



LEARN



Market Analysis

A. The Industry

The Baltimore learning industry encompasses all opportunities to enhance the education of city residents and other potential consumers. Learning products are available for all ages and education levels. The City's learning resources are valuable both to enhance the education of City residents as well as to attract new residents to the City. The products that are necessary to accomplish these goals include:

1. Public and private schools, from kindergarten through high school
2. Higher education, including two and four year undergraduate curriculums, post graduate studies and continuing education
3. Lifelong learning, designed to improve the employment prospects, school readiness, and/or societal and political participation of those not served by traditional K-16 schools.

B. Customers

The customers for learning activities are widely varied, with different markets for each of the main products. For each of the target customer groups, the key issues in selecting educational resources are the quality of the product, both real and perceived, the cost of the product and its convenience.

Public schools are probably the most important product in the City's overall education market and contribute heavily to the overall health of the City. For public schools, the customers are the parents of school-age children as well as the students themselves. Other important target markets include the parents



of students approaching school age, as well as parents with children who are in the process of making a school enrollment or relocation decision. Perceptions of specific school options available in a neighborhood, as well as perceptions of the school system as a whole, greatly influence attendance patterns.

For higher education programs, the consumers are the students as well as the parents of prospective students who are often minors at the time of the enrollment decision. The primary considerations made by these customers are quality of the educational institution, availability of desired programs, and the value of the program or institution in terms of both cost and prestige. Location is also a factor in selecting higher education goods, both for local residents choosing from nearby institutions as well as for regional, national and international consumers. Consumers are drawn to the quality of many of the City's offerings as well as the amenities and convenience offered by a program's location in Baltimore and the mid-Atlantic region.

For lifelong learning programs, the target customers include people with a specific education goal, such as those who want to improve their literacy and other basic skills, earning potential, or English language skills, as well as people with more general interests, such as those who want to utilize school readiness programs or personal enrichment programs. In addition to these elective participants in community education, important target customers include prisoners reentering civilian life, of which the City has the largest share in the state.

For each of these target markets, the quality of the educational products the City offers is an important factor in getting customers to utilize the products. The quality of the products can also assist in attracting new residents to the City and successfully creating and retaining lifelong learners.

C. Market Size and Trends

Elementary and Secondary Education

For public education in the City, the number of potential consumers has shrunk as the City's overall population has declined. To a certain extent, the quality, perceived and real, of the public education institutions in the City has negatively affected both public school enrollment and the market size, as reflected by the number of school age children living in the City. As the number of school-age children in the City has declined to 141,515, the public school system enrollment has shrunk to 86,300 at the present time. Of the remaining 55,000 school-aged children, more than 17,000 are enrolled in the City's private/parochial schools, many are home-schooled, and some are not yet enrolled in early-learning programs. However, the largest percentage of non school-going children is between the ages of 16 and 19 who are unable or have chosen not to continue their high school education. Many strategies in **EARN** are specifically geared to ensuring these children have job-readiness skills necessary for future employment.

Statistics and data on all schools within the Baltimore City Public School System (BCPSS) can be found in the Comprehensive Educational Facilities Master Plan (CEFMP) required by the State. The master plan is developed by the Baltimore City Public School System and must be submitted by July 1 of each year. The plan must include goals, standards, guidelines, community analysis including trends and projections and facility needs analysis. The CEFMP includes detailed data on facilities, projections on enrollment as well as community analysis. The CEFMP is referenced in this plan (See Appendix W). The State also requires a five year Capital Improvement Program. In the medium-range future, the City is not expected to generate additional demand for public school facilities through population growth. Despite this fact, there may develop sub-markets within the City that will grow significantly over the next few decades, causing localized strains on facilities, even as City-wide enrollment remains stable. Within this overall stable enrollment, there may also be the need for the expansion of certain programs such as English as a Second Language as the City's population changes through increased immigration.

Higher Education

The market for Baltimore's higher education products is truly international in nature. However, several products within the market have a tighter local or regional focus. The overall enrollment in the City's higher education institutions was 48,736 in 2000. Additionally, there are two large state universities and two smaller private colleges in Baltimore County totaling approximately 33,000 students. Despite their locations outside the City limits, these institutions are active contributors to Baltimore's intellectual life and economy. The market demand for higher education in Baltimore is increasing as competition for entry into many of Maryland's public and private colleges and universities has grown. If this trend continues and enrollment capacity is not increased, students may be forced to leave the state to pursue higher education and some may be discouraged from entering higher education altogether.

Lifelong Learning

The market for lifelong learning programs is affected by several key variables: the number of individuals needing and desiring adult education or skills training, the level of immigration into the City, the number of convicts returning to society and the number of children between 0-5 years of age. The market could fluctuate widely according to demographic changes and efforts to mobilize and

motivate target populations. Although there is an extremely high potential for demand, utilization is largely determined by accessibility and awareness of the programs offered.

