



ORCHkids™

OrchKids Strategic Update

2016 - 2019

ORCHkids™

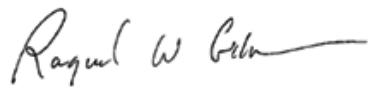
A NOTE FROM RAQUEL

As our 2019-20 program year moves into full swing, I wanted to provide an update and share some of OrchKids' exciting successes and initiatives. During the past three years, we've made significant improvements to our systems and procedures, developed and cultivated new programmatic initiatives, and made investments in our greatest asset, our people.

As a result, OrchKids is stronger, is serving more students, and is well-positioned for sustained growth to make a lasting impact on Baltimore.

I am so grateful to each and every team member - teacher, program staff, admin staff, school teacher and principal, parent and family member, donor and partner - for their commitment and dedication to our communities and students. We could not have achieved any of this work without you.

Sincerely,



THREE YEAR SUMMARY



IMPROVED

Data Capture & Results



INCREASED

Investment in
Teachers & Staff



STRONGER

Programs for Baltimore

2016



1,100 Students	
6 Schools	
34 Teaching Artists	
8 Full-Time STAFF	
108 OrchKids Summer Program Students	3 Performing Ensembles

75% Attendance Rate

Unknown Program-Wide Completion Rate

64% Program-Wide Student Retention Rate

Unknown Program-Wide Teacher Retention Rate

21 Students Participated in Outside Summer Programming



2019



87% Program-Wide Attendance Rate

82% Program-Wide Completion Rate

81% Program-Wide Student Retention Rate

73% Program-Wide Teacher Retention Rate

48 Students Participated in Outside Summer Programming

2,000

Students

10

Schools

38

Teaching Artists

12

Full-Time STAFF

6

Performing Ensembles

162

OrchKids Summer Program Students



OrchKids Team after SWOT
Analyses in 2016

OUR ASPIRATIONS

In 2016, after multiple planning meetings, SWOT¹ analyses and follow-up discussions about how we could best serve our students and our communities, the OrchKids team developed a master plan with eight strategic goals to drive our activities, financial investments, and human capital investments.

Specifically, we set out to 1) improve teacher and staff development; 2) increase student and family engagement; 3) improve internal and external communications; 4) develop strong, strategic partnerships; 5) diversify our revenue streams; 6) improve our operational systems; 7) establish consistent training, planning, reflection, and celebration; and 8) expand our program sites and offerings. In a nutshell, we wanted to improve our program, support our people, and grow our financial resources. And I am pleased to report that we are succeeding! The successes, program improvements and exciting initiatives outlined in this report are the accomplishments of the entire OrchKids team.

Everyone has worked hard to move our goals forward while continuing to deliver strong programming in Baltimore to our amazing students.

¹ SWOT Analysis – strengths, weaknesses, opportunities, and threats analysis

IMPROVING OUR PROGRAM

Using Data to Drive Success

Over the past three years, OrchKids has dramatically improved our use of data to drive our program operations decisions. Data is used in all areas of our planning, particularly in our program and education departments. Specifically, we developed standard practices for tracking daily attendance, program completion rates, student retention rates, teacher retention rates (see supporting our people section) and musical progress.

Additionally, we collect and track this data in our Monthly KPI (key performance indicators) reports. These reports help staff track their individual progress and identify challenges early. For example, if program attendance dips one month at a site, we are able to discuss the contributing factors affecting attendance and make the necessary adjustments. The KPI reports also serve as regular updates for OrchKids' leadership and close stakeholders.

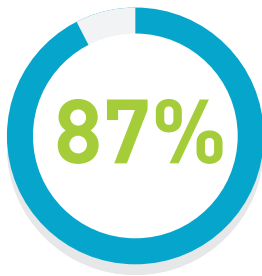
Monthly Report OrchKids 5.31.17			
Overview			
Key Performance Indicator	Owner	Notes	
1 Attendance Goal - 85%	Team	MAWES: 95%; LBES: 89%; HEMS: 90%; BTWMS: 75%	
2 Program Completion Goal - 80%	Team	LBES: 79%; MAWES: 75%; HEMS: 65% (66/86 Oct to May, 60/86); BTWMS: 76%	
3 Fundraising Goal - \$ \$1,341,776	AD	\$1,190,582 (as of 5/31/17)	
4 Revenue Earned To Date	NS	Total earned revenue received is \$206, 881.50. FY17 earned revenue is projected to be \$307,881.50.	
5 Teaching Artist Retention - 10% Improvement	Team	97% up from 74% last year	
6 Student Musical Growth - 3 Points	Team	OrchOlympics Spring Assessments were completed throughout the month of May. Student scores improved on average by 1.49 points and 81% students earned a new OrchOlympics level over the course of the year.	
Key Initiatives / Projects			
Key Initiative / Project	Owner	Notes	
1 Administrative/Planning Document	RWG/NS	<p>Improve Internal and External Communication finalized the OrchKids web portal and sent it over to BSO marketing and key stakeholders for final approval. Partnerships finalized partnership with The Seed School to utilize their facilities for the summer program (represents over \$15,000 in in-kind support). Improve Program Offerings met with the Baltimore Education Research Consortium to plan for a third party evaluation. They are sending over a proposal for a retrospective evaluation of our work for the past nine years. We established a new partnership with AKJ Educational Services to secure new summer bridge workbooks for summer tutoring. The workbooks will cover reading, math, and writing skills. Establish Planning, Reflection, and Celebration held two Reflection Days to review SY 16/17 programming, goals, and lessons learned. Held end of the year celebration for staff and teachers at Raquel's house.</p>	
2 Teaching and Learning	HM	<p>OrchOlympics Assessments took place over the course of 16 days at LBES and HEMS during the month of May, showing great improvement in students' skillset. 81% of returning students passed onto a new level. Guest clinician Julie Desbordes gave masterclasses to brass students to help prepare them for assessments. The month of May also presented 6 site-based performance opportunities for students, including end-of-year showcases at LBES, HEMS and MAWES. 6 string students from HEMS and LBES in the Peabody Playing Partners program gave their final concert at the Ronald McDonald House on May 12, showcasing their work in Saturday private lessons and group classes. Peabody Preparatory also committed to giving 8 new string students full scholarships for the Tuned-In program next year. OrchKids has also formed partnerships with two new summer programs, with each awarding 2 OrchKids strings students full scholarships to attend Camp Encore/Coda (Maine) and the American Music System-Baltimore. OrchKids staff and teachers also attended 3 half-day professional development workshops on behavior management through RAMAPO.</p>	
3 Development	AD	<p>Meetings with Donors: met with Carol Zenilman to discuss fundraising ideas for Dorrie's Dream Fund. It is the Zenilman's wish that any money collected through the Fund will benefit summer camp learning experiences. Raquel and I met with anonymous donors regarding renewed support for summer programming and are following up accordingly. Site Visits: Harriet Stulman visited Lockerman-Bundy on May 3 and made a donation to support summer programming; Sandy and Mark Lakeren visited Lockerman-Bundy on May 9 and also made a donation to support summer. On May 12, Raquel and I met with Janet Hartman to discuss renewed support from the Charles T. Bauer Foundation. Events: Attended Horseshoe Casino's employee talent show and set up table with information about OrchKids. The Horseshoe has committed to supporting OrchKids. Mailings and Communication: Solicitation from Stu Simms for Brown Challenge renewal gifts for year two; email blast of OrchKids Spring 2017 Newsletter; emailed information requested by Robert Smith's office to his assistant on 5/22/17. Other meetings: Raquel and I met with Enoch Pratt to discuss MOU and ways to partner around issues of literacy, ways to share resources, and ways to better engage OrchKids students with the library; met with Tedd Alexander to plan for his event to raise funds for the Brown Challenge event to be held in June at Sullivan's steakhouse; met with BSO Marketing reps and Bruce Miller from Sandy Hillman Communications which is offering in-kind donation of services to support PR efforts for OrchKids' first Day of Giving on June 8, as well as additional opportunities in the future. Grant proposals and reports: New proposals this month submitted to Venable Foundation, Bank of America, and Laurlene Straughn Pratt Foundation; year end report mailed to Charles T. Bauer.</p>	

