

Baltimore Regional Fair Housing Group

# Analysis of Impediments to Fair Housing Choice

DECEMBER 13, 2018

PRESENTED BY



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# Agenda

- Work Group and Topic Intro
- Current State of Affairs: **Education**
- Discussion 
- Current State of Affairs: **Community Health**
- Discussion 

# Goals of Work Group

1. Help the jurisdictions, PHAs, BMC, and consultant review and interpret data provided by HUD for this assessment.
2. Help identify easily obtainable local data that would assist with this analysis.
3. Provide ongoing stakeholder input into:
  - Analysis of what this data means and its significance
  - Assessment of past fair housing progress and current fair housing enforcement and outreach capacity
  - Development of fair housing goals and priorities.

# Work Group Mtgs—Revised

## Meeting schedule:

- **Oct 23** – Overview and Initial data on segregation and R/ECAPs
- **Nov 8** – Disparities in Access to Opportunity Part 1 (employment and transportation)
- **Dec 13** – Disparities in Access to Opportunity Part 2 (education, community health)
- **Jan 9** – Disability and Access
- **Jan 30** – Disproportionate Housing Needs, Community Reinvestment, Publicly Supported Housing
- **Feb. 20** – Enforcement, Capacity, Resources
- **March 14** – Goals and Priorities
- **May 22** – Feedback on draft Regional AI

### Follows key topic areas of the Assessment of Fair Housing:

- ✓ Demographic Summary
- ✓ Segregation/Integration
- ✓ R/ECAPs
- ✓ Disparities in Access to Opportunity
- ✓ Disproportionate Housing Needs
- ✓ Publicly Supported Housing Analysis
- ✓ Disability and Access Analysis

# Introduction

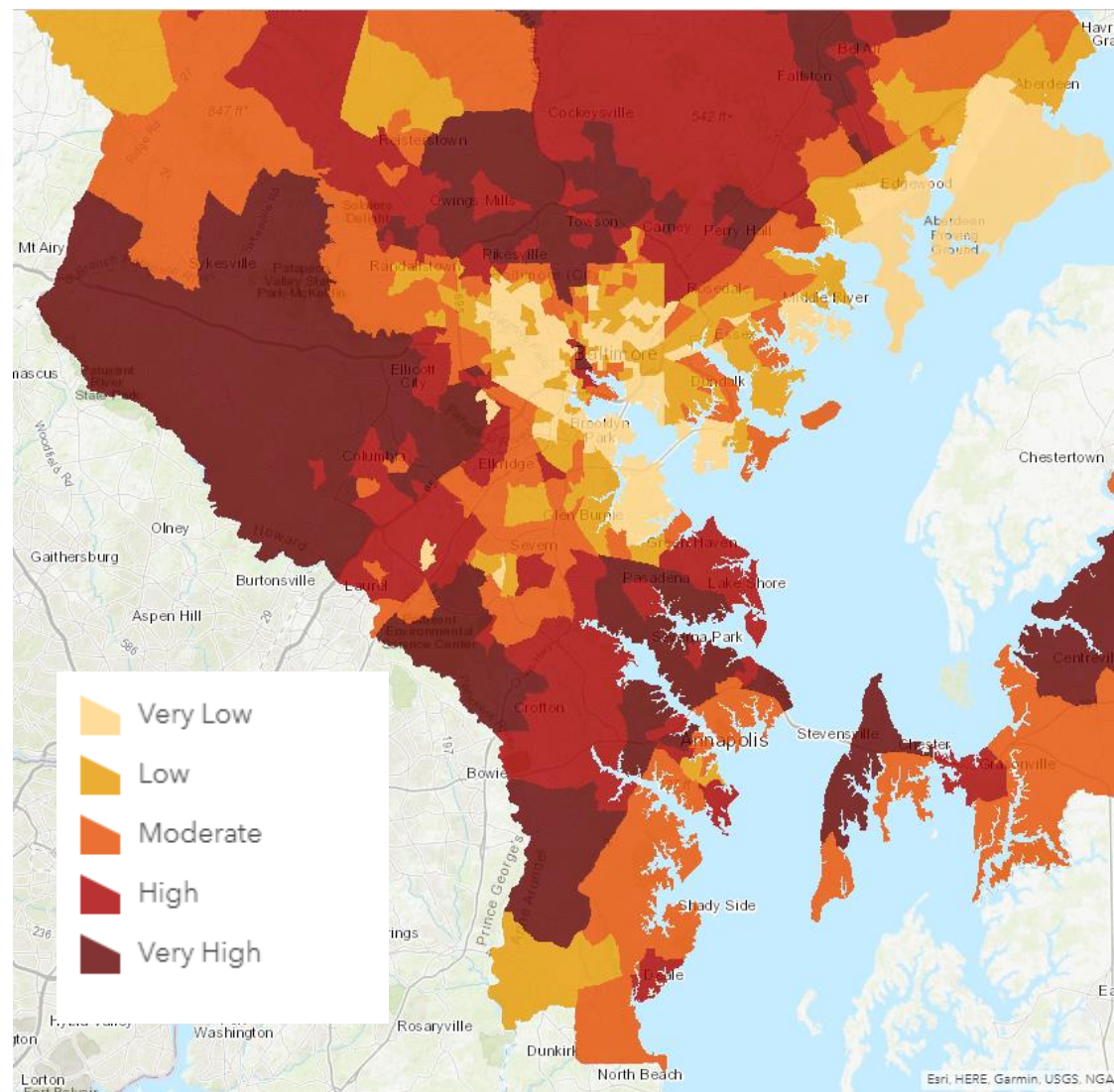
# Education, Health, and Housing

*Prevailing literature is clear: where you grow up has a significant impact on well-being, economic mobility, and other outcomes.*

*Housing is more than shelter, it is a gateway to opportunity through the access it provides—or denies—to determinants of success.*

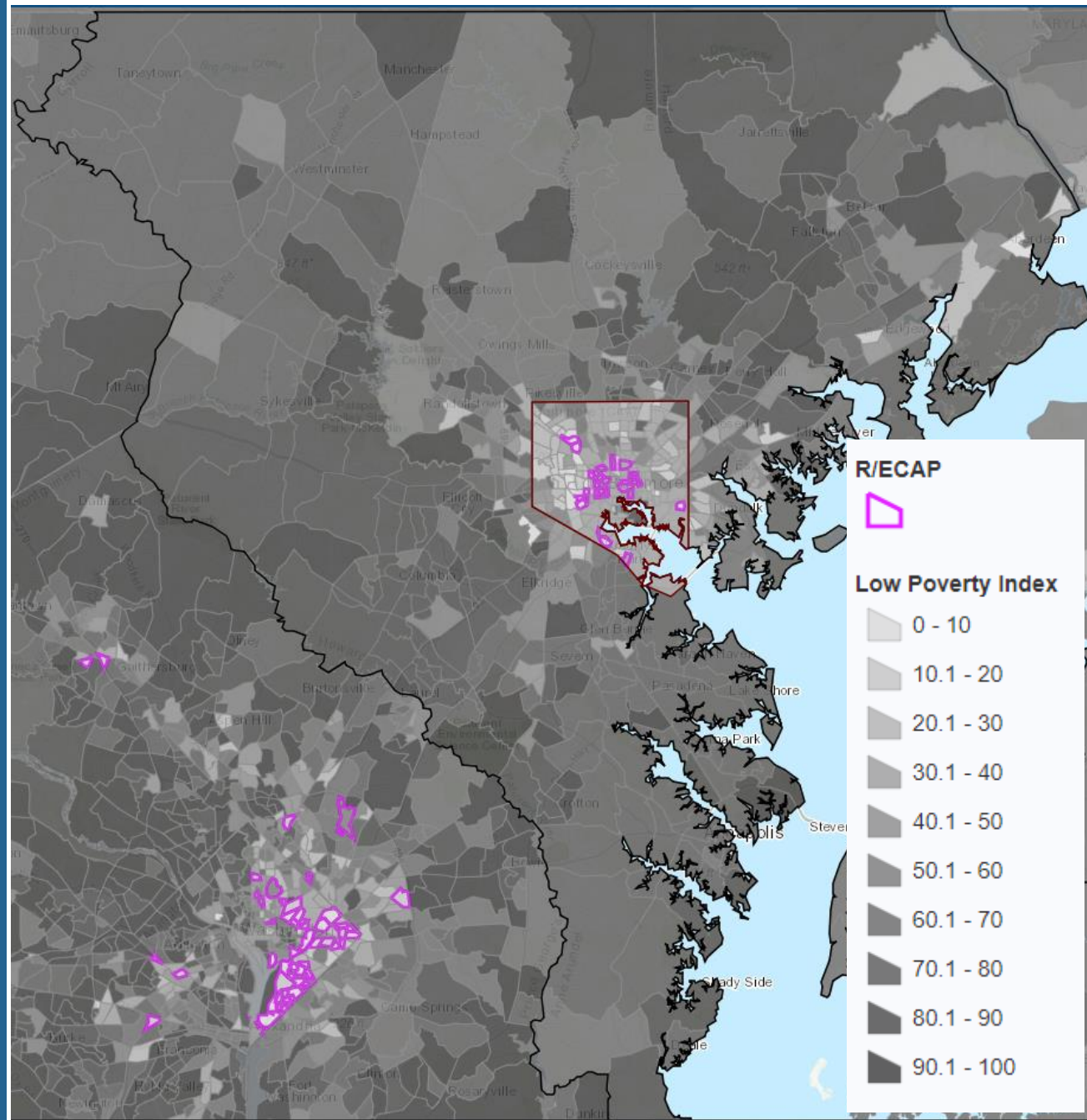
## Child Opportunity Index:

Composite measure of educational, health, and social and economic opportunity (developed by Brandeis University and Ohio State University – Kirwan Institute)



# Access to Low Poverty Areas

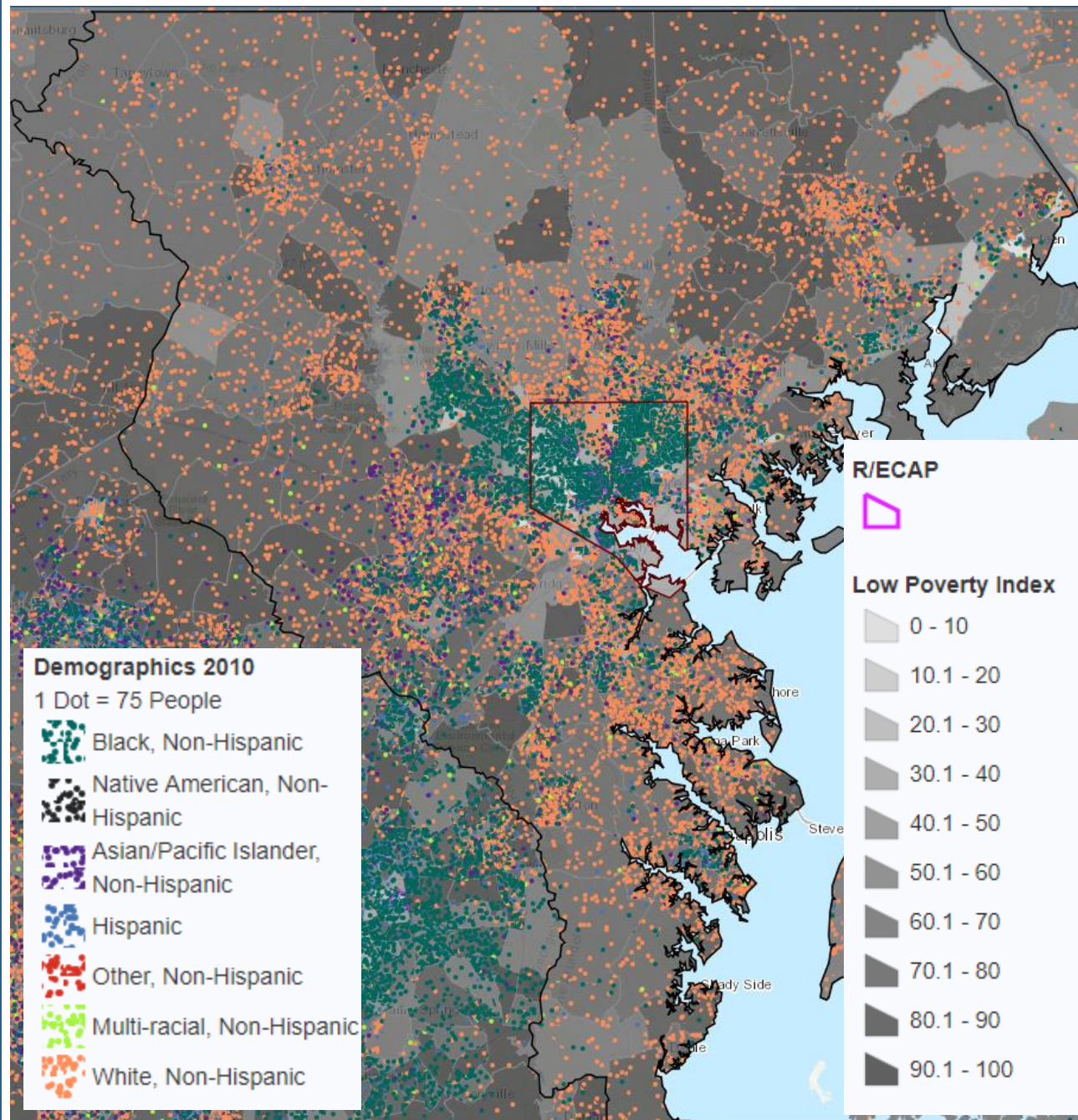
*HUD's Low Poverty  
Index: Darker shading  
indicates lower poverty.*