D. Location

Population shifts over the last fifty years have created a situation whereby Baltimore’s public school locations do not match current demographic patterns. The population shifts created uneven utilization of facilities, resulting in both overcrowded and underutilized school buildings. A Facilities Master Plan has been adopted by the BCPSS Board of Commissioners that attempts to better match school facilities with student populations. Additionally, the school buildings to be selected for future use should be in locations where neighborhood quality can be enhanced. To make the location process the most effective, the transportation and bike/pedestrian routes to the school locations should have maximum accessibility and safety.

For higher education institutions, being located in the Baltimore region as well as the heavily populated eastern seaboard presents a competitive advantage over institutions in less populated or less accessible locations. Similarly, the proximity of higher education institutions to both the local job market as well as other major employment centers, such as Washington, DC and Philadelphia, presents an opportunity for the schools to market their Baltimore location as an advantage over many competitors. Additionally, because Baltimore is part of a large metropolitan region, the City also benefits from the nearby presence of several institutions of higher education readily accessed by City and regional residents.

Lifelong learning opportunities are located throughout the City, in non-profits, churches, schools, licensed and unlicensed private homes, and City service centers. A major gateway to lifelong learning opportunities and a source of access to information needed for formal and informal education support is the Enoch Pratt Free Library (EPFL), the city’s public library system with twenty-two agencies, two bookmobiles, two kiosks and multiple deposit collections throughout the city. It is important that these programs are located near or are otherwise easily accessible to those most in need of basic education and skills training. These facilities should be located so that they are readily accessible by public transportation as well as near places of employment and residence for these learners.

E. Competition

For public schools, the main competitors are public school districts in surrounding counties as well as private schools within and near the City. The perceived quality of the surrounding districts and the private schools may reduce the City’s public school enrollment. However, in the case of private schools, these schools allow people to remain in the City who might otherwise move to another jurisdiction because they do not want to send their children to Baltimore’s public schools. Furthermore, in some cases, the excellent reputation of Baltimore’s private schools may be the motivating factor that causes parents of school children to choose to reside within the City. Despite not sending their children to public schools, the parents of private school children make indirect contributions to the school system’s budget through their property taxes. The more immediate competitors are public school districts in the surrounding jurisdictions. To improve their position in relation to these competitors, and to improve the City’s overall competitiveness as a place to live, the Baltimore City Public Schools will have to better market their existing strengths while improving performance system-wide.

For the City’s higher education institutions, the competition is defined in relation to the niche market of each school. Baltimore has a diverse array of schools, each of which competes with its peers. In some cases peers are defined by geography, such as competition among State institutions or other institutions in the Mid-Atlantic region. In other cases, peers are defined by program, such as liberal arts program, law school, medical school, arts program, community college, etc. Peers are also defined by price, prestige, demographics, religious affiliation, etc. Regardless of their different market niches, all institutions located in Baltimore have a built-in advantage over non-metropolitan institutions due to their proximity to the cultural, entertainment and other amenities a big city offers. Enhancements made to the residential and business areas surrounding the schools can further increase these schools’ attractiveness and can assist in promoting Baltimore as a top college destination. As mentioned above, Baltimore, unlike many competitors, is near several employment centers, which students can take advantage of both during and after their educational experiences.

Lifelong learning programs, provided by non-profits and city agencies, often compete with for-profit programs offering similar products. For the most needy customers, the cost of for-profit programs leads them to seek public or non-profit providers of these services. Lifelong learning programs must also compete with barriers in the lives of the customer. For example, existing income pressures can push an individual to take a second job instead of participating in a training opportunity.



Products & Services

A. Products and Services Offered

The educational products and services offered in Baltimore City fall into three categories: Elementary/Secondary Education, Higher Education and Continuing Education/Lifelong Learning programs. These three areas comprise the majority of educational products and services available in Baltimore.

Elementary/Secondary Education includes Pre-Kindergarten through 12th grade. This level of schooling is expected to provide the skills training and general knowledge necessary to be a competitive member of America’s society and economy. According to the U.S. Census, sixty-five percent of school age children in Baltimore are enrolled in the Baltimore City Public School System. Approximately 86,000 students are enrolled at the city’s 192 schools: 122 elementary or elementary-middle schools, 23 middle schools and 34 high schools. These schools offer a combination of general and specialized educational programs that focus on general proficiency. The City also has numerous options available for private or religious-based schooling. Private schools vary by type, size, cost, gender, etc. There are 117 private and parochial schools attended by a total of 17,523 students. These enrollment figures include substantial numbers of students who reside outside the City limits. (See Appendix Y)

Higher Education in Baltimore includes products ranging from Certificate and Associate degree programs to advanced professional and research degree offerings. The City has 14 institutions of higher education enrolling over 47,000 students. The range of institutions available in the City includes public universities, a major private research university, Catholic and Hebrew colleges and universities, schools for the visual arts and music, historically

black colleges and universities and a culinary college. While the majority of the students at the City’s higher education institutions are enrolled in undergraduate programs, several institutions have graduate offerings as well. Additionally, many of Baltimore’s colleges and universities offer enrollment on a part-time basis, making these programs attractive to individuals looking to improve their career opportunities or otherwise expand their knowledge.

