



2019

Report

to the

Community

BALTIMORE'S
PROMISE

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Letter from the Board

Baltimore's Promise believes in the power of partnership and collaboration - that we will be able to dramatically improve the lives of our young people, from cradle to career, by working together.

Since 2012, that has been our goal, and we have tracked our progress against a consistent set of indicators, which you can explore fully later in this report. We have made improvements in many of the measures we use - but for the most part, that progress has been incremental. It is clear to us that, as a city, we need to make bigger strides.

To get there, Baltimore needs to do business differently. We need everyone at the table - across agencies and areas of expertise. We need to engage the community in developing the solutions.

Our city cannot wait. Every day that we fail to act, that we fail to properly invest in solutions that could improve outcomes for young people across Baltimore City, we watch disparities in educational outcomes grow. We risk losing another young person to violence. We fail to end a cycle that leads to disparate health and wealth outcomes for African Americans in our city.

We already have examples that show us what this new approach could look like - for the successes we can achieve when we take bold actions together. For the past few years, Baltimore's Promise has been supporting the Baltimore Summer Funding Collaborative (SFC). The SFC started because funders realized that they could better support high quality summer opportunities for young people if they worked together to make coordinated decisions. Since 2015, the SFC has grown to include about a dozen public, private and nonprofit funders. This coordinated grantmaking has infused investment in summer programming and provided financial stability to nonprofits serving youth. In 2018, SFC's members awarded \$3.4 million to support 84 summer programs offering 8,370 seats for young people in Baltimore City.

Other initiatives have embraced this mindset - thinking creatively about the task at hand. The Baltimore Children and Youth Fund and Grads2Careers, two new initiatives that are featured in this report, are examples of rethinking the systems that serve young people.

The Youth Fund is reimagining grantmaking and empowering communities to better serve our city's young people. Grads2Careers is a public-private partnership that is connecting Baltimore City Public School graduates to free job training and employment.

To truly tackle the complex and interrelated issues facing our city, we have to continue rethinking our approach to be more creative and more inclusive. We will have to be brave and take risks. And, we have to bring all our resources to bear. Only then will we be able to realize a Baltimore where every child can connect meaningfully to opportunities and life success - from cradle to career.

We have a long way to go. But we will go farther together. Join us.

Yours in partnership,



Mark Lerner
Founding Partner, Chesapeake Partners
Chair, Baltimore's Promise Board of Directors



A Word of Thanks

In December of 2018, Patrick McCarthy, the former president and CEO of Annie E. Casey Foundation and former co-chair of Baltimore's Promise, retired. He spent his entire career fighting for the health and welfare of children - as a social worker, in the public sector and in private philanthropy. He wasn't afraid to think differently when it came to tackling complex issues. On behalf of the entire board of directors for Baltimore's Promise, our staff and our partners, I want to thank Patrick for his many contributions to the work of improving the lives of children and their families - in Baltimore, but also nationwide. The impact of his wisdom and leadership will be felt for years to come.



Letter from the Executive Director

This year as we prepared this report, we thought about what we love about our city, the people who are working to make it better, the neighborhoods we call home, the places where Baltimoreans connect - personally and professionally. When looking at the images of families, friends, neighbors, and strangers enjoying our farmers' markets, the Inner Harbor, neighborhood main streets, or our public markets, it is easy to remember why we all love this city so much.

But when you see the latest report on our murder rate or on educational outcomes for our youth, it can be hard not to dwell on the negative. There were 309 murders in the city in 2018, down from the year before, but sadly making us the U.S. city with the highest per capita murder rate. This past year, two young men involved in Grads2Careers, an initiative featured in this report, were killed.

At Baltimore's Promise, we aren't tasked with lowering the murder rate. But, we also can't ignore it. The ongoing violence disproportionately affects our young people of color and impedes their educational success. While we all hope this number continues to fall, we should all be asking ourselves the following questions. Why hasn't Baltimore City made more progress? Why aren't we getting to the root of this issue?

One reason is that our society often approaches an issue, like violent crime, as a police problem. But this isn't just a police problem or an education problem or a housing problem or a health problem. This is an opportunity problem, and it requires a coordinated and system-wide response. National research tells us that by the time a student living in poverty reaches sixth grade they face a 6,000 hour opportunity gap from their more affluent peers due to lack of access to early learning programs, summer learning activities and after-school programs.

It is time to invest in our youth. Their lives depend on it.

Baltimore's Promise and our partners are working toward improving outcomes around healthy babies, kindergarten readiness, grade-level achievement, high school graduation, and college and career readiness. And, we have made progress - both through incremental steps and significant improvement.





We know that if these indicators improve, our young people will be able to connect to better futures. And, in many cases we already know strategies that could work to improve these indicators. For example, we know that programs serving older youth, such as workforce training targeted to people ages 18-24, are more successful when connected to supports that help address barriers like transportation, housing and remedial education. With our partners, we designed the Grads2Careers program - which helps recent high school graduates connect to job trainings and jobs - to support the whole person. In the first year of this demonstration, we saw promising results. But, now we need to refine it to take it to scale.


Meanwhile, our city must galvanize to address the root causes of the barriers young people face, like a lack of transportation, lack of access to quality childcare and lack of school funding. We have to be fearless advocates, addressing system failures and policies that disproportionately impact young people of color and their families and communities, tackling head-on the issues of racism, concentrated poverty and exposure to trauma. We need to do better. We need to think of the approach holistically - not just in pieces - and work in coordination. In short, we need to do things differently.

In this year's Report to the Community, we highlight two programs that are doing just that; working differently to connect our youth to opportunities. Grads2Careers is connecting Baltimore City Public Schools (City Schools) and the Mayor's Office of Employment Development (MOED) to build a pathway that graduates can follow to successful job training and full-time employment opportunities linked to a career path. The Baltimore Children and Youth Fund, which gave out its first round of grants in 2018, is connecting small community-based organizations - many that lacked the capacity to connect to grant opportunities before - to public resources, and they are doing grantmaking differently in the process.

Instead of getting bogged down in the way things are or how it will be difficult to change, let's dream big about the Baltimore we should be. Let's make that dream a reality, together. Our children and youth deserve it.

Yours in partnership,

Executive Director, Baltimore's Promise



Grads2Careers

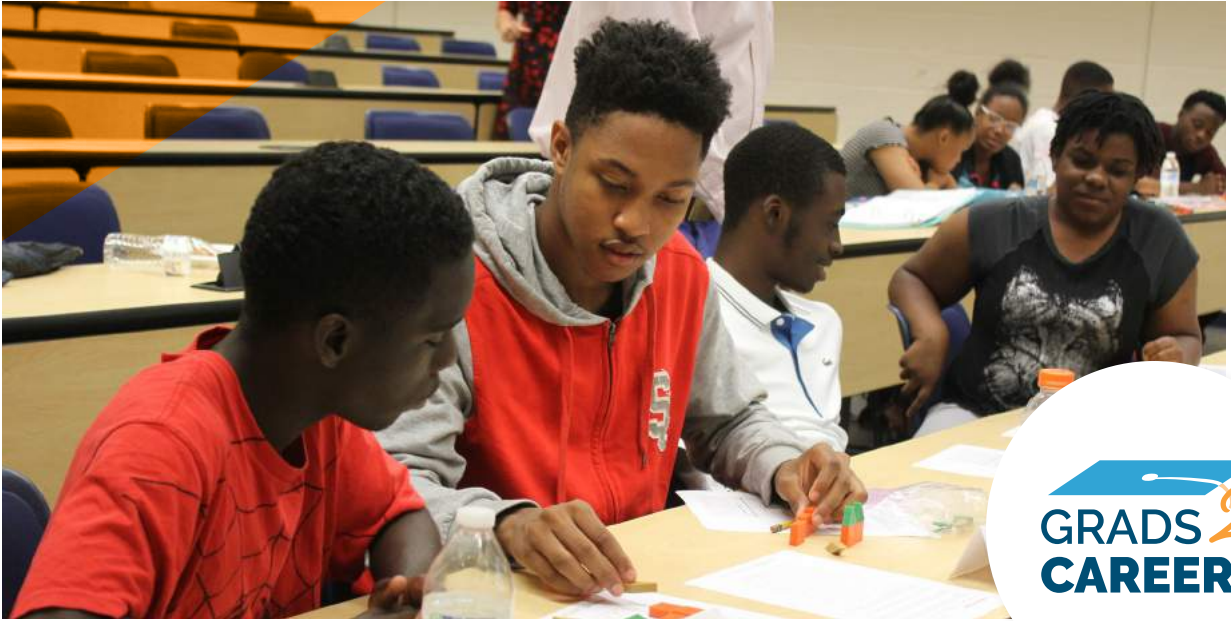
A New Path to Career Success

Baltimore is a city of opportunity and challenges, but often those opportunities are out of reach for the majority of our young people. So, Baltimore's Promise, the Mayor's Office of Employment Development (MOED), and Baltimore City Public Schools (City Schools) are collaborating on the Grads2Careers initiative to ensure that young adults can access employment opportunities in the city and overcome barriers that may stand in their way.

