

# State of Maryland

## 2007 Bond Bill Fact Sheet

1. Senate		House		2. Name of Project
LR #	Bill #	LR #	Bill #	
589	SB26	2742	HB1438	Learning, Inc. Facility
3. Senate Bill Sponsors				House Bill Sponsors
Pugh				Robinson
4. Jurisdiction (County or Baltimore City)				5. Requested Amount
Baltimore City				\$250,000
6. Purpose of Bill				
Authorizing the creation of a State Debt not to exceed \$250,000, the proceeds to be used as a grant to the Board of Directors of Learning, Inc. for repair, renovation, and construction of the Learning, Inc. facility.				
7. Matching Fund Requirements				
Grantee shall provide and expend a matching fund. No part of the grantee's matching fund may be provided, either directly or indirectly, from funds of the State, whether appropriated or unappropriated. No part of the fund may consist of real property or in kind contributions. The fund may consist of funds expended prior to the effective date of this Act.				
8. Special Provisions				
None				
9. Contact Name and Title			Contact Phone	Email Address
Judith Friedman, Executive Director			410-662-9410	judy.friedman@verizon.net

**10. Description and Purpose of Grantee Organization** (3000 characters maximum)

Learning Inc.'s mission is to re-engage Baltimore City at-risk adolescents in the process of education and to provide them with academic and life skills so that they may grow into caring and responsible adults with economic opportunity. Our programs are designed to increase opportunities for these youth by improving their academic performance, developing their career skills, and instilling within them the belief that they – through their own actions – are capable of achieving meaningful and productive lives. While our programs are open to any student in Baltimore City, 70% of our students are from the neighborhoods of Druid Hill, Remington/Hampden, Carroll/Union Square/Franklin Square and Belair-Edison. Census statistics of these areas paint a picture of youth at risk for not finishing high school and for lives perpetuated by poverty. Following are examples with the overall city percentage or rate in parentheses for comparison purposes (figures from the Baltimore Neighborhood Indicators Alliance):

- Official unemployment rate ranges from: 5.9% to 19.5% (10.9%).
- Percent of single households with children living at poverty level: 6% to 24% (11.2%).
- Rate of substantiated abuse for 10- to 17-year olds per 1000: 60 to 142 (16).
- Percent of all infants born to 10- to 17-year old females: 6.7% to 11.6% (9.3%).

In 2002, our successes with the hard-to-reach over age middle school students led the Baltimore City Public School System (BCPSS) to designate us a satellite alternative classroom of Harbor City High School #413 as part of its "Twilight Program." For the 2006-07 academic year, the BCPSS had us increase our census from 32 to 50 and appointed us to their "Alternative Options Network." This coalition, which includes the Youth Opportunity (YO!) Program, Career Academy and the Baltimore Urban League, works with students not succeeding in traditional schools and is one of the school system's efforts to lower the dropout rate. Ours is the only program of its kind for this age group (14-18) in Baltimore City. Despite their ages, our students are at academic levels no higher than middle or even elementary school due to chronic truancy or repeated retention in lower grades. Since 2000, we have provided services to over 125 young people and remain in touch with a majority of them. Most stay in our program for two years and then return to their schools to complete their high school education. Students' test scores consistently show marked improvement and many have jumped up four, five, even six grade levels in reading and/or math proficiency.

**11. Description and Purpose of Project** (3000 characters maximum)

In June 2005, Learning Inc. purchased what had been Trinity United Church in Hampden, our home since 1998. After we purchased the church we launched a capital campaign for the \$1,500,000 needed for repairs and renovations and a two-story addition. Those related to program operations include replacing roofs and ceilings, installing new doors and windows to reduce utility costs, installing a new boiler and central air conditioning, upgrading electrical systems for improved lighting and technology, and creating additional office space. Much of this work was completed over this past summer. As pertains to curriculum growth, i.e. expanding our services, we will build a two-story addition with activity rooms, a kitchen, science laboratories and extra classrooms. Having the extra space will allow us to increase the number of students we are able to help. Owning the building also gives us the flexibility to consider becoming an “extended service community school,” meaning we could become a resource for the entire community. We might, for example, offer a G.E.D. program or conduct job workshops and classes for students’ family members and others. We committed to creating an overall design that meets the needs of this specific population of students. We canvassed students for their suggestions and ideas and have incorporated many of those into the plan. Spaces will be conducive to learning, with plenty of natural light and ventilation. Materials will be well-made and attractive so they can live up to daily wear and tear. Not only will this reduce the need for costly repairs or replacement; it will ensure that the building is one in which our students can take pride and where they feel comfortable and respected. Too often schools in communities with inadequate financial resources perpetuate an image of “second class citizens” that can have a negative impact on students’ self-esteem and performance. Everything about the environment we create here is geared towards counteracting the negative influences our students have experienced in the past.

