BALTIMORE CITY
Youth Opportunities Landscape Report

Baltimore City
Youth
Opportunities
Landscape

An Initiative of
BALTIMORE'S
PROMISE

June 2021

A YOUTH OPPORTUNITIES LANDSCAPE
can help us understand the universe of programs that exist in Baltimore City and gaps in service that city stakeholders must work together to address.

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PARTNER LETTER

The Baltimore City Youth Opportunity Landscape (BCYOL) provides the first-look answer to a vital question: **What does Baltimore City offer young people ages 0-24?**

Reflect on this question for a moment, considering how your own experiences may shape your view, depending on whether you see through the lens of a young person, a community member, a parent/caregiver, or a policy-maker.

Answering this question is so crucial, as the opportunities available to youth affect their long-term outcomes. Without knowledge and data on those opportunities, it is impossible to determine what needs to change to drastically improve youth outcomes in our city.

Baltimore's Promise designed and implemented the BCYOL following a commitment to the principles of Data Equity. While there have been previous efforts to count and catalog opportunities, those efforts ended up being unsustainable and the data was often not collected or shared with the communities measured. As the BCYOL data collection process continues, Baltimore's Promise pledges to be transparent about the process and goals of data collection and to make the data available for all.

With the BCYOL Dashboard, anyone can use this data to tell a story, make a case, organize supporters, and demand change. While Baltimore's Promise will work with Baltimore City, Baltimore City Schools, and community partners to align resources and strategies to address urgent racial and socioeconomic disparities, everyone will need to take part in advocating for and implementing the solutions. **Data provides the direction, and people provide the action.**

COVID-19 Impact

Since the BCYOL was conducted during the 2018-19 school year, it is important to reflect on how the COVID-19 pandemic may have affected the findings.

Pre-COVID data shows that Baltimore's young people were already woefully and systematically under-resourced. The onset of the pandemic has simply heightened, highlighted, and exploited these historic and entrenched inequities. When the next round of data is collected, we can anticipate that the current gaps in opportunities will grow significantly and have a greater negative impact in Black and Brown communities and those experiencing high levels of poverty.

An initial look at the impact on opportunities at each end of the BCYOL age spectrum confirms the dire outlook. The COVID-19 pandemic has presented unprecedented challenges to childcare and Opportunity Youth (young people disconnected from both school and work).

While 80% of Maryland's childcare programs are currently operating, most are serving a reduced number of children to comply with social distancing and safety requirements. The childcare industry is largely made up of small businesses (many led by Black women) serving fewer than 75 children, and most of those businesses are struggling to break even with reduced enrollment. The Center for American Progress estimates that there has been a 47% increase in the cost of operating childcare during the pandemic. A U.S. Chamber of Commerce study predicts that without intervention one in four childcare centers and one in three family childcare homes will have to close in 2021. **For programs operated by people of color, that percentage increases to 51%.**

Lack of available affordable childcare is driving women out of the workforce, creating new economic hardships for families. Since childcare centers play a critical role in preparing 4- and 5-year-olds for school, kindergarten readiness, which was already trending downward in Baltimore City, will be significantly impacted by the pandemic.

Similar concerns arise for Opportunity Youth: the BCYOL identified that in 2018-2019 there was already a lack of available programs and resources for Baltimore City young people ages 16 to 24 who are not currently employed or enrolled in school. The COVID-19 pandemic has unquestionably increased the number of young people identified as Opportunity Youth. Baltimore City Public Schools reported student attendance falling from 2019 with some parts of the city regularly under 60%. Students are also struggling academically with 60% in grades six through 12 failing one or more courses rising from 38%. Youth unemployment has increased to 34%, exceeding even the unemployment rate of youth during the Great Recession. **Young people are more likely to be employed through the type of jobs that have been eliminated during the pandemic, making it harder to prepare for and enter the workforce without additional skills and certifications.**

These are disturbing and frustrating facts, but knowing the data allows for the prioritization of state and federal relief and recovery dollars that are coming and demands an urgent response to the status quo of inequitably distributed investment in Baltimore City communities. The only way to bend the trend in a positive direction is to leverage all possible resources and expand opportunities in targeted and strategic ways. Indeed, the pre-COVID data show that it is not enough to return to where we were before the pandemic; citywide, all of us will need to support expanding opportunities.

The BCYOL offers a critical starting point and a way to track the challenges and our progress in overcoming them. **The most important step is to start using the data today, implementing solutions to break the negative, historical, and structural trends and create a better forecast for tomorrow.**

Ellie Mitchell

Ellie Mitchell
Executive Director

MOST NETWORK
MARYLAND OUT OF SCHOOL TIME

MostNetwork.org

INTRODUCTION

What Is BCYOL?

The Baltimore City Youth Opportunities Landscape (BCYOL) is a public and collaborative effort facilitated by Baltimore's Promise to centralize, aggregate, map, and analyze the youth opportunities available to young people ages 0-24. A "youth opportunity'' is defined as programming for youth ages 0-24 that is distinct from, or supports/supplements (but does not take the place of), in-school instruction.

The BCYOL analysis is informed by two distinct processes. First, Baltimore's Promise facilitated a qualitative process in which we listen to youth and their parents/caregivers about their thoughts and opinions on the kinds of opportunities that are and should be available to youth in Baltimore City. Second, Baltimore's Promise collected and analyzed quantitative data about youth opportunities in Baltimore City that were available to young people from September 2018 to September 2019.

The BCYOL work conducted from December 2019 to April 2021 is Baltimore's Promise's first endeavor to provide Baltimore City with an

accurate baseline count of youth opportunities with complementary analyses showing types of opportunity gaps. This report provides a process and analysis information about the first implementation phase. BCYOL is envisioned to be a sustained process that ensures these baselines are updated for Baltimore City stakeholders, including but not limited to families, program providers, and decision-makers.

What Is The Purpose of BCYOL?

A youth opportunities landscape can help us understand the universe of programs and services that exist in Baltimore City. This information will help better highlight which subpopulations of youth have the most access to opportunities and which neighborhoods or communities are opportunity rich.

Understanding this information will allow us to see the gaps — the opportunity deserts and the young people who are disproportionately underserved — as well as the types of opportunities available to and missing from the lives of youth in Baltimore City. This information can better help inform public and private

resource allocation and program development. Baltimore's Promise is particularly interested in understanding who is not being adequately served by existing youth opportunities. We believe this information is critical for multiple areas of our work, including but not limited to our focus on youth literacy, the administration of the Summer Funding Collaborative, improving postsecondary employment outcomes, and removing barriers to employment for Black/African American women ages 16–24. We believe this information can support advocacy efforts at state and local levels to increase access to youth opportunities.

Baltimore's Promise has also built an interactive public dashboard that Baltimore youth and their families can access to view programs available across the city. The BCYOL Dashboard gives community members the ability to search for program information in the city, with filters by neighborhood, program focus, ages served, and time of program.

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Combining the lessons learned from the qualitative youth engagement sessions with the quantitative programmatic data, we also aim to create a Baltimore City Youth Opportunity Index, providing the community with program quality information based on youths' own reports on qualities of good and poor programming in Baltimore.

What Have We Found?

Our quantitative analysis gathered information on 2,086 programs in Baltimore City operating between September 2018 and September 2019. Most of these programs are academically focused or childcare providers. Neighborhoods with higher rates of children living in poverty are more likely to be represented in our program data set, though most city neighborhoods still have large programming gaps.

Further, we find a lack of programming opportunities that report serving young people ages 18-24 and Opportunity Youth, defined as youth ages 16-24 who are neither in school nor working. **As of 2018, 17% of youth ages 16-24 are neither in school nor working, compared to only 11% statewide.**[8] With the right tools and staff, comprehensive and financially viable youth programming can play a crucial part in ensuring youth are set up for success in their adult lives.

In our community engagement sessions, we asked youth and parents/caregivers about qualities and characteristics of good programming, barriers youth face to attend programs, and their ideas for programming that youth want or need. We found that youth and parents/caregivers want programs with accessibility, engaged and professional staff, youth-centered structures, safe spaces (mentally and physically), exposure to diverse experiences, and opportunities to build skills and knowledge (see page 16 for more detail).

What's Next?

The BCYOL process will be repeated and updated in the coming years. We will coordinate more youth-engagement sessions and continue to collect and clean program data. Along with the youth opportunities landscape, Baltimore's Promise is releasing the BCYOL Dashboard, an interactive map that enables city youth, families, and stakeholders to search for programs in their area. This tool also allows program providers to submit information to be included in the database. We anticipate collecting more information from programs to update our landscaping efforts over time.

Additionally, Baltimore's Promise aims to use the data and lessons from BCYOL in other initiatives, including the Summer Funding Collaborative, the Baltimore City Youth Opportunity Index (BCYOI), and an integrated data system known as the Baltimore Youth Data Hub (BYDH). More information about these initiatives can be found in the **Recommendations** and **Next Steps** sections of this report.