Finally, we set goals and challenged ourselves to use our data as tools to build strong program outcomes - daily attendance – 85%, program completion – 80%, year-over-year student retention – 75%, and year-over-year teacher retention – 85%.

Key Program Outcomes

Student Attendance: Target Goal 85%

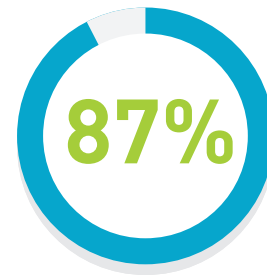
Prior to school year 2016-17, OrchKids was not in the practice of tracking daily attendance. A review of the available data reflects that attendance was around 75% in 2016. Since our systematic data capturing practices were implemented, attendance rates have increased significantly and consistently remain above 85%.



EOY² Attendance
SY2016-17



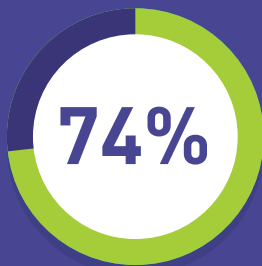
EOY Attendance
SY2017-18



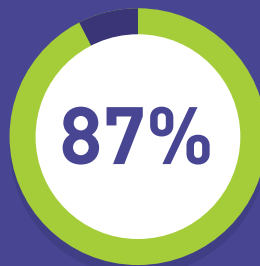
EOY Attendance
SY2018-19

Program Completion Rates: Target Goal 80%

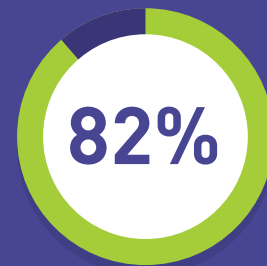
In 2017, we started tracking our program completion rates. Tracking this metric has allowed the OrchKids team to make adjustments to our strategies to ensure that we meet our goal of 80%. Specifically, we developed more targeted family enrollment information sessions to ensure that families fully understood the program's requirements. Additionally, we restructured our staffing model to provide greater family engagement and follow up. Finally, we helped our families with challenges limiting their attendance by connecting them with community partners to address their non-program related needs.



EOY Completion
SY2016-17



EOY Completion
SY2017-18

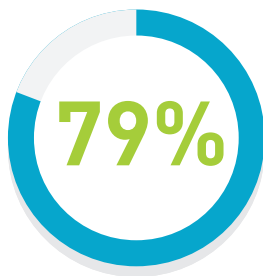


EOY Completion
SY2018-19

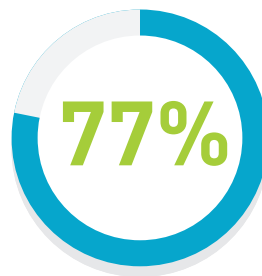
² EOY – End of Year

Year-Over-Year Student Retention: Target Goal 75%

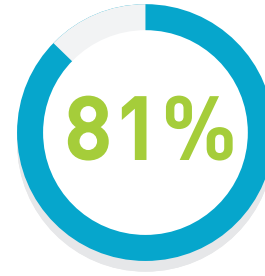
Prior to 2016, OrchKids westside student population was in the midst of a severe attrition crisis. At one of the main after school hub sites, retention rates were only reaching an average of 52-55%.³ Rates on the east side of the city averaged 74%. With analysis of metrics and targeted problem-solving on factors contributing to the attrition, the same west side hub raised its retention to 79% in FY18.



EOY Retention
SY2017-18



EOY Retention
SY2018-19



EOY Retention
SY2019-20

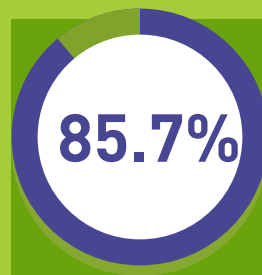
Year-Over-Year Teacher Retention -Target Goal 85%

Over the past three years, we have made positive strides in our year-to-year teacher retention. This has been a result of increased investment in professional development opportunities, more comprehensive compensation packages, as well as more growth opportunities for teaching artists with a longer tenure in the program.

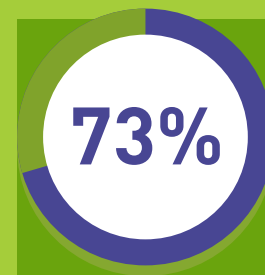
Our most recent data, however, has shown a slight decrease in our momentum for reasons beyond our organizational control: Out of 9 teachers who did not return to program, 4 moved out-of-state, one had a graduate school schedule conflict, and the remaining 4 were offered full-time teaching opportunities in Baltimore City and surrounding counties.



EOY Retention
SY2016-17



EOY Retention
SY2017-18



EOY Retention
SY2018-19

³ Tuscany Associates, "Inspiring a Generation of Baltimore Musicians: An Evaluation of the Baltimore Symphony Orchestra's OrchKids Program" May 17th 2016, pg. 14.

