


White Paper on Poverty

A white outline map of Anne Arundel County is centered on a blue background. The text "Anne Arundel County" is written in blue inside the map outline.

**Anne
Arundel
County**

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WHITE PAPER ON POVERTY
In Anne Arundel County

On behalf of the 33 Poverty Task Force partners and all those who participated in the Poverty Forum from various socio-economic backgrounds representing the diverse communities and organizations of the county, I present the “*White Paper on Poverty in Anne Arundel County*”.

Community Assessments have historically been used to determine the services people need, the level of services they actually receive and the barriers to and gaps in services that exist. In presenting this report we hope:

- to draw attention to the needs of the resident facing the issue of poverty in the County,
- to focus on the causes of poverty, not simply the conditions
- to provide policy makers and professionals insight from those living in poverty,
- to initiate new direction for area human service agencies, housing providers, economic and workforce development organizations, government, and other funders of services,
- to chart a new course for addressing the issues, one that is coordinated, comprehensive and integrated, -- one designed by the stakeholders of Anne Arundel County in true cooperative spirit, and most importantly
- to be a starting point.

Empowering people and communities is the key to addressing poverty. In Anne Arundel County work groups will be convened in the topic areas addressed in the White Paper. Community Action takes seriously the responsibility to keep the process moving forward, to keep informed those already involved, to continue to seek out new partners and to proactively engage members from all segments of the community. But do not wait for Community Action to contact you. If you wish to continue your commitment to being a part of the process, call and determine where your involvement can best be utilized.

Now is the time to thank all who have helped in getting us to this point, to gain commitments to continuing the process, and to accept the challenge to end or significantly reduce, poverty in Anne Arundel County. Let us know how you will be involved.

Sincerely;

Brian Angus,
Chief Executive Officer

EDUCATION AND POVERTY

“The road out of poverty begins with education.”

Introduction

Today, perhaps more than ever before, education is the fault line between those who will prosper in the 21st century knowledge economy and those who will not. At all levels – K-12 and postsecondary – poverty is a major roadblock for teaching *and* learning.

The effects of poverty and hunger on learning have been well-documented. But just as a child cannot learn on an empty stomach, he is equally disadvantaged if he does not have proper shelter, heat in the winter, proper clothing for the weather and materials to do schoolwork. The results are recorded in the 2007 Maryland Report Card for Anne Arundel County Public Schools -- the reading proficiency level of elementary students eligible for free or reduced-price meals was 12.1 percent lower than the level for all elementary students system-wide and the graduation rate of Grade 12 students on free or reduced-price meals lagged by 10.5 percent behind that of other 12th-grade students.

Poverty permeates every part of a child’s existence, from the physical deprivations to the lack of exposure to experiences that help children develop into well-rounded, educated adults. These can range from the more family-oriented activities such as bedtime stories, playing catch with a parent and family game nights to excursions outside the neighborhood to libraries, museums, parks, ballgames or children’s musical or theater productions. In many cases, Anne Arundel County Public Schools and Anne Arundel Community College see students who are the product of deep-seated, intergenerational poverty. They know no other way of life.

A child may manifest these disadvantages of poverty with poor self-esteem, acting-out behavior or poor study habits, all of which hinder learning. The impact of this long-term poverty on children is significant and has important implications on education, and the resources, services and interventions needed to create positive outcomes for these students.

The results of poverty often follow students after their public school education ends. Lower-income students today lack the financial resources, the language and social skills or the preparation for college required for success in higher education. These students often are limited because many lower-income families, no matter how supportive, do not know how to plan for a college education because no one in the family has ever done it before. Merely raising the awareness of students and their families early on in school creates a greater likelihood that a student would understand and be able to take advantage of increased expectations and expanding personal life choices.

The community loses when students quit school or interrupt their journey into higher education. Studies demonstrate that education increases lifetime earnings. According to the “Economic Contributions of Anne Arundel Community College:

Analysis of Investment Effectiveness and Economic Growth” prepared by CC Benefits for Anne Arundel Community College in March 2007, an AACC student with a one-year certificate earns an annual average of \$41,000, or 84 percent more than someone without a high school diploma or GED, and 16 percent more than a student with a high school diploma. A student with an associate’s degree earns an average of \$48,500 a year, or 117 percent more than someone without a high school diploma or GED and 38 percent more than a student with a high school diploma or GED.

The CC Benefits study also includes data from such sources as the U.S. Census Bureau, U.S. Department of Labor and surveys analyzing impacts of substance abuse, crime and unemployment on society that link higher education with lifestyle choices that lead to social savings. These social benefits can be measured in health savings, crime savings and welfare and unemployment savings. The study’s data estimated that the state and local community will avoid social costs amounting to \$15 per year for every credit earned by AACC students, including savings associated with improved health, reduced crime and fewer welfare and unemployment claims.

Nationally, only seven percent of students from the bottom quarter of the economic scale get a bachelor’s degree – compared to 51 percent of students from the top quarter. A combination of increased college costs and decreasing college subsidies expands this gulf nationwide. The higher cost of obtaining college education poses a big risk for lower-income students because on average they are less likely to finish their degree and therefore less likely to earn enough to pay off loans. Families just assume that they can’t afford the cost of higher education and that perception is a large obstacle in itself. Many researchers see this misperception as the crucial first step on the path a low-income student takes away from college. However, accessibility to a quality education at the community college is one of the incredible opportunities available to these students.

To prepare the country, county and community to be competitive and successful, we must ensure access to all Marylanders and make two years of college as universal as high school is today.

AACPS Programs In Place

While the overall student population of the Anne Arundel County Public School System has remained relatively constant, the profile of county students has changed dramatically. According to recent statistics, a much poorer, disadvantaged student population is coming to county classrooms to be served by faculty and staff. To meet these needs, AACPS:

Offers pre-kindergarten. Only 51 percent of county children entering kindergarten were assessed as “fully ready to learn.” To meet state mandates and help bridge that gap, AACPS provides pre-kindergarten programs in 38 schools, including two special education centers, serving more than 700 economically disadvantaged 4-year-olds among the approximately 1,300 pre-kindergarten students in AACPS.

Head Start, which targets low-income 3- and 4-year-old children, also has operated pre-kindergarten programs in the county since the 1980s and serves about 400 children, but traditionally has received only enough funding to serve half the eligible students in the county.

Expanded the free and reduced-price meal programs to an extra 1,000 students over last year's total students eligible, according to the U.S. Department of Agriculture's guidelines. In addition, 21 schools – up from 18 last year – have enrollments with 50 percent or more of the student body eligible for free or reduced-priced meals.