BCYOL 2018-2019 PROGRAM COLLECTION AND ANALYSIS

Data Sources & Methodology

During Phase 1, Baltimore's Promise collected program data from 13 distinct sources, listed in **Table 1**. We asked these sources to provide us with programming opportunities that served youths ages 0-24 between September 2018 and September 2019. Some partners provided data by completing the BCYOL survey developed by the Baltimore's Promise team. Other partners supplied us with internal programming documents and spreadsheets, with varying levels of information. We cleaned data from these sources and merged them into a single master data file.
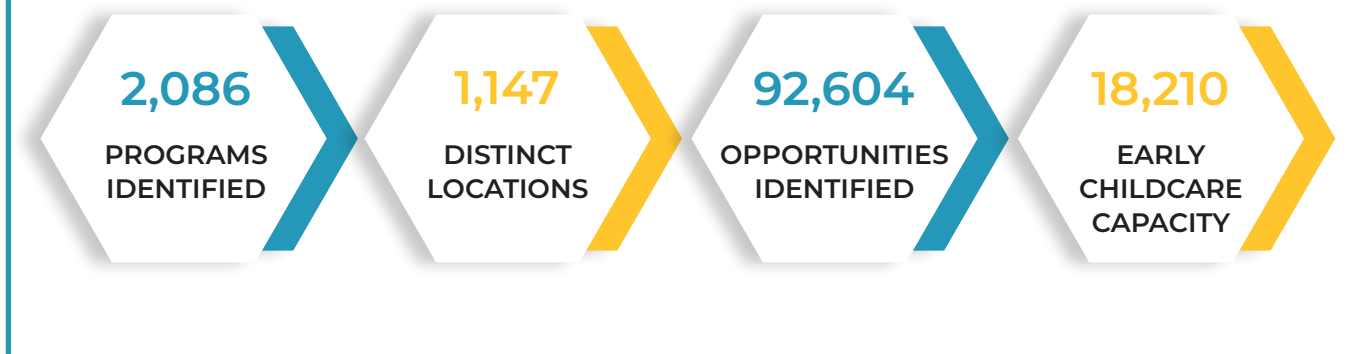
Since most of our sources are public or private entities that financially support programming in the city, a majority of the opportunities in our dataset are fully or partially subsidized. Our dataset does not include program opportunities that would require a substantial financial commitment from participants. Data from these programs will be collected in future stages of the BCYOL project.

Table 1. BCYOL Data Sources

Data Source	Number of Programs	Opportunities Identified	Capacity
Abell Foundation	51	13,871	-
BC Department of Rec & Parks	41	-	-
Baltimore Children & Youth Fund	113	8,197	-
City Schools	617	4,692	-
Direct Program Outreach	35	10,777	-
Family League of Baltimore	255	29,371	-
Grads2Careers	7	149	185
Holistic Life Foundation	22	-	-
Maryland Family Network	773	-	18,210
Maryland State Department of Education Meals Data	17	491	-
Mayor's Office of Criminal Justice (MOCJ)	13	1,381	-
Mayor's Office of Employment Development (MOED)	7	9,969	-
Summer Funding Collaborative	135	13,706	-

Note. Nearly every data source contained observations that did not provide information on the number of individuals served, and few data sources reported total capacity of programs. Further data collection is necessary to gain a more complete picture of programming in Baltimore City.

In Phase 1, we have collected the following information about youth programming in Baltimore City:

2,086	1,147	92,604	18,210
PROGRAMS IDENTIFIED	DISTINCT LOCATIONS	OPPORTUNITIES IDENTIFIED	EARLY CHILDCARE CAPACITY

"Opportunities Identified" refers to the total number of young people served, as reported by each data source. As many children undoubtedly receive services from multiple programs simultaneously and/or throughout the year, the number of actual youth served is likely much smaller. Further, the number of opportunities identified is an estimate. Only 23% of all programs in our dataset provided information on how many young people they serve.

Figures on childcare capacity come from datasets provided by the Maryland Family Network. These datasets reported the capacity of childcare facilities in the city but did not report how many students were actually served in 2018-2019. As other data sources reported the actual number of children served by individual programs instead of each program's capacity, we separated the 18,210 capacity figure from the Maryland Family Network from the 92,604 Opportunities Identified number (i.e., the 18,210 childcare capacity figure is in addition to, not a subset of, the 92,604 opportunities identified figure).

Some data sources provided information on programs serving multiple sites but only supplied one number for opportunities identified. When this occurred, we divided up opportunities identified evenly among the different locations. This can over- or under-estimate the opportunities identified at a specific site if these opportunities are not spread evenly among program sites.

These limitations demonstrate the need for an integrated data system in Baltimore City. An integrated data system would combine individual-level datasets from multiple sources and allow city stakeholders to understand exactly how many young people are being served in the city and which groups of young people are not being served.

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Program Information by Age Group

Table 2 displays program information by age group. Programs are counted for every age group that they reported serving. The most represented age group in terms of both number of programs and opportunities identified is the elementary school age group. Specifically, 29% of the opportunities and capacities identified were geared to youth in elementary school.

Our data collection process thus far has shown a lack of opportunities for older youth, including youth 19-24 and Opportunity Youth, defined as youth ages 16-24 who are both out of school

and not working. We find that there are more than four times the number of opportunities per age cohort for elementary-aged children than for young people who are out-of-school. We also find that only 9% of programs specifically serve post-high youth, including Opportunity Youth ages 16-24 and high school graduates. Further, just over 20% (8,600 out of 40,116) of opportunities serving all 16-24 year olds, inclusive of current high school students, Opportunity Youth, and high school graduates, were offered by MOED's Youthworks program, a five-week job opportunities program.

4X The number of opportunities for elementary-aged children **than for young people out-of-school.**

Table 2. Program Information by Age Group

Age Group	# of Programs	# of Opportunities Identified	Total Youth in Baltimore City[a]
Early Childhood	780	4,019[b]	46,838
Elementary	1,391	31,977	33,625
Middle	613	17,667	20,135
High	466	32,164	25,134
Post High	170	7,952	59,819
Opportunity Youth[c]	56	2,896	
Unduplicated Totals	2,086	92,604	185,551

Note. For programs serving multiple age groups, the "opportunities identified" field was divided evenly between grade and age levels (e.g., if a program claimed to serve grades 3-6, 75% of its opportunities were counted in the "Elementary" category while 25% were counted in the "Middle" category).
[a] Data from U.S. Census Bureau 2019 population estimates.
[b] These figures do not include childcare capacity of 18,210 as reported by the Maryland Family Network.
[c] Opportunity Youth refers to youth ages 16-24 who are out-of-school. For purposes of analysis, Opportunity Youth is a subset of the "Post-High" category. Programs were only included in the Opportunity Youth category if they specifically mentioned serving Opportunity Youth.

Program Information by Primary Focus Area

Table 3 displays program information by a program's primary focus area. Programs indicating a primary focus area of "Academics" were the most common type of youth opportunity. Programs focused on improving the academic skills of youth in Baltimore comprised 17% of all programs and provided 56% of all opportunities identified.

We also found 829 "Childcare" programs (40% of all programs) in the city, with a total capacity of

18,210. (We are unable to tell how many children were actually served.)

Among the programs and opportunities identified, there are relatively few reporting their primary focus was "Health and Wellness," "Youth Leadership/Advocacy," "Arts," "Housing," "Mentoring," or "Tutoring." As programs may have multiple foci, it is possible that programs whose primary focus is "Academics" also focus in other areas, potentially explaining these gaps.

Table 3. Program Information by Primary Focus Area

Focus Area	# (%) of Programs	# (%) of Opportunities Identified
Academics	358 (17%)	51,704 (56%)
Workforce/Youth Employment	40 (2%)	11,592 (13%)
Athletic	143 (7%)	8,650 (9%)
Youth Diversion	31 (1%)	6,582 (7%)
College Readiness	75 (4%)	5,086 (5%)
Health & Wellness	56 (3%)	2,830 (3%)
Youth Leadership/Advocacy	35 (2%)	1,485 (2%)
Arts	70 (3%)	1,220 (1%)
Housing	7 (< 1%)	669 (1%)
Mentoring	30 (1%)	531 (1%)
Childcare	829 (40%)	-[a]
Tutoring	4 (< 1%)	-
Other/Unknown	408 (20%)	2,255 (2%)

[a] These figures do not include childcare capacity of 18,210 as reported by the Maryland Family Network.

Program Information by Program Time

Of the programs in our dataset, 599 occurred after school, 486 occurred before school, 62 occurred during school, 226 occurred during the summer, and 125 occurred during the weekend (many programs were labelled with multiple categories). Our data show fewer programs that occur during school and the weekend, with most programs occurring after school, before school, or over the summer. However, these differences are not necessarily represented in the number of opportunities identified. For example, while there are relatively few programs during school, many of these programs are hosted at community schools that serve a large number of youth.

Table 4. Program Information by Program Time

Program Time	# of Programs	# of Opportunities Identified[a]
After School	599	14,393
Before School	486	20
During School	62	34,991
Summer	226	28,932
Weekend	125	187

Note. Only 43% of programs in our database reported their program time. Programs can exist under multiple program times. As opportunities identified were not split up between these program times, double counting occurs in the third column.
[a] These figures do not include childcare capacity of 18,210 as reported by the Maryland Family Network.