Continuing Education/Lifelong Learning includes offerings not fitting into the elementary, secondary or higher education markets. These programs include English as a Second Language, early childhood education, prisoner re-entry services, workforce readiness training, personal enrichment classes, and summer youth programs.

B. Competitive Advantage

The City has several unique market positions in its educational products and service offerings. These positions help distinguish the City of Baltimore from surrounding jurisdictions as well as regional, national and international competition, depending on the market for the specific product offered.

In the elementary and secondary education segment, both public and private schools offer distinctive products that contribute to Baltimore’s position in relation to its competitors. Baltimore is developing a unique high school system in which students entering high school have a choice among numerous different programs ranging from technical education to small specialized programs and college preparatory programs. In addition, four Baltimore City public high schools are among the top ten ranked schools in the state of Maryland: Baltimore City College, Baltimore Polytechnic Institute, Western High School, and Baltimore School for the Arts. These schools are a strong factor in attracting and retaining City residents with children in or nearing their high school years. In addition to the typical public/private split, there is an emerging sector being created by the development of charter schools within the City. These schools offer specialized curricula or teaching approaches that, if successful, could attract new residents to neighborhoods that were less marketable due to problems with the perception of school quality.

Proprietary positions held by the private schools are mostly based on the availability of specialized curricula, selective admissions, programs focused on special needs students and schools affiliated with religious sects. These schools add tremendous range to Baltimore’s educational market. In many cases the availability of private schools places Baltimore at a competitive advantage among families who prefer these specialized and prestigious programs.

Local higher education institutions have proprietary positions based on their quality and unique programs. Baltimore is home to the only law, medical, and public health schools in Maryland. The Johns Hopkins Schools of Medicine and Public Health have few peers in the United States or internationally.

Continuing Education/Lifelong Learning programs in Baltimore City, as in most metropolitan areas, are very diverse in order to serve a wide variety of populations with programs tailored to that population. These programs are often located in proximity to the population that they serve. The variety and specificity of these offerings make Baltimore stand out from surrounding counties.

C. Customer Perceptions

Perception of Baltimore’s public education products varies widely. The public school system is perceived positively in terms of convenience, cost, and the quality of some of the specialized program offerings. However, overall performance, safety, and the physical condition of the schools are perceived as negative factors.

The private schools in the City perform well in terms of prestige, performance, and safety. However, since these schools are few in number and are essentially luxury goods, they are perceived less well in the categories of convenience, value and accessibility.

The overall product of higher education in the City is too varied to be summarized by broad generalizations. Because of the City’s large range of higher education products, the overall perception is that there are suitable selections to fit all desired price levels, convenience and program needs.

Selection of a Continuing Education/Lifelong Learning product is most influenced by accessibility. Accessibility includes physical access and proximity, cultural relativity, and individual perceptions. Additionally, neighborhood public library branches serve as information centers and a “people’s university” for the segment of the population unaffiliated with higher learning institutions.

D. Comparative Analysis

Baltimore’s education market position in relation to its competitors is generally strong, but is dependent on the specific product or service offered. By far, the weakest position is that of the Baltimore City Public School System when compared against surrounding jurisdictions on a system-by-system basis. Overall, BCPSS is weaker both in terms of performance on standardized tests and the condition of school facilities. However, the City schools fare better when considering special programs, such as the citywide magnet high schools. Despite this fact, the education that the average and below-average student receives within the City schools remains a significant weakness in the Baltimore educational product.

Higher education in the City is highly competitive on the basis of individual institutions and programs. The City further distinguishes itself from the competitors through the combined effect of having numerous colleges and universities in close proximity to one another in an urban setting. The Baltimore Collegetown Network (BCN) adds to this value by bringing area colleges and universities together with government, business and community leaders to develop and market Baltimore as a vibrant place to live and learn. This collaboration was initiated to address the lack of public transportation options available to the area’s college students. As the BCN continues to grow, the organization works to strengthen the links among the city’s educational, cultural and community institutions to maximize the creative energy they represent.

The City has an advantage in providing lifelong learning due to the proximity of City residents and workers to community education facilities. Similarly, for programs offered through non-profit organizations, Baltimore has been the locus for the vast majority of non-profit organizations for a long period of time. While surrounding jurisdictions may be ahead of the City in terms of the quality of offerings in some areas—especially better funded suburban community colleges in comparison to Baltimore City Community College—the overall offerings of the City are tailored to a wider audience of education-seekers.



