fare poorly in the middle and high school years.

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***Learning Together* is a socially-robust, place-based approach built on four cornerstones**





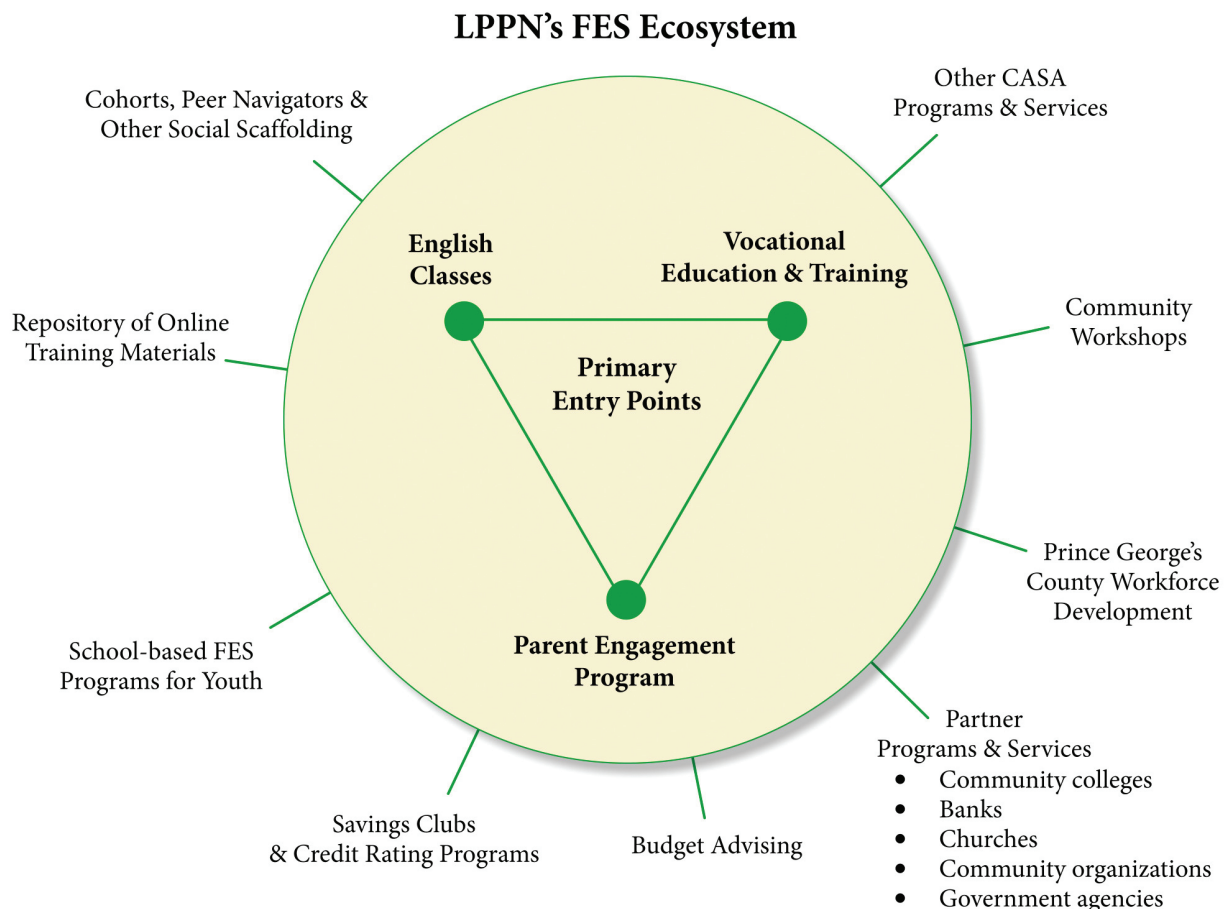


***A Youth Career and Credentialing Program*** is an essential anchor for the college and career continuum area. This anchor will provide the platform for an integrated approach to vocational education, job placement, and entrepreneurship training delivered during school and through after-school and summer programs.

***The Family Economic Success (FES) Program*** will serve as an anchor within the Parents and Jobs continuum area. Langley Park will pilot an FES program that can serve as an example for larger models. Drawing on The Annie E. Casey Foundation's framework, CASA's FES program will support families as they cultivate sufficient and predictable resources needed to: (1) Meet basic family needs and provide for emergencies, (2) Qualify for, secure, and keep a good job with opportunities for advancement, (3) Make ongoing investments in lifelong learning, (4) Effectively and confidently manage family finances, (5) Build and keep assets such as a home and retirement savings that grow over time, and (6) Live in safe, affordable and opportunity-rich communities.

**Healthy Langley Park Campaign and Community Development** are two anchor elements that further the Community Wide Supports portion of the continuum. Program services for a Healthy Langley Park include a new health center, satellite health clinics at schools, ACA navigators, and a promoter program. In addition, community development work includes advocacy for improved housing, employment, and transportation options for Langley Park families.

As the lead agency for LPPN, CASA de Maryland will provide the strategic and operational bridges among partner organizations, anchor elements, and members of the community. By developing the anchor elements in response to the needs identified by partners and stakeholders, LPPN plans to create effective and efficient platforms to deliver critical interventions. As the LPPN program moves forward, this report will provide the key analytical data points needed to build a high-quality, seamless continuum of solutions and create long-lasting and meaningful change in the lives of Langley Park children and families.





## Appendix A. Government Performance and Results Act (GPRA) Indicators for Promise Neighborhoods

**GPRA 1.** Number and percent of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

**GPRA 2.** Number and percent of three-year-olds and 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.

**GPRA 3.** Number and percent of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly-funded preschool.

**GPRA 4.** Number and percent of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required by the ESEA (3rd through 8<sup>th</sup> and once in high school).

**GPRA 5.** Attendance rate of students in 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade as defined by chronic absenteeism.

**GPRA 6.** Graduation rate.

**GPRA 7.** Number and percent of Promise Neighborhood students who a) enroll in a two-year or four-year college or university after graduation, b) matriculate to an institution of higher education and place into college-level mathematics and English without need for remediation; c) graduate from a two-year or four-year college or university or vocational certification completion; and d) earn industry-recognized certificates or credentials.

**GPRA 8-9.** Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily; and consume five or more servings of fruits and vegetables daily.

**GPRA 10.** Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.

**GPRA 11.** Student mobility rate.

**GPRA 12.** For children birth to kindergarten entry, the number and percent of parents or family members who report that they read to their children three or more times a week.

**GPRA 13.** For children in kindergarten through 8<sup>th</sup> grades, the number and percent of parents or family members who report encouraging their child to read books outside of school.

**GPRA 14.** For children in the 9<sup>th</sup> to 12<sup>th</sup> grades, the number and percent of parents or family members who report talking with their child about the importance of college and career.

**GPRA 15.** Number and percent of students who have school and home access (and percent of the day they have this access) to broadband internet and a connected computing device.



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