About 30% of summer opportunities — 8,600 — were from MOED's Youthworks, a five-week job program.

An analysis of program time information by age group reveals further gaps. Of the 226 summer programs we identified, only 36 serve youth out of high school, compared to 65 that serve early childhood youth, 119 that serve elementary youth, 79 that serve middle school youth, and 101 that serve high school youth. As we have seen a general lack of programming opportunities for out-of-school youth, the time distinctions related to the school day are less relevant.

Out-of-school and out-of-work Opportunity Youth require opportunities that are provided year-round, including in the summer. Further, nearly all of the weekend programs we identified (123 out of 125) were childcare programs serving early childhood youth. At this time, we are unsure if these gaps exist due to real gaps in programming opportunities in the city or instead reflect gaps in our data, as only 42.7% of programs in our dataset included information on program time (see Appendix).

Program Information by Neighborhood

To understand where youth programs are located, we gathered latitude and longitude location information for all programs that supplied an address (or school name if the program operates in a school building). Of the 2,086 programs in our dataset, 90% (1,884) contained location information. We then matched location information to one of Baltimore City's 55 Community Statistical Areas (CSA), or neighborhoods.

Table 5 shows program information by neighborhood, including the number of programs in a neighborhood, the number of opportunities identified in a neighborhood, and each neighborhood's rank out of 55 for those two figures. **Figure 1** through **Figure 3** at the end of this report display neighborhood-level program information with maps and charts.

The neighborhoods with the highest number of programs are Cedonia/Frankford, Sandtown-Winchester/Harlem Park, and Greater Mondawin. The neighborhoods with the lowest number of programs are Canton, Mount Washington/Coldspring, and Dickeyville/Franklintown. Our analysis finds that the number of programs and opportunities in a neighborhood are positively correlated with the percentage of children in the neighborhood that live below the poverty line. Areas with more need are thus more likely to have more programs and more program seats for youth.

However, the supply of programming options still does not meet the demand in most neighborhoods in the city. For example, although the Sandown-Winchester/Harlem Park neighborhood has the second highest number of programs and 15th highest number of opportunities identified of all neighborhoods in the city, there are over three times as many youth ages 0-24 that live in the neighborhood (an estimated 5,391 youth) as there are programming opportunities identified (1,722 opportunities). Since the opportunities identified do not represent distinct youth served (as a single youth can be involved in multiple programs), the number of children in the Sandtown-Winchester/Harlem Park neighborhood that are not served by any programs is likely greater than 70%, according to the data we collected. As the percent of children living in poverty in Sandtown-Winchester/Harlem Park is around 59%, these young people could greatly benefit from more comprehensive programming opportunities.

We find that only three neighborhood areas in the city have more opportunities identified for youth ages 0-24 than the estimated population of youth ages 0-24 (Greater Charles Village/Barclay, Dickeyville/Franklintown, and Medfield/Hampden/Woodberry/Remington). All other neighborhoods have a greater number of youth than opportunities identified. As Baltimore youth may attend programs outside of their neighborhoods, it's possible that students are served by programs around the city but not in their specific CSA or neighborhood.

In our youth and community engagement sessions (see page 16), parents, caregivers, and youth frequently brought up how a lack of transportation to and from a program decreases their motivation to attend that program. Further, engagement-session participants frequently brought up the need for programs to individualize experiences for every child and ensure that youth are comfortable navigating mental health struggles with staff members and peers. Programs can support youth through wraparound services, defined by the Workforce Innovation and Opportunity Act as community-based services and supports that "wrap around" a young person in their home, school, family setting, and community in an effort to help meet needs or barriers to success identified

by that young person. These services and supports provide a comprehensive, holistic, and youth-driven way of responding when young people self-identify challenges that require additional support to overcome. The insights from our engagement sessions, combined with our finding that most neighborhoods have fewer opportunities than youth, highlight the necessity for both more program transportation and more comprehensive public wraparound services for youth to ensure the needs of all youth in Baltimore City are being met. Note that since many programs have missing data on opportunities, updated figures may change numbers and rankings.

Table 5. Program Information by Community Statistical Area (Neighborhood)

Neighborhood	# (%) of Programs	Rank: # of Programs	# (%) of Opportunities Experienced	Rank: # of Opportunities
Allendale/Irvington/S. Hilton	43 (2%)	17	445 (1%)	40
Beechfield/Ten Hills/West Hills	30 (2%)	25	50 (< 1%)	51
Belair-Edison	63 (3%)	4	1179 (2%)	22
Brooklyn/Curtis Bay/Hawkins Point	29 (2%)	29	2046 (3%)	12
Canton	4 (< 1%)	55	20 (< 1%)	52
Cedonia/Frankford	90 (5%)	1	789 (1%)	32
Cherry Hill	44 (2%)	14	2630 (3%)	8
Chinquapin Park/Belvedere	21 (1%)	45	439 (1%)	41
Claremont/Armistead	23 (1%)	39	1621 (2%)	16
Clifton-Berea	53 (3%)	12	1812 (2%)	13
Cross-Country/Cheswolde	7 (< 1%)	52	0 (< 1%)	55
Dickeyville/Franklintown	6 (< 1%)	53	6387 (8%)	2
Dorchester/Ashburton	44 (2%)	16	3088 (4%)	6
Downtown/Seton Hill	25 (1%)	36	1240 (2%)	20
Edmondson Village	30 (2%)	24	911 (1%)	26
Fells Point	28 (1%)	30	808 (1%)	31
Forest Park/Walbrook	20 (1%)	47	10 (< 1%)	53
Glen-Fallstaff	33 (2%)	23	360 (< 1%)	42
Greater Charles Village/Barclay	56 (3%)	7	11124 (14%)	1
Greater Govans	29 (2%)	26	337 (< 1%)	43
Greater Mondawmin	66 (4%)	3	2577 (3%)	9
Greater Roland Park/Poplar Hill	16 (1%)	50	276 (< 1%)	45
Greater Rosemont	54 (3%)	10	677 (1%)	33
Greenmount East	29 (2%)	27	236 (< 1%)	47
Hamilton	38 (2%)	21	1381 (2%)	18

Harbor East/Little Italy	18 (1%)	48	1308 (2%)	19
Harford/Echodale	57 (3%)	6	920 (1%)	25
Highlandtown	21 (1%)	46	985 (1%)	24
Howard Park/West Arlington	27 (1%)	33	1211 (2%)	21
Inner Harbor/Federal Hill	29 (2%)	28	1018 (1%)	23
Lauraville	22 (1%)	44	0 (< 1%)	54
Loch Raven	53 (3%)	11	867 (1%)	28
Madison/East End	26 (1%)	34	632 (1%)	34
Medfield/Hampden/Woodberry/Remington	25 (1%)	35	5325 (7%)	3
Midtown	42 (2%)	19	582 (1%)	35
Midway/Coldstream	24 (1%)	38	310 (< 1%)	44
Morrell Park/Violetville	17 (1%)	49	530 (1%)	38
Mount Washington/Coldspring	6 (< 1%)	54	165 (< 1%)	49
North Baltimore/Guilford/Homeland	22 (1%)	42	565 (1%)	37
Northwood	45 (2%)	13	575 (1%)	36
Oldtown/Middle East	55 (3%)	9	3259 (4%)	5
Orangeville/East Highlandtown	24 (1%)	37	2763 (4%)	7
Patterson Park North & East	42 (2%)	18	1789 (2%)	14
Penn North/Reservoir Hill	27 (1%)	32	2290 (3%)	10
Pimlico/Arlington/Hilltop	44 (2%)	15	2176 (3%)	11
Poppleton/The Terraces/Hollins Market	23 (1%)	40	868 (1%)	27
Sandtown-Winchester/Harlem Park	82 (4%)	2	1722 (2%)	15
South Baltimore	23 (1%)	41	105 (< 1%)	50
Southeastern	9 (< 1%)	51	524 (1%)	39
Southern Park Heights	38 (2%)	20	255 (< 1%)	46
Southwest Baltimore	55 (3%)	8	852 (1%)	29
The Waverlies	37 (2%)	22	841 (1%)	30
Upton/Druid Heights	61 (3%)	5	3443 (4%)	4
Washington Village/Pigtown	22 (1%)	43	180 (< 1%)	48
Westport/Mount Winans/Lakeland	27 (1%)	31	1495 (2%)	17

Note. Percentage calculations are based on the total number of programs and opportunities identified for programs that have neighborhood information (1,884 programs, 77,998 opportunities identified). Childcare capacity figures are not included in the Opportunities Identified column. Percentages may not add to 100% due to rounding.

BCYOL YOUTH AND PARENT/CAREGIVER ENGAGEMENT SESSIONS

Who Did We Engage?

To gather youth opinions on programming in Baltimore City, we partnered with organizations around the city and conducted 19 engagement sessions with youth and parents/caregivers to hear their thoughts, reflections, and aspirations regarding youth programming in the city. We intentionally recruited participants with diverse racial and ethnic backgrounds in order to hear perspectives from a broad range of our city's residents. In total, we spoke with 161 participants, including sessions with 85 high-school aged youth (i.e., older youth), 41 middle school-aged youth (i.e., younger youth), and 35 parents and caregivers of elementary school-aged youth.