Third-Party Evaluation

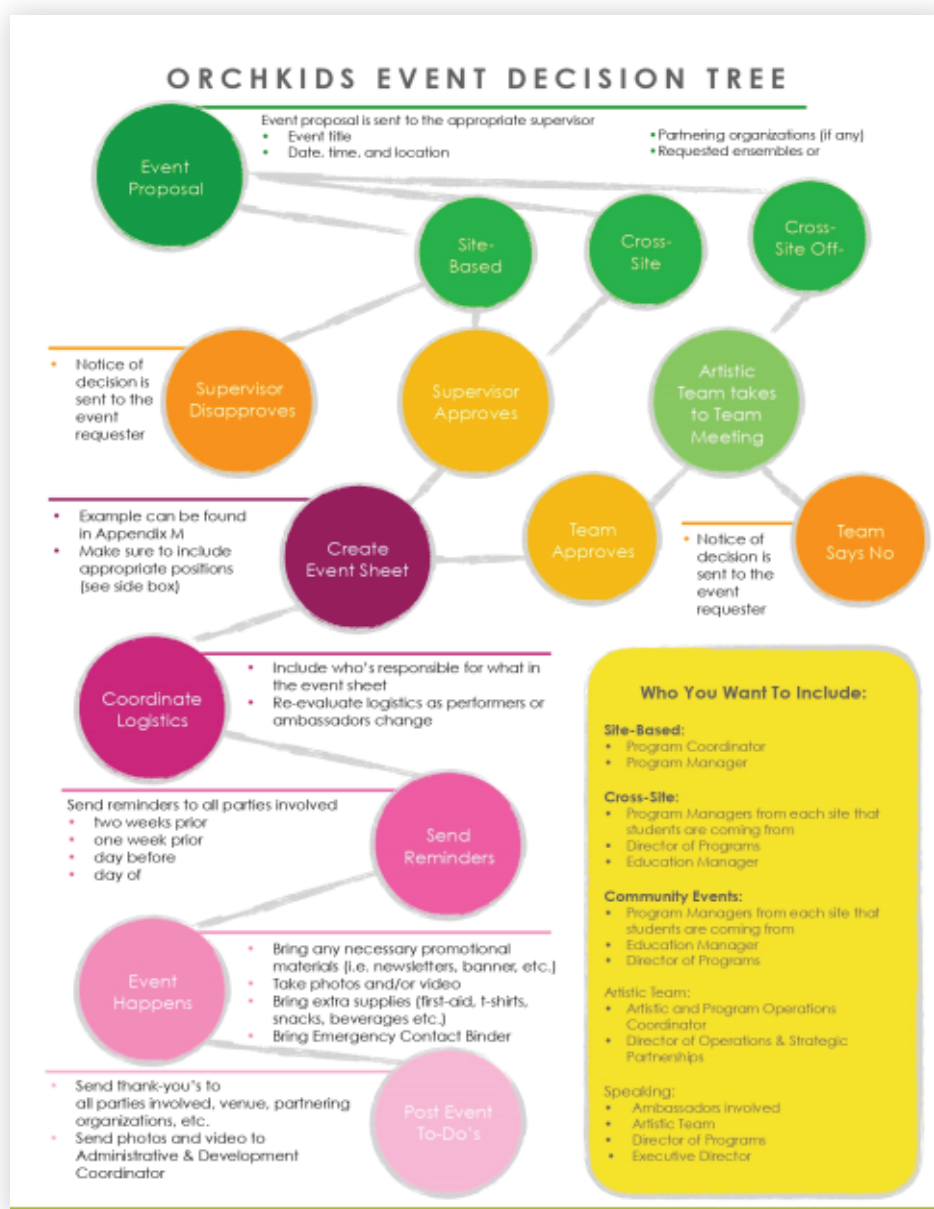
In 2017, OrchKids commissioned the Baltimore Education Research Consortium (BERC) to conduct our first independent evaluation of the program’s impact. This study, which included students who participated in OrchKids from 2009/10 through 2016/17 examined outcomes which included student attendance, chronic absenteeism, suspension from school, performance on state assessments in English/language arts and math and mobility out of City schools.⁴



Youth Served	Length of Participation	Findings
Began Participating in Pre-K through 4 th grade	5 to 8 years (N=86)	<ul style="list-style-type: none"> • Higher rates of attendance • Lower rates of chronic absence • Fewer suspensions • Less likely to leave City Schools • More likely to score proficient or advanced on MSA ELA and math • More likely to meet/exceed expectations on PARCC ELA
	2 to 4 years (N=244)	<ul style="list-style-type: none"> • Higher rates of attendance • Lower rates of chronic absence • Fewer suspensions • More likely to score proficient/advanced on MSA math
	1 year (N=221)	<ul style="list-style-type: none"> • More likely to be proficient/advanced on MSA, ELA and math
Began Participating in 5 th through 8 th grade	2 to 3 years (N=30)	<ul style="list-style-type: none"> • Higher rates of attendance
	1 year (N=58)	<ul style="list-style-type: none"> • No differences detected

Operational System Improvements

Over the past three years, OrchKids has worked to create a set of Standard Operating Procedures (“SOPs”). These SOPs were needed to ensure successful program implementation and consistency, while bringing efficiencies in the way we run our operations. Consistency has become increasingly important as the program expands. Our SOPs include operating procedures for all aspects of the OrchKids program - global policies and procedures, financial processing/procedures, artistic planning/events, equipment/instrument inventory, information/-technology, marketing/PR, education/curriculum, and program/site procedures.



Musical Progress Defined, Refined and Measured

Defined Musical Progress

Recognizing the importance of understanding where our students start and how they grow, we developed the OrchOlympics - our own musical skills measurement tool. We've been using OrchOlympics in the afterschool program since 2016 and in 2018 introduced it into our instrumental in-school programs. This measurement tool is similar in structure to a karate color belt system. As students gain musical skills, they advance to a new color level. Initially, we focused solely on student color level advancement and set the following goals:



of students will progress to next color level



of Marin students (youngest students in their first year of the OrchKids program) will progress to instrumental instruction the following year

At the end of the first two years, however, we found that our students were not advancing color levels at the rate we anticipated. Specifically, in 2017-18, our OrchOlympics Data had the following results:



of students progressed to the next color level



of Marin Level students advanced to instrumental instruction

Re-Defined Musical Progress

As we dug deeper into our data, we recognized that the color-level data did not illustrate the full scope of the students learning. As a result, the OrchKids education team reexamined the musical assessment process. Specifically, the team:



- Established a realistic, assessment window with the properly allocated budget and resources to be completed in a timely fashion and with as much accuracy as possible;
- Re-defined the skills being measured and analyzed the factors that contribute to students not being able to progress to the next color level from year to year
- Re-evaluated how the social component of musical training was being assessed

As a result of this reexamination, we revised our assessment model to include additional factors:



Technique

Measuring artistic refinement, mastery of instrument. Students are playing accurate pitches, dynamics, and have a good understanding of articulation as appropriate with their music level.