Expanded Title I federal funding to 14 elementary schools. Title 1 funds are used to hire additional staff to help handle increased needs of impoverished students. Those funds this year are based on the percentage of students eligible for free or reduced-price meals. The state provides Accelerated Achievement for All funds based on guidelines similar to Title 1 that AACPS can use for academically needy students in middle and high schools, as well as elementary schools.

Some of the Title 1 funding and the free or reduced-price meals will be used for the increasing number of homeless students, rising from 274 in the 2004-2005 school year to 505 in the 2006-2007 school year. In just the first six weeks of the 2007-2008 year, 385 homeless students were identified.

Demographics are changing at the college, too. While the college does not have data on economic status of students, enrollment at AACC is growing increasingly diverse. The fall 2007 credit enrollment report showed 25.3 percent of the 14,834 students self-identified as ethnically diverse. The college knows that the need for financial aid continues to increase each year.

AACC Programs in Place

Teacher awareness training -- To help faculty recognize some of the issues low-income students may be facing, AACC's Teacher Education and Child Care Training (TEACH) Institute offers AACC faculty and staff professional development from a certified instructor covering Ruby Paynes' "A Framework for Understanding Poverty" as part of its Total Teacher Training offerings.

As a learning college, AACC anticipates and provides the content, formats and delivery systems needed to meet the increasingly diverse educational needs of learners and offers responsive, accessible, high-quality programs and resources for the economic, intellectual, social, cultural and workforce development of our expanding community.

ESL programs – This diverse population means many of AACC students' native language is not English, which is a barrier to both higher education and higher-paying jobs. AACC offers English as a Second Language credit courses that prepare students for college-level work in English as well as noncredit courses that help non-native speakers adapt better to English. Typically, students from more

than 30 countries are represented in courses at any one time. Students who begin as ESL students have a high success rate. At least two AACCC valedictorians in the past 10 years started the college as ESL students.

Total Teacher Training – The college also partners with AACPS to help public school teachers work with students with language barriers. In fiscal year 2007, 10,534 enrolled in programs offered by Total Teacher Training. Teachers and school personnel at AACPS take courses, such as “Education that is Multicultural,” “Spanish for Educators” and “Supporting ESL Students in the Regular Classroom.”

First2College (Formerly Education Talent Search) -- First2College provides qualified students with encouragement and guidance toward college enrollment while they are still in middle school and high school.

Developmental Support -- AACCC believes accurate placement is key to ultimate, long-term success. Of the 2,314 recent high school students who enrolled at AACCC in fall 2007, 297 needed developmental courses in English, 431 needed developmental courses in reading and 1,742 needed developmental courses in math. Academic advisers, mentors and tutors can help students keep focused on long-term goals of completing their education.

Student Achievement and Success – AACCC’s Summer Bridge program acts as a transition and an orientation for first-generation college students, another group identified as needing extra mentoring to succeed. Students learn about expectations of college work, hear firsthand about different programs of study and find out about services they can access free of charge, such as academic advising and counseling, tutoring and writing workshops. The Summer Bridge program is part of the broader, year-round Student Achievement and Success Program that serves first-generation, under-prepared, newly enrolled students. Faculty members continue to serve as mentors, monitoring and supporting students who complete the transition program.

English Basic Skills -- Students who return to college after a break in their education may find help in AACCC’s English Basic Skills training. In fiscal year 2007, 3,059 enrolled in classes funded by a Maryland State Department of Education grant. Adult Basic Skills (ABS) and GED Test Preparation classes are offered at 16 locations and GED Practice Tests are offered at four county locations. Courses are strategically placed in locations convenient to students, including community centers, libraries, senior centers, job training centers and churches. Child care and transportation for students and their children is available at the Stanton Center site in Annapolis

At Anne Arundel Community College, two of the college’s mandates – key to the mission of the college - are affordability and accessibility.

Affordability -- Statistics from the Maryland Association of Community Colleges shows that only four of the 16 community colleges have lower tuition and mandatory fees than AACCC’s \$86 per credit hour. Yet for students working full time

and with other financial obligations, even that fee can be a challenge. AACC's Financial Services staff advises students on financial aid, grants and scholarships. The AACC Foundation Inc. works with businesses and individuals to create institutional scholarships, which students can access through Financial Services to help bridge that gap.

Accessibility -- AACC is an open-door institution, which admits those who may benefit from postsecondary education. Along with that, the college offers outreach programs to potential students to help them prepare for college and support programs for students once they are on campus. AACC offers to all students, including students in developmental courses, free academic advising, tutoring – including help in science and computer labs, and writing workshops.

The Needs Are Great: Blueprint for Change

Public school needs

Parents of poor students have the same dreams of success for their children as the parents of students with more advantages. In many cases, low-income families lack the education or funds to purchase educational tools (high-tech calculators, computers) to help their children with increasingly complex homework, skills to guide their children on pathways to prepare for higher education or even time to supervise their children's educational progress, due to working more than one job to make ends meet.

The school system hopes to fill some of those voids with:

More pupil personnel workers;

More counselors to lower student-counselor ratios;

Funds to purchase laptop computers for poorer students to borrow;

Funds for parent education and parent involvement programs and;

Additional monies to subsidize fees that present barriers to full participation in school activities.

Community college needs

Growing resources and revenues: Staying true to the AACC mission requires that the college remain affordable and accessible to all students desiring a higher education. Fully funding the Cade Formula as the definitive way of determining a community college's funding from the state is essential to help all of the state's 16 community colleges fund more of their needs. That formula takes into account the importance of part-time students, many of whom walk that fault line mentioned earlier in this paper. Developing creative ways to generate additional revenues for financial aid programs remains a challenge as the demand grows every year. Another challenge is securing funding for needed new facilities and maintenance and repair of current facilities.

Innovative Partnerships: AACC has vital partnerships with the school system, businesses, government agencies and nonprofit organizations that help assure the quality of its programs and that the programs meet the needs of the community. It also works with these partners to increase accessibility of its programs.

Importance of and Need for Technology: Students with transportation problems can find classes in locations near their neighborhood or can take online courses. Those who can reach our campus who do not own computers can have access to computers in our computer labs or in libraries and some community centers. Thus the support role that technology plays – particularly for enhancing learning for low-income students is critical.

Where AACPS and Anne Arundel Community College may need help is in spreading the word about the possibilities for change and convincing students – wherever they are in their educational journey – that they have the power to improve their lives. Learning is not always easy, but learning is always rewarding, and AACPS and AACC have people in place to help.