What Did Youth and Parents/Caregivers Say?

In our community engagement sessions, we asked eight main questions:

- What programs are available in your community that are doing a great job supporting and engaging young people?
- What kinds of programs do you think are needed and wanted by young people?
- What programs have you not had a good experience with/ heard negative things?
- What are things that you think weak or ineffective programs do or don't do?
- If there is an existing program that you would fund if you had unlimited resources, which one is it, and what does it do to help young people succeed?
- If you had unlimited resources to fund a new program that helps young people succeed, what would that program look like and what would it do?
- What factors at home, at school, or in communities prevent young people from being able to attend or stay engaged in a youth program?
- What can programs do to support youth to help them attend regularly and stay in programs for a long time?

Through answers to these questions, we learned about young people's positive experiences, negative experiences, barriers to program participation, and program dreams and desires. Six clear themes were derived from youth engagement session data. Youth and their parents and caregivers want programs with **Accessibility, Engaged & Professional Staff, Youth-Centered Structures, Safe Spaces (Mentally and Physically), Exposure & Diverse Experiences, and Skill & Knowledge Building**. Importantly, these six themes not only include characteristics that young people want in current programs, but also are characteristics that young people would instill in their own programs, should they have the power and agency to do so. These findings reflect those of previous studies in other settings related to youth needs and wants for out-of-school programs.[9]

PROGRAM THEMES

ACCESSIBILITY

Young people and parents/caregivers want programs that accommodate their needs, including but not limited to cost, transportation, and younger children and siblings.

ENGAGED & PROFESSIONAL STAFF

Effective programs have staff members who are knowledgeable, caring, dedicated, and respectful. They know how to interact with different age groups and have the dedication to build caring relationships.

YOUTH-CENTERED

Youth and parents/caregivers are looking for programs that are fun, enjoyable, and individualized. Participants want programs to ask them how to improve the service.

SAFE SPACES: MENTAL AND PHYSICAL

Mental and physical safety is important for young people and their parents/caregivers when they consider programs. Youth want a program culture that allows them to relax and exist freely, without worries of being judged by adults or other young people.

EXPOSURE & DIVERSE EXPERIENCES

Young people want programs that allow them to experience new and interesting things, including travel outside of the city and career exploration.

SKILL & KNOWLEDGE BUILDING

Young people want programs that allow them to build up knowledge and skills through experiences and mentorship that will help them as they grow older. Parents and caregivers want programs to teach youth practical skills to help them succeed in life.

Below, we describe each of the six themes in more detail and include with each theme representative quotes from our engagement sessions. While all of these themes occurred throughout our sessions, some were more common than others. We highlight the themes that occurred most often at the top.
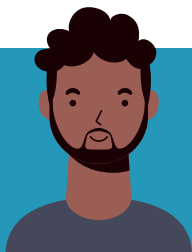
ACCESSIBILITY

Young people and parents/caregivers want programs that accommodate their needs, including but not limited to cost, transportation, and younger children/siblings. Programs that are accessible do not have burdensome application or enrollment requirements, make accommodations for working young people and parents/caregivers, and ensure that there is a safe way for youth participants to move to and from the program. Further, programs must be accessible to youth most in need, including disabled youth, homeless youth, refugee youth, and youth who are English-language learners.

> **"Some people may have to take care of a family member, work multiple jobs, or not have any reliable transportation to get there. These would be reasons why someone wouldn't attend a program."**
> **— High School-aged Participant**

When we asked community members what factors affect program attendance, transportation was a common barrier mentioned. Young people and parents/caregivers consistently praised programs that covered transportation costs but mentioned that covering costs was not enough to surmount inconveniently located programs that require young people to change bus lines multiple times. Other key barriers that made programs inaccessible were program fees and burdensome participation requirements. Specifically, older participants mentioned that some programs (e.g., public recreation centers) may require young people to bring IDs or parent permission forms.

> **"Cost is the number one barrier. Hours of operation have to be long enough."**
> **— Parent/Caregiver Participant**

Young people and parents also spoke of accommodations programs should adopt to help increase accessibility. Young people serving as primary caretakers for their children or younger siblings want programs that make attendance possible at multiple age levels. Both working parents and older youth want programs to be more flexible with timing — older youth cannot attend programs while working, and parents/caregivers cannot schedule pick up and delivery times that conflict with work schedules.

> **"[I'd like to design a] program for people who need to learn sign language. . .We need that to accommodate the deaf community because a lot of people don't know sign language."**
> **— Middle School-aged Participant**

All participant groups spoke of their desire for programs that are intentionally inclusive of youth with different backgrounds and abilities. Specifically, our participants noted that programs should actively recruit, accommodate, and retain special populations, including youth who are disabled, homeless, newcomers to the U.S., and/or English-language learners.

ENGAGED & PROFESSIONAL STAFF

Young people and caregivers want programs with staff members who are knowledgeable, caring, dedicated, and respectful. Program staff should know how to interact with different age groups and have the passion and dedication to build caring relationships with participants.

> **"If you're having a bad day…[program staff] are going to help you. They're like more of a mentor. They're like another brother or sister. They'll help you out when you're really going through some stuff. Basically, it's all a family."**
> **— Middle School-aged Participant**

Young people reported that the energy, expertise, and commitment of program staff can make or break a program and its effectiveness. Programs that feel chaotic and unstructured frustrate youth and do not motivate them to keep attending. Further, young people can tell whether program staff are trained and experienced in the content of the program and appreciate learning from those they can consider to be experts.

> **"My children can tell when you care about them. The energy is real, so if they feel like [program staff] are treating it like it's a job, they don't enjoy coming there."**
> **— Parent/Caregiver Participant**

Relationships built between staff and participants can also be a major factor in how much young people enjoy programs. Young people reported that in some programs, participants felt like they belonged in a family among other participants and staff. In other programs, young people felt like they were given unclear expectations about staff and participant responsibilities, making young people feel disrespected. Older youth also mentioned the need for culturally responsive staff and mentors that both look like them and understand their experiences. These kinds of mentorship opportunities can greatly assist youth as they navigate personal life difficulties.

> **"Some programs we go to do not have an agenda and things are all up in the air. That can be disturbing because things are disorganized."**
> **— High School-aged Participant**

Older youth participants spoke of the desire to attend programs where staff treated them as young leaders instead of as children. On the other hand, parents of elementary-aged youth described how they sometimes felt that program staff were unprepared to deal with the challenges of leading groups of younger-aged youth. In all cases, program staff should be trained and knowledgeable in how to develop meaningful and age-appropriate relationships and expectations with participants.

YOUTH-CENTERED

Youth participants and parents/caregivers want programs that are fun and enjoyable. They also want programs that have the capacity to meet their individual needs and wants. Participants want programs to ask them how to improve the service and then to act on that information.

> "I just genuinely feel like some young people get very bored easily and it is very hard to stay in programs because…you kind of lose interest. You want to do something new and change it up because doing the same thing constantly, it's kind of tiring."
> — Middle School-aged Participant

When we asked middle school-aged youth about qualities that described good programming, the most common answer we received was simply that they had fun at the program, and it was constantly enjoyable. That enjoyment can be derived from multiple program characteristics. All groups noted how important it was for programs to individualize experiences and attend to the needs and wants of each participant. Participants frequently mentioned how a large youth-to-staff ratio can greatly decrease program enjoyment, as each program participant needs individual attention to ensure their enjoyment and success. Further, participants noted how they negatively judge the worth and value of programs that don't use culturally relevant materials or teachings that align with participants' life experiences.

> "[Programs should] provide new and innovative activities and ways to engage young people. Provide differentiated experiences individual to the kid. Programs have been doing the same thing for 30 or 40 years and they aren't working."
> — High School-aged Participant

Youth also want adults to ask them for feedback on how programs can be improved, and also want to ensure programs have structures for acting on that input. They especially feel attached to programs that provide them with leadership opportunities within the program-staff hierarchy.

## SAFE SPACES: MENTALLY & PHYSICALLY

Mental and physical safety is important for young people and their parents/caregivers when they consider program options. Youth do not want to feel endangered coming to and from a program. Once they arrive, they seek a program culture that allows them to relax and exist freely, without worries of being judged by adults or other young people. Young people do not want programs to force them to talk about personal issues but do want to feel comfortable confiding in staff and peers.
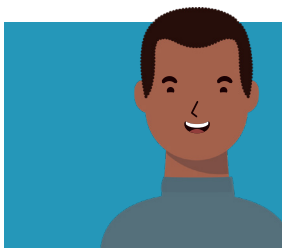
> "An emotional and mental health focus is important. Without one, people won't believe they are worthy of the program and instead will believe they aren't good enough to be there."
> — High School-aged Participant

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Younger youth participants frequently brought up the negative effects of rampant bullying. Bullying has ruined some of our participants' program experiences and demotivates youth from attending programs. These youth claimed that they want program staff to develop and sustain healthy and positive social relationships amongst their peers.
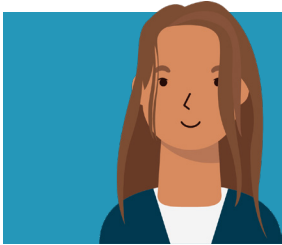
"I'll probably say bullying [prevents people from attending programs]. A lot of people bully or cause PTSD that could get triggered by something."
— Middle School-aged Participant

EXPOSURE & DIVERSE EXPERIENCES

Young people want programs that allow them to experience new and interesting things, including travel outside of the city and career exploration.