Mayor Bernard "Jack" Young and Chief Executive Officer of City Schools Dr. Sonja Santelises are committed to creating systems that connect City Schools graduates to meaningful employment and other opportunities after graduation.

Grads2Careers seeks to positively impact the employment and earnings outcomes of 400-500 City Schools graduates over the course of three years. Grads2Careers connects recent graduates to occupational skills training programs that will prepare them for jobs on a career track in high-growth sectors, such as information technology, biotechnology, health care, construction, transportation and warehousing, and hospitality. A shared staffing model embeds critical capacity within both public agencies to manage aspects of the initiative.

Grads2Careers is a demonstration model that was born from the work of Baltimore Promise's High School Graduation and Career Readiness



Cycle 1 Grads2Careers participants getting ready for occupational skills training

Workgroups. In these workgroups, stakeholders from across the city met regularly to look at relevant data and brainstorm ways to improve the outcomes of older youth about to graduate from City Schools. Jointly realizing that a pathway between the school and employment systems was not well developed, and grappling with the weak longitudinal outcomes data of City Schools graduates, both workgroups advocated for what was then known as the Career Pathways Demonstration Model (now known as Grads2Careers). Grads2Careers became one of the first efforts that received significant seed and operational funding from the Baltimore's Promise Board as well as key local and national funders.

Grads2Careers is currently wrapping up its first Implementation Cycle, and Cycle 2 is already underway. Grads2Careers staff recruitment efforts in the first Implementation Cycle yielded enrollment of 146 students (there were 185 slots available). Of the 146 enrollees, 68 percent completed their training program. Of the 99 completers, 48 young people have obtained employment to date. While most Cycle 1 training programs were completed by June 30, 2019,

some Cycle 1 training and credentialing exams will continue throughout summer 2019. As such, this is early data, given that completion, employment, and retention data collection is ongoing.

A clear benefit to starting as a demonstration model is that Grads2Careers has evolved as it learns lessons from implementation. Early on, partners identified and implemented critical programmatic components. For example, Grads2Careers' summer remediation experience enables City Schools graduates to meet the baseline academic requirements for the training programs in which they sought to enroll.

Grads2Careers represents an unprecedented level of ongoing collaboration between MOED and City Schools, and this can inform not only how to move this work forward, but also how to advance other cross-sector initiatives. Already, our partners have been able to lift up crucial lessons learned about the systems change aspect of the model, resulting in internal process changes and shared processes across systems.

"Grads2Careers presents an opportunity to rethink how we are connecting City Schools graduates to career paths where they can earn a family-supporting wage," said Dr. Rachel Pfeifer, Executive Director of College and Career Readiness at City Schools. "This initiative has accelerated our collaboration across education and workforce, in order to ensure that our City Schools graduates do not fall through the cracks in the transition from high school to the world of work."

"Grads2Careers is about creating a seamless transition for young adults so that as they leave

high school they have a mix of strong options for a path to a rewarding career and a livable wage," said MOED Director Jason Perkins-Cohen. "We know that for this to be successful, educators and workforce professionals have to work together to develop a full range of supports so that our high school graduates can reach their potential."

Going forward, Grads2Careers will continue to learn how to better spread the word and refine its practices to ensure that eligible young adults have access to the opportunities the program has to offer.

Understanding Post-Secondary Pathways for Baltimore's Youth

"Gaining Traction After High School," a 2018 study initiated by Baltimore's Promise, looked at what happened to the City Schools' Class of 2009. The study found that six years after graduation, City Schools' graduates face high rates of poverty and unemployment with significant disparities along the lines of race and gender.

The Class of 2009, Six Years Later:

60% had enrolled in college, but did not graduate

Median annual income for this group was \$15,604

12% overall had earned a 2- or 4-year degree

Median annual income for this group was \$19,332

29% had never enrolled in college

Median annual income for this group was \$13,374

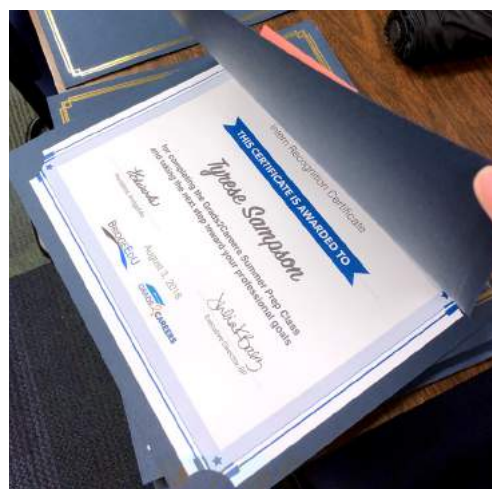
AN EVOLVING INITIATIVE: GRAD2CAREERS SUMMER PREP CLASS

Originally, summer remediation was not a component of Grads2Careers. However, as interested participants met with training providers and took providers' assessments to determine their math and reading proficiency levels, Grads2Careers staff realized, after reviewing the assessment scores, that a significant number of potential participants did not meet the academic eligibility requirements for the training programs. These requirements from occupational training providers were typically middle school-level proficiency in reading and math, which our participants lacked.

Grads2Careers recognized the immediate and urgent need for academic remediation in order for interested participants to successfully enroll in training programs. The initiative identified resources and an implementation partner, BridgeEdu, to quickly plan and run a summer remediation intervention called Summer Prep Class (SPC). In Summer 2018, SPC served 68

students. An analysis of available pre- and post-test data (n=33) conducted after the conclusion of SPC 2018 showed that the SPC resulted in a median grade-level proficiency change of + 1.4 grade levels in reading and + 0.9 grade levels in math.

While the analysis showed promise, Grads2Careers acknowledges that the SPC 2018 data set had limitations. For instance, the providers used different assessments to gauge reading and math proficiency, and not every student entering Grads2Careers had pre- and post-testing data available. In Cycle 2 of Implementation, Grads2Careers evolved to include centralized testing so student data is consistent, remediation needs are flagged early, and student proficiency can more intentionally inform the design and implementation of SPC. The lessons from Cycle 1 also helped to inform an open bid process to select the 2019 partners with clearer expectations and scopes for the next iteration of implementation. With this infrastructure in place and with the Elevation Education Consulting Group as a partner, SPC 2019 is poised to set Grads2Careers participants on the path to success.



Left: G2C students engage in an activity during Summer Prep Class
Right: Grads2Careers certificate of completion

FUNDING PARTNERS

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THE ANNIE E. CASEY
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Bloomberg
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The Harry and Jeanette
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The Shelter
Foundation Inc.



Cycle 1 Summer Prep Class participants

IMPLEMENTATION PARTNERS

| CYCLE 1 | |
|---------------------------------------|---|
| TRAINING PROVIDER | CAREER TRACK(S) |
| Baltimore City Community College | <ul style="list-style-type: none"> Information Technology Information and Communications Technology |
| BioTechnical Institute | <ul style="list-style-type: none"> Biotechnology - Laboratory Associates |
| Bon Secours Community Works | <ul style="list-style-type: none"> Health Care - Certified Nursing Assistant (CNA) and Geriatric Nursing Assistant (GNA) |
| Community College of Baltimore County | Health Care: <ul style="list-style-type: none"> Medical Front Office with Phlebotomy Pharmacy Technician CNA/GNA |
| Job Opportunities Task Force | <ul style="list-style-type: none"> Construction |
| Maryland New Directions | <ul style="list-style-type: none"> Maritime, Transportation, Logistics and Distribution |
| Urban Alliance | <ul style="list-style-type: none"> Geospatial and Surveying - Certified Surveying Technician |

| CYCLE 2 | |
|---------------------------------------|---|
| TRAINING PROVIDER | CAREER TRACK(S) |
| Baltimore City Community College | <ul style="list-style-type: none"> Information Technology |
| BioTechnical Institute | <ul style="list-style-type: none"> Biotechnology - Laboratory Associates |
| Bon Secours Community Works | <ul style="list-style-type: none"> Health Care - Certified Nursing Assistant (CNA) and Geriatric Nursing Assistant (GNA) |
| Community College of Baltimore County | Health Care: <ul style="list-style-type: none"> Medical Front Office with Phlebotomy Pharmacy Technician CNA/GNA/Patient Care Technician |
| Civic Works | <ul style="list-style-type: none"> Construction |
| Maryland New Directions | <ul style="list-style-type: none"> Maritime, Transportation, Logistics and Distribution Hospitality |
| Urban Alliance | <ul style="list-style-type: none"> Geospatial and Surveying - Certified Surveying Technician |
| YearUp | Information Technology: <ul style="list-style-type: none"> Cyber Security General Information Technology |

PARTICIPANTS' VOICES

Jerchelle, 20

■ We see opportunity, and we're grabbing it. ■

Jerchelle's plan had always been to go into cosmetology. In fact, she was studying the subject at Mergenthaler Vocational Technical High School (Mervo). But, after her brother died during her senior year, she lost interest.