RESULTS OF THE BREAK OUT SESSION

Anne Arundel County Poverty Forum

SPEAK OUT

POVERTY AND EDUCATION SESSION

SUBMITTED BY:

**Carlesa R. Finney, Leslie Stanton and Tonja McCoy, Panelists and Recorders
Anne Arundel County Public Schools.**

Date: Thursday, March 20, 2008

During the poverty discussion it was very well expressed by the panel that an education can offer students many opportunities and that an education can be a vehicle out of poverty. The group discussed the fact that with on-going and consistent support and encouragement through educators, school counselors and others, students could reach their fullest potential and achieve their goals.

The group also discussed some of how poverty can impact students coming to school, including how concentration and effort can be affected if a student comes to school ill or hungry. They often have low self esteem issues and lack role models in the home or community. Many poor children are not only segregated by income in the county, but by race, as more than 90% of the residents in public housing communities in the county are African American.

Parts of the discussion was on the difference between families who have come to live in poverty because of divorce or loss of jobs, or are what is called "working poor," and those families who have experienced multigenerational poverty. Many students face long term poverty because the barriers to getting off of welfare and public housing dependency are great. The panelist discussed some of their experiences working with young mothers, in particular who have tried to secure jobs and childcare under "welfare-to-work" initiatives, and how many have found it difficult to sustain work, and most often find that the jobs they do obtain do not afford them the same level of support to themselves or their children. The wages earned are often not enough to allow them to live independently, pay for health care or childcare, much less secure reliable transportation or save for emergencies or other unforeseen expenses.

There was discussion about the impact on children who may come from homes where they are exposed to second-hand smoke, parents who are struggling with drug addiction or depression, and how just the lack of nutritious food, regular meals and adequate sleep have an impact on school performance. In addition, many of the parents have not experienced school success, and even as they want their children to succeed, have little skill in assisting them, or advocating for them. The group also talked about some of the behaviors that seem to be part of the culture of students coming from poverty, including the numbers of students suspended and expelled from school and the escalating violence our community has experienced.

The panelists shared some of the school initiatives that are in place in many schools across the county, including the PBIS program (Positive Behavior Intervention System), new intervention strategies such as in-school “learning lab” where children learn conflict resolution, and even uniforms. Uniforms are intended to help reduce the competition and expense often associated with children coming to school in “regular” clothes. The intent is also to keep children and adults from making judgments about students based on what they wear to school. Schools in some places have “uniform closets,” provide extra uniforms to children in need and some even put a washer and a dryer in the school to help ensure every child has a clean uniform.

The conversation included sharing views on the influx of Hispanic families to Anne Arundel County over the past ten years or so, and the fact that most of the new immigrants live in poverty and that families often live together until they are able to move. It was estimated by some of the participants that currently the ethnic demographics in the county are 60% white, 33% black, 4 % Latino and about 3% Asian. One of the panel members shared how many young Hispanic girls, like many other girls who live in poverty, become pregnant at early ages. It is estimated that 1 in every 4 Hispanic girls is pregnant before 18 years and most of the time, the girls drop out of school. At this time there is at least one program in the county; Annapolis High school, but services to pregnant and young parenting Latino girls are very limited.

Some of the services provided to students whose parents complete the appropriate forms are free and reduced meals, counseling and testing services and waivers for school events that have a cost.

The current trend today is we are seeing an increase in homelessness which is directly related to poverty. The group talked some about the kinds of services available to homeless children, including shelter and food availability. The schools have seen a dramatic increase of homeless children and most of the children are transported to their home school where possible, at the school system’s expense.

More than 33% of Anne Arundel County’s children enter are not “fully ready” for kindergarten when they enter school. Even most of the children enrolled in the county’s Head Start need more academic and social skills to keep up their more affluent peers. Head Start has been beneficial in many ways because of the full compliment of services provided, but in Anne Arundel County, less than half of the eligible children can participate. There is currently planning between the county school system and the Head Start leadership to increase services to more eligible children and to share resources in an attempt to align services and standards.

There was some discussion about the poverty percentages in Anne Arundel County Public Schools. The panelists were able to share some information; such as at George Town Elementary school 81% of the students are on free or reduce lunch plans, but accurate counts of which schools received federal Title I and local funding based on income eligibility was not available. The panelists did share that schools receiving Title I and county funds based on income were able to serve free or reduced priced meal, add personnel based on achievement data and/or add appropriate programming.

Some of the most recent efforts at schools with high numbers and percentages of income eligible students have the funds, staff, and resources in place, and are working to develop more effective programs and initiatives to ensure student success.

The discussion included how so often, students do not learn the skills they need to be good workers, like how to relate to a supervisor, how to write a resume, or even shake hands. The group agreed that “work ethic” is a learned behavior, and many students who come from multigenerational poverty have few role models from which to learn how the discipline of getting and keeping a job, how school effort relates to future work effectiveness and how to work together to solve problems.

Coming together to form a community effort to address poverty.

If there is no energy in the community to solve the issues related to poverty, and no will to move beyond the discussion, there will be no improvement on a broad scale. The group discussed the need to develop a “poverty support team,” or other strategies to further determine actions to take. They also made recommendations to continue to address the issues of poverty, its effect on children in school and ways to support families living in poverty.

The group listed the following areas that need to be explored if we are to address the impact of poverty on academic and social skill development and reduce the incidents of poverty for families, in general:

Prison reform and job access

Fully funding the national “No Child Left Behind” act

Is there adequate health care for children living in poverty, but not necessarily on public welfare?

The group ended the discussion by formulating the following questions:

How can we devise incentives to strengthen the family structure; effective parenting and more fathers taking responsibility for their children and families?

Do we see the impact of poverty in children who do not come from impoverished homes or communities?

If the law requires that all children under the age of 16 are to attend school and that all children have a right to a seat in the classroom; to attend public school, how do we do a better job of getting parents to ensure their children attend regularly?

It seems that children who do not succeed in school are untapped resources. What can schools do to better prepare students for the skills they may need in the future?

Since many children who are products of multigenerational poverty, where neither their parents nor their grandparents may have worked, how and where will they learn “work ethic” and the value of working and taking responsibility for themselves and ultimately their families?

Since there are so many new jobs unfilled in the areas of health care, hospitality, electricians, plumbing, etc. how can more students gain experience in trades and learn job readiness skills?

Is there a way to create opportunities for ex-offenders to re-enter the job market?

How do students from multigenerational poverty go to college? How can we advocate for “undocumented” Latino immigrants high school graduates to have a right to go to school?

How do we accelerate the learning of our Pre k – Kindergarten children so they learn the necessary foundation for school success?