*Round all amounts to the nearest \$1,000. The totals in Items 11 (Estimated Capital Costs) and 12 (Proposed Funding Sources) must match. The proposed funding sources must not include the value of real property unless an equivalent value is shown under Estimated Capital Costs.*

**12. Estimated Capital Costs**

<b>Acquisition</b>	\$175,000
<b>Design</b>	\$120,000
<b>Construction</b>	\$1,125,000
<b>Equipment</b>	\$200,000
<b>Total</b>	\$1,620,000

**13. Proposed Funding Sources – (List all funding sources and amounts.)**

Source	Amount
<b>PLEDGED OR PAID:</b>	
Learning Inc. Board of Directors	\$50,000
LeRoy Merritt Foundation	\$100,000
The Cordish Family Fund	\$25,000
Annoymous1, Annoymous 2	\$60,000 & \$50,000
M & T Bank	\$10,000
France Merrick Foundation - 2:1 match	\$300,000
Whiting Turner Construction Company	\$ 50,000
Middendorf Foundation	\$15,000
Bozzuto	\$15,000
M. Meyerhoff	\$15,000

PENDING:			
Knott Foundation			\$40,000
Harry & Jeannette Weinberg Foundation			\$430,000
Bendit Foundation			\$25,000
The Abell Foundation,			\$50,000
Arthur & Isadora Dellheim			\$5,000
Bond Issue			\$250,000
Other -individuals			\$130,000
<b>Total</b>			\$1,620,000
<b>14. Project Schedule</b>			
<b>Begin Design</b>	<b>Complete Design</b>	<b>Begin Construction</b>	<b>Complete Construction</b>
9/1/06	2/18/07	4/1/07	4/1/08
<b>15. Total Private Funds and Pledges Raised as of January 2007</b>	<b>16. Current Number of People Served Annually at Project Site</b>	<b>17. Number of People to be Served Annually After the Project is Complete</b>	
\$690,000	75 including parents & former students	150 including parents & former students + more if we go the community school route	
<b>18. Other State Capital Grants to Recipients in Past 15 Years</b>			
<b>Legislative Session</b>	<b>Amount</b>	<b>Purpose</b>	
	0		
<b>19. Legal Name and Address of Grantee</b>		<b>Project Address (If Different)</b>	
Learning, Inc. 1234 West 36 <sup>th</sup> Street Baltimore MD 21211			
<b>20. Legislative District in Which Project is Located</b>			40th
<b>21. Legal Status of Grantee (Please Check one)</b>			
<b>Local Govt.</b>	<b>For Profit</b>	<b>Non Profit</b>	<b>Federal</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>22. Grantee Legal Representative</b>		<b>23. If Match Includes Real Property:</b>	
<b>Name:</b>	Judy Friedman	<b>Has An Appraisal Been Done?</b>	Yes/No
<b>Phone:</b>	410-662-9410		yes
<b>Address:</b>		<b>If Yes, List Appraisal Dates and Value</b>	
1234 West 36 <sup>th</sup> Street Baltimore, MD 21211		2/2/05	\$205,000
<b>24. Impact of Project on Staffing and Operating Cost at Project Site</b>			
<b>Current # of Employees</b>	<b>Projected # of Employees</b>	<b>Current Operating Budget</b>	<b>Projected Operating Budget</b>
9	12	\$580,000	\$780,000
<b>25. Ownership of Property (Info Requested by Treasurer's Office for bond issuance purposes)</b>			

<b>A. Will the grantee <u>own</u> or <u>lease</u> (pick one) the property to be improved?</b>		own	
<b>B. If owned, does the grantee plan to sell within 15 years?</b>		no	
<b>C. Does the grantee intend to lease any portion of the property to others?</b>		no	
<b>D. If property is owned by grantee and any space is to be leased, provide the following:</b>			
Lessee	Terms of Lease	Cost Covered by Lease	Square Footage Leased
<b>E. If property is leased by grantee – Provide the following:</b>			
Name of Leaser	Length of Lease	Options to Renew	
<b>26. Building Square Footage:</b>			
<b>Current Space GSF</b>	3,000 square feet		
<b>Space to Be Renovated GSF</b>	2,000 square feet		
<b>New GSF</b>	3,500 square feet		
<b>27. Year of Construction of Any Structures Proposed for Renovation, Restoration or Conversion</b>		2006	
<b>28. Comments: (3000 characters maximum)</b>			

Learning Inc. works with Baltimore City at-risk adolescents who, if they don't return to school or can't find meaningful employment, are more than likely to end up in the criminal justice system. Beginning in the 2005-06 academic year, we combined our academic and after school programs into an extended-day program that all students are required to attend. Our programs are designed to increase opportunities for these youth by improving their academic performance, developing their career skills, and instilling within them the belief that they – through their own actions – are capable of achieving meaningful and productive lives. Since 2000, we have provided services to over 144 young people and remain in touch with a majority of them. Most stay in our program for two years and then return to their schools to complete their high school education. Ours is a very holistic approach: we provide the schooling our students need for academic success; we provide job skill training and entrepreneurial experience for their employment success; we provide discussion groups on issues such as abusive relationships and gang violence and life skills training in financial literacy, problem solving and leadership, to name a few. In addition, we have a social worker and a counselor on staff who work with individual students to address issues that so many of them bring from their troubled homes and neighborhoods. Our academic year-end report for 2005-06, which we make to the BCPSS as part of our contract, reflects our success as our students met or surpassed all requirements. At Learning Inc., we understand how critical an education is to breaking the cycle of poverty these young people know far too well. Rather than keeping these students in the same environments where they have failed, we provide them with an academic setting outside of a traditional school. For many of our students, Learning Inc. is the only safe, stable environment they know and this is especially important during after-school hours, the time of day when research shows a neighborhood's petty crime increases. At Learning Inc., these students are staying in the program, advancing grade levels, and learning from dedicated teachers who use proven methods to energize the hardest-to-reach students. Since 2000, 61% have graduated from high school, received a GED, are enrolled in high school or GED programs, or are employed full-time, 100% of parents participate in quarterly teacher conferences, 100% of students completed 20 or more hours of community service learning, 100% of students received 60 minutes of job skills training each week. They are experiencing something they have in traditional school - academic success - and for many of them, it is their last chance.