"My twelfth-grade year, it was just a mess," Jerchelle recalled. "Then, my brother died, and I just shut down for a while. But, then I got back to reality."

She knew she needed a plan for after graduation but wasn't sure what it should be. She became interested in a career in the health care industry and started researching phlebotomy programs in the area. Her principal told her about the Grads2Careers program. There was a phlebotomy and medical front office program at the Community College of Baltimore County being offered in the first cycle. For Jerchelle, this was the perfect opportunity - if she enrolled in Grads2Careers, the training would be free.



But, Grads2Careers has become more to Jerchelle than just free training. She has found a network of support - instructors who help break down concepts and make them easier to learn, staff who go with students to their job interviews, and other supports for students who need them. She believes the network she's tapped into as part of Grads2Careers will help make it easier to find a job once she has completed the program.

Jerchelle has big plans for her future. She now wants to become an RN and feels more confident she can tackle the required education because of her background in phlebotomy. And that's just one of her dreams.

"Whenever I become great, in my future, I'm going to partner with you because we need this," Jerchelle said of Grads2Careers. "Honestly, it really gives people some hope."

Nailah, 19

■ ■ I made something happen for me. ■ ■



Nailah graduated from Western High School in 2018, but she admits she wasn't the best student. She also didn't have the support she needed to enroll in college. Her father passed away when she was younger, and she doesn't have a good relationship with her mother. They don't live together, and her mother would not give her the information she needed to complete the Free Application for Federal Student Aid (FAFSA).

Nailah heard about the laboratory associate program at the BioTechnical Institute of Maryland (BTI) and thought getting a certificate would be a good alternative to college. It was at BTI that she heard she qualified for Grads2Careers, a free program that would cover her lab technician training.

"They are very supportive. They stay on you and make sure that you know you're doing what you're supposed to do to be successful in

your life," Nailah said of the BTI staff. "They are very good mentors."

She believes all students would benefit from the added supports and exposure to different career paths. "You need to expand the program, start in middle school and follow students through high school," Nailah said. "That way, they have that support system all the way through." With limited financial options, Nailah enlisted in the Marines. One of her mentors at BTI offered to drive her to the airport on her shipping date.

With the training she has already received through Grads2Careers and with the training she anticipates receiving in the Marine Corps, she believes she is setting herself up for the future. "I'm thinking about taking a step further than just being a lab associate," Nailah said. "I want to go on to something bigger, probably create a program that helps people."

Tyrese, 20

■ G2C is definitely the future. ■



Originally from Trinidad, Tyrese moved to the United States with his father and his sister just before ninth grade. They first landed in New York City and then moved to Baltimore during his junior year of high school. He graduated from Mervo in 2018.

"I started off high school in Brooklyn, but kind of got lost in the sauce over there," Tyrese said. At first, he treated high school more as a social event. But, when he transferred to Mervo later, he said "it was a learning experience."

He heard about Grads2Careers from his friends. Not sure what he wanted to do after high school, he decided to look into the training that Grads2Careers was offering. Tyrese would like to go into real estate, buying and renovating houses. He wanted a training that could help him in that career so he could do some improvements himself, but also manage contractors better. He decided to take the cabling training at Baltimore City Community College.

"One of the teachers was really into details with everything you need to know about the work experience - what will go bad on a job, what will go good on a job, stuff like that," Tyrese said. "They help you through the whole process."

Tyrese also really valued the summer prep class. "There was a lot of extra support," he said of both the summer class and his cabling program. "They stuck by us and motivated us. They held us accountable and had some great conversations."

Like the others in the program, Tyrese found that some of the biggest benefits were the added supports and helping him change his mindset to be ready for the working world. "This could change the world, period, because it's an investment in our youth," Tyrese said of Grads2Careers. "The youth are our biggest asset. You apply that mindset from a young age, no telling what they could do."



Grads2Careers participants share their experiences with the program.



How Are the Children?

The Baltimore Children and Youth Fund is rethinking grantmaking to better serve our young people



Youth funds have begun to spring up across the U.S. in response to disparities in outcomes for young people. Some youth funds are focused on one particular outcome, like increasing kindergarten readiness, while others attempt to address a wider range of barriers that prevent young people from accessing opportunities. The Baltimore Children and Youth Fund (BCYF) was formed to do the latter - help youth in our city connect to opportunities and close gaps in education, health, and employment outcomes. In its first round of grants, Baltimore's Promise provided data analysis to help BCYF better understand their applicant and grantee pools and the efforts that were seeking funding. The first grants were awarded in September 2018.

Working with the community at each step along the way, BCYF has mapped out a new, participatory grantmaking process that can serve as a model for public funds and private philanthropy.

Advocates in Baltimore had long been calling for a designated youth fund. Mayor Young, then City Council President, began championing the idea in response to the unrest that followed the in-custody death of Freddie Gray in 2015. Freddie Gray's death served as a call to action across Baltimore. In response, Baltimore leaders were looking for new ideas to address community concerns and tackle entrenched problems like poverty and lack of opportunity.



In 2016, BCYF began to take shape. After legislation was passed and approved by voters - thanks in large part to the efforts of grassroots advocates - the Mayor and City Council committed \$12 million for youth-focused programming. Young quickly convened a task force, made up of about 35 city government representatives and leaders, as well as businesses, nonprofit, and community leaders. The task force was charged with coming up with the framework for BCYF.

The task force met eight times in different locations around the city in meetings that were open to anyone who wanted to come and voice an opinion. Based on the conversations in those community meetings, the task force members then defined their vision for the Youth Fund, including a guiding philosophy of inclusiveness and goals for supporting more small- to mid-sized grassroots organizations. This support included a mandate for technical assistance opportunities for youth-serving organizations. Their final recommendations were delivered in 2017 and committed BCYF to being led by youth voices and advancing equity in its grantmaking.

"BCYF contributes to strategies that uplift our kids, starting by tackling the issues of inequities

around who is supported to do work with children and young people in the first place," explained Danielle Torain, interim director of grantmaking strategy and technical assistance for BCYF. "There are dynamics around historic systems of oppression, discrimination, and implicit bias, so in philanthropy that means that there are people who are doing good work, but they never receive the investment to scale up or build capacity. Our goal is to find these neighborhood champions, who are working outside of traditional structures but still doing good work, and level the playing field."

Danielle began as a volunteer advisor and strategist in support of BCYF's development in 2016 and was formally brought on to the effort in 2018. The team was onboarded in early 2018 with a goal of issuing grants by late summer of that year. The task force recommended Associated Black Charities (ABC) as the interim fiscal agent for the fund, and Baltimore City assigned oversight of BCYF to ABC in the formal agreement. ABC engaged the Fund for Educational Excellence to provide additional backing for the technical assistance component. While the task force had provided a vision and goals, the BCYF

team had to design the grantmaking priorities and process. As the task force had done, the BCYF team also engaged community members throughout the city.

They held a series of six meetings to inform a community needs assessment in trusted locations across the city, where they surveyed

Thanks to the entire BCYF Team for their contributions to this important work:

Kera Ritter, Project Manager - Administration

Danielle Torain, Interim Director, Grantmaking Strategy & Technical Assistance

Jonalyn Denlinger, Interim Manager, Technical Assistance

Rasheeda Arthur, Interim Coordinator, Grantmaking

Dayvon Love, Interim Coordinator, Community Engagement

Technical Assistance Consultants:

Julie Brooks, Cheryl Goodman, David Miller, Richard Rowe, Regina Salliey, Mary Warren, Kieta Iriarte-Amin, Mindelyn Anderson, Page Hinerman, Marcia Kingslow, Jamye Wooten, Jennifer Farmer, Gayle Carney, Jerome Davis

And thanks to Associated Black Charities, the Fund for Educational Excellence, and all of BCYF's partners and advisors!

the attendees, facilitated a dialogue, and captured ideas on a brainstorming wall. Then, they took that information to a data analysis retreat, which was co-designed and co-facilitated by Two Gems Consulting, a locally-rooted consulting firm that specializes in conceptualizing and delivering culturally responsive information services. A team of 35 young people and adults who work with youth helped turn more than 2,000 data points into 52 investment recommendations. These investment recommendations were then ranked. This prioritization process informed how the BCYF team designed the request for proposals (RFP) that went out to potential grantees.

“One thing we noticed in the community design phase was that when we asked who was doing good work, young people talked about individuals or groups that were not known to the mainstream nonprofit and funding community in Baltimore,” Danielle noted. “But, those were the people that young people were saying were the most important to them and their communities. So we are working toward being able to bridge this gap and shift our grantmaking to support those individuals and organizations.”