"[We want] internships in real places – not McDonald's. Places that provide true exposure to new things, like government, hospitals, etc. Internships should allow people to explore possibilities for themselves and what they want to do."
— High School-aged Participant

When we asked young people and parents/caregivers what kind of programs they would fund if they had unlimited resources, they often responded that they wanted programs that allowed youth to step out of their comfort zone and provide them access to opportunities and knowledge they normally would not experience and learn. These include programs that take them out of the city and into completely unfamiliar locations, and programs that allow them to explore careers and interests they otherwise would not have access to. Our participants highlighted that these experiences could greatly affect how youth shape their future goals and aspirations.

"There is a lot of knowledge around us, like we're all talking about the vocational training, the trade skills, and things like that. We have that knowledge around us and it's available but people don't know to access and or find it."
— Parent/Caregiver Participant

21

SKILL & KNOWLEDGE BUILDING

Young people want programs that allow them to build up knowledge and skills through experience or mentorship that will help them as they grow older.
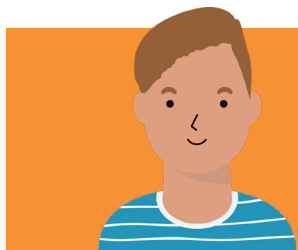
"[We need] programs that teach entrepreneurship to young people so that they can help their community."
— High School-aged Participant

Parents and caregivers want programs to teach youth practical skills to help them succeed in life. Older youth frequently brought up the desire and importance of learning life-skills like financial literacy, nutrition, cooking, sex education, and more. Many older youth were also interested in entrepreneurship and learning how to start businesses to earn money and help their communities. Meanwhile, younger youth brought up the need for programs to teach social skills so that students could build healthy relationships with each other.
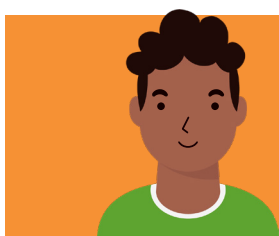
"I [want] programs that understand young black men, and are designed to help young black men and what they're navigating and helping them out specifically"
— Middle School-aged Participant

Young people reported that a large component of whether they enjoy a program is if they can apply the experiences and lessons learned in the program to help themselves in the long-term. This theme came up in multiple ways. Some young people reported the benefits of peer mentoring, where older youth or adults can connect with younger youth and help them navigate their current experiences. When we asked youth what kind of programs they would design if they had the resources, many described programs with a strong peer and adult mentorship system.

"My girls get into dancing and I feel like they don't get to express that side of them in programs."
— Parent/Caregiver Participant

Most of our participant groups also desired programs that allowed youth to express themselves through the arts, including art, theater, music, and dance. Parents and younger youth simply wanted spaces to express themselves with the arts, while older youth wanted to "take their skills to the next level," as one older youth participant said, in order to expand their existing knowledge through expert advice.

PROGRAM TOOL TO ASSESS THEME ALIGNMENT

Our BCYOL youth and parent/caregiver engagement sessions provided many insights and lessons that current and future program providers can learn from. In **Table 6** below, we present a proprietary tool that programs can use to assess how their programming aligns with the themes we learned from our participants. The first column lists each theme described above. The second column includes questions program providers can ask themselves to assess whether their program aligns to the theme.

Table 6. BCYOL Youth Engagement Themes and Relevant Questions for Programs

Theme	Relevant Questions
ACCESSIBILITY	☐ Does the program eliminate fees and/or burdensome participation requirements? ☐ Does the program cover transportation costs? ☐ If the program is inconveniently located, does the program provide their own transportation to and from the site location? ☐ Does the program have accommodations to make participation possible for young people without safe or sustainable housing? ☐ Does the program have accommodations to make participation possible for young people who are responsible for taking care of their younger siblings or children? ☐ Does the program have accommodations to make participation possible for young people who are working, or young people with working parents? ☐ Does the program actively recruit special populations, including newcomer youth, disabled youth, homeless youth, and youth who are English-language learners? ☐ Does the program have strategies for how to accommodate special populations to increase the quality of their program experiences?
ENGAGED & PROFESSIONAL STAFF	☐ Are program staff knowledgeable and experienced in the program content? ☐ Do program staff respect the opinions and perspectives of their participants, regardless of age? ☐ Are program staff committed to building relationships with participants? ☐ Are program staff committed to providing the best experience for young people in their program? ☐ Are there clear expectations for staff and participant responsibilities? ☐ Does the program feel organized and not chaotic? ☐ Do program staff look like their participants and understand participants' diverse backgrounds?

YOUTH-CENTERED	☐ How does the program ensure that participants are having fun and enjoying themselves from start to end? ☐ Does the program have enough staff to ensure each participant feels welcomed and cared for? ☐ How does the program seek feedback from youth participants about its operations? ☐ How does the program use youth feedback to improve program experiences? ☐ Does the program provide youth opportunities for leadership within the program hierarchy? ☐ Does the program use culturally relevant materials and teachings?
SAFE SPACES: MENTALLY & PHYSICALLY	☐ Do young people feel physically safe while participating in the program? ☐ Do young people feel relaxed while participating in the program? ☐ Do young people feel accepted by adults and other young people while participating in the program? ☐ Do young people feel comfortable sharing their experiences and problems while participating in the program?
EXPOSURE & DIVERSE EXPERIENCES	☐ Does the program take young people out of their normal daily routine? ☐ Does the program allow young people to explore careers and interests that they otherwise would not have access to?
SKILL & KNOWLEDGE BUILDING	☐ Does the program have a mentorship component, where older youth or adults can help young people navigate their experiences? ☐ Does the program teach young people life-skills (e.g., financial literacy, nutrition, cooking, sex education, etc.)? ☐ Does the program allow youth to express themselves via the arts? ☐ Does the program allow young people to explore and expand their existing skills?

Note. Those using or reproducing this tool should credit Baltimore's Promise.

RECOMMENDATIONS

Develop an Integrated Data System: The Baltimore Youth Data Hub

The BCYOL analysis allows us to make informed inferences about the gaps in programmatic opportunities for young people between ages 0-24. BCYOL also establishes a starting point for determining the current capacity of youth service providers, valuable data to inform the priorities and resource-allocation decisions of public systems, funders, and policymakers. While BCYOL is a necessary initial effort to understand the nature of the youth-opportunities ecosystem in Baltimore City, subsequent analysis incorporating individual-level data on which students attend which programs is critical. Such analysis will give us a better understanding of the youth that are and are not served by programs and of which programs have positive long-term impacts on the lives of youth.

Understanding youth participation patterns and inequities in opportunities on the basis of race, ethnicity, gender, and age requires a cross-agency data sharing infrastructure not currently available in Baltimore. The need for a permanent cross-agency data sharing infrastructure was further highlighted throughout the BCYOL data-collection process. Baltimore's Promise is responding to this need through the development of the Baltimore Youth Data Hub (BYDH), an integrated data system, in partnership with several city agencies and nonprofit organizations. We are committed to embedding an equity lens to this work, allowing us to better understand the barriers and challenges faced by vulnerable youth to become thriving young adults with choices in careers for which they are fully prepared, that match their potential, and that lead to economic stability.

Develop a Shared Definition of Youth Instability for Baltimore

Youth disconnection data, which counts the number of young people ages 16-24 who are not in school or working, is readily available via the U.S. Census and other regional or local data collection efforts. As such, many jurisdictions, including Baltimore City, use youth-disconnection data collected through the census and other sources to understand the prevalence of the most vulnerable youth in their locality. Because of the availability of this data, Baltimore's Promise has also referred

to disconnected youth (Opportunity Youth) as a population of interest in the Baltimore City Youth Opportunities Landscape.

However, being disconnected from school and work are not the only factors that indicate youth instability and impact young people's long term self-sustainability and success. And, in Maryland, most young people are unable to officially drop out of school before age 18, which may skew some of the existing youth disconnection data and paint an incomplete picture of youth instability. The best data available for Baltimore City reports 17% of young people are disconnected. However, we know from speaking and working with young people, their families, and service providers, this does not accurately reflect the full extent of disconnection and instability among this age group.

For these and other reasons, Baltimore's Promise has chosen a focus population of youth ages 14-24, recognizing that a focus on ages 16-24 does not address all high school-aged youth and the experiences and barriers they share with their older high school-aged peers. We have also prioritized the development of the Baltimore Youth Data Hub, referenced above, with a key goal being to understand the true prevalence of youth instability.