From where and whom do we want students from poverty to learn more positive self esteem?

Suggested policies to adopt:

1. More schools to adopt school uniforms.
2. Greater community involvement in developing partnerships with resources to help build significant community capacity.
3. Allocate resources such as personnel, materials and funding equitably based on data and need.
4. School system curriculum should include financial literacy; money and credit management in elementary, middle, and high school.
5. Promote more community and business mentoring.
6. Life Skills Education should be required for all students.
7. There must be education training and programs to help students who drop out such as encouraging students to complete a General Education Diploma (GED) and to access programs like the Department of Labor who is trying to move more into adult education which would benefit the older students
 - Career planning
 - Life planning
8. Greater access to career technology centers
9. Promote better interagency communication and make linkages for parents.
10. Use current law; city and county to increase funding to nonprofit agencies and organizations.
11. Add Homeless Education Office to Anne Arundel County Public Schools.

**Anne Arundel Workforce Development Corporation
January 2008**

POVERTY AND WORKFORCE ISSUES

Poverty is a condition in which a person or community is deprived of, or lacks the essentials for, a minimum standard of well-being and life. Since the 1960s, the United States Government has defined “the absolute poverty line” as the threshold below which families or individuals are considered to be lacking the resources to meet the basic needs for healthy living, having insufficient income to provide the food, shelter and clothing needed to preserve health. President Johnson’s War on Poverty set the “arbitrary” poverty line at approximately three times the annual cost of a nutritionally adequate diet.

Causes of Poverty

Poverty results from a combination of individual/personal and general economic causes. Individual circumstances and characteristics impacting poverty include education, skills, experience, intelligence, health, disabilities, age, work orientation, culture of poverty, and discrimination. General, economy-wide problems also result in poverty when there are inadequate non-poverty employment opportunities. Throughout history, and throughout the world, the economic climate dictates whether one cause or the other is more applicable at any given time.

Strategies to combat poverty differ based on the underlying causes. When poverty is caused by individual circumstances, we must address the individual factors affecting poverty: education, skills, health, disabilities, cultural issues, work habits/work orientation, and discrimination issues. When poverty is caused by general economic conditions, we must find a way to improve the quality and quantity of jobs. The two approaches go hand-in-hand: it does no good to improve the employability of individuals if there are no jobs for them to do. At the same time, more and better jobs will go unfilled unless there are appropriate individuals to fill those jobs.

Maryland Economic Data

Recent Maryland economic data paint a rosy picture of the Maryland economy. Maryland was ranked number one in the nation in median income and had the lowest poverty rate in the United States between 1998 and 2000. The average median income was \$52,836 for the State. Maryland had the lowest average poverty rate in the United States over that three year period, with only 7.3 percent of the population below the poverty threshold, which was set at an annual income of \$17,603 for a family of four in 2000. The unemployment rate in Maryland was 3.7% in November 2007 (3.0% in Anne Arundel County), well below the national unemployment rate of 4.7% for the same period. While these statistics indicate

that Maryland is faring well relative to the rest of the country, the raw numbers reveal that 548,000 Marylanders are living below the poverty line.

Workforce Strategies to Improve General Economic Issues Affecting Poverty

While it is obvious from Maryland's economic indicators that the economy in this area is strong, with enough jobs to provide an ample income to most of the population, Maryland has taken a step to ensure that more jobs meet this threshold. In 2007 Maryland passed the nation's first statewide living wage law. The new law requires most companies entering into new State contracts of \$100,000 or more to pay their workers a "living wage" - usually defined as the wage a full-time worker would need to earn to support a family above the federal poverty line, ranging from 100% to 130% of the poverty measurement. In Maryland's urban counties the rate is \$11.30/hour (\$23,500/year), and in rural counties the rate is \$8.50/hour.

The effect of Base Realignment and Closure (BRAC) in this area will continue to increase the supply of non-poverty employment opportunities. BRAC will bring 40,000-60,000 jobs to Maryland, but individuals must have the education, skills, experience, intelligence, health, work orientation, and work attitudes to fill these jobs. BRAC-related jobs in Maryland include the military and civilian jobs moving to Maryland as a direct result of the BRAC legislation, "indirect" federal contractors, and support service jobs triggered by the increase in BRAC-created households (construction, retail, service, school, etc.). While some BRAC-generated support jobs will require very little skills, etc., they will not be jobs that will provide a solution to poverty issues.

Workforce Strategies to Improve Individual Issues Affecting Poverty

When the Wagner-Peyser Act was passed in 1933, it established a nationwide system of public employment offices as a labor exchange to assist unemployed individuals to return to the workforce. According to Frank Bane, the Executive Director of the Social Security Board in 1938, "the objective of this system as a whole, and of its two component parts, is one and the same--to assure wage earners a reasonable chance of security." In the 70 years since then, workforce programs have grown and evolved, and the current philosophy sees workforce development as a "demand-driven" system with business, not the job seeker, as the primary customer. With the focus on fulfilling the manpower needs of business, there is less emphasis on the individual needs of job seekers. However, ultimately the "demand-driven" approach should provide the most benefit to job seekers as well as businesses, because the system will prepare job seekers to meet the actual demands of the job market.

The Workforce Investment Act of 1998 (WIA) created One-Stop Career Centers that consolidate most workforce-related programs, including the labor exchange funded by the Wagner-Peyser Act, under one roof. One-Stops provide a three-tiered approach to job search for job seekers. A job seeker's initial involvement with the workforce system is through "core" services, designed to get the most job-

ready individuals back to work quickly through immediate referrals to appropriate job opportunities. Individuals who are not immediately job ready and need additional services receive “intensive” services, including individual and group assessment and job search skills training. Individuals who need specific job skills training in order to secure and maintain meaningful employment are eligible for the third, “training” level of services. These individuals can receive formal skills training, via the community college or other training approved by the Maryland Higher Education Commission, to prepare them for a specific skilled job. While all job seekers are eligible for the first two tiers of service, WIA training funds are earmarked for economically disadvantaged individuals.

Anne Arundel Community College provides workforce programs that include training, support, and educational skills based on assessment and evaluation tools for disadvantaged populations. They address the multiple barriers to labor force participation among poor families including literacy and occupational skill deficits and childcare/transportation/health obstacles. College workforce development programs align the adult education skills programs, job training and postsecondary education in a pathway approach designed for success. AACC offers more than 80 different associate degree programs, more than 80 different certificate programs and hundreds of non-credit and professional licensure and certification programs to provide workforce development to citizens of Anne Arundel County.