While there is still more work to be done to engage these smaller community champions, in its first round of funding BCYF partnered with local fiscal sponsors to include small organizations that might lack the capacity to apply for grants from other local funders throughout the RFP process. They hosted several sessions to support the capacity needs of applicants by walking potential grantees through the application. Again demonstrating a new

BCYF staff, including Danielle Torain (bottom left) and Jonalyn Denlinger (bottom middle), work with community members during a community design session.



approach to capacity building and grantmaking, the BCYF team was able to offer one-on-one consultations thanks to volunteers from across Baltimore's nonprofit community who came out to work with grantees on different pieces of the application. The Fund received nearly \$75 million in requests from over 480 organizations.

As applications rolled in, BCYF was also very intentional in the design of the grant review process. They put out a call for community members, young people and people who work with service providers and nonprofits. In the end, they selected a team of 24 diverse people from across Baltimore City to be community reviewers. On the review team, there were 11 people under the age of 30. About 75 percent of the reviewers were black/ African American, about 20 percent were white, and 5 percent were Latinx. Reviewers brought a wide range of perspectives and expertise into the process. They ranged from

community leaders, organizers, practitioners, and small business owners to young people, parents, guardians, and community mentors. Community reviewers worked both individually and in groups to review and score all the grantee applications and made the final funding decisions for the first grant cycle.

Through that process, 84 organizations were awarded a total of \$10.8 million in funding, including direct grants and technical assistance, in September of 2018. Sixty-three percent of the organizations funded in the first year were led by an African American person. The grantees were a mix of small organizations and established nonprofits working on everything from mindfulness and mediation to financial literacy.

In addition to the grant support, BCYF provides technical assistance (TA) and capacity building through workshops and one-on-one support to each grantee. "There are not a lot of grants,



especially public dollars, that offer TA as part of the grant,” said BCYF’s Interim Manager of Technical Assistance Jonalyn Delinger. “Part of the mission of the Fund is to support organizations in building skills and doing their great work even better by providing TA in tandem with grants. This strategy is important and rare.”

Through its team of technical assistance consultants and volunteers, the Fund has worked to meet grantee needs – whether working with small start-ups or larger, more established nonprofits. The assistance runs the full spectrum of needs as well, from strategic planning to sustainability, bookkeeping, partnerships, and everything in between. Each grantee is assigned a dedicated TA provider, who works with them individually. BCYF also offered group opportunities – workshops and day-long convenings that grantees could attend to learn more about specific topics that were a common need, like reporting and storytelling or building systems. The workshops were also a great opportunity for grantees to learn from each other.

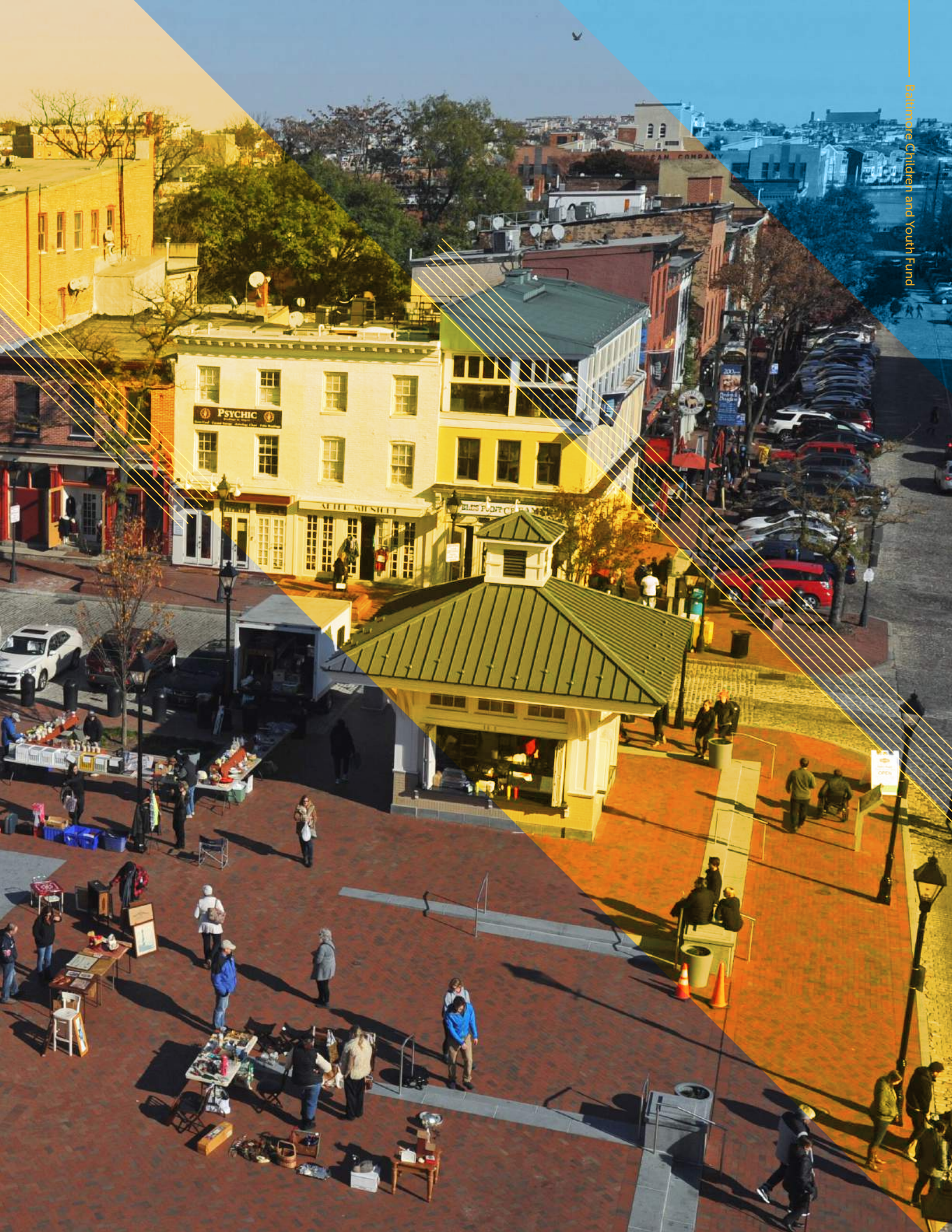
“In Year Two, we will keep many of the elements from Year One based on the positive feedback from grantees on the TA opportunities this year,” Jonalyn said. “There will likely be more group-based learning opportunities as grantees have really loved the networking and peer learning. We are also working to build up the support being offered to folks before they apply, and thinking of ways to offer technical assistance opportunities to organizations that are not grantees.”

As the Fund looks to its second year, the staff and consultants are thinking about how to be

more proactive in their communications and make sure they are getting their story out there. Danielle said, “The work of the grantee network has been incredible, as has the work of our TA providers, partners and volunteers. There is just so much great stuff happening, and, quite frankly, Baltimore deserves more good news.”

There are challenges that come with a first-year effort, but there have been a lot of great wins too. All of it has been a learning opportunity for BCYF. “We’ve learned so much about the grantmaking process – the benefits and challenges of taking on a more participatory approach,” Danielle said. “And, there was so much we learned in the community design process, but we are still working to organize all that learning and share it with others. We also need to share what we learned about the nature of community needs and who is actually doing what with our partners in the philanthropic community so that they can learn from it too.”

Nonprofit and philanthropic community volunteers came from the Annie E. Casey Foundation, Baltimore's Promise, the T. Rowe Price Foundation, Associated Black Charities, the Funders Network for Smart Growth & Livable Communities, the Baltimore City Foundation and many more. Also many independent consultants came out to lend their time and expertise.



John Brothers, co-chair of the Youth Fund Task Force

John Brothers is the president of the T. Rowe Price Foundation and T. Rowe Price's Program for Charitable Giving. He also serves as a board member on several nonprofit organizations around Baltimore, including Baltimore's Promise. In his career, he has proven that he is a willing partner when it comes to tackling racial equity and access to opportunity.

In 2018, Jack Young asked John to co-chair the Youth Fund Task Force with Adam Jackson of Leaders of a Beautiful Struggle. The task force was charged with figuring out the guiding principles for how the Baltimore Children and Youth Fund should operate.

There were 34 members on the task force, and from the beginning they all agreed that the process needed to be as inclusive as possible. They set up a series of community meetings across Baltimore that were open to the public. But, after the first meeting, everyone agreed that the public should not just be present, they should be involved.

"We wanted everything to be very transparent and community-owned," John said. "Baltimore has an opportunity to serve as a laboratory for the rest of the country. Yes, there are deep challenges here, but there are also great things happening. The Youth Fund is trying to support what's already great about our communities."