Musicianship

Students are demonstrating purposeful, musical ideas and able to intentionally perform with expressive styles and variations.



Responsibility

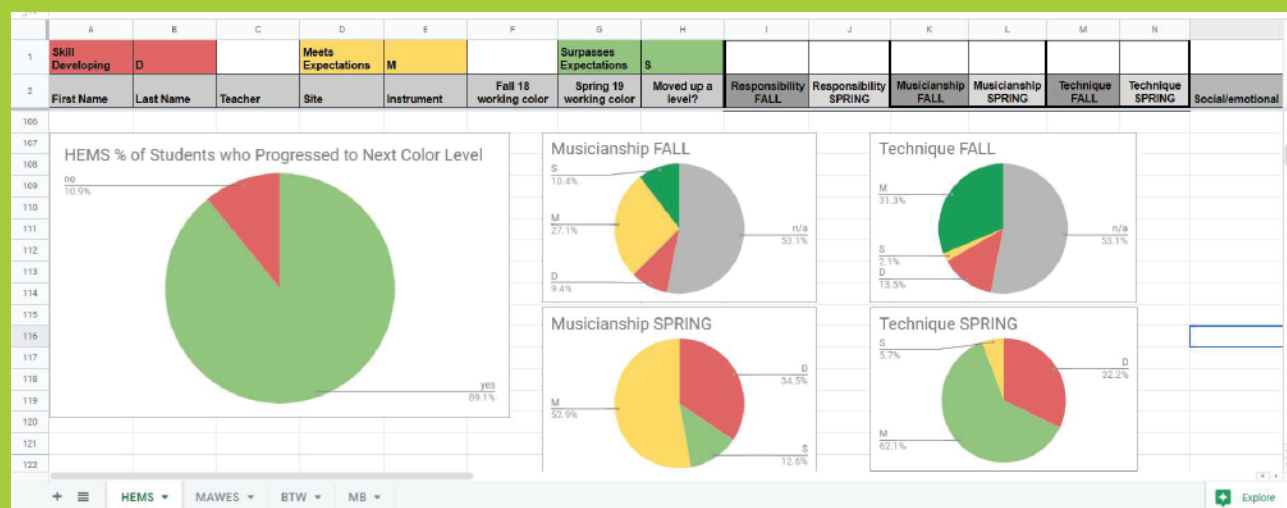
Students understand and practice the importance of instrument care. Students come to rehearsals and lessons with the proper materials on a consistent basis.

Musical Progress Measured

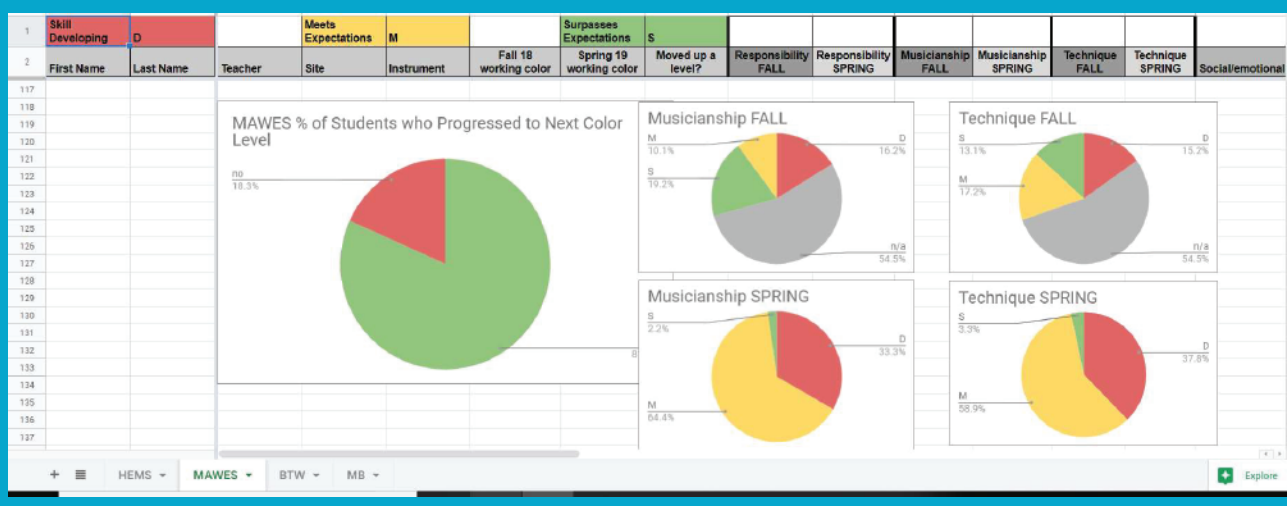
Using these new measurements and analyzing other important key factors contributing to musical growth, OrchKids accomplished the following in SY18-19:

- All students on a musical instrument were assessed twice during the year.
- Fall Assessment Results - 70% of students were meeting or exceeding expectations in the area of responsibility, 70% were meeting or exceeding expectations in the area of musicianship, 60% were meeting or exceeding expectations for their technical skill based on the color level in which they are currently working.
- Spring Assessment Results⁵ – Please find below school specific results in the pie charts below:

Highlandtown Elementary/Middle School #215 (Eastside Hub Site)