Traditional workforce programs tackle current situations. An individual, usually with family and financial responsibilities, needs a job, so the workforce program tries to identify the quickest, cheapest way to get that person an adequate income. The person’s interests, education, skills, and knowledge are assessed and then matched with current business vacancies and/or educational opportunities. This approach is necessary because of the fiscal realities of both workforce programs and the individual. However, in order to effect real systemic change, individual causes of poverty must be addressed early. Children must be taught a work ethic and a school ethic from a young age, which must include educating not only the children but their families as well. Disadvantaged and disconnected youth must be reconnected to school and work. Career education should be stressed so that students can begin to consider career options and requirements at an early age. All families should be aware of the availability and application process for financial aid. Special assistance should be available for groups that are more likely to fall below the poverty level: single parent households, offenders, persons with disabilities. All individuals should be encouraged to save for education, homeownership, and retirement.

In June 2004, the Governor’s Workforce Investment Board (GWIB) submitted to the General Assembly a report regarding Maryland’s workforce development system that identified “opportunities for improvement.” These opportunities include a focus on groups that often are affected by poverty: recipients of public assistance and other low-income individuals, persons in need of adult education, transitioning ex-offenders, and persons with disabilities. The following year the

GWIB convened a committee to develop strategies for moving these traditionally challenged populations into the workforce. The committee was charged with defining “at risk” populations, identifying issues and barriers, and developing workforce policy recommendations. The committee began by identifying segments of the “at risk” populations it believed faced significant barriers to employment, including: persons with disabilities, homeless persons, individuals without a high school diploma, English language learners, ex-offenders, court involved youth, out-of-school youth, youth aging out of foster care, welfare recipients and older jobseekers. This committee has researched barriers to employment and made recommendations regarding ex-offenders exiting the correctional system. Its second focus area was the needs and barriers of at-risk youth.

Conclusion

Because poverty is a direct function of income, workforce issues are key to fighting poverty. However, the twenty-first century war on poverty must include a comprehensive approach that assists today’s workers to rise above poverty while preparing tomorrow’s workers to have the skills, abilities and work attitudes to succeed.

POVERTY TASK FORCE FORUM

**March 20, 2008
Annapolis Middle School**

Poverty and Workforce Issues

Highlights

Our panel discussed poverty as it relates to individual/personal conditions and economic causes.

Issues

- How do you partner with the trades for apprenticeship in the community?
- Skills training for individuals just above the poverty level.
- Program for Ex-Offenders.
- Re-examining the standards for certifications and licenses as it relates to certain kinds of occupational testing.
- Discussion of an outreach from a workforce perspective of trade opportunities and other program opportunities that could be publicized.
- Transportation is a problem for individuals getting to centers.

Program and Collaboration Recommendations

- To define steps for getting the information of services available out to the community. Publicize a menu of services in our One-Stops.
- Engage our local board members – what strategy can we use to get information out to the parents and community.
- Create venues where interested parents can meet with trade associations.
- Identify training programs for individuals that do not qualify for WIA training.
- Focus on criminal records and expungement. Change the mind set that the criminal records should not be a barrier to getting a job. Program that focuses on offenders while in jail to provide job readiness skills.
- Contact the three main apprenticeship programs in the County to convey a message to the poverty based constituents, targeting neighborhoods (i.e., an apprenticeship day).
- Understand and define ways in which we can reach out to parents of at risk youths as it pertains to career paths and jobs.
- Explore how employers and low income employees communicate in the job process.

FAMILIES AND POVERTY

Information from The Annapolis, Md. Capital

Mom Charged With Prostituting Daughter
February 7, 2008 - 4:06pm

ANNAPOLIS, Md. - Annapolis police have charged a woman with prostituting her 16-year-old daughter.

A police spokesman says the girl had sex with two older men during a four-month period for money. Police launched an investigation after the girl went to a state police barrack in June to report the situation.

The 34-year-old mother - who isn't being identified to protect her daughter's identity - is charged with sex abuse, child abuse, prostitution and other charges. She was charged Tuesday.

The girl told police she was broke when she moved in with her mother. She said her mother allegedly told her prostitution was a way she could make money and introduced her to one man.

What comes to mind after reading this article? Single parent? Teen pregnancy? Uneducated poor? Child abuse? The list can go on and on. We all have our views and observations concerning poverty and the affect that it has on the family. This article includes many of the elements that can be associated with poverty. Therefore, it is easy to assume that the family in the article lives in poverty. But, what are the facts? This report will provide data from a wide range of government surveys and resources that will demonstrate the contrast between those who live in poverty and the overall economic picture in Anne Arundel County.

Poverty and Divorce

Divorce is considered a risk factor that can lead to poverty. But it can also be said that poverty is a risk factor that can lead to divorce. According to the Census Bureau, poverty is a major factor contributing to the breakup of American families. More generally, stresses associated with economic insecurity and financial need make it more likely that families will dissolve. "Poor two-parent families were about twice as likely to break up as were two-parent families not in poverty," said Donald J Hernandez, the Census Bureau demographer who wrote the report.

According to the Census Bureau report, children whose parents divorce are almost twice more likely to drop into poverty than they were before the marital split. Overall, children whose fathers leave the home see their household incomes plummet by 26 percent.

David Wood, researcher for the journal *Pediatrics*, notes that "the majority of single-parent, female-headed families live in poverty, regardless of whether the mother works." He continues: "fifty-five percent of children who live in single-

parent, mother-only families are poor, compared with only 10% of children in two-parent families." Thus, "almost one-third of children who are poor are poor because they live in a family headed by a single mother." Additionally, "sixty-five percent of children who are poor versus 25% of children who are not poor live in households that do not include their biological father."

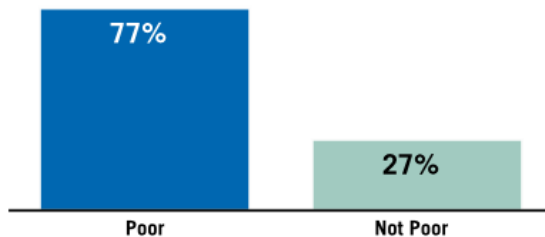
"Ten percent of the nation's families are headed only by a woman, but 40 percent of the families classified as poor have female heads."

"Single mothers are nine times more likely to live in deep poverty than the married family, with incomes less than half of the official poverty line."

"Children from female-headed homes are five times as likely to be poor as children in two-parent families and nine times as likely to be in deep poverty."

Parental Marital Status

Children in Single-Parent Families in Maryland, by Income Level, 2006



© National Center for Children in Poverty (nccp.org)
Maryland Demographic Profiles

■ 77% (125,314) of children in poor families live with a single parent.