With a budget of \$12 million, John acknowledged that while the Youth Fund is an important commitment from the city, it won't solve every issue facing Baltimore. How BCYF goes about its work is important and can set a new precedent for charitable giving and public funding in Baltimore and beyond.

It was important to the task force that some of the BCYF budget was set aside for capacity building and technical assistance for grantees. With that set aside, the Fund can help grow an ecosystem of small and mid-sized organizations that are more sustainable, doing better work, and having greater impact.

"What we want to see is someone with a really good idea, they can go to the Youth Fund and be seeded," John said. "It was the first year, so there were growing pains, but we are going to benefit from those lessons in years two and three. I really believe in the potential of the Youth Fund to help improve outcomes for young people and transform the city."

“We wanted everything to be very transparent and community-owned,” John said. “Baltimore has an opportunity to serve as a laboratory for the rest of the country. Yes, there are deep challenges here, but there are also great things happening. The Youth Fund is trying to support what’s already great about our communities.”



John Brothers, co-chair of the Youth Fund Task Force and president of the T. Rowe Price Foundation

Taija - Youth Fund Community Reviewer

Taija, 18, grew up in West Baltimore but now lives with her mother and two sisters on the eastside. She graduated from Western High School in 2018.

She heard about the opportunity to be a community reviewer for Baltimore's Children and Youth Fund through her work with the Youth Advisory Council for the Baltimore City Health Department. Taija applied and was accepted. She was the youngest community reviewer to participate.

As the youngest person in the room, Taija was a little worried that the older reviewers would be stubborn. But, she was pleasantly surprised. "Everyone was really open to what I had to say, and they treated me as an equal," she noted.

The Youth Fund engaged 24 community reviewers, ranging from 17 years old to over 60, and then broke them down into teams of three to review the applications. In a collaborative process, teams then scored the applications that were assigned to them and opened up the floor to discussion to make their final funding recommendations.

Taija personally advocated for programs that addressed financial literacy, but also ones that provided creative outlets around fashion and the arts. "I really liked this one organization that was talking about financial literacy because

they don't teach that in schools," Taija said. "I feel like that's something that you should be taught. That way, you know how to manage your money as an adult."

Taija, who works full time at McDonald's, started at Baltimore City Community College this January. She plans on getting her associate degree in nursing and transferring to a four-year institution to complete her bachelor's degree. She hopes to remain connected to the Youth Fund because it was so exciting to see how many programs were actually out there in the community.

"I didn't know half of these organizations were in my own community," Taija said. "So I wish they could get funded so that they can do outreach and get the support that they need so that more students can join these programs and have something positive to do."

So many great programs applied that making decisions could be tough, and the reviewers had disagreements. Taija said, "When we did disagree, people would argue their side, what they thought. Sometimes we would have one of the staff members step in and try to explain it better, try to help us communicate with each other, so that way we can understand what exactly was our purpose or what we wanted to do."

For Taija, that purpose is to help Baltimore's young people realize their full potential. "I feel like if young people had programs to give them something to do and connect them with bigger ideas, to show them that they have greater potential, it will open the gateway to attending college or building a career for themselves."

“I didn’t know half of these organizations were in my own community,” Taija said. “So I wish they could get funded so that they can outreach and get the support that they need so that more students can join these programs and have something positive to do.”



Taija, community grant reviewer for BCYF

David Miller, Consultant

Born and raised in West Baltimore, David Miller says he grew up in a different city. “Communities had a tremendous amount of pride, and children were a priority,” David recalled.

He lives in D.C. now, but Baltimore still calls him. And, in his work as a consultant, his business often finds him in Baltimore, trying to find and support solutions that create a better future for young people.

“My best friend was killed the summer after our freshman year of college,” Miller said. “That’s the reality for so many of our young people today. They are experiencing ongoing daily trauma, exposed to horrific acts of violence.”

After graduating from Morgan State University, David returned to Baltimore to work as a teacher. And, as an OSI Community Fellow, he worked to create a curriculum that engaged young African American men in a critical conversation about navigating systems and life, including the importance of positive decision making and impulse control.

“When I was teaching,” David recalled, “I saw that my students had the aptitude to succeed, but they were consumed by the day-to-day challenges in their lives.”

When he first heard about the Baltimore Children and Youth Fund, David thought,

“This is it. This is the strategy we need if we are going to turn Baltimore around.” When the Youth Fund reached out to him about providing technical assistance to grantees, he quickly agreed.

“Every community has community champions,” David said. “And, they are best poised to serve the youth and families in their communities.”

That is what the Youth Fund endeavors to do – to connect grassroots providers who can do the work but have been traditionally shut out from grant funding, often due to a lack of capacity. These providers – with a little financial and technical support – could be scaled up to serve more young people and positively impact outcomes.


The technical assistance that David provides varies, depending on the needs of the grantee. He is helping a national organization connect to the local community to build playgrounds in Southwest Baltimore. He’s coordinating a group of grantees that run programs within City Schools, so that they are working as effectively as possible with the school system. For others, he may help with their budget and reporting or strategic planning or provide marketing and storytelling support.

“The technical assistance is soup to nuts,” David said. “Some just need a thought partner; others need more. The goal is to provide them with the tools they need to grow and be sustainable. The talent pool in Baltimore is underutilized. If we can grow these organizations, we can change that, and we can create a Baltimore where all kids feel safe.”

“Every community has community champions,” David said. “And, they are best poised to serve the youth and families in their communities.”



David Miller, BCYF consultant and TA provider



Peaceful Warriors, Youth Fund Grantee

Friends Dr. Renee Tengella and Jewel “Queen” Wilson have been practicing yoga together for more than 17 years. After both becoming certified instructors in 2017, they decided that they wanted to use yoga and mindfulness to help the community. Mindfulness is a proven strategy in helping to deal with stress, post-traumatic stress disorder, grief, addiction and behavioral problems in schools.

Renee is a 19-year veteran of Baltimore City Public Schools, where she teaches. Queen worked for the state of Maryland for 21 years in the Department of Child Services before completing her master’s in counseling. She now works as a counselor and is currently working on another master’s in drug and alcohol counseling.

Renee heard about the opportunity to apply to the Youth Fund for grant funding through an email from her community association. The two women were on it - writing the application in a weekend.

“The process was helpful and not as cumbersome as other grants we’ve applied for,” said Renee. Throughout the grant process, Renee and Queen found the staff and consultants at BCYF to be incredibly helpful, answering questions and helping them secure a fiscal sponsor.

Through Peaceful Warriors, Renee and Queen wanted to use yoga and mindfulness to help parents and families connect and help impact positive decision making. There is also a lot of stress in the African American community, and mindfulness can help people deal with that stress.

“If you can control the breathing, you can control the reaction and the outcome,” Queen said. “Not everything requires a response. What if you took a breath first and didn’t escalate? That more peaceful alternative is what we want to help people see.”

Since receiving the grant from the Youth Fund, things have taken off for their yoga practice. They completed their Youth Fund project and have been invited to bring yoga to churches and community centers across Baltimore. Both women are energized by their mission and admit to feeling guilty because they get so much out of what they are doing.

Renee and Queen both hope their program can grow and expand. But they need help thinking through that vision and how to make it happen. They are excited to have access to capacity building support through the Youth Fund. As they grow, not only would they love to have staff to help them reach more people, they want to train families and young people so that they can become teachers themselves and touch more lives.

“Through the Youth Fund, we got a little nugget,” said Renee. “And that has allowed us to soar.”



“If you can control the breathing, you can control the reaction and the outcome,” Queen said. “Not everything requires a response. What if you took a breath first and didn’t escalate? That more peaceful alternative is what we want to help people see.”