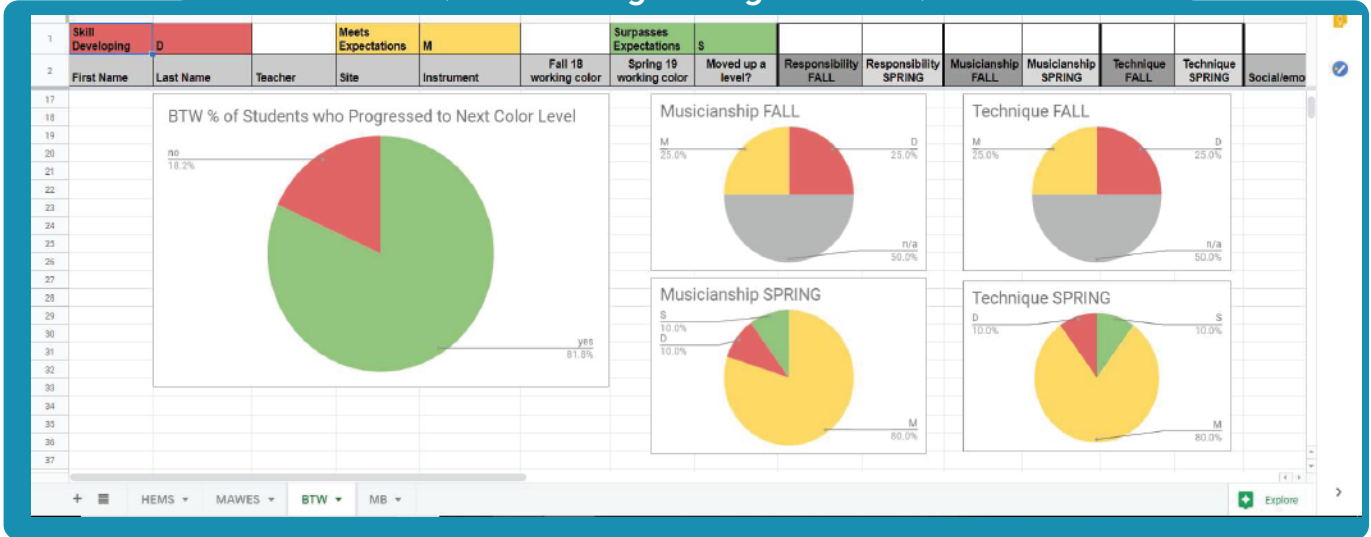


Mary Ann Winterling Elementary School (Westside Hub Site)

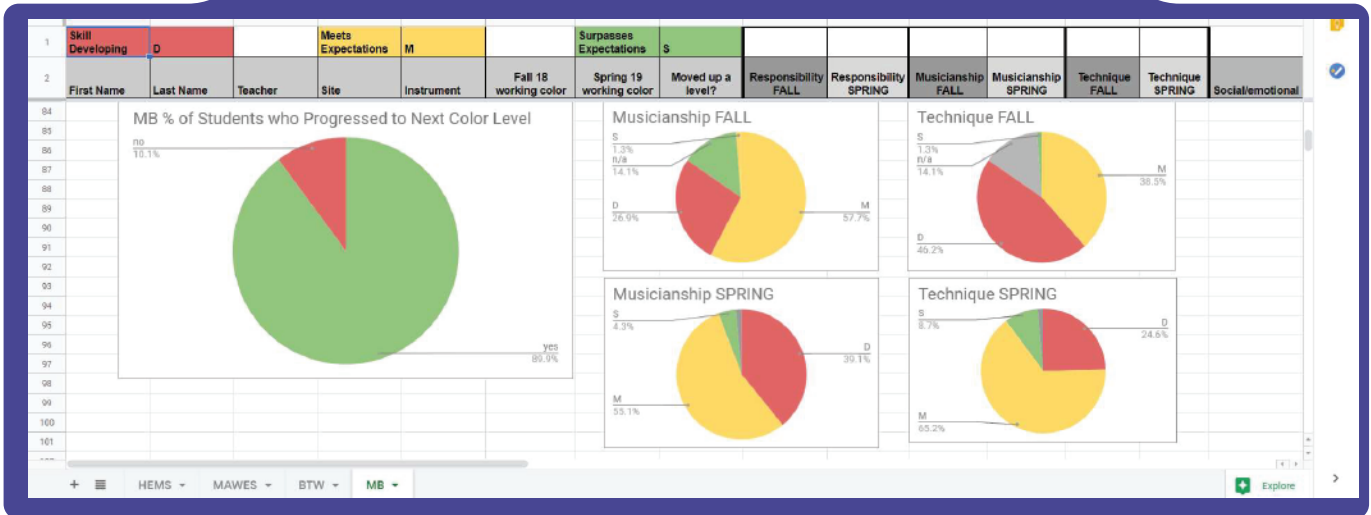


⁵ Note – we did not assess responsibility in the spring as we had outside evaluators conduct OrchOlympics.

Booker T. Washington Middle School for the Arts (Middle/High Program Site)



Margaret Brent Elementary/Middle School (In-School Orchestra Program Site)



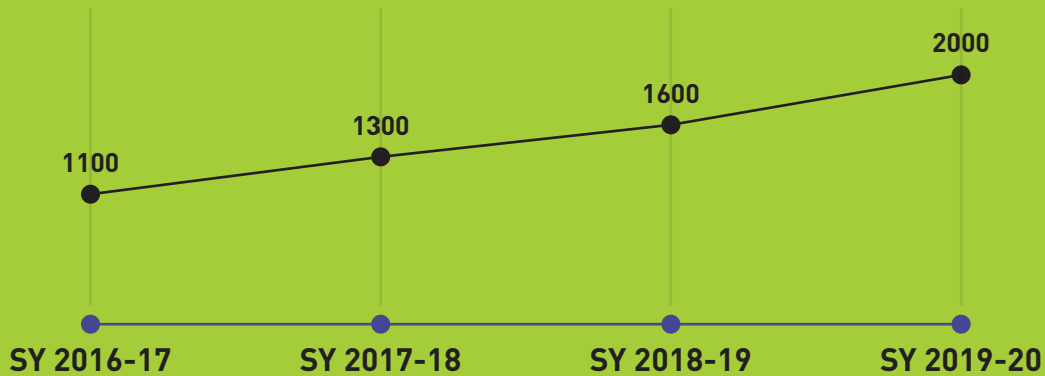


School Expansion and Student Growth

Since 2016, OrchKids has expanded into four new schools including the addition of Mt. Royal Elementary/Middle School and the Belair-Edison School for school year 2019-20.

Over the past three years, we've increased our reach from 1,000 students to over 2,000 students. Through our expansion of regular programming and our increase in delivering workshops to schools around Baltimore city, we will serve over 500 new students during the 2019-2020 school year. This is all thanks to our amazing partners and donors who continue to support our program. We cannot thank you enough!

How We've Grown: Student Numbers over the past three year





Reimagining Programming for Our Older Students

At the prompting of OrchKids' program leaders, Camille Delaney-McNeil and Khandeya Sheppard, we developed a separate program track for our middle and high school students in 2016. This new track was developed because our older students were in need of more advanced musical engagement and enrichment programming designed to help them develop life skills.