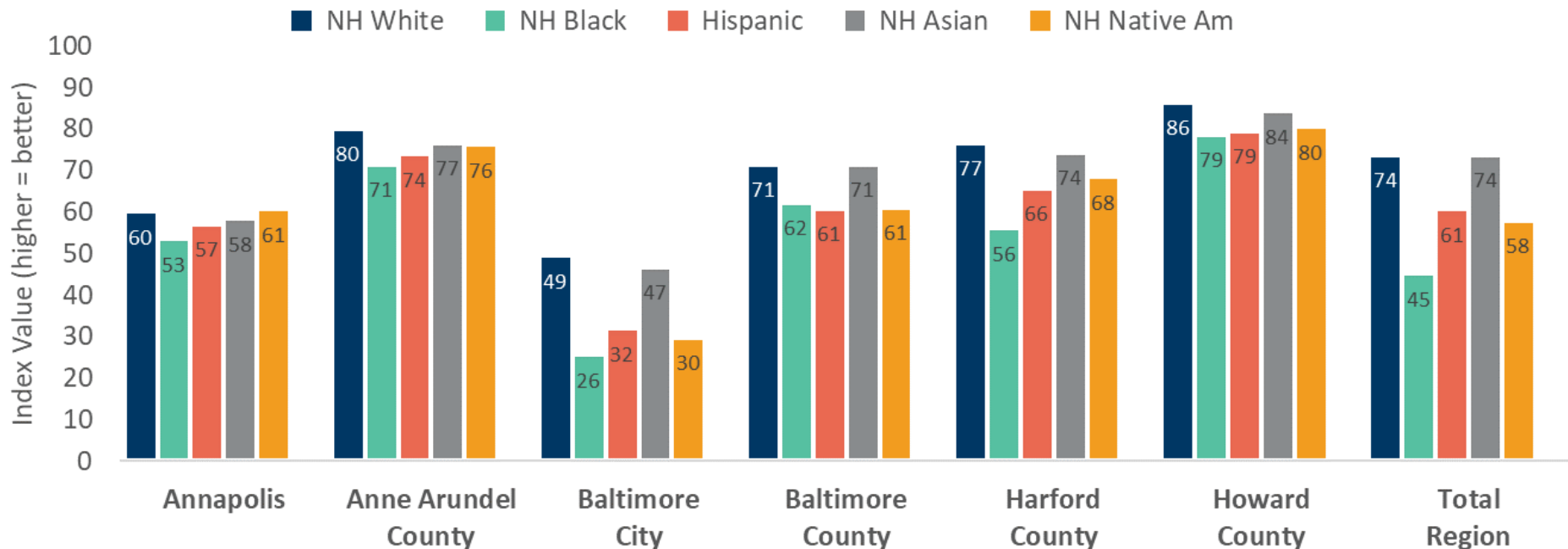
# Access to Low Poverty Areas

*HUD's Low Poverty Index: Darker shading indicates lower poverty.*





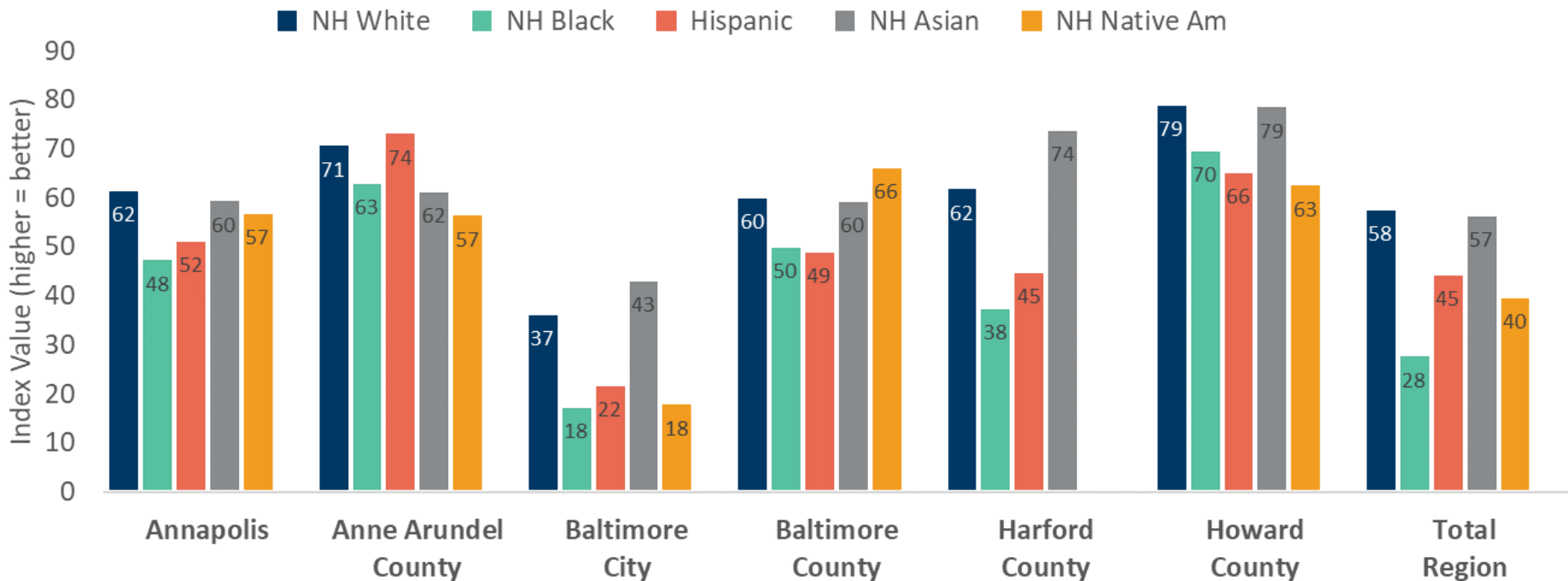
# HUD AFFH Opportunity Indicator: Low Poverty Index (all residents)



## Key issues:

- Differences in NH White and minorities within each jurisdiction
- Differences between jurisdictions (particularly Baltimore City)

# HUD AFFH Opportunity Indicator: Low Poverty Index (residents in poverty)



***Racial disparities in access to low poverty areas persist, even when the analysis is limited to residents with incomes below the poverty line.***

**Education**

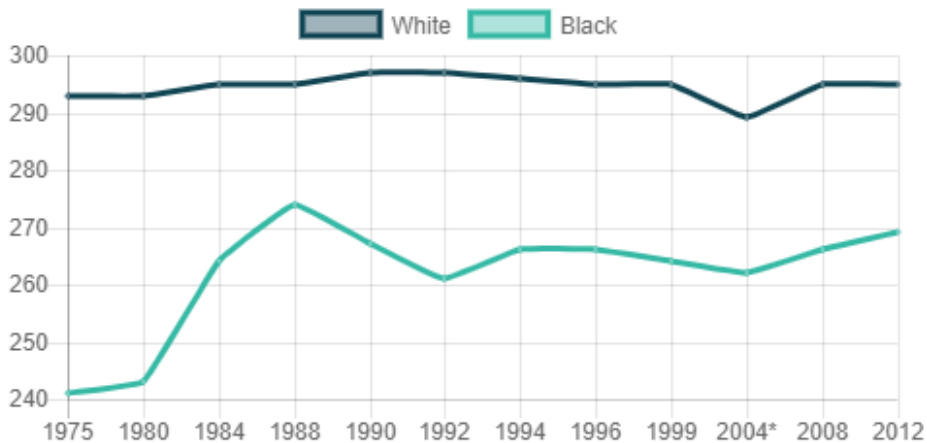
# Historical Factors Shaping Inequities

- Maryland was one of 17 states with de jure segregation of schools (pre 1954)
- 1954 Brown v. Board of Education overturns “separate but equal” and initiates school integration.
- 1960s, 70s, 80s courts continue to enforce desegregation of schools, including Swann decision which approves busing, magnet schools, compensatory education and other tools as appropriate
- 1988 school integration reaches all-time high; almost 45% of black students in U.S. attend majority-white schools.
- 1990s and 2000s: series of cases that slow judicial remedies for segregation
- 2002 A report from Harvard's Civil Rights Project concludes that America's schools are resegregating

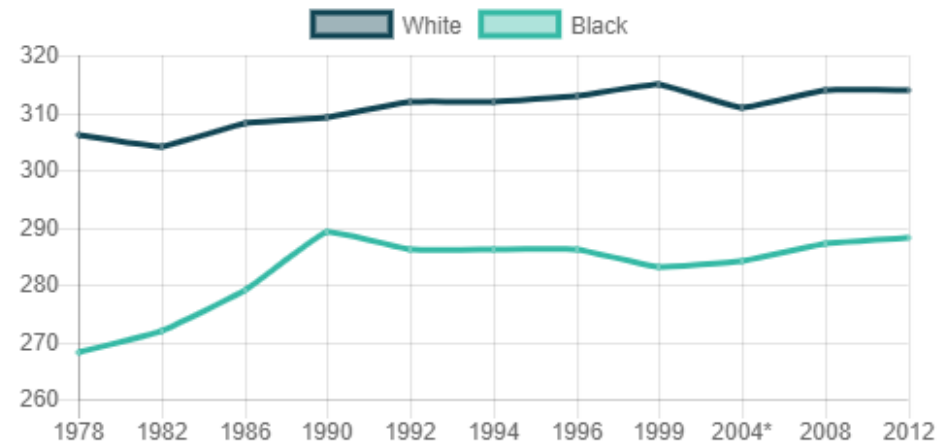
# School Integration & Achievement

*“After the nation’s schools were desegregated, black achievement rose dramatically on the National Assessment of Educational Progress. By 1988, at the point the schools were most integrated the gap between white and black achievement was smallest. Then schools began to resegregate, and progress stalled. Today the gap is still significant.” - Baltimore Sun, “Bridging the Divide” 2017*

Average reading score for 17-year olds



Average math score for 17-year olds



*\*In 2004, the format of the assesment changed.*



# School Finance in Maryland

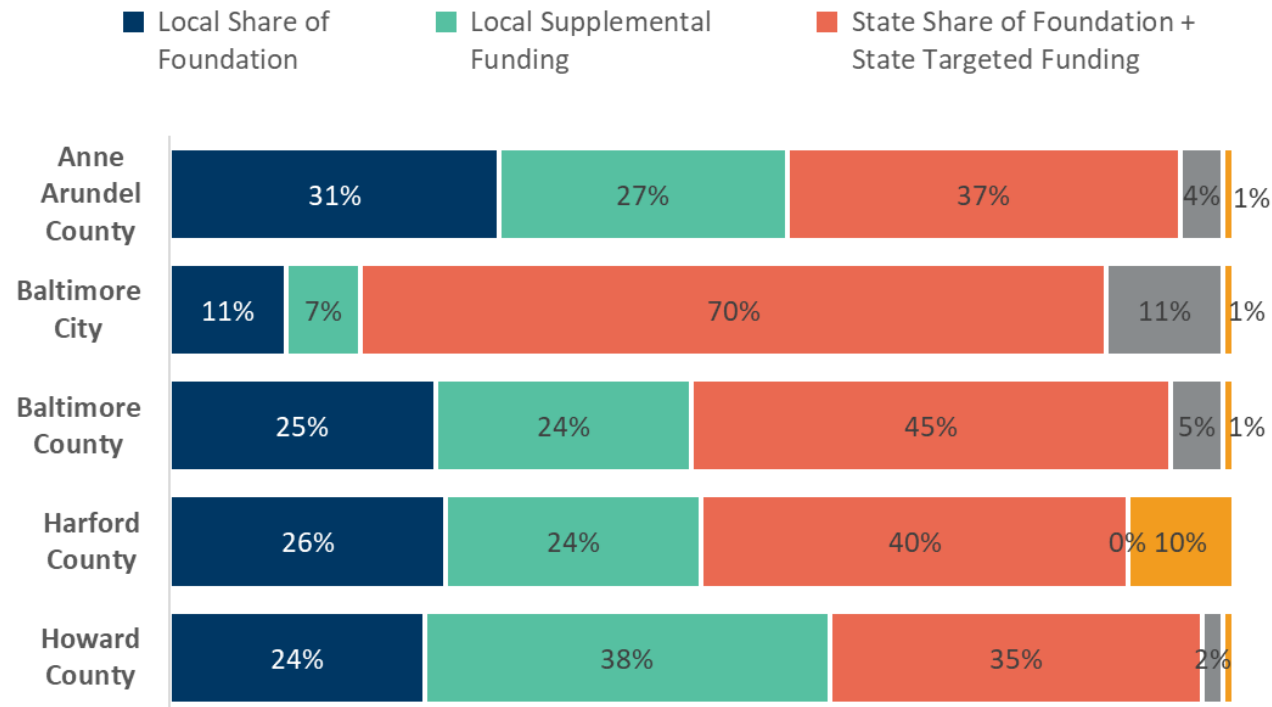
*Summary based on policy briefs produced by the Maryland Equity Project*

- **1978** school funding formula in MD intended to equalize funding across districts accounting for local wealth but failed in practice.
- **1983** lawsuit ruled all students are guaranteed “*an adequate education measured by contemporary education standards*”.
- **1980-1990s** ACLU and City of Baltimore initiated number of lawsuits arguing the state was not providing “adequate” education to all.
- **1999** Thornton Commission was created to make recommendations on how the state could ensure adequate funding, reduce funding inequities, and ensure excellence.
- **2002** Bridge to Excellence in Public Schools Act passed based on recommendations of Thornton Commission, creating new school finance formula, the “adequacy model”
- **2016** Commission on Innovation and Excellence in Education (Kirwan Commission) charged with developing policy recommendations to improve school quality (and evaluate adequacy model)
- **2018** Commission released preliminary findings in Jan.; HB1415 to establish teacher outreach/recruitment passed based on Kirwan recommendations. Final report and further implementation pending.

# Adequacy Model

- Provides districts uniform per pupil base amount (state estimate of minimum amount required for gen ed)
- Adjusts funding to account for costs of special education ELL, and FRL
- Adjusts funding for local/regional difference that impact costs

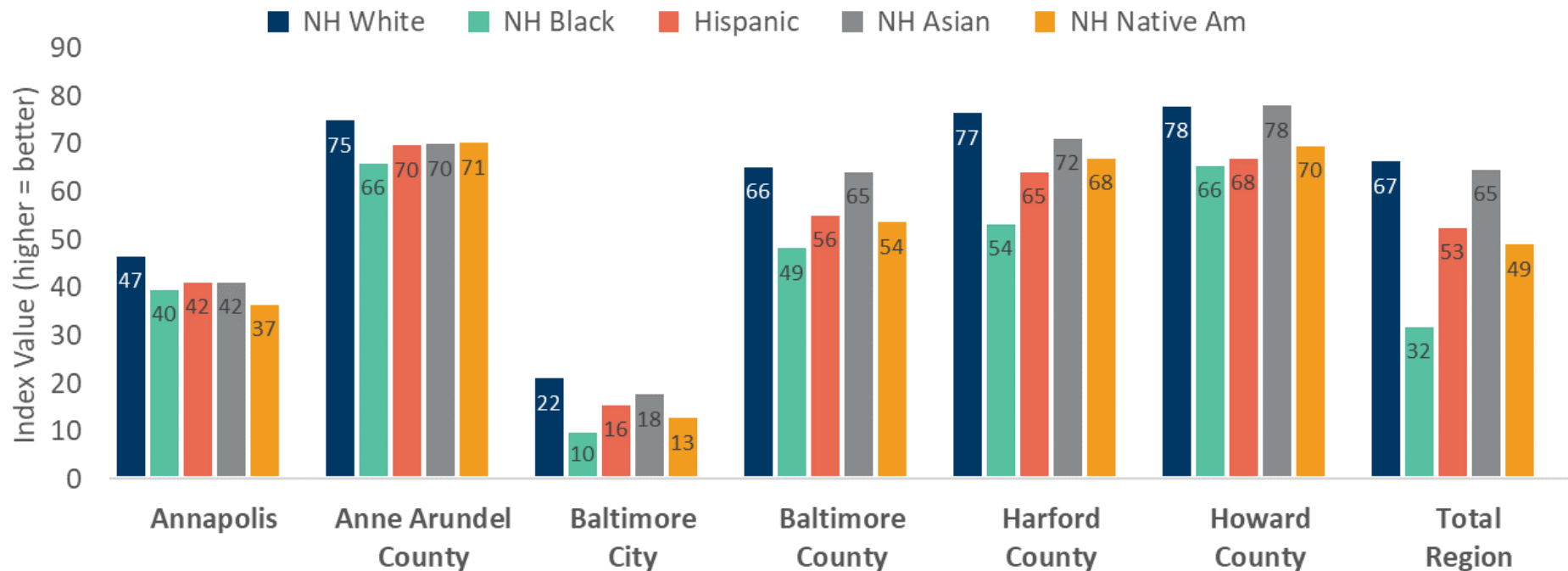
State funding distributed based on total enrollments, enrollment of students with special needs, and local wealth (property value).