■ 27% (321,759) of children in not poor families live with a single parent.

Data specific to Anne Arundel County was not available.

Poverty and Children

Nearly [13 million children](#) in the United States—17% of all children—live in families with incomes below the [federal poverty level](#)—\$21,200 a year for a family of four. Research shows that, on average, families need an income of about twice that level to cover basic expenses. Using this standard, 39% of children live in [low-income families](#).

Most of these children have parents who work, but [low wages](#) and unstable employment leave their families struggling to make ends meet. Poverty can impede children's [ability to learn](#) and contribute to social, emotional, and behavioral problems. Poverty also can contribute to poor [health](#) and [mental health](#). Risks are greatest for children who experience poverty when they are [young](#) and/or deep and persistent poverty.

Black children are more than twice as likely to live in poverty than are white children—but not because they are "born black in America," according to a new study from The Heritage Foundation's Center for Data Analysis (CDA). Examining data from the U.S. Department of Labor's National Longitudinal Survey of Youth,

Heritage analysts determined that child poverty rates are driven primarily by single-parent households and dependency on welfare benefits. When these and other, less significant, factors are taken into account, the disparity between black and white child poverty rates disappears. "Race alone does not directly increase or decrease the probability that a child will be poor," says Robert Rector, Heritage's senior research fellow in welfare and family issues and a co-author of the report. The study notes that 68.8 percent of black American children were born out of wedlock in 1999, compared to 26.7 percent of white children. And black children were five times more likely to be dependent on Aid for Families with Dependent Children (AFDC), the government's largest welfare program. Black children also live in poverty longer than whites-46.9 percent of their time since birth vs. 26.7 percent for whites. Yet when black children and white children are grouped by levels of single parenthood and welfare dependence the poverty rates for both groups are nearly identical, Rector found. The analysis also found that nearly half (44.5 percent) of all children born to never-married mothers depend on AFDC, compared to a fifth (20.4 percent) of those born out of wedlock, whose mothers later married. Only a tenth (10.7 percent) of the children born to married couples who subsequently divorce end up relying on AFDC, as do a mere 2.5 percent of those whose parents' marriages remain intact.

Research is clear that poverty is the single greatest threat to children's well being. Based on 2003 Census data for Anne Arundel County, there are 9,266 children ages 0-17 living in poverty.

Poverty and Teen Pregnancy

According to the National Campaign to Prevent Teen Pregnancy publication, teen pregnancy rates are at their lowest level in 20 years and teen birth rates are at the lowest level ever recorded in the country. These trends show the progress but there is still a long way to go.

Despite the good news, the United States still has the *highest* rates of teen pregnancy, birth, and abortion in the fully industrialized world.

- Four in ten girls become pregnant at least once before age 20 – over 900,000 teen pregnancies annually
- There are nearly half a million teen births each year. Put another way, each hour nearly 100 teen girls get pregnant and 55 give birth
- About 40 percent of pregnant teens are 17 or younger
- Nearly eight in ten pregnancies among teen mothers are out-of wedlock – a dramatically different picture from 30 years ago when the vast majority of births to teen mothers were within marriage. Among Hispanics, the fastest growing ethnic group in the nation, teen birth rates have declined more slowly than for other groups over the 1990's and Hispanics now have the highest teen birth rate nationally. Birth rates for Hispanic teens have actually increased in a number of states.

- Between 1995 and 2010, the number of girls aged 15-19 will increase by 2.2 million. If current fertility rates remain the same, we will see a 26 percent increase in the number of pregnancies and births among teenagers.
- Compared to teens from higher income families, poor and low-income teens are somewhat more likely to be sexually active and somewhat less likely to use contraceptives or to use contraception successfully. Poor and low-income adolescents make up 38 percent of all women ages 15-19; yet they account for 73 percent of all pregnancies in that age group.
- Nearly 60 percent of teens who become mothers are living in poverty at the time of birth.

Teen Pregnancy is closely linked to other critical social issues-welfare dependency and overall child well being, out-of-wedlock births, responsible fatherhood and workforce development. Teen mothers are more likely to end up on welfare and less likely to complete the education necessary to qualify for a well paying job. Also, teen mothers are likely to have a second child within 24 months of the first birth, which can further impede their ability to finish school. Finally the daughters of teen parents are 22 percent more likely to become teen mothers themselves.

In Anne Arundel County, 8678 children were born out of wedlock based on 2005 data.

In light of the information shared in this report, it is probable that the mother and daughter in the news article live in poverty. But effective public policies to make work pay for low-income parents and to provide residents with educational, career tools and support that will help them succeed and earn livable wages - can make a difference.

Families & Poverty

Impact Issues

A. Joblessness/Lack of Educational Credentials/Social Life Skills

Solution: Thru collaborations with Community Action Agency, Light of the World (driver's school) and OIC work with families to first ascertain educational/life skills level. Then work with individuals for job placement.

B. Health/Teen Pregnancy/ Nutrition

Solution: Work with Health Dept. to get into homes to educate on smoking, health eating, drug/ alcohol addiction and behavioral issues.

C. Father Accountability / Divorce/ Single Parent

Solution: Approach the judicial system to invoke mandatory parenting class's incorporation with child support enforcement. Thru area churches seek out caring nurturing persons to work with families. In the fall sponsor a multi racial parent/ family forum to open dialogue and share what you know. Also we will collaborate with the Young Fathers program w/DSS

NEIGHBORHOODS AND POVERTY

Anne Arundel County families should live in safe, and healthy neighborhoods and communities with supportive social and spiritual networks, mutual respect across group boundaries, where each member is respected and provided opportunities to participate in civic affairs.

"What would our community look like if it were a really healthy place to live?" The National Civic League (NCL) posed this question to neighbors in hundreds of communities across the country. This is how people everywhere responded:

- A clean and safe environment
- A diverse and vibrant economy
- A place that has good housing for all
- A place where people respect and support each other
- A place that promotes and celebrates its cultural and historical heritage
- A place where citizens and government share power
- A place that has affordable health care for all
- A place that has good schools
- A place that has and supports strong families

But we are moving away from this ideal. Many voluntary associations no longer have the influence or position in our communities they once had. For example, PTA participation has fallen dramatically, as has participation in Boy Scouts, Red Cross volunteers, labor unions membership, and civic clubs like the Lions and the Elks. (*Bowling Alone*, by Robert Parker)

In the Gannet News "Mood of America" poll, 76 percent of citizens agreed, "there is less concern for others than there once was."