As more and more of our students transitioned to middle and high school, we recognized that they were developing varying interests and their after-school schedules were becoming more complicated. In order to keep our students safe and in programming, across all OrchKids' after school sites, we developed program structures geared toward flexibility. For example, opening the site space as a student center on days when regular programming does not occur. Students are also able to use site spaces during the new flex time from 5:30 pm for homework and other music activity. Additionally, all after-school students receive snack and meals.

After piloting multiple models for this track, we designed a program where our middle/high school students are required to attend program at least two days

per week. In addition to group music classes, we have created specialized, level-based, multi-genre ensembles (string ensemble/wind ensemble/-brass band/percussion ensemble) which bring students from various OrchKids school sites together to rehearse, creating new connections and building bonds with peers across the city.

Additionally, we work with partner organizations to provide a variety of non-musical electives for our students to help keep our older students engaged. Targeted efforts around developing leadership and life skills are imperative for our older students. While we provide mentorship and coaching to high schoolers, this year we have strategically engaged our middle school population more, so that they may develop these skills from an earlier age.

OrchKids now hosts mock auditions, interviews, and professional development workshops aimed at developing critical life skills such as time management, organization, drafting applications, and career planning. These coachings have sparked conversations that have opened our students minds to new possibilities and initiated important conversations about how to practically overcome some of the challenges that our students are sure to face along the way.



Performance Highlights

- Monument Lighting Ceremony
- Artscape Performances
- BSO Gala 2018
- OrchKids Annual Eastside May Celebration
- Gamma Bule Annual Brunch
- Arts Everyday 10th Anniversary Event
- OrchKids 10th Anniversary Celebration
- Library of Congress 2018
- Library of Congress 2019
- Enoch Pratt Free Library
- OrchKids Middle/High School Showcase
- OrchKids Spring Fest

These trainings and workshops have also been incorporated into OrchKids' four week, full-day summer program, and we continue to partner with other organizations such as Black Young Professionals ("BYP") to help provide mentors/coaches for students and develop workshops and classes that focus on what it means to be a leader and how learning these critical life skills are imperative to living a successful life.

As a result of our increased focus on unique programming for older students, our average attendance rates for this population has increased to 86% compared to 70% in previous years. And our annual program completion rate for older students is at 82%.



Fostering Strong Youth Voice

Since our founding, youth voice has been a core component of the OrchKids program and has been an important component in the retention of our students. One way OrchKids helps students to express their ideas, visions, and goals is through special collective composition workshops. For school year 2018-19, we made collective composition workshops available to every student in our after-school program. These workshops are facilitated and guided by OrchKids program staff and teaching artists, but the content is exclusively driven by students. In order for students to practice and hone their self-expression and communication skills, they need to experience voicing their perspectives in a safe environment that also challenges them to thoroughly flesh out and advocate for their ideas.

OrchKids' older students have opportunities to take lead roles during these workshops whether it's composing lyrics or mentoring younger students. At one of this year's composition projects, students wrote music about the damaging impact of racism. African American students from the West side, for example, encounter racism in very different ways than Latinx students on the East side. During this particular workshop, students discussed and shared their experiences and created music. OrchKids is providing safe places to build relationships and examine these intense and often scary topics. One composition group composed these lyrics: "Our selfishness leads to problems. Creating unhealthy bonds. So careless without awareness. Our problems they should be dead." By providing a positive outlet to communicate challenges and concerns, OrchKids is helping youth find their voice which we believe will lead to their advocacy for solutions.





Better Together

Original Composition By OrchKids Students

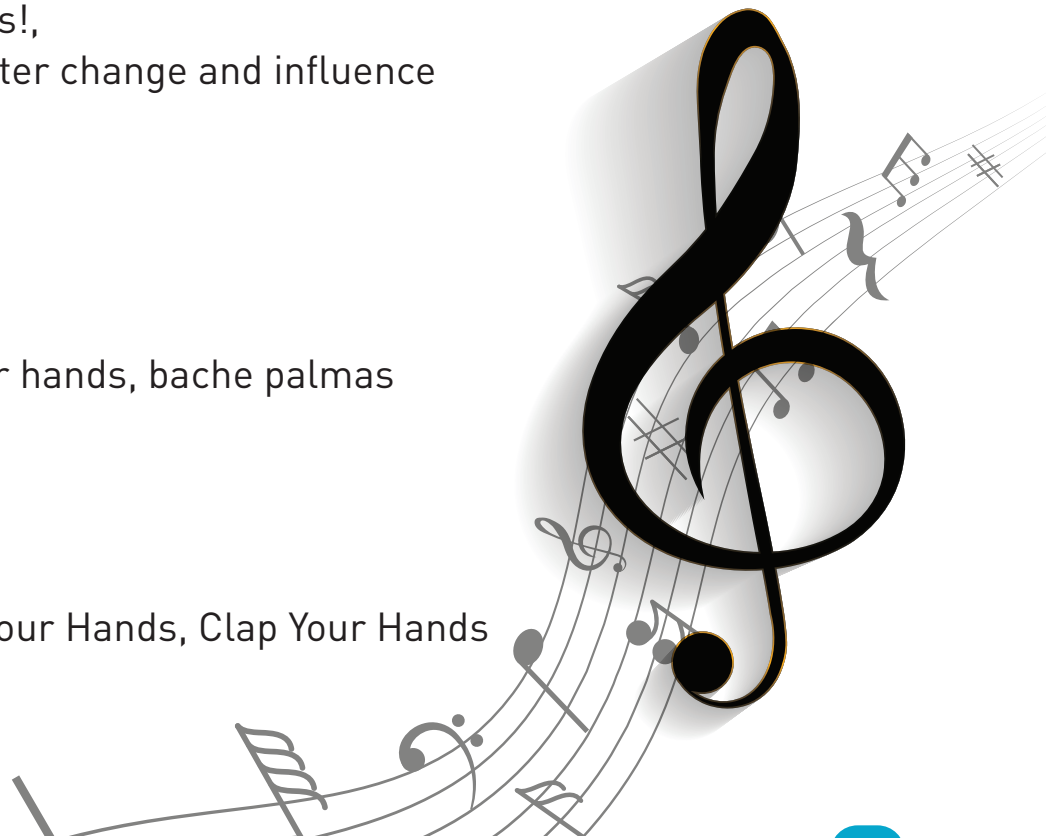
2018

I want to live in America?
Music can mend broken bonds
Friendship are notes to our song
Uniting our voices to sing
Open your eyes then you'll see
I want peace back
Music can mend broken bonds

It takes time to make rhymes
That seeks to the greatness
Para la mejoría
That can flourish the music
That express to the people
La música música
Express Express Express!,
the music to make a better change and influence

Portuguese
Si você (e)sta feliz,
Fica de pe
Bache palmas, clap your hands, bache palmas

English
If you are happy
Stand up
Clap Your Hands, Clap Your Hands, Clap Your Hands



The Power of Partnership

Recognizing that sometimes the needs of our students and families are many times greater than our capacity, partnerships have been critical to our program's success. Whether we are relying on the generosity of the Seed School in providing space for our ever-growing summer program or we are partnering with UMBC on a guest artist musical engagement, our partnerships are some of our greatest assets. And of course, it would be impossible for OrchKids to do this work without the partnership of Baltimore City Public Schools and its leaders. Please find below a list of partners and community supporters that have been helping us transform Baltimore over the past few years.