Source: Maryland Equity Project, Policy Brief: Funding Formulas and Revenue Streams

Note: Changes pending based on implementation of Kirwan Commission recommendations.

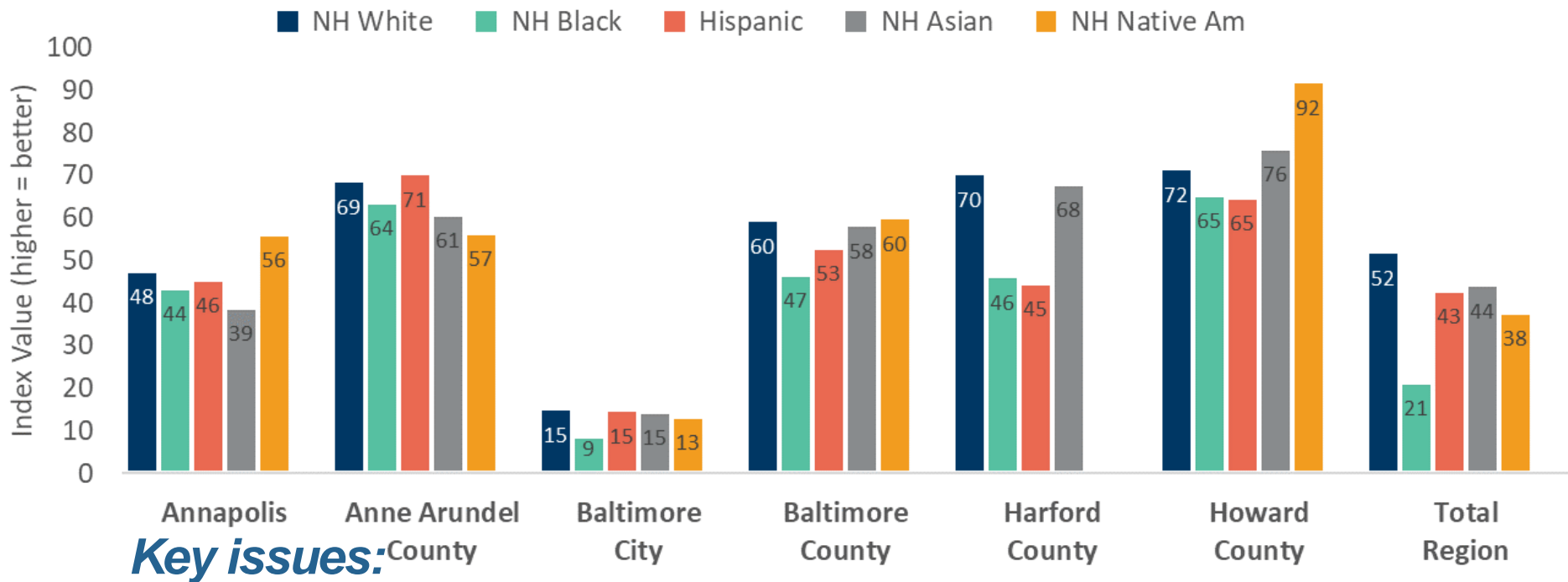
# HUD AFFH Opportunity Indicator: School Proficiency Index (all residents)



## Key issues:

- Differences in NH White and minorities within each jurisdiction
- Differences between jurisdictions (particularly Baltimore City)

# HUD AFFH Opportunity Indicator: School Proficiency Index (residents in poverty)



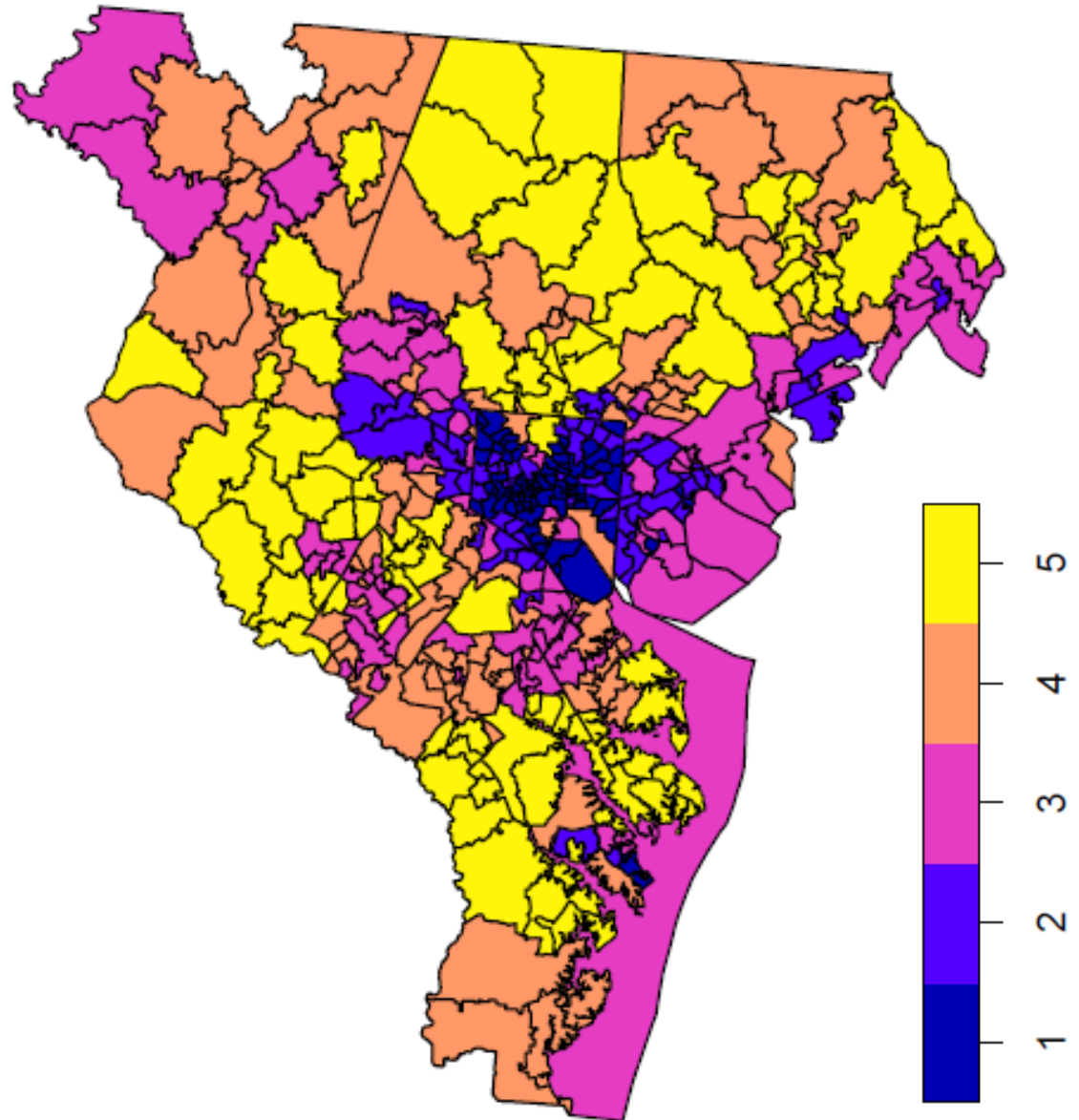
## Key issues:

- *In general, residents in poverty have somewhat lower access to good schools*
- *Racial disparities persist even when comparing income-similar residents*

# Elementary School Performance: English Language Arts

*2017 data compiled and analyzed by the Baltimore Regional Housing Partnership. Reflects PARCC score data from MSDE's 2017 Maryland Report Card for grade levels 3, 4, and 5.*

## English Language Arts Met or Better Quintile



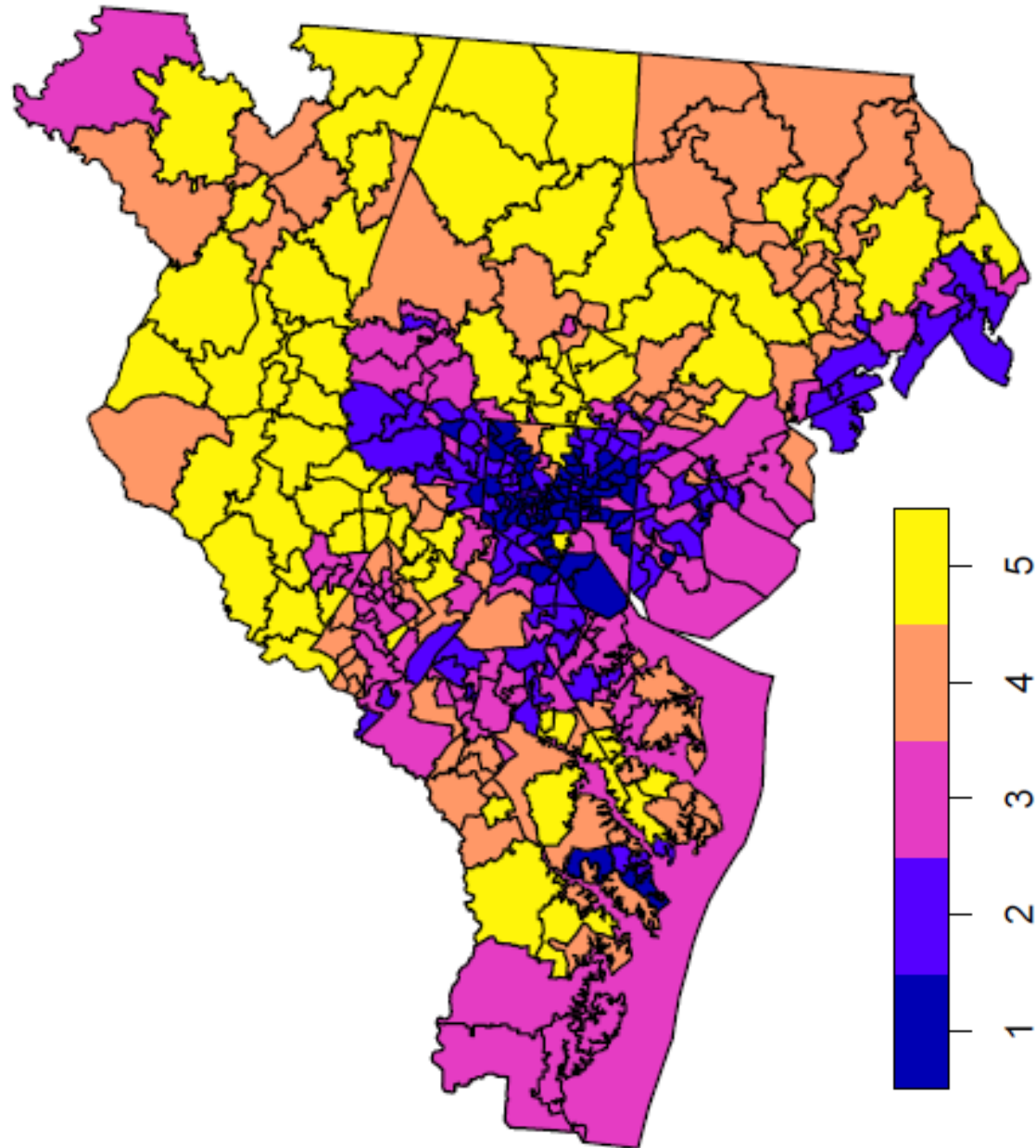
Source: Baltimore Regional Housing Partnership, based on MSDE data



# Elementary School Performance: English Language Arts

*2017 data compiled and analyzed by the Baltimore Regional Housing Partnership. Reflects PARCC score data from MSDE's 2017 Maryland Report Card for grade levels 3, 4, and 5.*

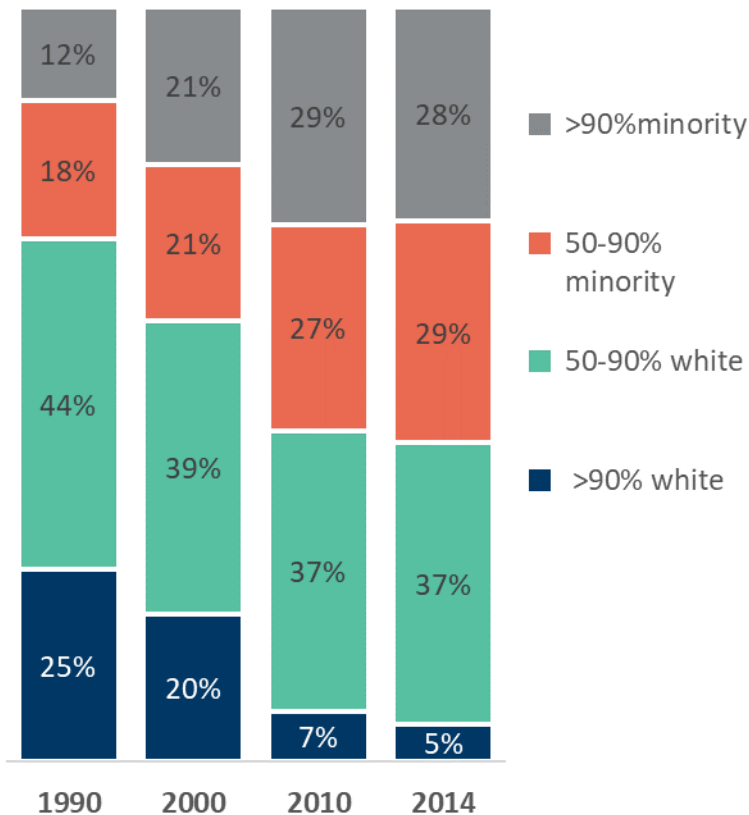
## Mathematics Met or Better Quintile



Source: Baltimore Regional Housing Partnership, based on MSDE data

# Increasing Racial Segregation in Schools

Percent of Schools by racial composition, Maryland



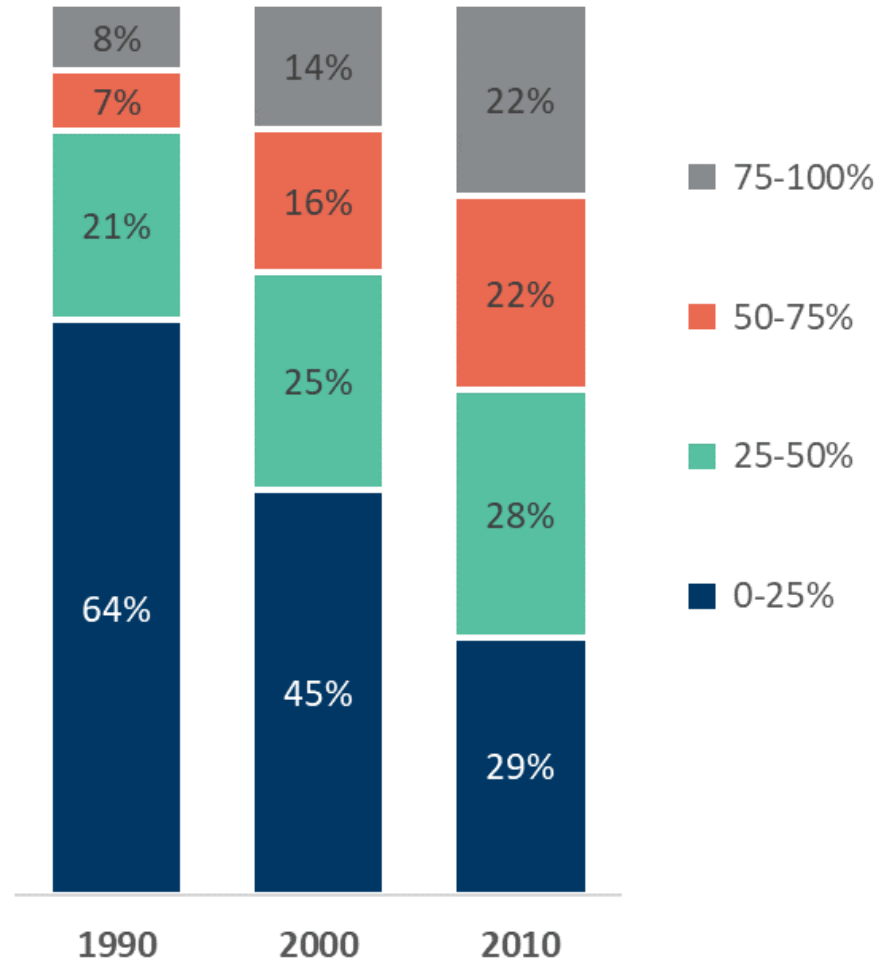
Percent of racially isolated minority schools (>90% minority) by County