We must be careful not to over generalize, since community participation in Anne Arundel County certainly appears to surpass national norms. There will always be crosscurrents and countertrends. A few communities may have high levels of interconnectedness and public participation, with few glaring social problems and plenty of resources. But these communities are the exceptions.

By and large, the quality of life and the social fabric of many Anne Arundel County neighborhoods are being threatened by these trends.

And there is no denying current social problems mirroring national trends, such as poverty, street violence, domestic abuse, drugs, racial/ethnic divides, urban sprawl and homelessness remain very much with us here in Anne Arundel County.

How can Anne Arundel County address the Safe and Healthy Neighborhood issues identified by the National Civic League?

Is the solution financial? Solutions often cost money, so, of course, more public funding address local problems would be helpful. Support these efforts, but

realize that in the present economic and political climate, success will not come easily and will cost each of us more than money. We need to understand there are no short-term solutions. We need Community leaders who will engage, listen and translate the words into compelling long-term actions. Leaders who can then garner the support of government, private sector, faith community, public sector organizations and residents for the action plans.

President Bush, in his first Inaugural Address said: “What you do is as important as anything government does. I ask you to seek a common good beyond your comfort; to defend needed reforms against easy attacks; to serve your nation, beginning with your neighbor. I ask you to be citizens and not spectators, responsible citizens, building communities of service and a nation of character. “

Residents, along with the people who work, worship or have roots in a community need to be seen as an added resource, as someone with something important to share.

The task is to identify these alternative resources, then to coalesce and organize them, to plan, develop, implement, and sustain multiple community wide solutions. This will not happen all by itself. The structure for organizing and mobilizing community resources is generally not in place. A big plus is that people, 63 percent in one poll, believe that people are willing to pitch in and fix what is wrong in their communities, if they knew how. Mechanisms for involvement are rare, but do exist. Let us identify these processes and bring them into our communities.

America is the great democratic example, but because we lead there is no blueprint. America’s greatness has been due to our ability, on the national, state and local levels, to find common ground. To a large extent, it is our ability to reach consensus through civil discourse that has contributed to our greatness. Today, in our communities, neighborhoods, media and even in our legislative bodies, far too often, a difference of opinion is painted as evil, making constructive dialogue impossible.

In doing this work, the Boston Foundation developed “Seven Guiding Principles for a New Social Contract.”

- Incorporate those directly affected by policies at the heart of dialogue and community building.
- Value racial and cultural diversity at the foundation for wholeness.
- Promote active citizenship and political empowerment.
- Build on community strengths and assets.
- Ensure access to fundamental opportunities and remove obstacles to equal opportunities.
- Support and enhance the well being of children and their families.
- Foster sustained commitment, coordination, and collaboration base on a shared vision and mutual respect.

We hear congress can’t get anything done, or that government can’t get anything right. We are a democracy; the government is a reflection of ourselves.

The task ahead will be long and is not easy, so it is important we get started. In the words of Bobby Kennedy: **“The future does not belong to those who are content with today, apathetic toward common problems and their fellow man alike, timid and fearful in the face of bold projects and new ideas. Rather, it will belong to those who can blend passion, reason and courage in a personal commitment to the ideals of American society.”**

Neighborhood & Poverty

Impact Issues

A. Lack of Safety

Solution: As a group work to increase the level of trust between the community and the public safety officials. Also, tear down the wall of fear concerning retribution. After which a neighborhood watch program can be instituted.

B. Money/ Asset Skills

Solution: Thru a financial literacy program (Light of the World, Community Action) and area banking institution families can open savings accounts with “No Fees”

C. Transportation

Solution: Work to improve the arrival/ departure time with less Routes to encourage the use of public transportation for less money.

HOUSING AND POVERTY

Permanent affordable housing is the life blood of any movement to end poverty. Thus, we count housing units produced, not because it is the only solution, but because we cannot end extreme poverty without securing access to stable, affordable housing.

Patricia Rouse is vice president and secretary of Enterprise Community Partners, Inc.

As in many high cost areas of the Country, the cost of housing is high in Anne Arundel County. Anne Arundel County is an affluent County with a median income of \$79,160. According to Anne Arundel County Economic Development Corporation 2nd Quarter 2007 Economic Indicators, the average home sale in the County was \$418,206. In 2006, the median rent of an apartment in Anne Arundel County was \$1,151.¹ Given these high costs, housing is out of reach for households earning the minimum wage or surviving with incomes at or below the poverty level.

Affordability

Housing is considered to be affordable if the rent and utilities are 30 percent or less of the household income. Of course in these economic times, few households are paying less than 30 percent of their household income for housing costs. According to the 2006 US Census Bureau, American Community Survey, approximately 40 percent of all of Anne Arundel County's 42,328 renters pay more than 30 percent of their income for housing. However, given the increased cost of fuel and other utilities, the impact of paying more than 30 percent of one's income is greater on a person's whose income is below the poverty line.

Based on the 2000 US Census Bureau's statistics, two household types were most frequently found to be living in poverty in Anne Arundel County. Thirty five percent of those living below the poverty threshold are single headed family households and 47 percent of those living below the poverty threshold are households consisting of one person. In total, approximately 82 percent of the households residing below the federal poverty line rely on only one income. Women and children, seniors, the disabled, and mentally ill are the most at risk of a loss of housing due to the cost.

According to the National Low Income Housing Coalition, the fair market rent (FMR) for a two-bedroom apartment is \$941. In order to afford this level of rent and utilities, without paying more than 30 percent of one's income on housing, a household must earn at least \$37,640 annually. If the renter only earns the minimum wage of \$6.15, in order to afford this two-bedroom apartment, he or she must work 118 hours per week, 52 weeks per year.

Availability

To assist low income households afford housing, historically the County has relied on federally provided subsidies to offset the cost of housing. Public Housing is one means of providing low cost housing to the very low income. The Housing Commission of Anne Arundel County (HCAAC) operates seven public housing communities for seniors and families with a total of 1,026 units. A total of 3,537 persons are served in their public housing. The Housing Authority of the City of Annapolis (HACA) has 10 public housing complexes with a total of 1104 units. They serve approximately 2200 persons.

Additionally, subsidies are provided in the form of housing choice vouchers (Section 8), which are given directly to households so that they can locate housing in the private market. The HCAAC has 1808 vouchers authorized for the County serving 5,710 persons. HACA also provides approximately 200 housing choice vouchers to City of Annapolis low income residents. Despite the number of households receiving assistance, a combined total of 8,900 households are on the HCAAC's wait list for public housing and housing choice vouchers. The Housing Authority of the City of Annapolis has a combined waiting list of 1745. The Authority's Housing Choice Voucher Program waiting list is closed and has been closed for more than three (3) years. There are no plans to reopen it in the near future. Seventy percent of the families on the Annapolis Housing Authority waiting list have incomes that are less than 30% of the Area Median Income (AMI).