Dr. Renee Tengella (top left) and Queen Wilson (top right) of Peaceful Warriors, a BCYF grantee



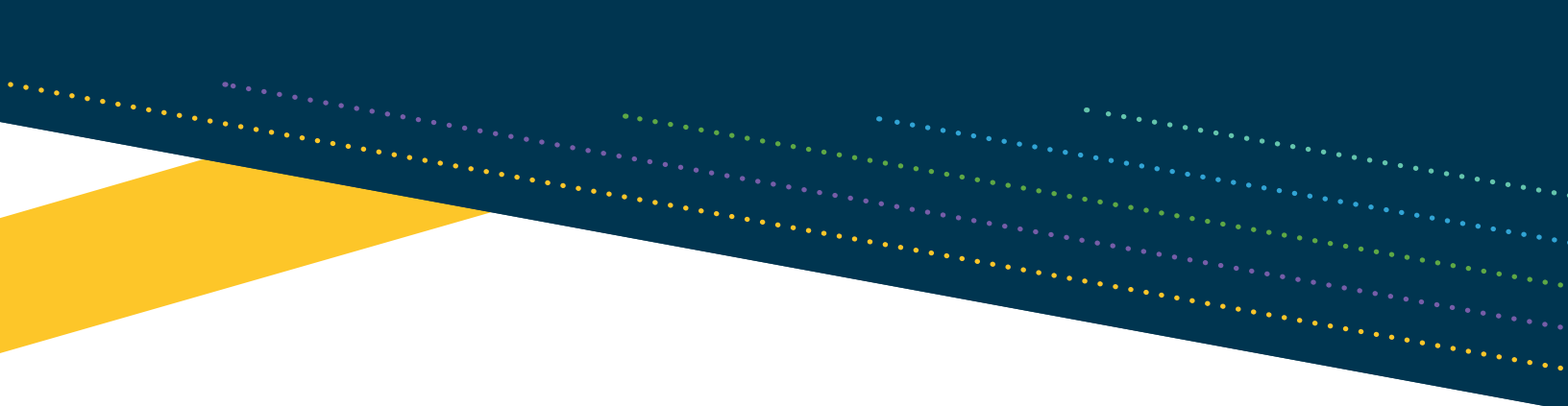
Data Scorecard

Baltimore's Promise measures outcomes that serve as key indicators for important milestones on the Cradle-to-Career Continuum. We follow these metrics over time to identify trends and across groups to assess the extent to which gaps in outcomes by race, ethnicity, and gender are closing or expanding. Our dashboard offers a snapshot of how Baltimore's children and youth are collectively faring from birth through education and into the early stages of their careers.

Our dashboard reports key indicators of maternal and infant health in order to measure progress toward the goal of ensuring that all babies in Baltimore are born healthy. Baltimore's Promise supports B'more for Healthy Babies (BHB), a citywide initiative led by the Baltimore City Health Department, which is

a model nationwide for aligned strategies to improve maternal and infant health and reduce racial disparities in birth outcomes. Since 2009, BHB has reduced infant mortality by 35 percent in Baltimore and reduced the gap between black and white infant deaths by 64 percent. A Community Collaborative and Neighborhood Action Team in the Upton/Druid Heights neighborhood has resulted in three years with zero instances of infant mortality and five years without a sleep-related infant death in this neighborhood that had one of the highest rates of infant mortality before this community-based initiative.

In the past five years, overall, the infant mortality rate has continued to decline. However, progress is attributable to the accelerated decline in infant deaths among



the white population, with relatively little movement in the infant mortality rate among black/African American babies. The percent of babies born with a low birthweight has increased slightly for all groups, but higher rates of low birthweight babies persist among black/African American infants relative to white infants. Gaps between black/African American and white birth outcomes persist in the rates of babies born with access to early prenatal care, which increases the likelihood of positive birth outcomes and is foundational to health in infancy and early childhood. The teen birthrate continues to decline among all groups, but rates of births to mothers ages 15-19 are significantly higher among African American teens and, even more so, among Hispanic/Latinx teens relative to white teens.

While statewide rates of maternal deaths have declined overall, the gap between maternal deaths of white and black/African American women is rising. African American women are

more than 3.5 times more likely to die as a result of childbirth than white women in Maryland.

Baltimore's Promise and our partners aspire for all children to enter kindergarten ready to learn. Overall, the rates of children entering kindergarten demonstrating readiness on the Kindergarten Readiness Assessment, which is administered to all kindergartners in Baltimore City Public Schools, are lower than the state as a whole. Girls demonstrate readiness for kindergarten at higher rates than boys, and there are significant gaps in readiness by race with larger proportions of white and Asian kindergartners demonstrating readiness relative to black/African American and Hispanic/Latinx children.

Baltimore's Promise wants all children to achieve at grade level as they progress through school. Whether or not a child can read by the end of third grade is considered to be an important predictor of long-term

Policy Connection

Baltimore's Promise joined a coalition, including Advocates for Children and Youth, the Baltimore City Health Department, B'more for Healthy Babies Initiative, Family League of Baltimore and other partners, to support legislation that authorizes the creation of local maternal mortality review teams and requires the state to report maternal mortality rates disaggregated by race on an annual basis. Better information, particularly information collected through a participatory process rooted within the community, will offer new insight into causes of maternal mortality and inform programs, policies, and practices that could significantly reduce maternal deaths and inequities in maternal outcomes. The Maryland General Assembly passed the legislation during its 2019 session.



academic achievement. From 2015-2019, the Partnership for Assessment of Readiness for College and Careers (PARCC) was the common metric of academic skills in Maryland. The percent of third-graders in Baltimore meeting or exceeding expectations in reading and math increased slightly from last year. However, in elementary and middle school outcomes, inequities in education persist, as rates lag far behind the state and proportions of Hispanic/Latinx and African American children meeting or exceeding grade-level expectations lag behind their white and Asian peers.

Among high school students, the percent of students meeting or exceeding grade-level expectations as measured by PARCC of 10th grade English Language Arts and Algebra I declined across all measures. Algebra II scores have improved over time but, as with other PARCC assessment scores, significant racial and ethnic gaps in achievement and improvement persist. High school graduation rates are up among all groups, and rates of high school graduates needing to take remedial courses to participate in college courses has continued to decline but remains high, indicating that a large number of students face considerable academic challenges to pursuing higher education after graduation.

With respect to post-secondary outcomes, college enrollment has declined overall as a result in a decline in enrollment among black/

African American and a particularly steep decline in enrollment by Hispanic/Latinx students. Racial and ethnic gaps have grown as enrollment rates among white and Asian students have increased. Rates of college graduation have declined for Baltimore City youth and lag significantly behind statewide graduation rates.

Trends in post-secondary employment outcomes are mixed. Rates of youth disconnection from education and employment appear to have declined, which could result from challenges to measuring unemployment and disconnection. Unemployment rates do not account for underemployed or discouraged workers. Among employed young people in Baltimore City, earnings have been more or less stagnant or declined for individuals at all levels of education, and median earnings of young people in Baltimore City lag behind state medians at all levels. The gender gap in earnings between men and women has persisted or worsened for individuals with a high school diploma or higher level of education.

As in past years, the data on the following pages demonstrate some successes and many ongoing challenges. We hope this scorecard continues to offer valuable insights into how we design holistic and comprehensive approaches to eliminate disparities in outcomes and ensure that all of Baltimore's children and youth thrive.

Outcome 1: Babies are Born Healthy

| | Baltimore City | | | | | | MD | BC |
|--|----------------|-------|-------|-------|-------|-------|-------|-------------------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Five-Year Trend** |
| Infant Mortality Rate - All Infant deaths per 1,000 live births | 9.7 | 10.3 | 10.4 | 8.4 | 8.8 | 8.7 | 6.5 | ↓ |
| Infant Mortality Rate - Non-Hispanic Black/ African American | 12.7 | 12.6 | 12.8 | 9.7 | 11.3 | 12.2 | 11.2 | ↓ |
| Infant Mortality Rate - Hispanic/ Latinx | * | * | 7.6 | 8.7 | * | * | 4.7 | ★ |
| Infant Mortality Rate - Non-Hispanic White | 3.3 | 7.7 | 7.0 | 4.4 | 5.9 | 2.9 | 4.0 | ↓ |
| Low Birth Weight - All % of births with infants weighing 5.5 lbs or less | 11.8% | 11.9% | 11.5% | 12.3% | 11.7% | 12.4% | 8.9% | ↑ |
| Low Birthweight - Non-Hispanic Black/ African American | 14.7% | 14.5% | 13.9% | 14.7% | 14.9% | 15.6% | 13.0% | ↑ |
| Low Birthweight - Hispanic/ Latinx | 4.5% | 7.8% | 8.1% | 7.8% | 6.7% | 8.5% | 7.2% | ↑ |
| Low Birthweight - Non-Hispanic White | 6.8% | 7.2% | 7.2% | 8.6% | 6.5% | 7.2% | 6.6% | — |
| Early Prenatal Care - All % of Births to Mothers Receiving First Trimester Prenatal Care | 64.4% | 56.7% | 56.6% | 59.4% | 59.6% | 67.1% | 69.6% | ↑ |
| Births to Mothers with Early Prenatal Care - Non-Hispanic Black/ African American | 62.0% | 52.1% | 53.2% | 57.9% | 57.7% | 65.2% | 64.1% | ↑ |
| Births to Mothers with Early Prenatal Care - Hispanic/ Latinx | 55.6% | 43.6% | 41.6% | 38.6% | 34.1% | 53.4% | 54.5% | ↑ |
| Births to Mothers with Early Prenatal Care - Non-Hispanic White | 72.2% | 70.0% | 69.3% | 69.8% | 72.3% | 75.9% | 79.9% | ↑ |
| Late or No Prenatal Care - All % of Births to Mothers Receiving Late or No Prenatal Care | 9.7% | 12.6% | 12.3% | 11.0% | 10.2% | 7.5% | 7.1% | ↓ |
| Births to Mothers with Late or No Prenatal Care - Non-Hispanic Black/ African American | 10.7% | 14.4% | 13.3% | 12.2% | 10.5% | 8.4% | 9.6% | ↓ |
| Births to Mothers with Late or No Prenatal Care - Hispanic/ Latinx | 10.4% | 12.2% | 14.6% | 10.9% | 14.0% | 7.7% | 9.4% | ↓ |
| Births to Mothers with Late or No Prenatal Care - Non-Hispanic White | 7.5% | 8.8% | 9.1% | 8.1% | 7.8% | 5.6% | 4.5% | ↓ |

* Results not reported due to small sample size.