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Goals and Objectives

One of the greatest benefits of being at the center of a major metropolitan area is the availability of a robust educational network that provides a wide range of services to a diverse market both locally and beyond. The components of this network - BCPSS, private schools, public libraries, Colleges and Universities, and Lifelong Learning opportunities - must be accessible to existing and potential customers in order to not only prepare Baltimoreans for 21st Century social and economic realities, but also create a culture of learning within families and communities. The goals outlined in this section have been developed to respond to the needs of all learners in the City and maximize the City’s potential as an engaging place to **LEARN**:

- Goal 1: Improve Public Schools and Libraries**
- Goal 2: Capitalize on Untapped Potential of Higher Education Institutions**
- Goal 3: Encourage a Culture of Learning by Enhancing Educational and Vocational Opportunities for all Baltimoreans**
- Goal 4: Ensure Safe and Convenient Transportation to and from Educational Facilities**

The major deficits in our educational network include aging and outdated public school facilities, underutilized resources of a rich higher education network, lack of support for lifelong learning providers with a rising need for their services, and inadequate, unsafe access to these resources. We need to address these deficits to create more opportunities, highlight education as worthwhile, and foster a culture of learning for all citizens of Baltimore.



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Goal 1: Improve Public Schools and Libraries

Objective 1: Adopt Facilities Master Plan to Better Utilize School Facilities

- Eliminate poor building conditions within school facilities
- Create school facilities that effectively support learning, teaching, and community activities
- Develop and implement menu of options for greening school facilities

Objective 2: Enhance Schools and Libraries as Neighborhood Assets

- Develop a Community Schools Policy to facilitate the use of school buildings beyond the school day
- Create a dozen community school centers, with dedicated space for community uses
- Ensure access to public library services for all residents
- Ensure reuse of surplus school facilities is timely and compatible with surrounding neighborhoods

Goal 2: Capitalize on Untapped Potential of Higher Education Institutions

Objective 1: Attract and Retain College Students and Recent Graduates

- Market Baltimore as a higher education hub and a great place to live and work after college
- Increase funding for internships, service learning, fellowships, and mentoring for students pursuing higher education

Objective 2: Encourage Partnerships between and among Universities and the City (See also EARN, Goal 1, Objective 1)

- Establish a City liaison to integrate higher education institutions into the City's economic development program
- Create a mechanism to adopt campus master plans

Objective 3: Improve the Physical Relationship Between Campuses and Adjacent Neighborhoods

- Develop a new zoning district that encompasses mixed-use development related to residential neighborhoods, college, and universities

Goal 3: Encourage a Culture of Learning by Enhancing Educational and Vocational Opportunities for all Baltimoreans

Objective 1: Improve and Expand School Readiness Opportunities for Baltimoreans 5 Years Old and Younger

- Prioritize City funding for school readiness related activities
- Increase opportunities to locate school readiness programs and support services in public schools, such as ‘Judy Centers’
- Co-locate tot lots at schools

Objective 2: Improve and Expand Workforce Development and Job Readiness through Education and Job Training (See EARN, Goal 2, Objective 1)

Objective 3: Improve and Expand Learning Opportunities for all Baltimoreans to Create Active and Well-educated Citizens

- Create a coordinating entity for lifelong learning service providers
- Create opportunities for continuing education programs to locate in Baltimore
- Broaden access to job training centers and increase awareness of professional development opportunities

Goal 4: Ensure Safe and Convenient Transportation to and from Educational Facilities

Objective 1: Improve Pedestrian and Bicycle Access to Schools and Libraries

- Implement “Safe Routes to School” Program at schools.
- Implement physical improvements near educational facilities to ensure safe access
- Coordinate implementation of Bicycle Master Plan with school facilities plan.

Objective 2: Encourage the use of public transit to travel to schools

- Develop transit routes, schedules and amenities to provide reliable transportation to schools
- Integrate college-based shuttle services with public transit
- Make reduced fare transit programs available to all college students

Goal 1: Improve Public Schools and Library Facilities

Objective 1: Adopt Facilities Master Plan to Better Utilize School Facilities

Strategy	Capital	Zoning	Policy/ Operations	Measurable Outcomes	Implementing Bodies/Agents	Time-line	Funding Source	Return on Investment
Eliminate poor building conditions within school facilities.	•		•	Increased percentage of children attending facilities that meet standards	MCC, BCPSS, Planning, State Department of Education, Public Works	Years 1-6	GO Bonds, Federal and State Grants, General Funds	Better learning environments and more efficient operations

Many schools are currently in poor condition, which means that building systems are at the end of their useful life. Typically, the entire building is in need of major repair. New roofs, windows, interior finishes, cabinetry, floors, ceilings, electrical upgrades, ADA improvement, and other modifications are needed. Through the Facilities Master Plan, the school system will consider community input, building condition, school design, age of buildings, current and projected enrollment, school accessibility (especially by foot and transit) and historical significance in formulating a master plan to outline renovation, replacement and new construction for all school property. Based on anticipated savings in operating and maintenance costs by reducing square footage, the master plan will allow the system to eliminate the poor conditions that exist in many of the schools. Baltimore City's Green Building Task Force released the final report with recommendations for policies and programs to promote building in compliance with Green Building (LEED) standards for new and rehabilitated private and public commercial and residential structures.