To help improve the actionability of the BCYOL data and the work of youth-serving entities, Baltimore City should develop a new definition of youth instability. Given the context of youth experiences and outcomes in Baltimore, it is imperative that the city consider additional situational factors — including but not limited to educational attainment, housing stability, involvement in the foster care or juvenile justice systems, and socio-economic status – to determine the true extent of youth instability. We recommend that community stakeholders create a shared definition and measure of youth disconnection that considers the lived experiences of young people during this critical transition into adulthood. Once the definition is set, the Baltimore Youth Data Hub will be instrumental in providing an accurate local count of young people meeting this definition through the integration of de-identified, individual-level data from public systems and non-profit partners.

Expand Youth Opportunities

The current number of youth opportunities in Baltimore City is not meeting the baseline needs of youth ages 0-24. BCYOL identified 92,604 youth opportunities in Baltimore City. However, as discussed previously in reference to Baltimore's Promise's development of the Baltimore Youth Data Hub, BCYOL is unable to determine how many unique youth are utilizing the 92,604 seats. Therefore, some youth may be accessing multiple youth opportunities while others have no access.

As such, the youth opportunity gap is not a simple calculation of subtracting the number of identified seats, 92,604, from the number of young people in Baltimore City ages 0-24, or 185,551 youth. Understanding that some youth may be accessing multiple youth opportunities means that the number of youth without access is larger than what this calculation tells us. With this in mind, it is imperative that resource holders invest in the expansion of youth opportunities for all of Baltimore City's youth.

Given the data show a disproportionately small number of opportunities available for youth ages 16-24 who are not in school or working, prioritizing early investment in expanding opportunities for older youth in this age range would help address some of the inequities present in this dataset. Baltimore's Promise has helped to expand opportunities for this population through Grads2Careers, a partnership initiative of Baltimore's Promise, Baltimore City Public Schools, and the Mayor's Office of Employment Development, to connect recent high school graduates to occupational skills training opportunities leading to employment on a career track in a high-growth sector. Investing in Grads2Careers, as well as other out-of-school time programs serving the older youth population, is an important step in addressing the youth opportunity gap in Baltimore City.

Listen to Our Youth

Baltimore City youth are full of ideas about how to make existing programs better and how to create new programs to better serve young people. For example, we learned in youth engagement sessions that young people want programs with accessibility, engaged and professional staff, youth-centered structures, safe spaces (mentally and physically), exposure and diverse experiences, and skill and knowledge building. Young people deserve agency and a seat at the table in discussions around what city programming should look like and which existing programs should be funded.

Systematic Program Data Collection

There have been several past efforts to centralize, maintain and make publicly available a directory of youth opportunities. However, these efforts have often failed or been abandoned because of a lack of sustainable funding, organizational capacity, and infrastructure to allow partners to continuously update program information; in addition, there have been data-quality issues that stem from not having standardization in the data collected across youth programs. Such a data-collection process is essential to ensure that information about programming is recent and up to date as we work to understand the landscape of programs and services available across the city. This process is even more necessary in a pandemic climate, where programming opportunities are rapidly being created, eliminated, or adapted.

Increase Quality of Programs to Meet Young People's Needs

The youth and parent/caregiver engagement sessions reinforced understandings of the importance of the quality and content and not just the number of opportunities. **The BCYOL Youth Engagement Themes and Relevant Questions for Programs (Table 6)** align with research-based frameworks for implementing high-quality programming, and the questions provide a tool for self-reflection. As the BCYOL data collection continues, Baltimore's Promise will make efforts to better network these programs with each other for peer-to-peer learning and to connect programs to existing opportunities for technical assistance and professional development. Strengthening programs' capacities to engage youth will result in a deeper impact on outcomes.

Promote Action on Landscape Findings

The BCYOL Dashboard will allow community members, advocates, and policymakers the ability to leverage information about the strengths and gaps in youth opportunity in and around their neighborhoods as a catalyst to action. As a result, stakeholders can use the data to support case-making and testimony in public meetings and hearings, to articulate needs for public and private funding requests, and to inform planning and prioritization in community initiatives. Baltimore's Promise will assist community members and policymakers who want to learn more about how to use the data in action. For further information or assistance, contact bcyol@baltimorespromise.org.

NEXT STEPS

Expanding Existing Data

Our current data set contains incomplete information about many of the programs included. As described in more detail in the Appendix, some data sources provided more complete data than others. Filling in these holes and getting a more comprehensive picture of youth programming in Baltimore City will require time and capacity to analyze each individual program in the data set. One way to expand the data we use to inform this analysis is by obtaining and utilizing needs assessments done by community school coordinators.

BCYOL Dashboard

Baltimore's Promise has developed a beta-version of a BCYOL Dashboard. The dashboard, powered by Tableau and hosted on the Baltimore's Promise website, enables Baltimore City youth, families, and other stakeholders to find program information based on location, program focus, and ages served. The dashboard also allows programs to enter and validate their own information, ensuring that the dashboard and BCYOL database will be evolving resources. Baltimore's Promise plans to update the BCYOL Dashboard periodically as new information becomes available and further develop its sorting capability.

Collecting More Data

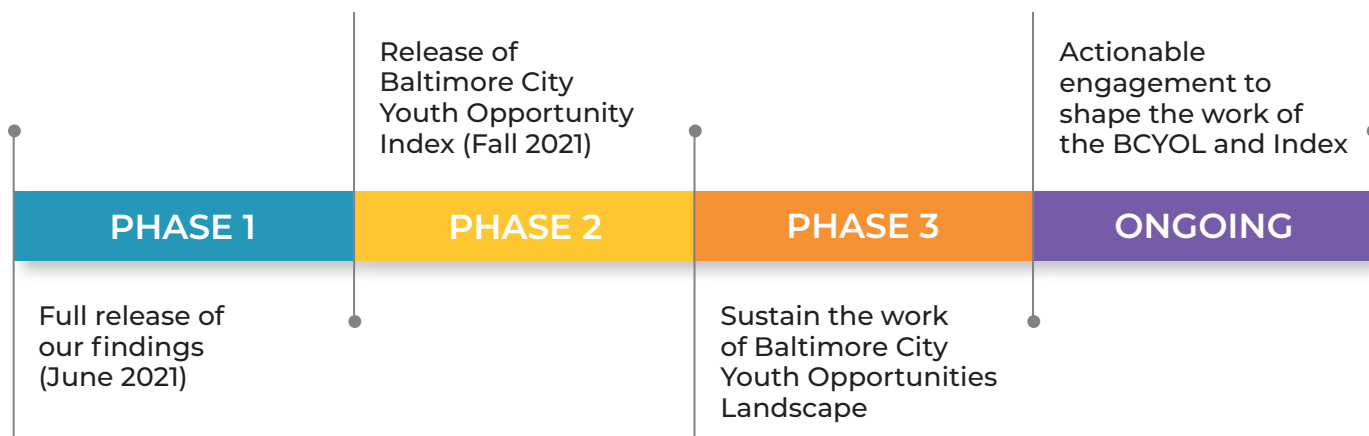As an initiative that has never been done before in Baltimore City, BCYOL is a work-in-progress that requires multiple partners from around the city to collaborate to form a comprehensive landscape of youth programming in the city. We are currently reaching out to foundations, public agencies, and other partners to gather more information on local programming that we may have missed in Phase 1.

With the public release of the BCYOL Dashboard, programs themselves will be able to inform us of their work through a survey link on Baltimore's Promise webpage. We will continue to conduct engagement sessions with youth and community members from around the city to directly learn from their insights and perspectives. Themes from our engagement sessions have been and will be instrumental to this work and to our efforts with the Summer Funding Collaborative and other initiatives.

Baltimore City Youth Opportunity Index (BCYOI)

The Baltimore Youth Opportunity Index (BCYOI) will be a comprehensive measure of the access to opportunities that support the wellbeing of young people in Baltimore ages 0-24 and help them become thriving adults. The index will offer decision-makers a way of identifying and understanding opportunities for critical youth investments. The index will include data such as the type and number or programs by neighborhood, as well as integrate the themes from our youth engagement sessions. The release of the BCYOI is scheduled for Fall 2021.

TIMELINE

Release of Baltimore City Youth Opportunity Index (Fall 2021)

Actionable engagement to shape the work of the BCYOL and Index

| PHASE 1 | PHASE 2 | PHASE 3 | ONGOING |

Full release of our findings (June 2021)

Sustain the work of Baltimore City Youth Opportunities Landscape

APPENDIX

Missing Program Information

While we generally have an idea of where these programs operate and what age groups are served, our dataset lacks information about the number of opportunities for each program and the time the program operates (e.g., after school, before school, during school, weekend, and summer). Obtaining more complete data is a question of time and capacity both for Baltimore's Promise and for our partners around the city. The potential impact of this investment in data collection is significant. It will require ensuring community-based institutions and public entities have the training and capacity to collect up-to-date and actionable information. Baltimore's Promise is ready to support these efforts and hopes to reveal more complete data for the next edition of BCYOL.