	1990	2000	2010	2014
<b>Maryland</b>	<b>12%</b>	<b>21%</b>	<b>29%</b>	<b>28%</b>
Anne Arundel County	0%	2%	4%	4%
Baltimore City	62%	71%	80%	76%
Baltimore County	2%	11%	20%	19%
Harford County	0%	0%	0%	0%
Howard County	0%	0%	0%	1%

# Increasing Economic Segregation in Schools

*Percent of low-income students is increasing, as is concentration of low-income students*

Percentage of Maryland public schools by level of low-income concentration



Source: Maryland Equity Project, Data Brief: Trends in Maryland Public Schools: Segregation

# Summary Statistics by District, 2016

	Number of Schools	Avg School % FARM	Avg School % Black	Avg School % White	Avg School Percent Proficient	Compared to State Average Proficient
<b>Maryland</b>	<b>1,329</b>	<b>48.6%</b>	<b>36.5%</b>	<b>40.2%</b>	<b>32.3%</b>	<b>n/a</b>
Anne Arundel County	113	36.1%	20.5%	57.2%	40.3%	+8%
Baltimore City	162	85.2%	83.6%	8.1%	10.4%	-22%
Baltimore County	172	49.2%	38.3%	42.5%	31.8%	-1%
Harford County	53	34.0%	18.1%	66.0%	41.3%	+9%
Howard County	74	22.0%	23.1%	41.5%	47.8%	+15%

Source: Maryland Equity Project, Policy Brief: Does School Composition Matter?

# School Choice & Charters

- Baltimore City schools have a school choice program for middle and high schools.
- School choice is also an option at the elementary level but only in schools that are under-enrolled.
- Charter schools are another option for elementary, middle and high schoolers (no district; selection by lottery).
- Transportation, availability, and even the application process can pose barriers to accessing school choice and charters.



*How effective are charters and school choice programs in increasing proficient schools for all?*



# Graduation Rates

	All Students	Asian	Black	Hispanic	White
Anne Arundel County	89%	93%	88%	76%	91%
Baltimore City	71%	84%	72%	52%	70%
Baltimore County	89%	96%	90%	77%	89%
Harford County	89%	100%	83%	80%	91%
Howard County	92%	96%	90%	76%	96%

Source: State of Maryland Dept of Education 2017 Report Card data; Four-Year Adjusted Cohort Graduation Rate

Academic literature demonstrates neighborhood effects on graduation rates. One study showed:

- 76% of black children in the MOST disadvantaged neighborhoods graduate high school
- 96% of comparable black children in the LEAST disadvantaged neighborhoods graduate high school

Source: Wodtke, Harding, and Elwert; American Sociological Review, 2011

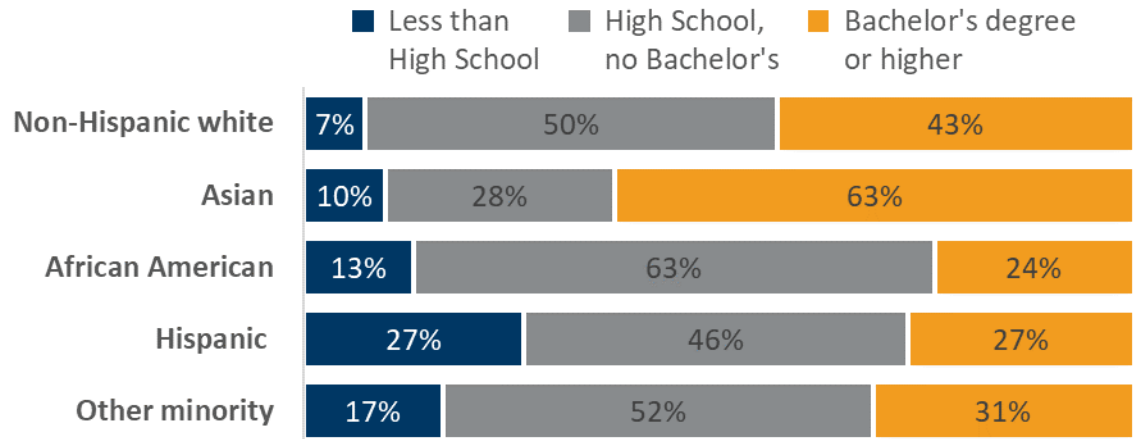
# Adult Education

*Hispanic residents are the least likely to have a high school degree*

*All non-Asian minorities are less likely than Asian and non-Hispanic white residents to have a Bachelor's degree or higher.*

*Job training and higher education certificate programs are located throughout the region.*

## Educational Attainment by Race/Ethnicity, Baltimore Metro

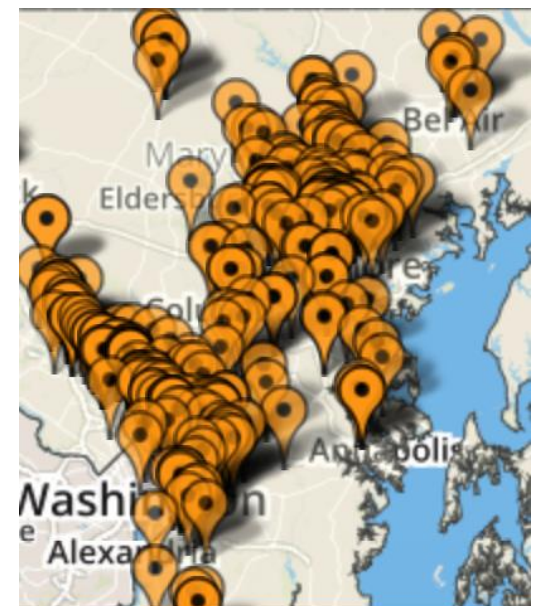


Source: 2016 5-year ACS

## Higher Ed Certificate Programs



## Occupational Training



Source: State of Maryland Dept of Labor, Licensing, and Regulation Workforce Dashboard

# “State of Affairs” Summary

- Historic challenges in equitable school funding and quality. Recommendations for improvement in process as part of Kirwan Commission.
- School quality particularly low in Baltimore City. Disparity in racial composition between City and other jurisdictions drives regional racial disparity in school proficiency.
- Increasing segregation (racial and economic) in schools statewide.
- Disparities in access to high quality schools particularly for African American, and to a lesser extent Hispanic and Native American residents. Disparities persist, even when comparing income-similar residents.
- Disparities in educational attainment by race/ethnicity reducing access to living wage jobs: only 24% of Black and 27% of Hispanic adults have a college degree compared to 43% of non-Hispanic whites and 63% of Asians

# Two Strategies to Improve Access to Proficient Schools:

1. Improve school quality in underperforming schools and districts



*Kirwan Commission recommendations focus on this strategy*

2. Increase access to proficient schools through improving housing choice in areas with proficient schools and improving transportation options to grant access to school choice and charters



*The AI focuses on this strategy.*

# Discussion Questions

1. What are the largest barriers to having a region with quality schools in all neighborhoods?
2. Of those barriers, which should be addressed by this study? By BMC, the jurisdictions, and the stakeholders in this room?
3. What solutions would you recommend to improve access to education, both K-12 schools and job training and skills development?



# Community Health

# What is Community Health?

- Disparities in health by protected class is a topic that has been researched and analyzed extensively
- It can include a wide range of metrics: food security; proximity to medical and mental health services; air quality; life expectancy; child mortality; access to parks, recreation, open space; lead exposure; etc.
- The American Public Health Association also includes police violence (as well as other forms of violence) as a public health issue.

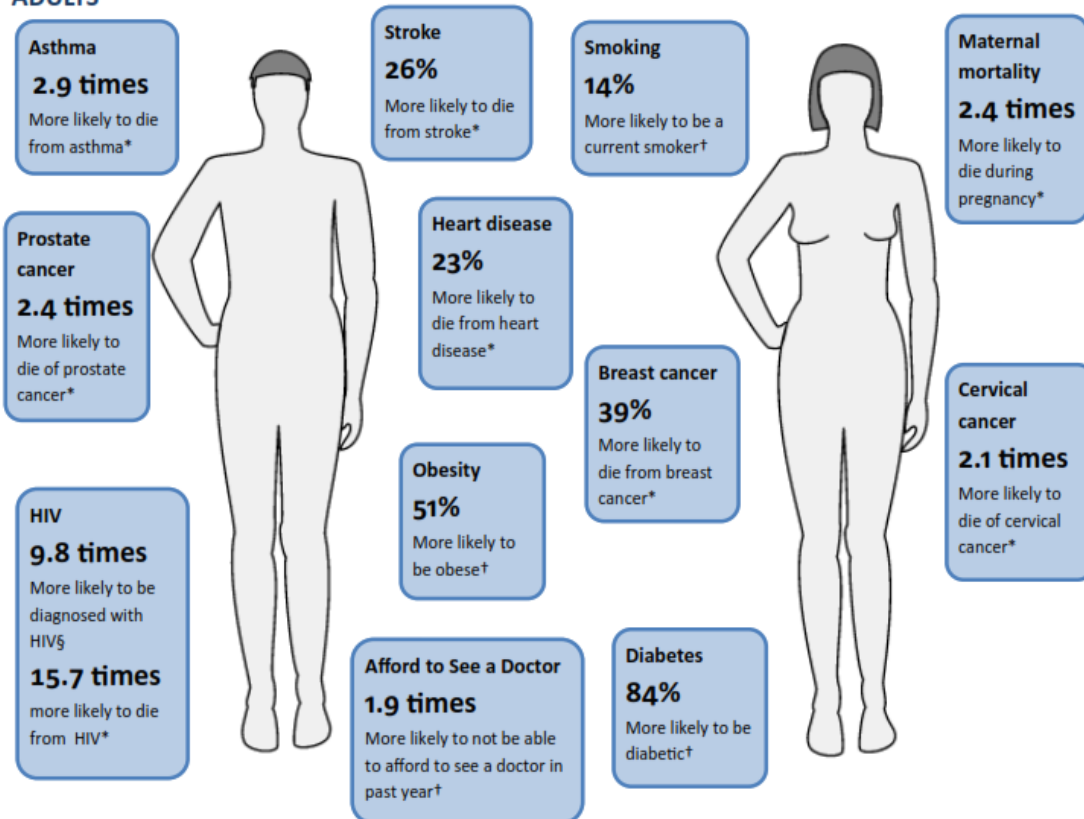
*Our goal today is not to conduct new analysis on these issues nor will we be able to exhaustively cover all of the existing research on community health equity issues. Our goal is to present some of the high level findings and discuss solutions to help address health equity concerns through housing policies/programs and services funded with community development dollars.*

# Maryland Department of Health - Office of Minority Health and Health Disparities

## Non-Hispanic Black or African American Health Disparities Compared to Non-Hispanic Whites In Maryland

### NON-HISPANIC BLACKS OR AFRICAN AMERICAN HEALTH DISPARITIES:

#### ADULTS



### NON-HISPANIC BLACKS OR AFRICAN AMERICAN HEALTH DISPARITIES: CHILDREN

Compared to Non-Hispanic White Children, Non-Hispanic Black or African-American children are more likely to suffer from the following:

#### Infant Mortality

**2.5 times**

as likely to die as an infant\*

#### SIDS

**2.7 times**

as likely to die of SIDS\*

#### Obesity

**45%** more likely to be obese†

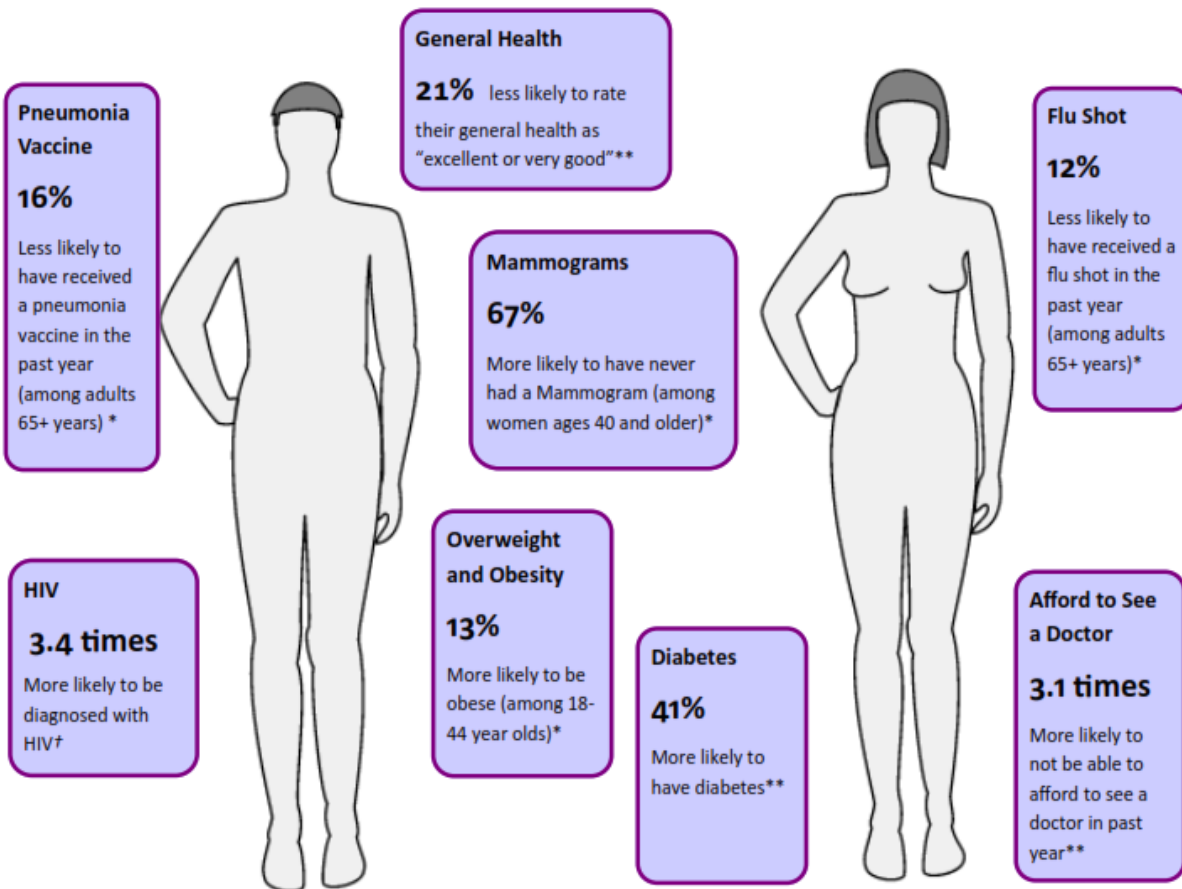
#### Asthma

**13%** more likely to have current asthma†

# Maryland Department of Health - Office of Minority Health and Health Disparities

## Hispanic Health Disparities Compared to Non-Hispanic Whites In Maryland

### HISPANIC HEALTH DISPARITIES: ADULTS



### HISPANIC HEALTH DISPARITIES: CHILDREN

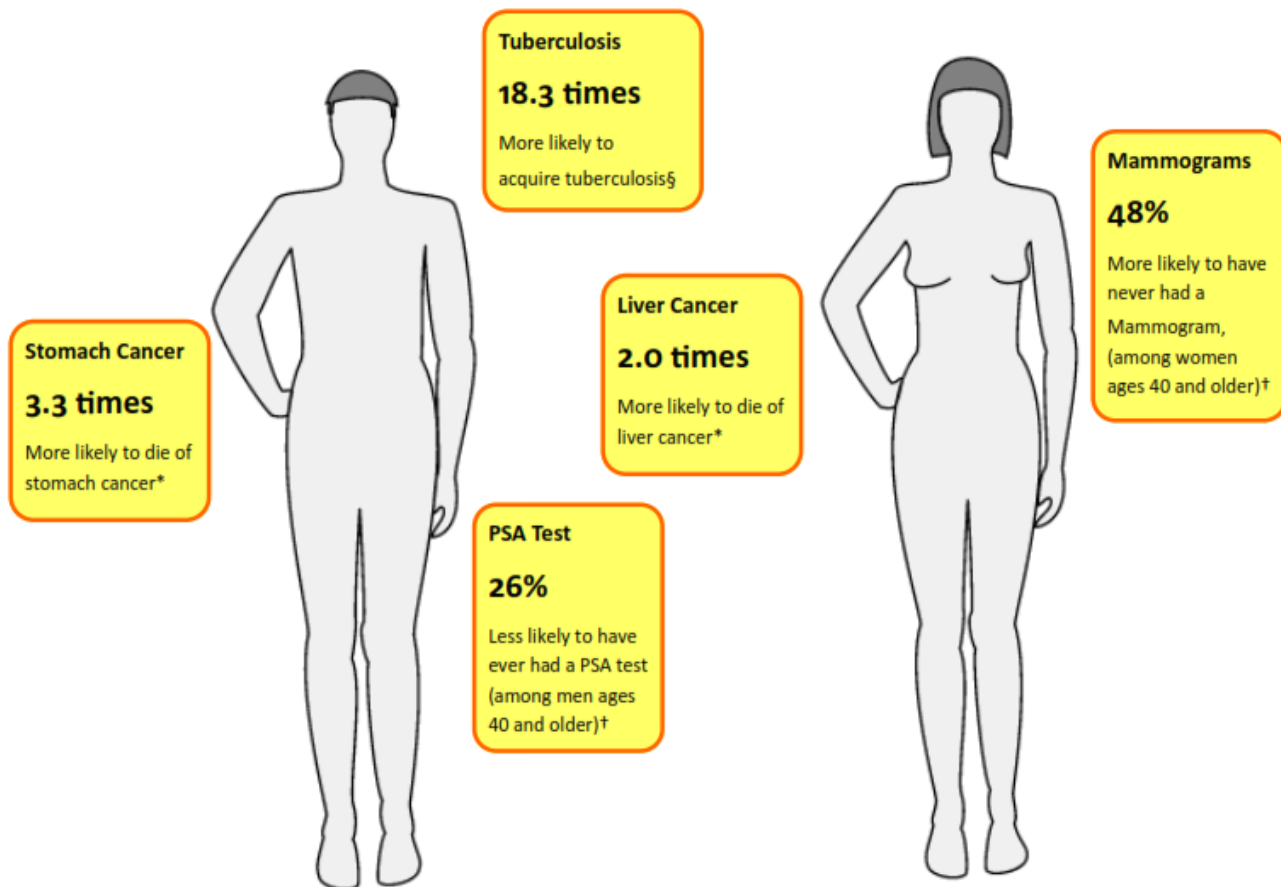
Compared to Non-Hispanic White Children, Hispanic children are more likely to suffer from :

**Obesity**  
35% more likely to be obese\*

# Maryland Department of Health - Office of Minority Health and Health Disparities

## Non-Hispanic Asian Health Disparities Compared to Non-Hispanic Whites In Maryland

### NON-HISPANIC ASIAN HEALTH DISPARITIES: ADULTS



# Life Expectancy by Race/ Ethnicity

# Infant Mortality by Race/ Ethnicity

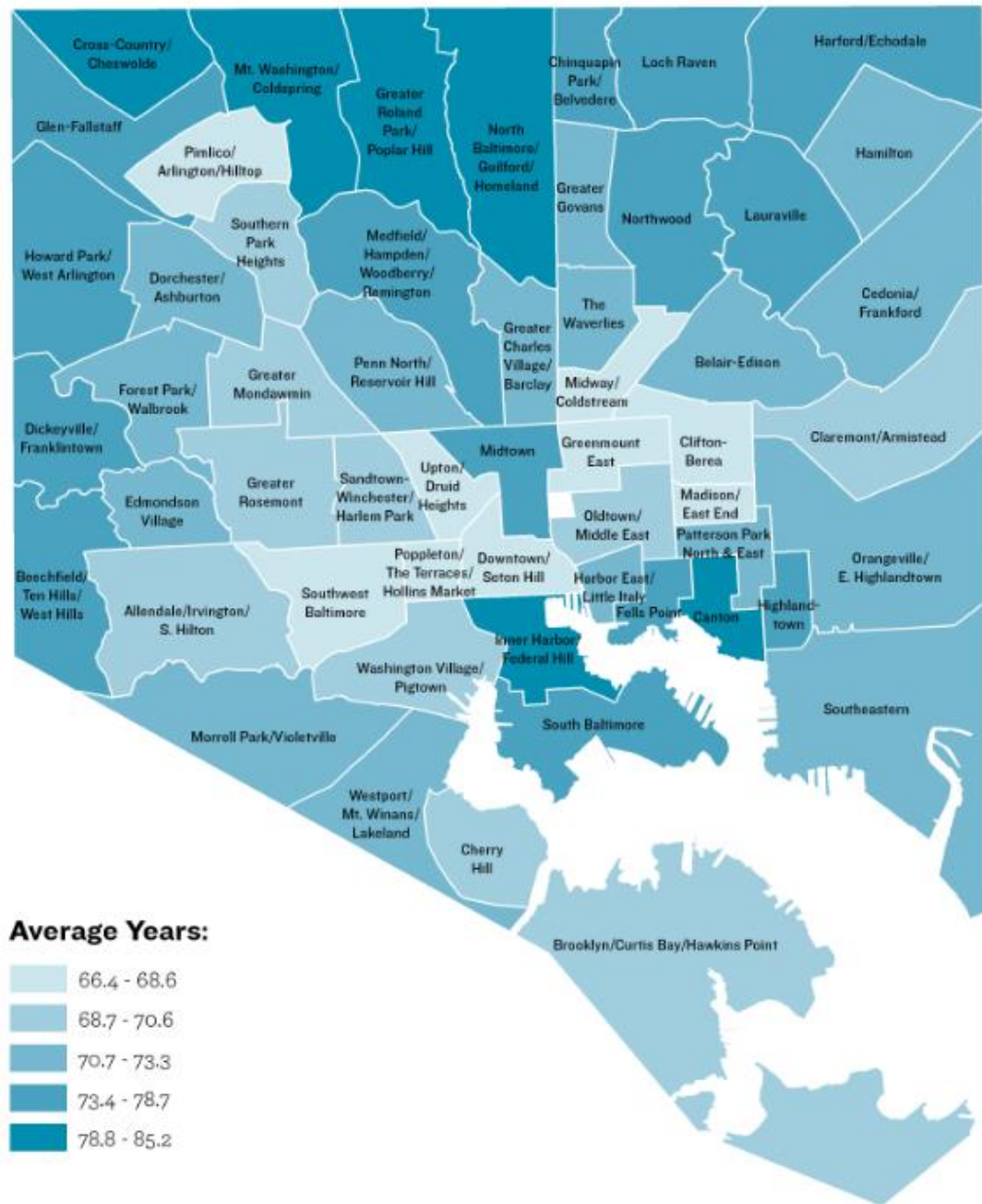
Source: Maryland Health Department 2017 Annual Report.

Note: Infant mortality = Per 1,000 live births by race of mother.

	All Races	White	Black
<b>Maryland</b>	<b>79.2</b>	<b>79.9</b>	<b>76.9</b>
Anne Arundel County	79.5	79.5	78.3
Baltimore City	72.8	76.1	70.9
Baltimore County	78.3	78.4	77.3
Harford County	79.0	79.3	76.8
Howard County	83.5	83.1	82.0

	All Races	White	Black
<b>Maryland</b>	<b>6.5</b>	<b>4.0</b>	<b>11.2</b>
Anne Arundel County	4.1	2.8	7.9
Baltimore City	8.7	2.9	12.2
Baltimore County	6.5	3.1	12.4
Harford County	1.9	n/a	n/a
Howard County	5.4	n/a	8.7

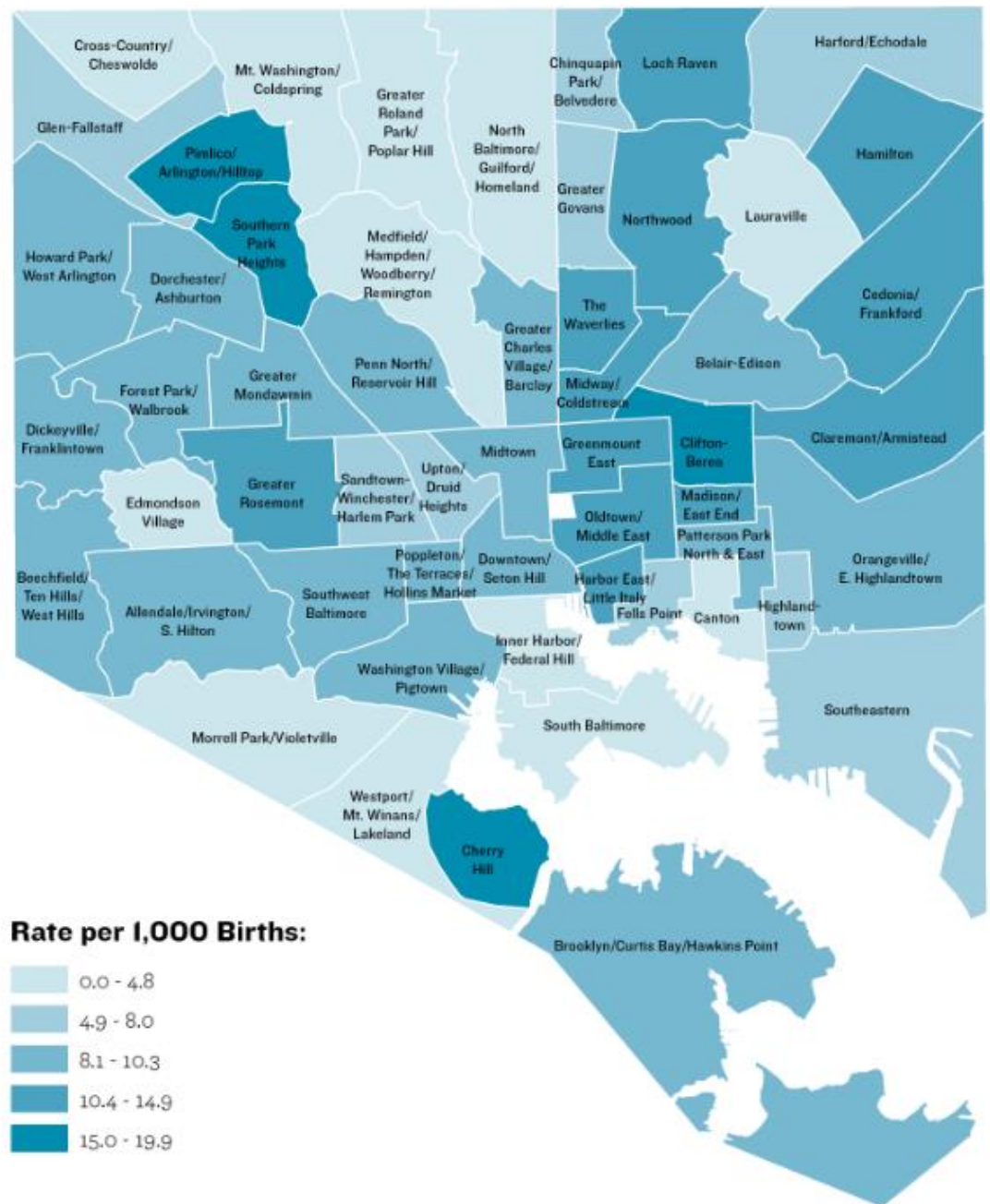
# Life Expectancy by Census Tract, 2016



Source: Baltimore Neighborhood Indicators Alliance based on data from Baltimore City health Department