Create school facilities that effectively support learning, teaching, and community activities.	•		•	Increased percentage of children attending facilities designed for their academic programs	BCPSS, Planning, State Department of Education	Years 1-6	GO Bonds, Federal and State Grants, General Funds	Better facilities for all educational programs
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Academic programs have changed significantly in the past decade, and school facilities need to be aligned with these changes, as well as with community preferences. It is likely that interior reconfiguration of space will be required to meet program standards. During the 1970's, many open space classrooms were built, and in most cases, the school community now wants to eliminate open space classrooms. Advances in technology mean that schools need to be equipped with computer labs and internet connections. The high school reform movement proposes smaller high schools, which means buildings need to be retrofitted. Opportunities for career technology education should be increased, which means creating specialized classroom spaces to allow students hands-on education experiences.

Develop and implement menu of options for greening at least 3 school facilities per year.			•	Better design and lower utility costs	BCPSS with assistance from other City agencies, such as Rec & Parks	Years 1-6	General Funds	Environmentally friendly and more aesthetically attractive buildings
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Recognizing the large amount of land devoted to schools, the City needs to update existing school facilities to current environmental standards and techniques. This could include LEED standards, removal of impervious surfaces, green roofs, alternative parking lots, natural landscaping and solar panels. Baltimore City's Green Building Task Force released the final report with recommendations for policies and programs to promote building in compliance with Green Building (LEED) standards for new and rehabilitated private and public commercial and residential structures. In many neighborhoods, school facilities offer the greatest opportunity to provide public open spaces as both a recreational and natural resource for the community.

Objective 2: Enhance Schools and Libraries as Neighborhood Assets

Strategy	Capital	Zoning	Policy/ Operations	Measurable Outcomes	Implementing Bodies/Agents	Timeline	Funding Source	Return on Investment
Develop a Community Schools Policy to facilitate the use of school buildings beyond the school day			•	Increased community use of schools	MCC, BCPSS, Planning, Community-based school users	Years 1-3	General Funds	Strengthen communities by improved relation with school, Reduce conflicts between academic users and community users of school facilities

Many of our schools have programs in them that could be described as precursors to community schools. Many of our large neighborhood High Schools have health clinics staffed by Johns Hopkins Physicians. Tench Tilghman Elementary School has numerous community uses, such as after-school programs and tutoring in conjunction with the non-profit Julie Center. Harlem Park Middle School has a Head Start program, after-school program run by the YMCA and other non-profit run programs that support children and families. In order to ensure that schools are true resources for all citizens in the neighborhood, the Community Schools Policy will establish user-friendly procedures for utilizing school grounds and buildings both during and outside school hours and months. This may include, for example, after-school programs, community events, health clinics, job training, use of the playgrounds, adult education and other community services. The Community Schools Policy will address security, liability, janitorial services, and fee schedules as well as how to reserve building space, accommodate flexible use of space, and access the building. As the Educational Facilities Master Plan (see Appendix W) recommendations are implemented, many schools will be renovated and this swing space can be incorporated into the renovations.

Create a dozen community school centers, with dedicated space for community uses.	•		•	Improved access to services	MCC, BCPSS, Rec & Parks, Enoch Pratt Free Library, DSS, MOED, Other City/State agencies	Years 1-6	GO Bonds, General Funds	Better use of City resources, improved access to services for the greater community
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At key locations around the City, we should create more intensive community schools, with dedicated space for community and City agency uses. Schools are a major neighborhood asset and should serve as multi-use neighborhood centers. Many of our public schools have extra capacity, and community uses would be an excellent complement to public school facilities. By offering community programs and City services in school facilities, schools will create a positive relationship with families. In addition, community programs, such as school readiness, workforce readiness, and lifelong learning programs, will be able to provide more services if they don't have to spend as much of their resources on facilities. (See Appendix Y)

Ensure access to public library services for all residents	•		•	Increased access to public libraries	EPFL, Planning, Housing, DPW, BDC, Transportation, CARE, DGS	Years 1-6	GO Bonds, General Funds	Better use of City/improved access to public libraries
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Today, access to library services involves many facility formats including anchor libraries, neighborhood libraries, digital, mobile services and youth/children libraries. Ease of access through one of these facility formats should be readily available to all residents.

Strategy	Capital	Zoning	Policy/ Operations	Measurable Outcomes	Implementing Bodies/Agents	Timeline	Funding Source	Return on Investment
Ensure reuse of surplus school facilities is timely and compatible with surrounding neighborhoods			•	No vacant, boarded school buildings (minimal time building is idle)	Planning, Housing, BDC, BCPSS, DGS	Years 1-6	General Funds, BCPSS Real Estate sales revenue	Strengthen communities by positively reusing former school property. Reused buildings are an asset to their neighborhood.

Understanding that the facilities plan is likely to recommend the closing of some schools, it is vitally important that the City have plans in place for the disposition and reuse of surplus facilities to ensure that reuse is appropriate for and compatible with the surrounding neighborhood. Baltimore City has a long history of successfully reusing former schools. Schools often lend themselves to residential reuse, because a classroom is approximately the size of a small apartment. Some relatively recent examples of school reuse are the former Louisa May Alcott School at Reistertown and Keyworth, a very attractive senior housing building. The former Park Heights Elementary School was redeveloped by Magna Corporation for a job training facility. The former Luther Craven Mitchell School at 1731 East Chase Street is offices and community space for a non-profit development corporation. In addition, the timeline for reuse must be streamlined. The plan should identify disposition before the closing of a school, so that the school will not remain vacant. Furthermore, when a school is proposed to be closed any existing community programs in the school should be relocated along with the students as much as possible.