PARTNERS:

BALTIMORE CITY
PUBLIC SCHOOLS



COMMUNITY SUPPORTERS:



BALTIMORE SCHOOL
for the **ARTS** / **Twigs**
To Work In GAINING SKILLS



ARTESANAS MEXICANAS



Partner Spotlights

Seed School of Maryland

The Seed School of MD has been hosting our summer program free of charge for the past three years. Their generosity has allowed us to consolidate all of our students into one site which helps to further relationship and community building. Additionally, the access to their 50-acre campus provides lots of opportunities for outdoor physical activity.



Mary Ann Winterling Elementary School

In 2018, the leadership and school community at Mary Ann Winterling generously agreed to host our west side hub site which brings together students from over 20 schools. As the hub site location, we use the Mary Ann Winterling facility for our daily program, performance rehearsals, and community concerts. They have been great partners and this school year have agreed to be the location for our Saturday Private Lesson Academy.

Expanding Our OrchKids' Horizons

OrchKids has long recognized that in order to truly transform the lives of our students, we need to expand their horizons beyond their current neighborhoods and challenging environments in our city. Therefore, sending OrchKids students around the country to participate in outside summer music programs is a key component of our work. In 2016, 21 students traveled to four outside summer programs and only two of those programs were located outside of Baltimore.

In 2019, 48 OrchKids students (total, up from 42 in 2018) attended outside summer programs. Eighteen of these students were middle school students (21 if we include the rising 6th graders/5th grade graduates) and attended outside summer camps including:

- Interlochen summer music program in Michigan
- Archipelago Project's Music Leadership Academy, also in Michigan
- Ithaca College summer music program in upstate New York
- University of Maryland's summer music camp
- Camp Encore/Coda in Maine
- Indiana University Summer Music Clinic
- The Allegro Strings summer program at the Peabody Institute

In the past three years, we have increased the number of students participating in outside summer programs by 129% and increased the number of camps and opportunities outside Baltimore by 200%. This means a greater number of OrchKids students have had their horizons expanded and have greater vision for their futures.

Increased Access to Instrumental Music

OrchKids recognized early on that in order to transform the landscape of inequality that has plagued generations of families in Baltimore, it was critical that our students have EQUAL ACCESS to the SAME RESOURCES that their more well-resourced peers in the surrounding, wealthier counties have. One of the most important ways we do this is by providing FREE instruments for OrchKids students. Since 2016, the number of students accessing free instruments through OrchKids has grown by 80%.

SUPPORTING OUR PEOPLE

OrchKids knows that our strongest assets are our staff and our teaching artists. Over the past three years, we have invested significant time and resources in teaching artists and staff development and support. We revamped our hiring timeline, developed standardized onboarding processes, reimagined our professional development program, developed a formalized and consistent observation and coaching structure, and diversified our teaching artist community. And most significantly, we transitioned our teaching artists from independent contractors to part-time employees in January of 2019. This change was in the works for several years as we believed it would not only allow us to provide better support for our teaching artists and make them eligible for benefits including sick leave but would also allow the OrchKids team to be more directive with our priorities.

Revamped Hiring Timeline

For school year 2016-17, we started our teaching artist hiring process in August 2016. We conducted interviews in September and were still hiring for positions after the program had started. This late start was symptomatic of late budget development and approval. While our team did their best under these suboptimal conditions, the late timeline resulted in rushed decisions and the inability to standardize onboarding systems. During the past three years, we've been working to overhaul this timeline and every year we've made improvements. For school year 2019-20, we finally cracked the code.

Our budget was finalized in May 2019 which allowed the Education Department to start hiring and interviewing in May. Through the feedback and coaching processes discussed later on in this report, our Education Department identified all of our returning teaching artists by February which allowed them to determine our staffing needs much earlier. This new timeline allowed for teaching artists interviews to occur during our summer program which meant that we could see teaching artists' teaching styles in our mock class sessions. Additionally, our team could be more intentional in hiring to meet our diversity goals. Because of this revamped timeline, this school year all of our teaching artists were hired before the end of August.



Standardized Teacher Onboarding

Prior to 2016, OrchKids did not have a standardized onboarding process mostly due to the truncated timeline caused by the late budget approval which didn't allow for all teaching artists to be hired prior to the start of the program year. Now that our timeline has been revamped, we have formalized our training process. In late August or early September, we hold a new teacher orientation. This orientation covers OrchKids history, goals, mission and team member roles and responsibilities and introduces new teaching artists to our education program, curriculum, and behavior norms. We also host program-wide orientations for all teaching artists and program staff to share any new initiatives for the school year and train on new processes and procedures. Teaching artists also participate in instrument-group department meetings at the beginning of the year to discuss instrument specific priorities and goals for the year. Finally, all teaching artists and program staff participate in some form of implicit-bias training to ensure that we continue to meet our equity and inclusion objectives.

Reimagined Professional Development

OrchKids has made significant investments in preparing our teaching artists and staff to be informed, well-resourced supports for our students. We accomplished this by identifying the teaching artists' needs and aligning them with our programmatic priorities. Teaching Artists and Staff are regularly polled to solicit their professional development choices. Feedback forms are provided to be more responsive to suggestions and new areas of development. Strategic days are designated in the program calendar year for OrchKids Teaching Artists professional development days. Program is cancelled for students on those days and teaching artist attendance is mandatory.