The County has a number of privately owned (non public) complexes serving low or moderate income households with incomes below 50 percent of the median. These properties are typically developed utilizing federal, state, and/or County subsidies. However, in Anne Arundel County, the high cost and limited supply of land makes building new affordable housing in the County, especially for families, a daunting task. According to Anne Arundel County Office of Planning and Zoning *2007 Apartment Study*, a total of 4083 new rental apartments have been constructed since 2000. Of these, 330 were subsidized units for seniors with limited incomes. The remaining 3600 plus units were developed as private housing rented at market rates. The study also notes that "of the apartments in the top 20 percent highest rental rates only two were constructed before 2000."

Market housing that is affordable to low income persons or accepts housing choice vouchers is concentrated in several parts of the County including areas of Severn, Brooklyn Park, and Glen Burnie as well as parts of City of Annapolis.

Homelessness

During the past year, from January 1, 2007 – December 31, 2007, a total of 597 single adults, 213 families, including 246 adults and 444 children were identified as homeless and sought services from the Department of Social Services or another program serving the homeless in Anne Arundel County. Additionally, since the

beginning of the 2007-2008 school year, the Anne Arundel County Public Schools has provided services to 382 homeless children. Eighty four schools in the County have at least one homeless student. Nine schools have 10 or more homeless children in attendance for example 27 children attend Meade Heights elementary, 26 children attend Meade High School, 19 attend children at Glen Burnie Senior High School, and 17 children attend North County Senior High School. School officials note that only about 25 percent of the children reside at one of the County's homeless shelters. The remaining homeless children are doubled up with family and friends.

The cost of homelessness is high, both to the County and to the family that experience the loss of stable housing. Once homeless, a family has a harder time maintaining support systems. Furniture, clothing, and children's toys may be lost. Children may miss school for a period of time. Parents may have a difficult time remaining employed or if unemployed may be unable to secure a new job without a permanent address. Daily activities such as bathing, washing clothing, getting mail, and eating meals become very challenging.

¹ U.S. Census Bureau, 2006 American Community Survey

Housing Issues & Possible Solutions

Summary of Poverty Forum Housing Group Discussion

1. Rapidly increasing utility costs are cutting into people's ability to afford housing, especially for those in poverty.
 - HUD's Fair Market Rents should be adjusted accordingly to take increasing utilities into account.
 - Federal and State energy assistance programs should consider accepting a housing authority statement in lieu of a BGE bill to make more people eligible for assistance (currently, an individual bill is needed).
 - Increase Emergency Assistance resources and vouchers.
 - Affordable housing advocates should strategize on how to utilize energy assistance block grant funds (if funded at federal level) can be used to reduce energy costs for the poor.

2. There is a lack of affordable rental unit inventory, especially for families.
 - County should consider an inclusionary zoning ordinance, like the city's, which would help to produce both affordable rental and homeownership units.
 - County should modify impact fees for development of low/moderate income housing.
 - State should increase resources available for production of units and provide rental subsidies through a dedicated revenue or investment account specifically for housing.
 - At local level, government should create a dedicated account for housing, similar to the hotel tax, which provides dedicated resources for economic development and tourism.

3. Even if they are fortunate enough to have a rental voucher, families may have trouble renting because the landlord might not want to accept a voucher.
 - County should create a Fair Housing Ordinance, which includes "Source of Income" as a protected class.

4. Government assisted housing is aging and needs to be preserved.
 - State and local government should expand resources for addressing affordable housing preservation through the dedicated funding sources previously mentioned.
 - Should advocate for increased federal resources, be sure that using federal CDBG funds for that purpose is a goal for the County.

5. There is a concentration of households in poverty, especially in the City of Annapolis. It is challenging to address this issue, because while some value de-concentrating, others view some of these communities as home and want them preserved. Also, as affordable housing advocates we want to preserve any existing units as affordable, but costly rehabilitation in older areas means that we can not spend those funds on housing in a more de-concentrated manner.
6. Local nonprofits that provide the very important housing support services, such as mentoring, credit counseling, rental assistance, and services for seniors, are facing dwindling financial resources at every level.
 - County and City need to increase the amount of general funds going to these important services.
7. There is a growing Hispanic Population in the City and the County, with affordable housing needs.
 - We need to get more data and a better understanding of what those needs are so that we can start to address them.

Poverty Task Force Members Attendance at Initial Meeting

Martha A. Smith, Ph.D.,
President
Anne Arundel Community
College

Dr. Kevin Maxwell,
Superintendent
AAC Public Schools

Griff Hall, Executive Director
Leadership Anne Arundel

Alice Harris, Executive Director
Local Management Board

Kathleen Koch, Executive
Director
Arundel Community
Development Services

Marcia Kennai, Director
AAC Dept. of Social Services

Erik Brown, Director
Housing Authority-City of
Annapolis

Wayne Taylor, Director
AAC Dept. of Aging and
Disabilities

Janice Harvey, CEO
YWCA of A & AAC

Anita Matyi Bailey
Chief Attorney
AAC Legal Aid Bureau, Inc.

Barbara Huston, Executive
Director
Partners in Care

Bishop Larry Lee Thomas, Chair
United Black Clergy

Reggie Brody, Chief Professional
Officer
Boys and Girls Club

Larry Lloyd, Executive Director
Housing Commission of AAC

Thomas Hunt, Executive Director
OIC of AAC

John Wilson, Executive Director
RESPECT

Doug Burkhardt, Executive
Director
AA Workforce Development

Fran Phillips, Director
AAC Dept of Public Health

Trudy McFall, CEO
Homes for America

Toni Graf, Executive Director
Annapolis Area Ministries

James Turner, Director
Stanton Center

Frank Sullivan, Director
AAC Dept. of Mental Health

Helaine Betnun, Co Chair
Council of Community Services

Charlestine Farley, Director
Sojourner Douglas College

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Bruce Michalec, Executive
Director
AAC Food and Resource Bank

Rick Callahan, Executive Director
ARC of AAC

Chip Doordan, President/CEO
Anne Arundel Medical Center

Rev. Johnny Calhoun, Executive
Director
Mt.Olive CDC

Tom Bach
Greater Annapolis Interfaith
Network

Dennis Conti
Clay Street Initiative