Goal 2: Capitalize on Untapped Potential of Higher Education Institutions

Objective 1: Attract & Retain College Students & Recent Graduates

Market Baltimore as a higher education hub and a great place to live and work after college.			•	Increased number of out of state students attending college in Baltimore, Increased number of students remaining in Baltimore after college	BACVA, Downtown Partnership, Mayor's Office of Neighborhoods, Collegetown, Live Baltimore, Greater Baltimore Committee and Universities	Years 1-6	General Funds	Increase in the number of new students and young people staying in Baltimore after college
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Build off the success of the Baltimore Collegetown Network's marketing campaign to attract, engage, and retain outstanding students. The campaign would attract students to Baltimore, get them engaged in the community, and retain them once they have finished their education. The program should focus on attracting high school juniors and their parents to colleges in the city; engaging current students in arts and culture, internships, and volunteer positions to help them learn about Baltimore; and retaining college seniors and graduate students looking for jobs and housing. These programs should build on BCN's work and also look to the successful efforts of Live Baltimore and their campaign geared toward Washington, DC residents.

Increase funding for internships, service learning, fellowships, and mentoring for students pursuing higher education.			•	Increased number of participants, Increased number of programs	MCC, Professional schools, and Employers/various agencies	Years 1-6	General Funds	Source of future city workers
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Build off the success of the Mayor's Fellows program by increasing funding for additional programs that provide college students with networks that will encourage them to stay in Baltimore after they graduate.

**Objective 2: Encourage Partnerships between and among Universities and the City
(See also EARN, Goal 1, Objective 1)**

Strategy	Capital	Zoning	Policy/ Operations	Measurable Outcomes	Implementing Bodies/Agents	Timeline	Funding Source	Return on Investment
Establish a City liaison to integrate higher education institutions into the City's economic development program			•	Creation of liaison position, number of universities participating	MCC, Colleges and Universities, Collegetown	Years 1-3	General Funds	Greater integration of universities into economic development framework

The liaison will advocate for education as a major economic development engine and work with higher education institutions and private schools to make sure that their collective and individual concerns are addressed by the appropriate City agencies. The liaison will work with the Collegetown Network and higher education institutions to create and implement a common education development agenda. Educational institutions recognize their strength in working together on a variety of issues, including transportation, joint scholarship programs, and programs to expose K-12 students to colleges. To more effectively work together, the liaison can staff a joint task force to advocate for policies and identify common projects.

Create a mechanism to adopt campus master plans		•	•	Increased number of approved master plans, improved speed of development review	Universities and Colleges, Planning, Planning Commission, and State government and neighborhoods	Years 2-3	Colleges fund master plans; General Funds	Provide institutions with predictability in the development review process. Improved relationships between neighborhoods and academic institutions in terms of campus expansion.
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All higher education institutions develop master plans for long-term growth. The City will develop a process to adopt master plans to provide institutions greater predictability during the development review process. By having the City participate in the development of campus master plans and formally adopt the plans, the City will be better prepared to support the recommendations in the plan, ranging from streetscape improvements to land acquisition. The intent is to ensure a better correlation between the City's Master Plan and the development/expansion of campuses throughout Baltimore. A typical master plan should include a ten year physical plan as well as economic impact statement, design guidelines, pedestrian safety and transportation/alternative commuting strategies, and LEED-based environmental design requirements. The master plan should also include strategies to reduce single occupancy vehicle trips to campus by discouraging parking, encouraging transit and carpooling, and providing on or near campus housing and shuttles.

Objective 3: Improve the Physical Relationship Between Campuses and Adjacent Neighborhoods

Strategy	Capital	Zoning	Policy/ Operations	Measurable Outcomes	Implementing Bodies/Agents	Timeline	Funding Source	Return on Investment
Develop a new zoning district that encompasses mixed-use development related to residential neighborhoods, college, and universities.			•	Decreased number of variances and URPs for mixed-use, increased mixed-use in university areas	Planning, BMZA, HCD, Law, MCC	Years 2-4	General Funds	Increased density and tax base

Given the level of existing student populations at and surrounding higher education institutions, these areas can support entertainment, coffee shops, restaurants, and general shopping opportunities. Although the market exists for these types of uses, and these uses would benefit both the campus and the surrounding neighborhoods, in many cases the current zoning prohibits this type of mixed-use development. Working with neighborhoods and higher education institutions, we can create a mixed-use zoning district to allow this type of development adjacent to campuses (See Chapter IX for Future Zoning Recommendations).