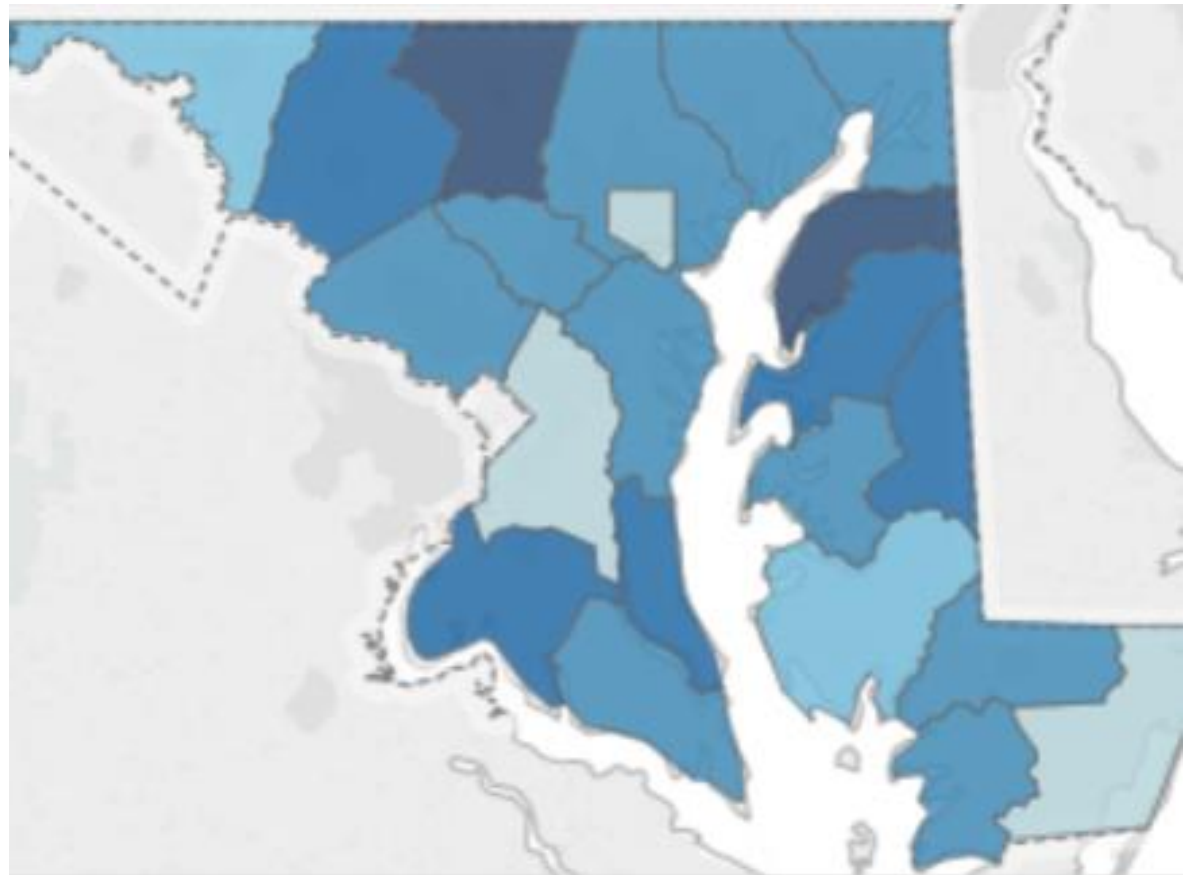
# Infant Mortality by Census Tract, 2016



Source: Baltimore Neighborhood Indicators Alliance based on data from Baltimore City Health Department

# Persons with a Usual Primary Care Provider

*Percentage of people who reported that they had one person  
the think of as their personal doctor or healthcare provider*



**Jurisdiction Value**

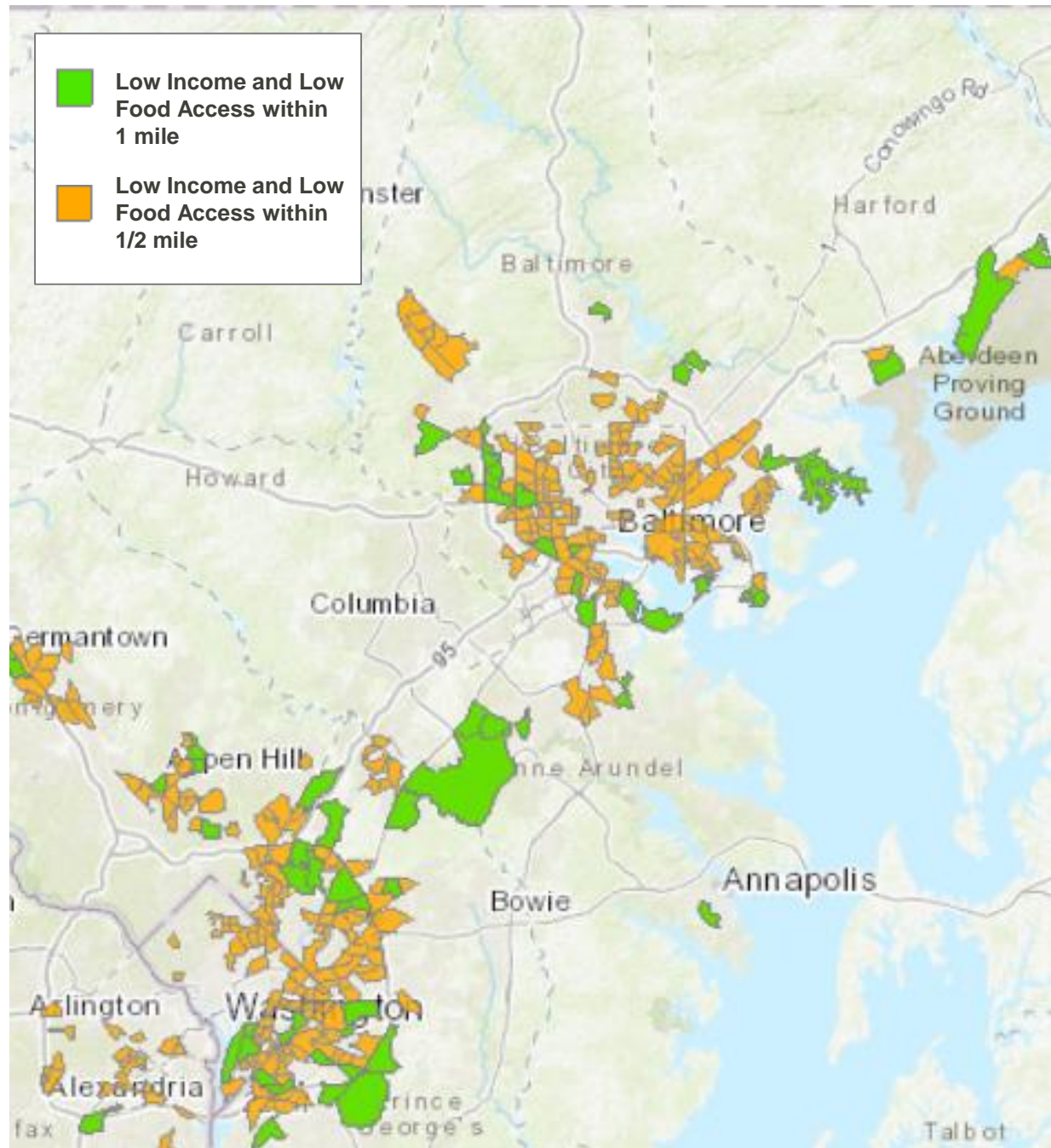
78.3



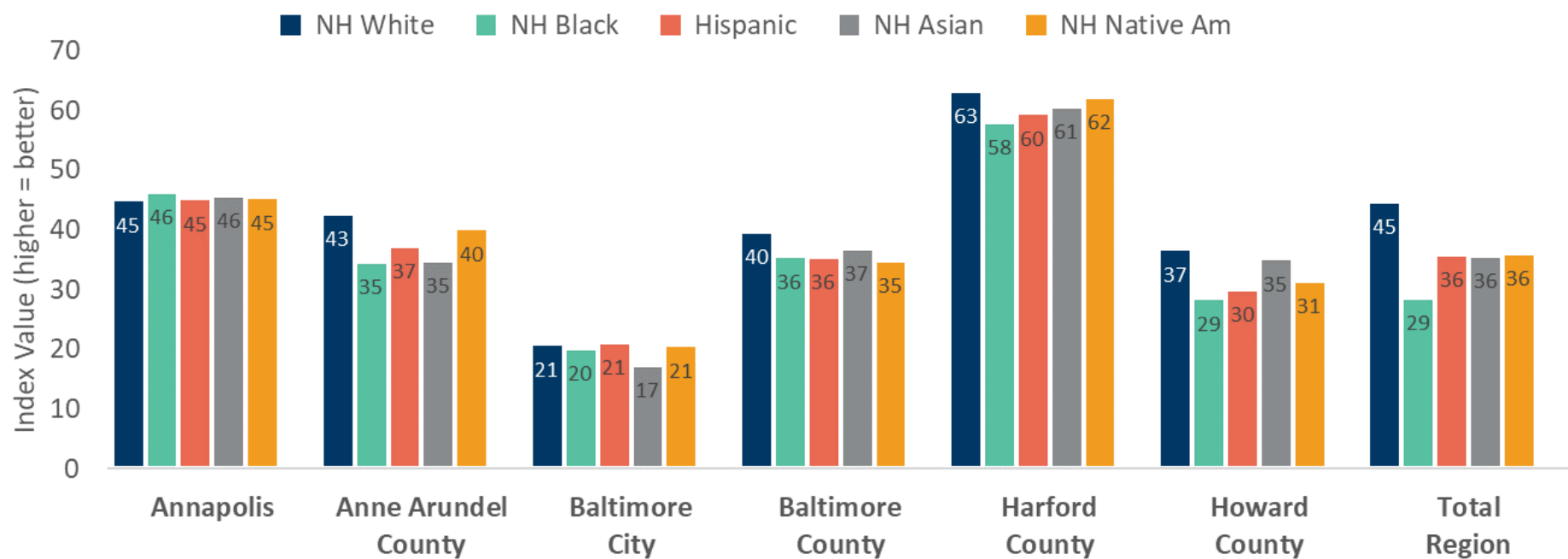
94.2

Source: Maryland State Health Improvement Process (SHIP)

# USDA Food Research Atlas

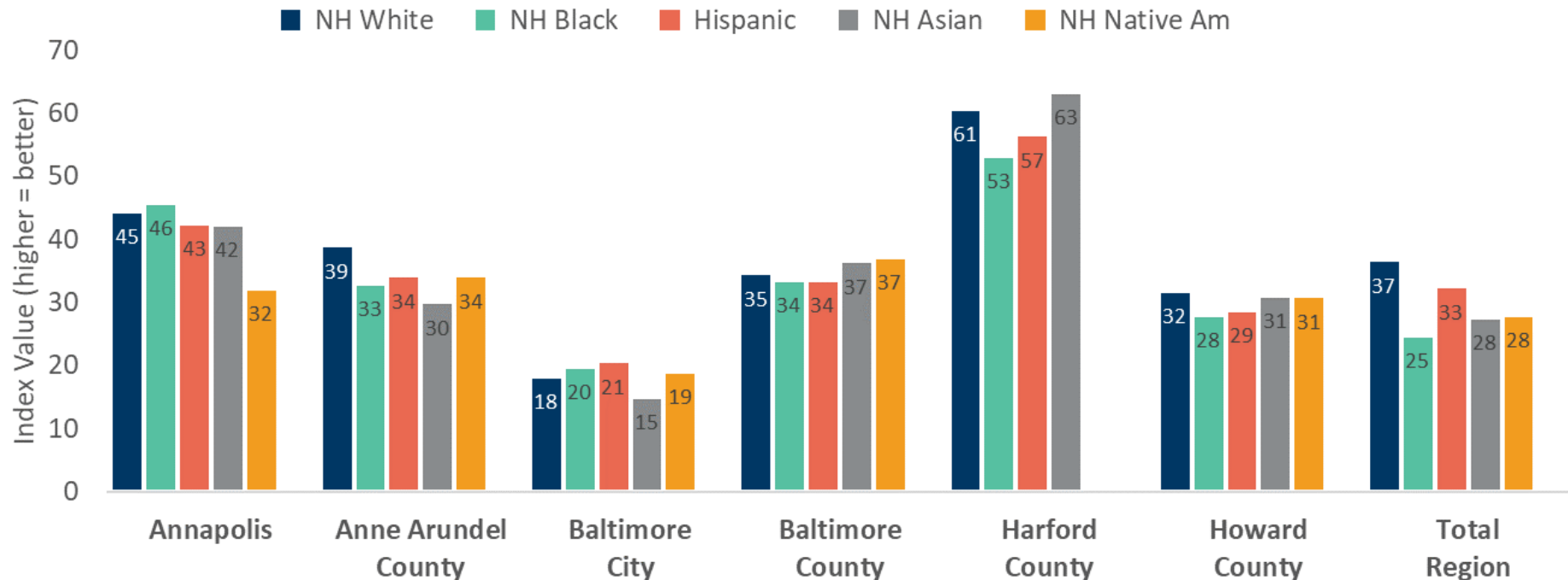


# HUD AFFH Indicator: Air Quality Environmental Health Index (all residents)



***Minimal disparities between race/ethnicities within each jurisdiction but there are disparities between jurisdictions, which drive wider regional disparities.***

# HUD AFFH Indicator: Air Quality Env. Health Index (residents in poverty)

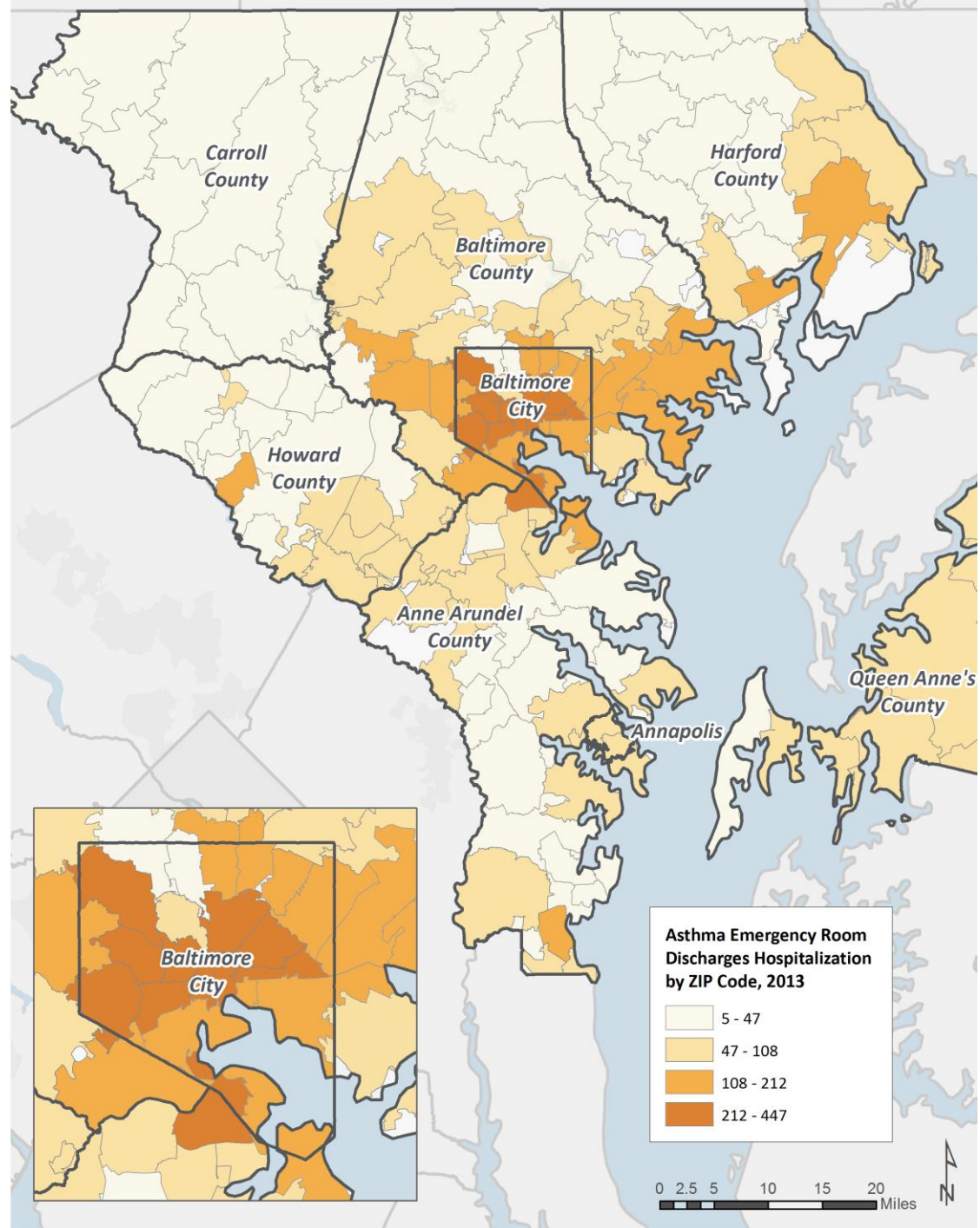


***Generally, residents in poverty have similar air quality as all residents. Disparities between races and between jurisdictions are similar for those in poverty as for all residents.***