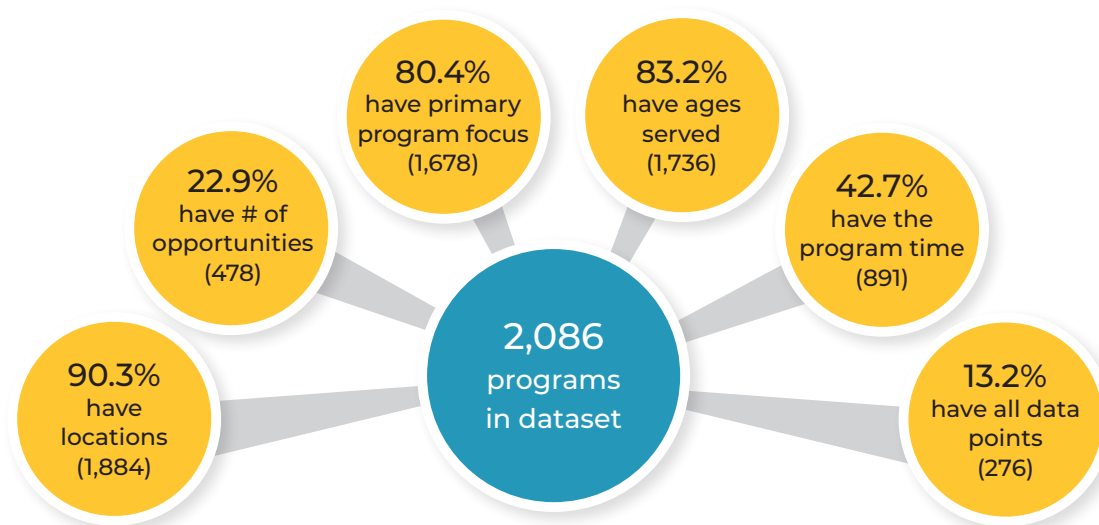## Data Collection, Merging, and Cleaning Details

Data Sources

We obtained data for BCYOL through multiple methods. First, we reached out directly to programs and asked them to fill out a survey created in-house. Second, we reached out to several city agencies and foundations, asking them either to fill out a spreadsheet that mirrored survey items or to send us documents related to programs they support in the city.

Of those agencies and foundations that we reached out to:

- The Abell Foundation, the Mayor's Office of Criminal Justice, Holistic Life Foundation, Maryland Family Network, and the Weinberg Foundation all sent us internal documents.

- The Baltimore Children and Youth Fund, the Mayor's Office for Employment Development, and the Baltimore Summer Funding Collaborative submitted the survey template spreadsheet.

- Family League of Baltimore and Baltimore City Public Schools provided data through internal documents and our survey template spreadsheet.

- We submitted a formal data request to receive meals data from from the Office of School & Community Nutrition in the Maryland State Department of Education.

- We scraped data from the Baltimore City Recreation and Parks website to access data on recreation centers in the city.

Available Program Data by Catgory

- 80.4% have primary program focus (1,678)
- 22.9% have # of opportunities (478)
- 83.2% have ages served (1,736)
- 42.7% have the program time (891)
- 2,086 programs in dataset
- 90.3% have locations (1,884)
- 13.2% have all data points (276)

Figures

Figure 1. Baltimore City Youth Opportunity Landscape Map: Programs by Primary Focus Area

Figure 1 shows that the most common program focus area in our data set is childcare, with program locations across Baltimore City.
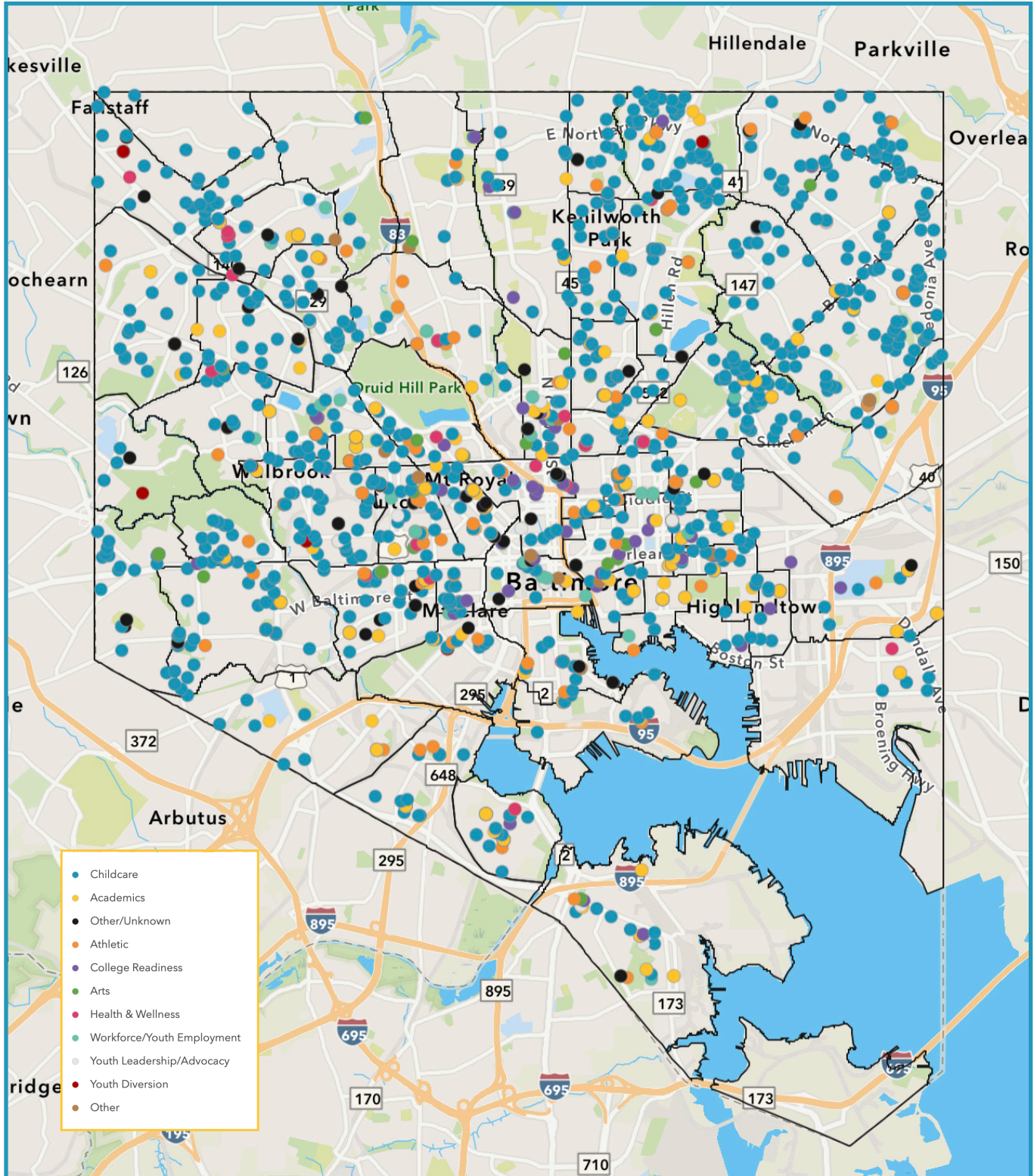
Figure 2. Baltimore City Youth Opportunity Landscape Map: Program Opportunities by CSA