Goal 3: Encourage a Culture of Learning by Enhancing Educational and Vocational Opportunities for all Baltimoreans

Objective 1: Improve and Expand School Readiness Opportunities for Baltimoreans 5 Years Old and Younger

Prioritize City funding for school readiness related activities.			•	Increased number of participants in school readiness programs, increased kindergarteners' rating on Maryland State Department of Education (MSDE) work sampling system (WSS) to evaluate school readiness.	Family League of Baltimore City, Safe and Sound, Health, BCPSS	Years 1-6	General Funds	Improved family-school relationships, comfort with school systems
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Support Baltimore Leadership in Action Project (BLAP), a coalition which provides leadership to early childhood service providers in Baltimore. They have developed a strategic plan to enhance early childhood education, which uses a broad and innovative range of partners and is supportive of kids and their families. Resources and policy decisions should be made that assist in the implementation of their plan.

Increase opportunities to locate school readiness programs and support services in public schools, such as 'Judy Centers'.	•		•	Increased number of school-based school readiness programs, increased number of 'community schools' coordinators.	BCPSS, BLAP, Judy Centers	Years 1-6	GO Bonds, Federal and State Grants, General Funds	Reducing operating costs for school readiness programs, improve access to school readiness for citizens
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Schools are a major neighborhood asset and should serve as multi-use neighborhood centers. Many of our public schools have extra capacity and school readiness programs are an excellent complement to public school facilities. By offering school readiness programs in school facilities, schools will create an early positive relationship with families. In addition, school readiness service providers will be able to provide more services if they don't have to spend as much of their resources on facilities. The school facilities solutions master plan will identify opportunities for community use of schools.

Strategy	Capital	Zoning	Policy/ Operations	Measurable Outcomes	Implementing Bodies/Agents	Timeline	Funding Source	Return on Investment
Co-locate tot lots at schools.	•		•	Increased number of tot lots at schools.	Rec & Parks, BCPSS, BLAP	Years 1- 6	General Funds, Go Bonds, Federal and State Grants	Positive early exposure to school facilities.

Tot lots are playgrounds specifically designed to provide a fun learning experience for children 0-5 years old. These children are too small to use a regular playground. Co-locating tot lots on school grounds makes the most of limited resources and exposes children and their parents to school facilities before the child enrolls in school. Creating an early positive relationship with school is a key factor in a student’s success in school. Additionally, increasing physical activity at an early age assists in the prevention of obesity later in life.

Objective 2: Improve and Expand Workforce Development and Job Readiness through Education and Job Training. (See Earn, Goal 2, Objective 1)

Objective 3: Improve and Expand Learning Opportunities for all Baltimoreans to Create Active and Well-educated Citizens

Create a coordinating entity for lifelong learning service providers.			•	Increase number of participants in lifelong learning programs. Creation of coordinating entity	MCC, BCPSS, BCCC	Year 2	General Funds	Coordinated approach to Baltimore’s life-long learning needs
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Lifelong learning opportunities include GED, adult literacy, computer literacy, English as a second language, personal enrichment, citizenship, summer youth programs, etc. The Mayor’s Office of Community Investment will assist in convening service providers and higher education institutions to create a coordinating entity for these services. The coordinating entity will provide leadership and craft an action plan that identifies resources and policy decisions to enhance service delivery. In preparing their action plan, the group should consider services that are targeted to specific needs and populations as well as services that cross demographic boundaries (such as the growing senior and immigrant populations). It is important that this group be a coalition of service providers and not become a service provider itself, so that it can help coordinate services without competing for resources. One of the strategies that the group should explore is promoting a culture of learning through a marketing campaign using a broad and innovative range of messengers.

Create opportunities for continuing education programs to locate in Baltimore	•		•	Increased number of lifelong and higher education programs located in the City	Colleges and universities, BCPSS, BDC, CARE	Years 1-6	GO Bonds, General Funds, State Grants	Reducing operating costs for lifelong learning programs, improve access to lifelong learning and continuing education in the City
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The City can expand available continuing education offerings by providing multi-tenant education centers. These centers could be located in buildings such as former city schools. These centers would provide convenient access to continuing education programs in an off-campus setting.

Strategy	Capital	Zoning	Policy/ Operations	Measurable Outcomes	Implementing Bodies/Agents	Timeline	Funding Source	Return on Investment
Broaden access to job training centers and increase awareness of professional development opportunities.	•	•	•	Number of persons enrolled in job training programs	BWIB/MOED, BCPSS, BCCC, CARE, Other training programs	Years 1-6	Grants, Leveraged budgets	More accessible training programs, lower unemployment, higher labor force participation

Reducing restrictions on where training centers can locate and improving accessibility via transit to these centers will enable residents to tap into important job training resources, increasing the likelihood of residents engaging in training and professional development. Through a combination of Capital Improvement, rezoning, and policy/operational actions, the City can reduce barriers to training access.