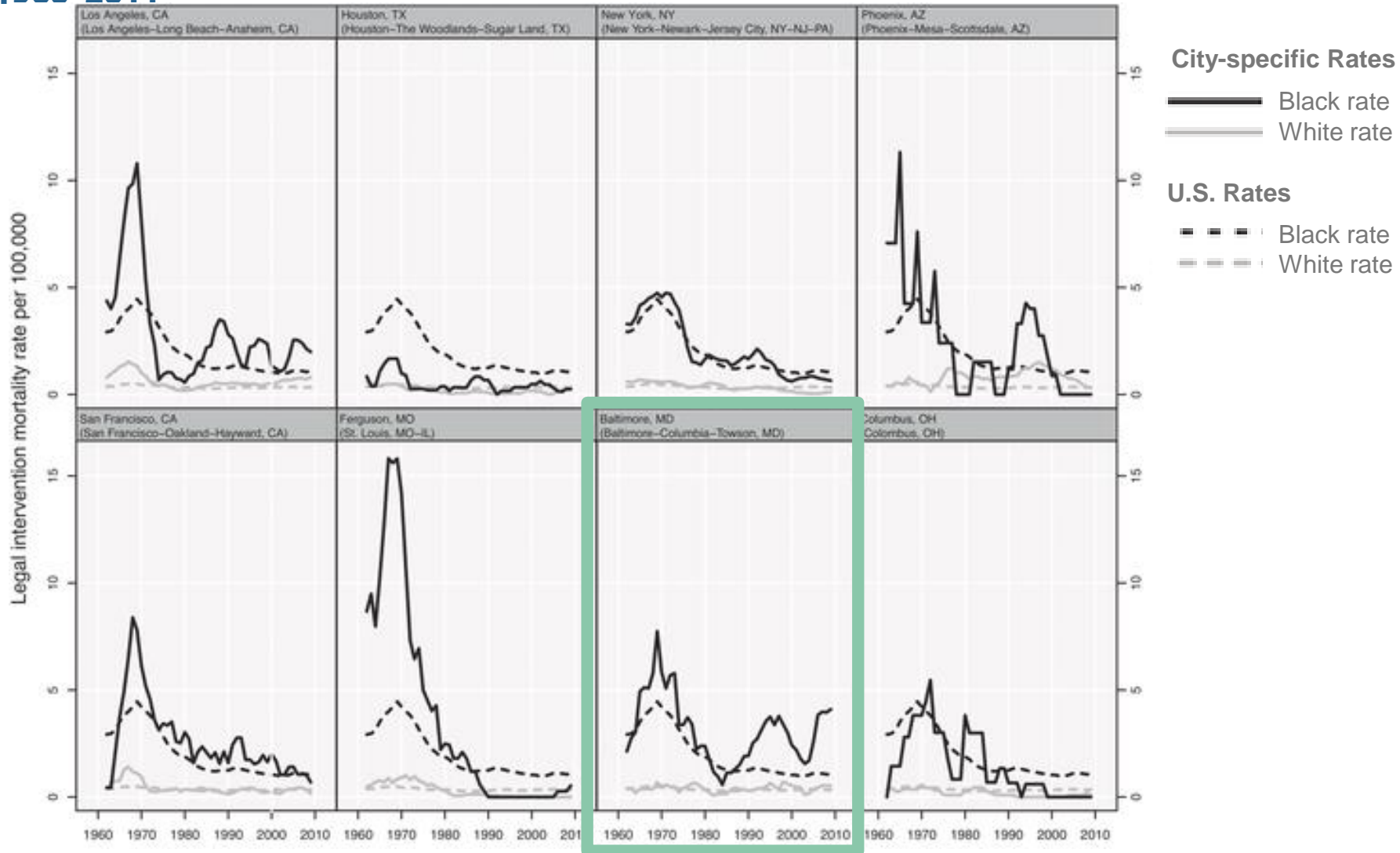
# Asthma Emergency Room Discharges

Source: Maryland DHMH Environmental  
Health Data Resources.



# Deaths due to legal intervention:

Annual 5-year moving average rate (per 100,000) among black and white men ages 15–34, 1960–2011



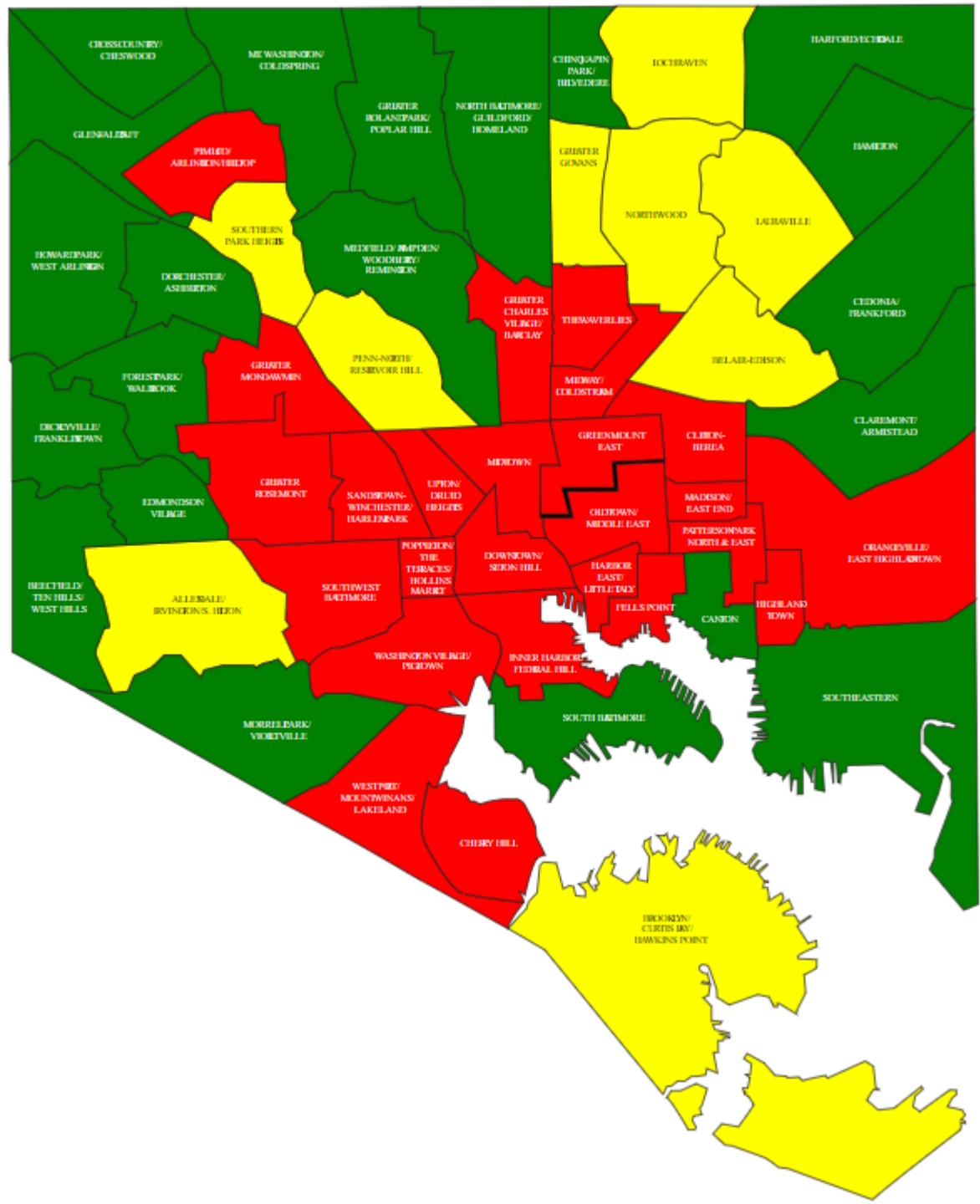
**Source:** Krieger N, Chen JT, Waterman PD, Kiang MV, Feldman J (2015) Police Killings and Police Deaths Are Public Health Data and Can Be Counted. PLOS Medicine 12(12): e1001915.



# Public Safety and Policing

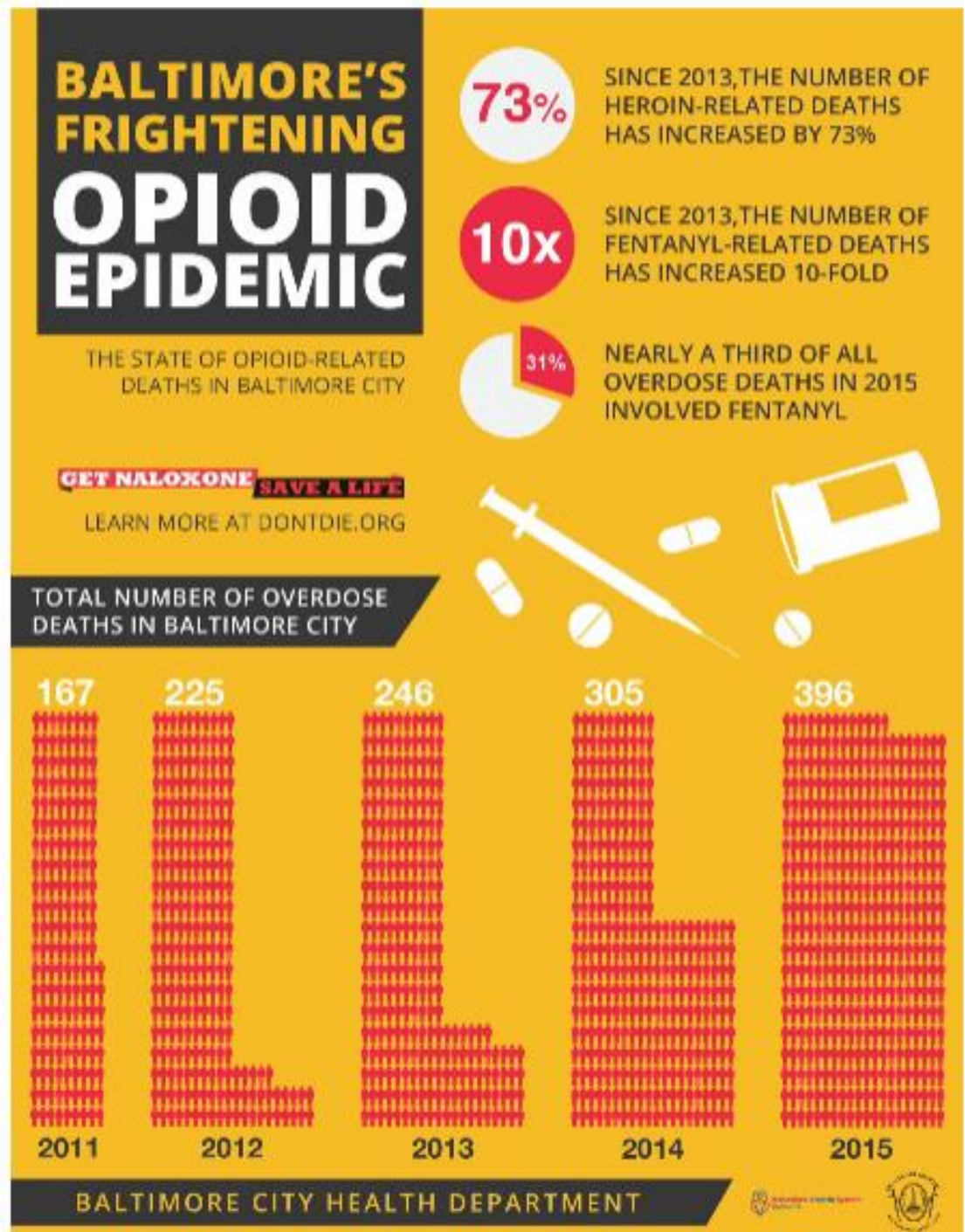
Indicators:

- \*Crime per capita
- \*Violent crime per capita
- \*Police Dept. reported stops (from U.S. Dept. of Justice)
- \*Stingray cell phone tracking (from Police Dept. logs via Citylab)