** Represents five-year trend when possible. For data using five-year samples, six-year trends are summarized to avoid overlap. For some measures, such as the PARCC Assessment, there are fewer than five years of data available, trends from the first to most recent year are summarized.

Outcome 1: Babies are Born Healthy

| | Baltimore City | | | | | | MD | BC |
|--|----------------|------|------|-------|------|------|------|-------------------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Five-Year Trend** |
| Teen Birth Rate - All Live births per 1,000 females aged 15-19 | 46.9 | 43.4 | 41.0 | 36.2 | 32.6 | 28.9 | 14.2 | ↓ |
| Teen Birth Rate - Black/African American | 55.8 | 51.4 | 48.0 | 39.7 | 37.1 | 32.9 | 18.0 | ↓ |
| Teen Birth Rate - Hispanic/Latinx | 79.6 | 65.4 | 97.5 | 109.0 | 71.6 | 64.5 | 37.8 | ↓ |
| Teen Birth Rate - White | 15.7 | 15.6 | 12.4 | 13.5 | 11.6 | 9.7 | 7.3 | ↓ |

| | 2007-11 | 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | MD | BC |
|--|---------|---------|---------|---------|---------|---------|----|----|
| | | | | | | | | |
| Maternal Mortality (Statewide) Maternal deaths per 100,000 live births - All | 24.9 | 25.3 | 25.9 | 28.8 | 26.0 | 23.0 | | ↓ |
| Maternal Mortality Rate - Black/ African American | 37.0 | 40.0 | 41.5 | 49.1 | 43.7 | 44.6 | | ↑ |
| Maternal Mortality Rate - White | 18.5 | 17.4 | 16.8 | 17.7 | 15.9 | 12.1 | | ↓ |
| Maternal Mortality Rate- Racial Gap: Black-White | 18.5 | 22.6 | 24.7 | 31.4 | 27.8 | 32.5 | | ↑ |

Outcome 2: Children Enter Kindergarten Ready to Succeed in School

| | Baltimore City | | | | | MD | BC |
|---|----------------|------|------|------|------|------|-----------------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Five-Year Trend |
| KRA Results - All % of students with a KRA composite score of Demonstrating Readiness | 48% | 42% | 38% | 41% | 39% | 47% | ↓ |
| KRA Results - Female | 56% | 49% | 44% | 46% | 44% | 54% | ↓ |
| KRA Results - Male | 41% | 35% | 33% | 36% | 34% | 41% | ↓ |
| KRA Results - American Indian or Alaska Native | 55% | 50% | 46% | 47% | 33% | * | ↓ |
| KRA Results - Asian | 41% | 48% | 37% | 38% | 70% | 57% | ↑ |
| KRA Results - Black/African American | 49% | 42% | 38% | 40% | 38% | 42% | ↓ |
| KRA Results - Hispanic/Latinx | 35% | 27% | 25% | 32% | 26% | 29% | ↓ |
| KRA Results - Native Hawaiian or Pacific Islander | 50% | 40% | 20% | 18% | 21% | * | ↓ |
| KRA Results - White | 59% | 53% | 49% | 57% | 61% | 58% | ↑ |
| KRA Results - Two or More Races | 54% | 55% | 41% | 52% | 56% | 53% | ↑ |

* Results not reported due to small sample size.

Outcome 3: Children and Youth Achieve at Grade Level in School

| | Baltimore City | | | | MD | BC |
|--|----------------|-------|-------|--|-------|-----------------|
| | 2013 | 2015 | 2017 | | 2017 | Five-Year Trend |
| NAEP Math - Grade 4 % of students who scored Proficient or above | 19.0% | 12.0% | 14.0% | | 42.0% | ↓ |
| NAEP Math - Grade 8 | 13.0% | 12.0% | 11.0% | | 33.0% | ↓ |
| NAEP Reading - Grade 4 | 14.0% | 11.0% | 13.0% | | 40.0% | ↓ |
| NAEP Reading - Grade 8 | 15.0% | 13.0% | 13.0% | | 38.0% | ↓ |

| | 2015 | 2016 | 2017 | 2018 | 2018 | Four-Year Trend |
|---|-------|-------|-------|-------|-------|-----------------|
| PARCC Math - Grade 3 % of students who met or exceeded expectations - All | 17.8% | 19.1% | 19.7% | 19.7% | 42.3% | ↑ |
| Asian | 59.7% | 56.9% | 62.5% | 53.4% | 74.8% | ↓ |
| African American/ Black | 14.3% | 15.8% | 16.2% | 15.4% | 26.0% | ↑ |
| Hispanic/ Latinx | 16.5% | 19.6% | 18.6% | 24.0% | 27.3% | ↑ |
| White | 42.8% | 43.9% | 44.2% | 47.1% | 58.6% | ↑ |

| | | | | | | |
|---|-------|-------|-------|-------|-------|---|
| PARCC Math - Grade 8 % of students who met or exceeded expectations - All | 5.7% | 6.2% | 4.9% | 6.4% | 15.9% | ↑ |
| Asian | 27.5% | 35.7% | 50.0% | 38.7% | 37.7% | ↑ |
| African American/ Black | 4.0% | 5.2% | 3.6% | 5.7% | 6.9% | ↑ |
| Hispanic/ Latinx | 12.9% | 8.9% | 5.8% | 7.0% | 8.9% | ↓ |
| White | 17.3% | 13.6% | 14.1% | 11.4% | 28.6% | ↓ |

| | | | | | | |
|--|-------|-------|-------|-------|-------|---|
| PARCC English Language Arts - Grade 3 % of students who met or exceeded expectations - All | 20.4% | 11.9% | 13.4% | 15.8% | 38.8% | ↓ |
| Asian | 46.4% | 33.8% | 42.6% | 40.0% | 66.0% | ↓ |
| African American/ Black | 17.4% | 9.6% | 10.6% | 12.3% | 25.3% | ↓ |
| Hispanic/ Latinx | 15.9% | 9.5% | 10.6% | 17.5% | 24.3% | ↑ |
| White | 45.1% | 33.1% | 39.3% | 40.9% | 53.1% | ↓ |

Outcome 3: Children and Youth Achieve at Grade Level in School

| | Baltimore City | | | | MD 2018 | BC |
|--|----------------|-------|-------|-------|------------|-----------------|
| | 2015 | 2016 | 2017 | 2018 | | Four-Year Trend |
| PARCC English Language Arts - Grade 8 % of students who met or exceeded expectations - All | 14.0% | 15.0% | 14.0% | 17.3% | 41.3% | ↑ |
| Asian | 48.1% | 44.7% | 69.1% | 52.9% | 72.5% | ↑ |
| African American/ Black | 10.5% | 12.2% | 10.9% | 14.0% | 25.4% | ↑ |
| Hispanic/ Latinx | 19.5% | 19.6% | 13.5% | 17.6% | 27.0% | ↓ |
| White | 40.7% | 37.4% | 36.4% | 41.9% | 55.1% | ↑ |

Outcome 4: Youth Graduate from High School Prepared for Next Step without Remediation

| | Baltimore City | | | | MD 2018 | BC |
|--|----------------|-------|-------|-------|------------|-----------------|
| | 2015 | 2016 | 2017 | 2018 | | Four-Year Trend |
| PARCC English/ Language Arts - Grade 10 % of students who met or exceeded expectations - All | 20.4% | 11.9% | 13.4% | 15.8% | 42.4% | ↓ |
| Asian | 54.9% | 45.0% | 66.1% | 56.1% | 73.0% | ↑ |
| African American/ Black | 24.4% | 14.3% | 13.6% | 11.0% | 23.9% | ↓ |
| Hispanic/ Latinx | 27.1% | 13.5% | 17.5% | 16.3% | 28.7% | ↓ |
| White | 63.7% | 53.4% | 55.4% | 45.9% | 62.6% | ↓ |

| | | | | | | |
|--|-------|-------|-------|-------|-------|---|
| PARCC Algebra I % of students who met or exceeded expectations - All | 9.8% | 14.1% | 11.3% | 8.8% | 31.2% | ↓ |
| Asian | 38.3% | 62.9% | 52.1% | 55.2% | 66.7% | ↑ |
| African American/ Black | 7.2% | 10.5% | 8.5% | 6.5% | 13.3% | ↓ |
| Hispanic/ Latinx | 8.2% | 14.1% | 8.9% | 7.0% | 15.4% | ↓ |
| White | 35.6% | 47.3% | 39.0% | 34.7% | 52.3% | ↓ |