Goal 4: Ensure Safe and Convenient Transportation to and from Educational Facilities

Objective 1: Improve Pedestrian and Bicycle Access to Schools and Libraries

Implement "Safe Routes to School" Program at schools.	•		•	Increased number of schools participating in program (goal: 10% in first 2 years), reduction in child injuries traveling to school	BCPSS, PTO/PTA, Transportation, Planning, Health, DGS	Years 1-6	General Funds, Federal DOT funds, MVR	Improves physical health of students
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The City of Baltimore, in cooperation with federal agencies, state partners, the school system, and community groups will work to establish a 'Safe Routes to School' program. A successful Safe Routes to School (SR2S) program integrates health, fitness, traffic relief, environmental awareness, and safety under one program. SR2S funds can be used for both infrastructure projects and non-infrastructure activities. The legislation also requires each state to have a Safe Routes to School Coordinator to serve as a central point of contact for the state. In order to maximize the federal assistance, the City will establish a Citywide Coordinator, similar to the state coordinator, to serve as a single point of contact. The federal SR2S program provides funds that can be used for "Planning, design, and construction of infrastructure-related projects that will substantially improve the ability of students to walk and bicycle to school, on any public road or any bicycle or pedestrian pathway or trail within approximately 2 miles of a primary or middle school" and "non infrastructure-related activities to encourage walking and bicycling to school, including public awareness campaigns and outreach to press and community leaders, traffic education and enforcement, student training, and funding for training, volunteers, and managers of SR2S programs."

Implement physical improvements near educational facilities to ensure safe access.	•			Increased number of physical improvements installed	BCPSS, Transportation, Planning, DGS	Years 1-6	GO Bonds, General Funds, Federal and State grants, MVR	Safety improvements at school facilities
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This will be an integral part of the city-wide pedestrian plan (see LIVE Goal 3, Objective 1, Strategy 1). Physical improvements could include crosswalks, traffic signal, signs, and other traffic calming measures. Funding should be set aside specifically for improving pedestrian/traffic safety conditions as identified as a part of the "Safe Routes to School" Program.

Strategy	Capital	Zoning	Policy/ Operations	Measurable Outcomes	Implementing Bodies/Agents	Timeline	Funding Source	Return on Investment
Coordinate implementation of Bicycle Master Plan with school facilities plan.	•		•	Increased percentage of students walking/biking to school (survey school student travel modes), Increased number of schools with bike racks, Increased number of busses with bike racks	Transportation, Planning, Mayor’s Bicycle Advisory Committee, Collegetown , BCPSS, MTA	Years 1-3	GO Bonds, General Funds, Federal and State grants, MVR	Student health improvements, Reduction in single occupancy vehicle travel, air pollution, road wear and tear.

The Baltimore City Planning Commission has adopted the Departments of Transportation and Planning’s Bicycle Master Plan. Over three years, we will create a complete bike network. To complete the full network, bicycle facilities and standards will be incorporated into all transportation projects. To encourage bicycling to elementary, middle, high school and colleges, bike parking and safe bicycle routes should be established at these facilities. The plan includes a Collegetown Bike Route Network providing access to the major colleges and universities in Baltimore City. Colleges are encouraged to provide bike parking. Bike racks should be installed on all MTA busses.

Objective 2: Encourage the use of public transit to travel to schools.

Develop transit routes, schedules and amenities to provide reliable transportation to schools			•	Decreased travel time to and from school, Decreased complaints from neighbors of school	MCC, BCPSS, MTA, Transportation, Planning	Years 1-3	General Funds	Better access to educational facilities, Improved neighborhood-school relations
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Most students in grades 6-12 utilize public transportation to travel to school. The degree to which the public transportation system serves the needs of the students is uneven. In many cases, the MTA can add busses to existing lines to serve the school. In other situations, the routes do not accommodate the students’ needs. As a principal funder of public transportation systems, the Federal Transit Administration places limitations on the MTA’s use of busses for school transportation. The MTA and BCPSS need to work together to develop routes that meet FTA guidelines while still serving students and the general public. In conjunction with bus route improvements, MTA, BCPSS and DOT will work together to improve other school transportation logistics such as pedestrian safety, dismissal policies and bus stop locations.

Integrate college based shuttle services with public transit.			•	Increased percentage of college students utilizing Collegetown and other school supported shuttles and MTA	Individual College Shuttles, Collegetown Network, MTA	Years 1-6	General Funds	Less congestion on roads, Better access to educational and other facilities for college students.
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The individual shuttle systems operated by local colleges and universities and the Collegetown Network shuttle should be better integrated with the MTA routes. Shuttle routes should supplement MTA routes rather than duplicate them. MTA routes should be revamped in order to better meet the needs of the City’s student population.

Strategy	Capital	Zoning	Policy/ Operations	Measurable Outcomes	Implementing Bodies/Agents	Timeline	Funding Source	Return on Investment
Make reduced fare transit programs available to all college students.			•	Increased percentage of students utilizing public transportation, decreased percentage of students driving to school, reduced capital costs for parking facilities	MTA, colleges, universities	Years 1-3	State DOT	Reduction in traffic, less money/land used for parking

MTA and higher education institutions currently offer a reduced fare program for college students. Each school receives a finite number of reduced fare passes, and this limitation should be removed. In addition, students, faculty, and staff at State schools should be eligible to receive the same free MTA pass that State employees receive. Using State funds to support transit use will save State funds for parking facilities.