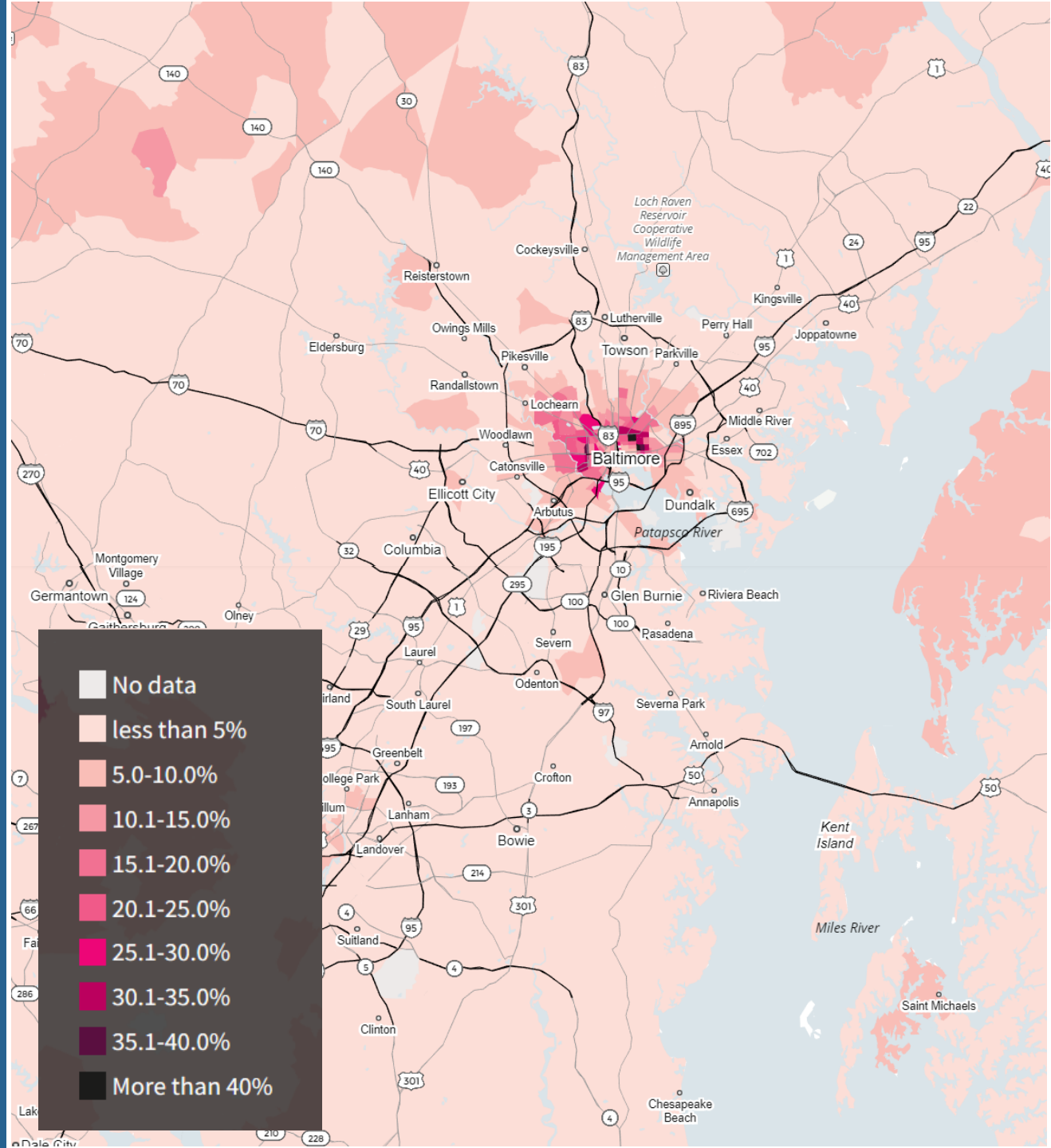
# Opioid Epidemic

*In 2015 the number of deaths due to opioid overdose in Baltimore City was higher (396) than number of murders (344)*



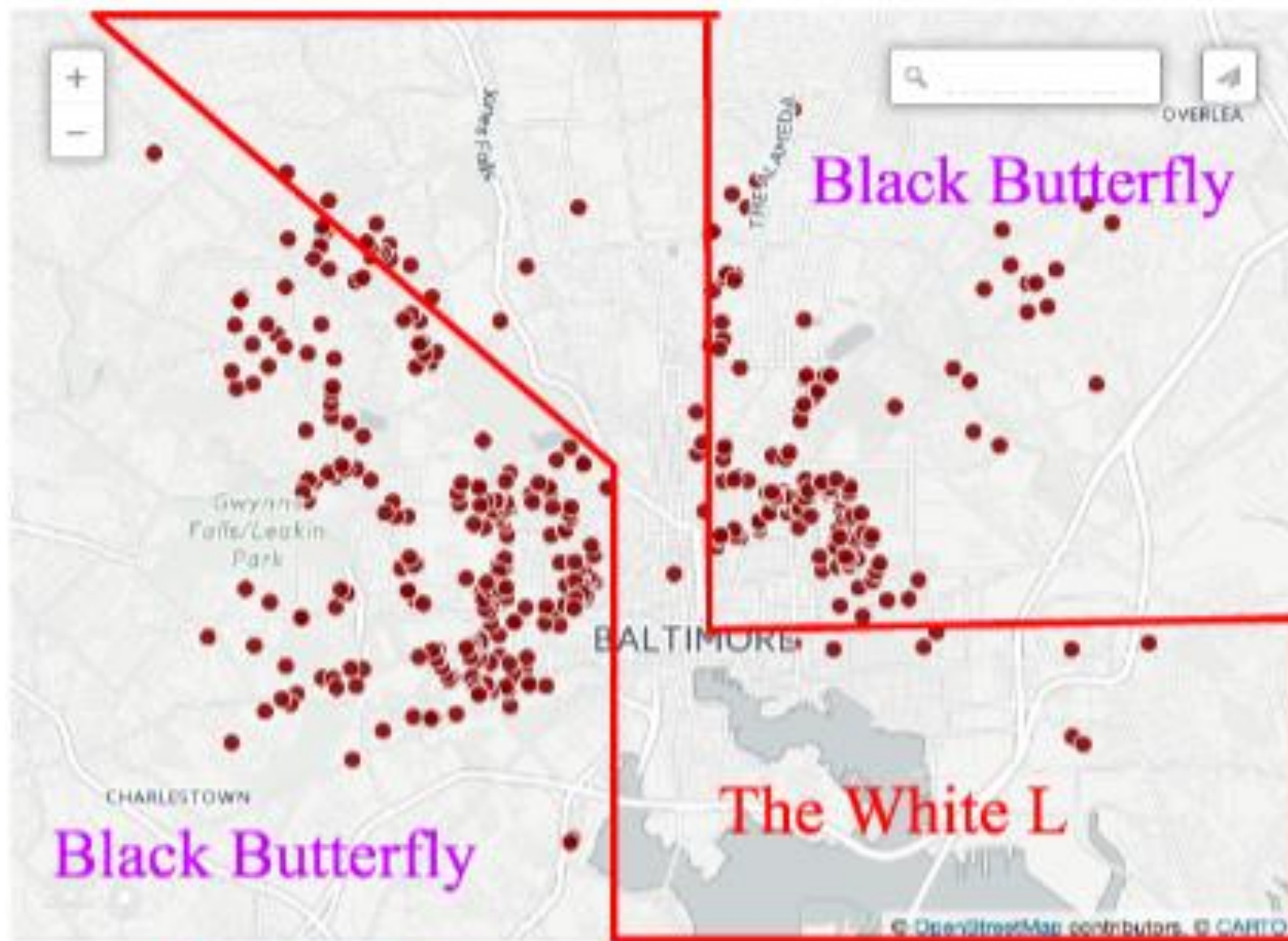
# Lead Exposure

*Prevalence of elevated lead tests in children by Census tract*





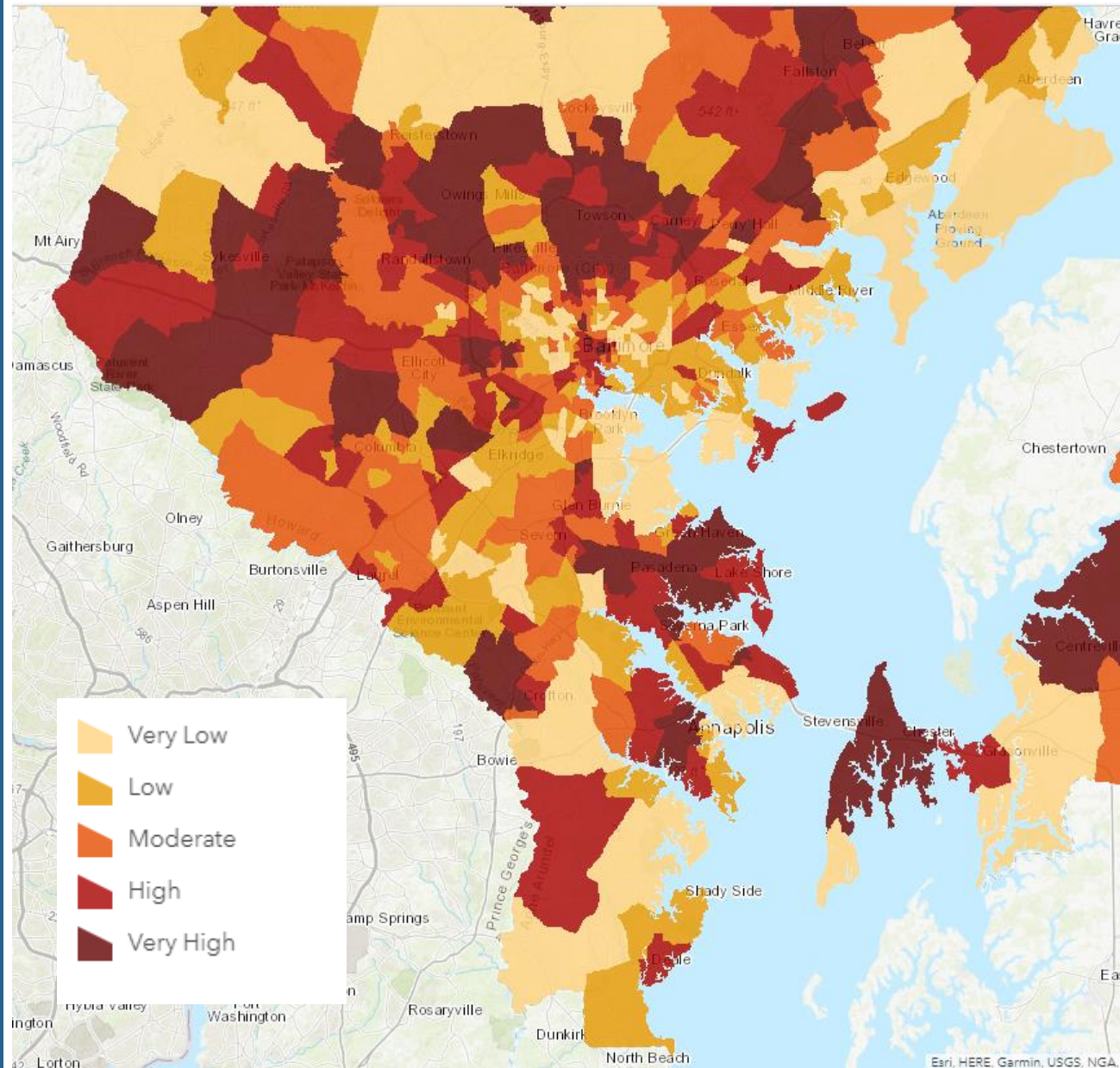
# Lead Paint Violation Notices 2006-2016



# Child Opportunity Index Map

## Health & Environmental Opportunity Index

*Includes measures for healthy food retailers, proximity to toxic waste sites, volume of nearby toxic waste, proximity to parks/open space, housing vacancy rates, proximity to health care facilities*



# “State of Affairs” Summary

- Black residents have lower life expectancy and higher infant mortality rates, particularly in neighborhoods with concentrated poverty.
- Low air quality has a disproportionate impact on African American residents regionwide because Baltimore City has the lowest air quality and the highest proportion of African American residents. Low air quality is linked to higher rates of asthma among black residents in Baltimore City.
- Police brutality and gun violence has a disproportionate impact on African Americans, particularly young black men.
- Lead poisoning is highest in areas with high minority and poverty concentrations.
- The Child Opportunity Health Index—one of the broadest measures of health—shows substantial variation by Census tract and broadly aligns with areas of racial concentration and poverty.



# Healthy Baltimore 2020

City of Baltimore's Blueprint for Health, released in 2014 identifies four key areas for improving the health of city residents.

As we've discussed there are a number of other entities in the region committed to understanding and addressing health equity issues including the Maryland State Health Department's Office of Minority Health and Health Disparities, Johns Hopkins University, in addition to stakeholders and advocates, some of whom are in the room today.

Consider for discussion: are there gaps in what these groups are addressing related to health equity?





# Robert Wood Johnson Foundation Commission to Build a Healthier America Recommendations

1. Make investing in America's youngest children a high priority.
2. Fundamentally change how we **revitalize neighborhoods**, fully integrating health into **community development**
3. The nation must take a much more health-focused approach to health care financing and delivery

# Discussion Questions

1. What are the largest barriers to having a region with healthy environments in all neighborhoods?
2. Of those barriers, which should be addressed by this study? By BMC, the jurisdictions, and the stakeholders in this room?
3. What solutions would you recommend to improve access to healthy neighborhoods?

**Next meeting Jan 9:  
Disability and Access**

# **Additional Reading/Resources on Education and Health Disparities**

# Health

- Urban Health Institute (Hopkins) fact sheet on health disparities in Baltimore:  
[http://urbanhealth.jhu.edu/media/reports/healthdis\\_baltimore.pdf](http://urbanhealth.jhu.edu/media/reports/healthdis_baltimore.pdf)
- DHMH Office of Minority Health and Health Disparities fact sheet on minority health disparities statewide and in Baltimore County:  
[http://urbanhealth.jhu.edu/media/reports/healthdis\\_baltimore.pdf](http://urbanhealth.jhu.edu/media/reports/healthdis_baltimore.pdf)
- Kaiser Health News/CNS article on asthma hot spots by zip code in Baltimore:  
<https://cnsmaryland.org/2017/12/04/baltimores-asthma-hot-spot-is-poor-african-american-neighborhood-with-lots-of-empty-houses/>
- Kaiser Health News/CNS article on asthma triggers in homes, schools and neighborhoods: <https://cnsmaryland.org/2017/12/04/at-home-in-schools-on-the-street-the-triggers-for-asthma-lurk-everywhere/>
- Baltimore Neighborhood Indicators Alliance – Vital Signs 16 Children and Family Health Maps: <https://bniajfi.org/mapgallery/gallery-vs16-health/>
- Robert Wood Johnson Foundation Commission to Build a Healthier America. Time to Act: Investing in the Health of Our Children and Communities:  
<https://www.rwjf.org/content/dam/farm/reports/reports/2014/rwjf409002>
- Lawrence Brown’s “The State of Black Health in Baltimore”:  
<https://medium.com/@BmoreDoc/the-state-of-black-health-in-baltimore-3053c26dde18>

# Education

- U of MD, Maryland Equity Project (a number of relevant data and policy briefs):  
<https://education.umd.edu/research/centers/mep>
- Erica Green and Liz Bowie, Baltimore Sun, 4 part series “Bridging the Divide” on school segregation in the Baltimore region.  
<http://data.baltimoresun.com/news/bridging-the-divide/>
- UCLA Civil Rights Project Report, Settle for Segregation or Strive for Diversity: A Defining Moment for Maryland’s Public Schools. Attached data tables focus on Baltimore-DC area. <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/settle-for-segregation-or-strive-for-diversity-a-defining-moment-for-maryland2019s-public-schools>
- Blog, Public School Review: Baltimore County Public Schools Still Deal With Segregation Issues. Contains recommendations for reducing segregation, including those related to zoning and siting of affordable housing.  
<https://www.publicschoolreview.com/blog/baltimore-county-public-schools-still-deal-with-segregation-issues>
- Vox, We Can Draw School Zones to Make Schools Less Segregated.  
<https://www.vox.com/2018/1/8/16822374/school-segregation-gerrymander-map>