Outcome 4: Youth Graduate from High School Prepared for Next Step without Remediation

| | Baltimore City | | | | MD | BC |
|---|----------------|-------|-------|-------|-------|-----------------|
| | 2015 | 2016 | 2017 | 2018 | 2018 | Four-Year Trend |
| PARCC Algebra II - All % of students who met or exceeded expectations | 6.2% | 5.6% | 7.3% | 7.0% | 28.2% | ↑ |
| Asian | 25.8% | 30.6% | 33.3% | 48.9% | 64.0% | ↑ |
| African American/ Black | 3.0% | 3.0% | 4.5% | 4.1% | 8.7% | ↑ |
| Hispanic/ Latinx | 5.4% | * | 8.5% | 6.9% | 13.9% | ↑ |
| White | 29.4% | 30.6% | 34.1% | 35.5% | 45.2% | ↑ |

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2018 | Five-Year Trend |
|---|-------|-------|-------|-------|-------|--------|-------|-----------------|
| Four-Year High School Graduation - All % of HS students who graduated within four years of enrollment | 68.5% | 69.7% | 69.5% | 70.7% | 70.7% | 72.2% | 87.1% | ↑ |
| Four-Year HS Grad - Female | 75.4% | 76.3% | 75.6% | 76.6% | 76.8% | 78.6% | 90.3% | ↑ |
| Four-Year HS Grad - Male | 61.1% | 62.8% | 62.9% | 64.3% | 64.2% | 65.2% | 84.0% | ↑ |
| Four-Year HS Grad - Asian | 88.3% | 82.6% | 91.8% | 81.8% | 83.9% | ≥95.0% | 96.5% | ↑ |
| Four-Year HS Grad - Black/ African American | 68.3% | 69.6% | 70.1% | 71.1% | 72.1% | 73.5% | 84.8% | ↑ |
| Four-Year HS Grad - Hispanic/ Latinx | 61.5% | 64.0% | 57.5% | 60.2% | 52.0% | 54.9% | 72.2% | ↓ |
| Four-Year HS Grad - White | 65.3% | 68.2% | 65.7% | 70.3% | 70.1% | 72.9% | 93.2% | ↑ |

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Five-Year Trend |
|---|-------|-------|-------|-------|-------|-------|-------|-----------------|
| Five-Year High School Graduation - All % of HS students who graduated within five years of enrollment | 71.7% | 73.5% | 74.9% | 74.8% | 74.8% | 74.8% | 89.2% | ↑ |

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Five-Year Trend |
|--|-------|-------|-------|-------|-------|-------|-------|-----------------|
| College Remediation % of recent HS graduates who needed remediation in college | 76.1% | 76.6% | 74.7% | 70.2% | 69.6% | 57.8% | 48.1% | ↓ |

* Results not reported due to small sample size.

Outcome 5: Youth Earn a Quality Post-Secondary Credential or Receive Training and Are Career Ready

| | Baltimore City | | | | | | MD | BC |
|---|----------------|-------|-------|-------|-------|-------|-------|-----------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Five-Year Trend |
| College Enrollment - All % of HS graduates who enrolled in college within 16 months post HS | 55.3% | 54.0% | 52.5% | 52.0% | 51.2% | 50.3% | 69.3% | ↓ |
| College Enrollment - Female | 60.0% | 58.5% | 56.8% | 56.2% | 55.9% | 55.9% | 75.0% | ↓ |
| College Enrollment - Male | 49.1% | 48.6% | 47.1% | 47.0% | 45.5% | 43.7% | 63.5% | ↓ |
| College Enrollment - American Indian or Alaska Native | 58.3% | 60.0% | 87.1% | 69.6% | * | * | 61.8% | ★ |
| College Enrollment - Asian | 62.5% | 62.1% | 78.9% | 72.5% | 69.0% | 75.4% | 86.8% | ↑ |
| College Enrollment - Black/ African American | 55.3% | 54.3% | 51.4% | 51.8% | 50.6% | 50.2% | 63.7% | ↓ |
| College Enrollment - Hispanic/ Latinx | 35.7% | 38.6% | 31.1% | 46.9% | 41.5% | 24.9% | 55.6% | ↓ |
| College Enrollment - White | 59.2% | 52.7% | 60.5% | 51.6% | 58.9% | 62.7% | 74.6% | ↑ |

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2011 | Five-Year Trend |
|--|-------|-------|-------|-------|-------|------|-------|-----------------|
| BC High School Graduation Year/ MD College Enrollment Year | | | | | | | | |
| Degree Completion % of first-time, full-time undergraduates who enrolled in the fall after graduation and completed four-year degrees within six years | 28.8% | 28.3% | 29.8% | 27.0% | 24.1% | *** | 67.4% | ↓ |

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Six-Year Trend |
|---|-------|-------|-------|-------|-------|-------|-------|----------------|
| Opportunity Youth % of youth (16-24) not in school, not working, and no degree beyond high school | 20.0% | 18.0% | 19.0% | 20.0% | 20.0% | 15.0% | 11.0% | ↓ |
| % of youth 20-24 not in school, not working and no degree beyond high school | 24.0% | 22.0% | 23.0% | 23.0% | 24.0% | 18.0% | 14.0% | ↓ |

| | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|---|
| Unemployment Rate: Ages 16 and over % of youth in age ranges not employed | 13.7% | 13.9% | 13.9% | 13.1% | 11.4% | 10.0% | 6.1% | ↓ |
| Unemployment Rate: Ages 16 to 19 | 40.3% | 41.0% | 38.9% | 35.0% | 30.8% | 30.0% | 19.9% | ↓ |
| Unemployment Rate: Ages 20 to 24 | 21.7% | 22.0% | 22.5% | 22.5% | 19.9% | 18.4% | 12.0% | ↓ |

* Results not reported due to small sample size.

*** This data was not available at the time of publication.

Outcome 5: Youth Earn a Quality Post-Secondary Credential or Receive Training and Are Career Ready

| | Baltimore City | | | | | | MD | BC |
|--|----------------|----------|----------|----------|----------|----------|----------|----------------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Six-Year Trend |
| Median Earnings by Education | | | | | | | | |
| Estimates among population 25 years and over, in 2016 inflation-adjusted dollars | \$38,863 | \$38,829 | \$37,844 | \$38,268 | \$37,907 | \$38,181 | \$48,921 | ↓ |
| Less than high school graduate | \$23,123 | \$22,627 | \$21,405 | \$21,874 | \$21,818 | \$22,101 | \$25,892 | ↓ |
| High school graduate or equivalent | \$31,244 | \$30,754 | \$30,441 | \$30,327 | \$29,007 | \$28,496 | \$34,408 | ↓ |
| Some college or associate's degree | \$37,717 | \$37,424 | \$35,229 | \$34,071 | \$33,991 | \$34,139 | \$42,349 | ↓ |
| Bachelor's degree | \$53,972 | \$53,707 | \$51,427 | \$51,690 | \$51,535 | \$51,508 | \$61,631 | ↓ |
| Graduate or professional degree | \$66,704 | \$65,408 | \$64,279 | \$64,203 | \$63,805 | \$64,998 | \$83,316 | ↓ |
| Gender Differences in Median Earnings by Education | | | | | | | | |
| Estimates of how much more males 25 years and over earn than females, in 2016 inflation-adjusted dollars | \$5,445 | \$5,397 | \$5,068 | \$5,407 | \$5,627 | \$5,391 | \$12,391 | ↓ |
| Less than high school graduate | \$7,936 | \$7,004 | \$5,816 | \$5,827 | \$4,195 | \$3,791 | \$10,199 | ↓ |
| High school graduate or equivalent | \$3,594 | \$4,574 | \$4,189 | \$4,126 | \$4,233 | \$3,795 | \$11,395 | ↑ |
| Some college or associate's degree | \$5,724 | \$6,436 | \$5,740 | \$6,171 | \$6,859 | \$7,206 | \$14,456 | ↑ |
| Bachelor's degree | \$8,006 | \$7,308 | \$8,909 | \$8,492 | \$10,460 | \$10,118 | \$20,846 | ↑ |
| Graduate or professional degree | \$9,361 | \$10,222 | \$11,294 | \$13,472 | \$14,475 | \$15,603 | \$31,144 | ↑ |

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**Income adjusted for inflation to 2017 dollars using Bureau of Labor Statistics Consumer Price Index CPI-U-RS Annual Averages.*

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In Memoriam

This year, we lost two Grads2Careers students to violence.
This report is dedicated to their memory.

De'ondre Johnson, 21

Dimetric Jones, 21

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