Figure 2 displays the locations of programs in our BCYOL dataset and shades the CSA boundaries by the gaps between the number of opportunities identified and the number of young people 0-24 in the CSA. Blue areas are CSAs with a surplus of opportunities, while the darker the red shading in the other CSAs represents a greater gap.
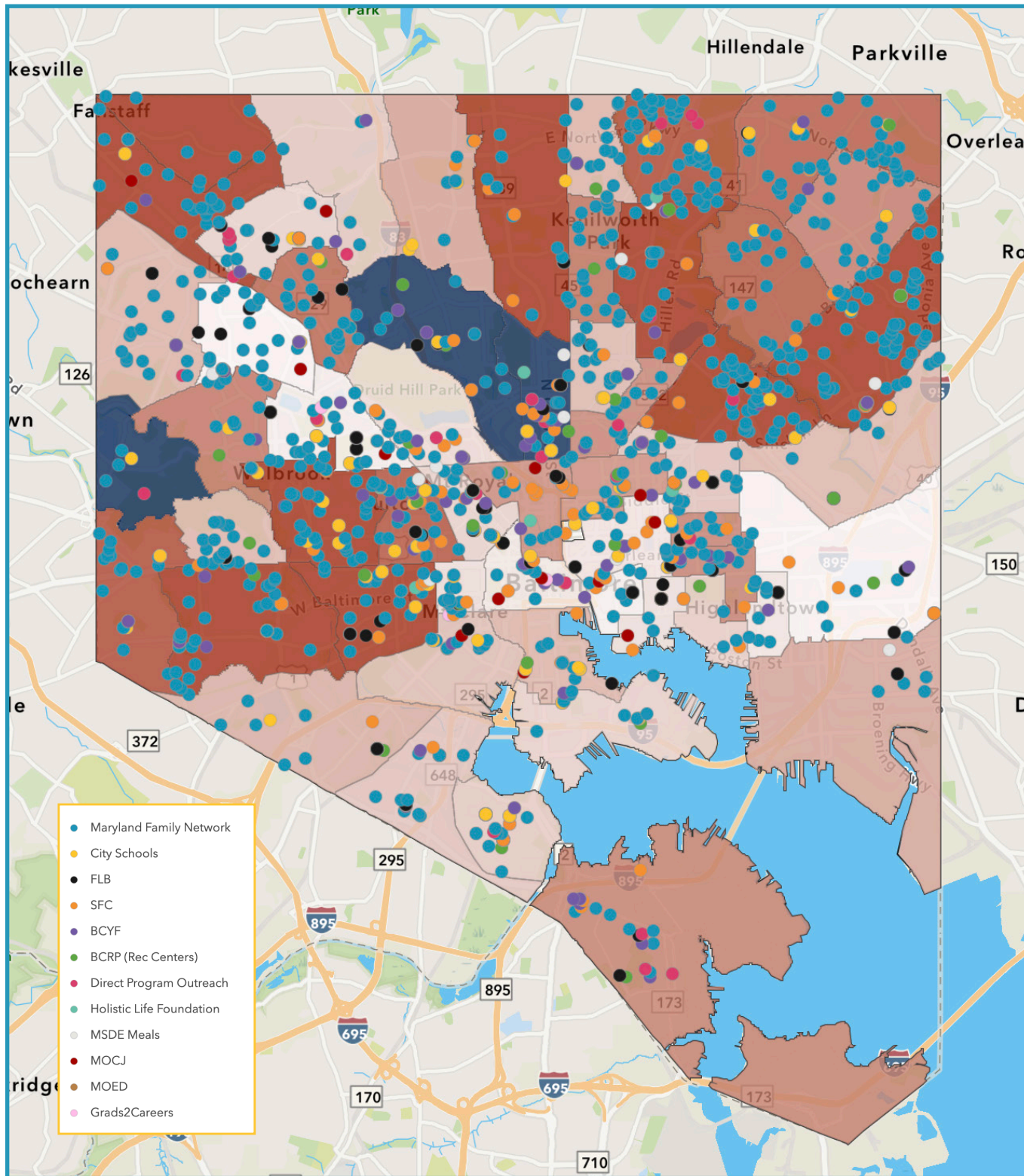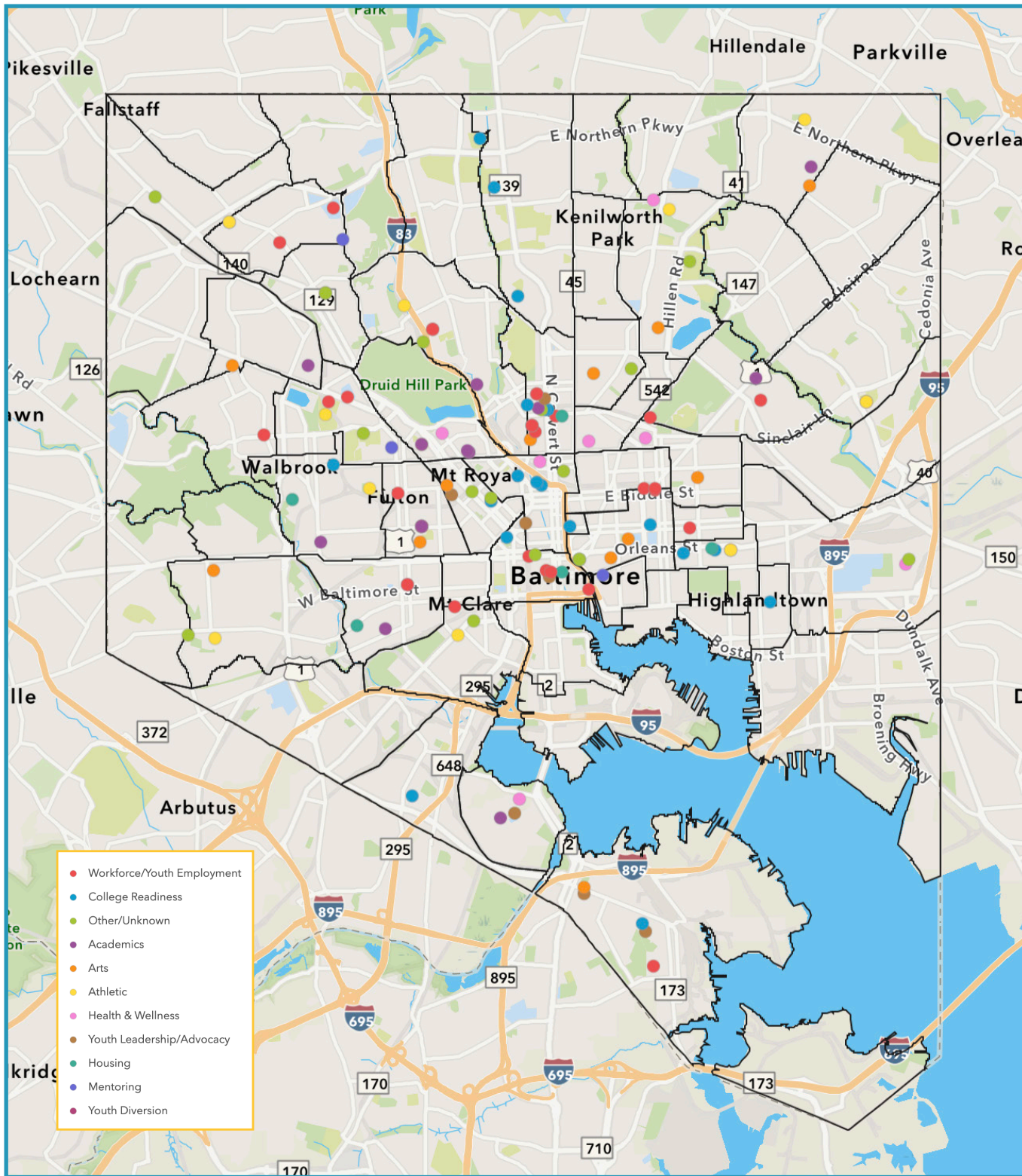
Figure 3. Baltimore City Youth Opportunity Landscape Map: Programs Serving Post-High/ Opportunity Youth Age Group, by Primary Focus Area

Figure 3 demonstrates the lack of programming for older youth, as most neighborhoods have only a few programs, if any at all, that serve out-of-school students.

Legend:
- Workforce/Youth Employment
- College Readiness
- Other/Unknown
- Academics
- Arts
- Athletic
- Health & Wellness
- Youth Leadership/Advocacy
- Housing
- Mentoring
- Youth Diversion

Endnotes

[1] Data collection for the 2019-20 landscape is currently underway.

[2] Jessen-Howard, S. (2020, September 3). The true cost of providing safe child care during the coronavirus pandemic. Retrieved March 19, 2021, from https://www.americanprogress.org/issues/early-childhood/reports/2020/09/03/489900/true-cost-providing-safe-child-care-coronavirus-pandemic

[3] US Chamber of Commerce Foundation.Piecing Together Solutions: The Importance of Childcare to U.S. Families and Businesses. (2020, December). Retrieved March 19, 2021, from https://www.uschamberfoundation.org/sites/default/files/EarlyEd_Minis_Report6_121420_Final.pdf

[4] Wong, A. (2020, December 05). COVID-19 means More preschool-age kids won't be ready for kindergarten. Retrieved March 19, 2021, from https://www.usatoday.com/story/news/education/2020/12/03/covid-daycare-online-preschool-kindergarten/3787766001

[5] Second semester Announcement: Baltimore City public schools. (2021, March). Retrieved March 19, 2021, from https://www.baltimorecityschools.org/second-semester

[6] Inanc, H. (2020, June 29). Trends in youth unemployment during covid-19. Retrieved March 19, 2021, from https://www.mathematica.org/commentary/trends-in-youth-unemployment-during-covid-19

[7] A decade undone: Youth disconnection in the age of coronavirus. (2020, June 10). Retrieved March 19, 2021, from http://measureofamerica.org/youth-disconnection-2020

[8] See our Baltimore Data Youth Scorecard on the Baltimore's Promise website for a comprehensive look at data on Baltimore's youth. See https://www.baltimorespromise.org/datascorecardmain

[9] Deschenes, S. N., Arbreton, A., Little, P. M., Herrera, C., Grossman, J. B., & Weiss, H. B. (2010). Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time. *Harvard Family Research Project*.; Greene, K. M., Lee, B., Constance, N., & Hynes, K. (2013). Examining youth and program predictors of engagement in out-of-school time programs. *Journal of youth and adolescence*, 42(10), 1557-1572.; Terzian, M., Giesen, L., & Mbwana, K. (2009). Why teens are not involved in out-of-school time programs: The youth perspective. *Child Trends*, 38(1).

Further Information

For any questions regarding this report, the BCYOL Dashboard, or the BCYOL Initiative as a whole, please email: bcyol@baltimorespromise.org

Baltimore City

Youth

Opportunities

Landscape