These intensive professional development workshops are provided 4-6 times over the course of the program year. In 2018, the education team was able to focus on crafting intentional trainings for teaching artists and program staff in order to scaffold knowledge from year to year. On average, the aforementioned frequency represents a 50% increase from 2016. The following have been areas of professional development topics for the past three years:

- Trauma-Informed Care and Teaching Practices
- Classroom Norms and Behavior Management Strategies
- Equity
- Culturally Responsive Teaching Practices
- Cultural Sensitivity, Competency and Implicit Bias Training

Teachers and staff have also been encouraged to attend conferences that enrich their skill sets like the Sphinx Connect Conference. Sphinx Connect is centered around promoting diversity and equity in music. This year, OrchKids programming will be out of session to allow for all of our teaching artists to attend the conference, which up until now had not been possible.



Finally, for SY19-20, we have introduced stipends for teaching artists to support outside professional development opportunities. While the stipends are very modest, they further demonstrate our commitment to our teachers' development and will hopefully help us continue to improve our retention rates.

Consistent Observation and Feedback

OrchKids has also introduced a more formalized and consistent reflective coaching structure for teaching artists. At the start of program, the Senior Education Manager and Director of Programs conduct informal class observations of each teacher in order to provide feedback, reflections, and suggestions for their classes and pedagogical practices.

In November, formal teacher observations and reflection meetings take place to ensure best classroom practices and encourage open communication between teachers and staff. The Teacher Observation Form includes the following elements to observe in the teacher's class:

- Planning and preparation
- Classroom management
- Delivery of instruction
- Culture and values
- Family/community/team connections
- Professional responsibilities

These topics are evaluated using the following scale:

- Highly effective
- Effective
- Approaching expectations
- Doesn't meet expectations

Following these observations, individual teaching artist reflections are scheduled to provide and collect feedback on the following areas:

- Specific feedback for the teaching artist
- Recommended staff action item
- Teacher goals and reflections

In the event that teaching artists need further support, OrchKids has developed a structure to provide the necessary coaching, and when warranted, contracts with outside experts to provide this additional support.

In the spring, ideally throughout the month of March, individual check-in reflection meetings are scheduled between the Education Manager, the Director of Programs, and teaching artists to revisit the teacher's fall goals, reflect on the progress of the classes, and follow up with any action steps the staff or teaching artists had established in the fall meeting.

Our Team Reflects Our Community

Over the past three years, we have been intentional about our hiring and recruiting to ensure that our OrchKids team reflects our student community and the city of Baltimore. We have hired directly from the neighborhoods we serve for program and administrative jobs. Whether they are family members of our students, school aides, or the crossing guard at our school site, we know that our program is stronger with community members who are already invested.

We've also recruited from artistic communities of color in greater ways. The result is that our team of teaching artists, staff and volunteers are diverse racially, culturally, and socio-economically. We were very proud to hire Lynette Fields for the fulltime position of Lead Program Coordinator. Lynette volunteered to help recruit students in the first year of the program back in 2008 and is the parent of three 12-year students – Asia, Andre and Aaron. Lynette is a great example of the community supporting OrchKids and we are so glad to have her on the team in this full-time capacity.

% of entire team (admin staff & teaching artists) who are P.O.C.s⁶-



% of teaching artists who are P.O.C.s



% of teaching artists who are African American men





GROWING OUR FINANCIAL RESOURCES

Earned Revenue

Over the past three years, our earned revenue has grown by 69%. OrchKids earned revenue is comprised of school site contributions, performance and speaking fees, and special projects and workshop fees. The majority of our growth during this time has come as a result of our school expansion.

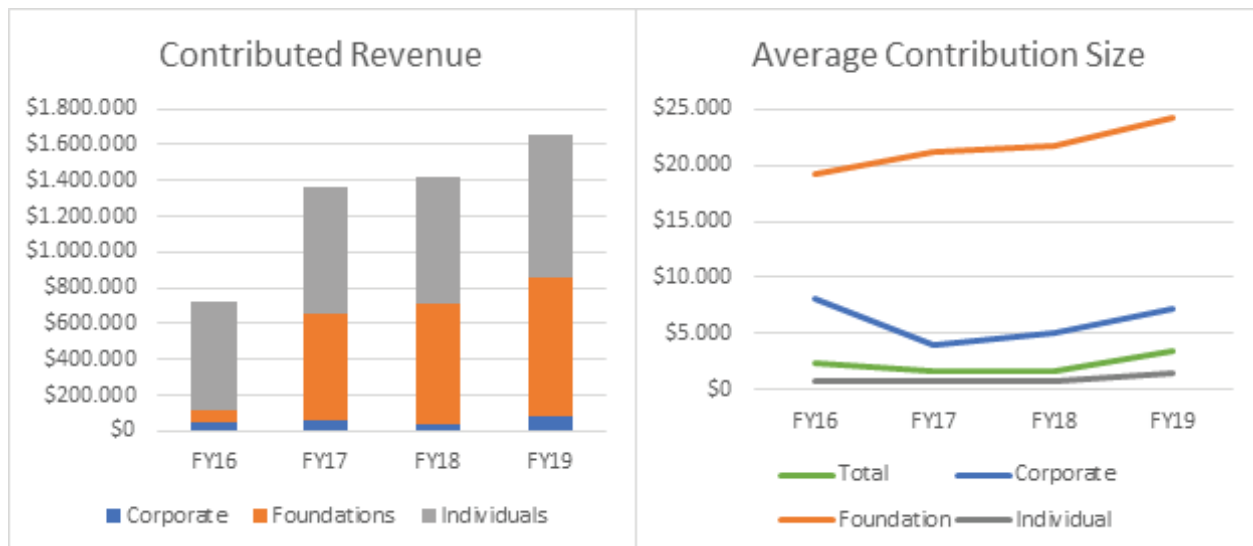
School Site Contributions – The majority of our earned revenue comes from our school partners. Each school site is asked to contribute financially to support their programming. These contributions are calculated based on the type/frequency of programming and the number of students served. Additionally, schools that were early adopters of the OrchKids program contribute significantly-reduced fees in recognition of their early support. Newer schools generally pay higher fees; however, no school contribution covers the full costs associated with their program and our philanthropic dollars are critical to ensure that we are able to deliver strong programming.

Performance Fees – OrchKids is regularly asked to provide student ensembles for events and celebrations. Every time an OrchKids student ensemble performs there are financial implications – teaching labor; student meals and transportation for rehearsals and the performance; and transportation expenses. We ask organizations to cover the associated expenses to ensure that our fundraising dollars can continue to support our critical programming. We do, however, make exceptions for important community events and will absorb those costs for the greater community benefit.

Special Projects and Workshops – In 2016, we launched a new workshop model as an opportunity to introduce OrchKids to new schools and grow our earned revenue. Our workshops are one to two-week engagements where OrchKids' teaching artists work with students on musical projects involving bucket band, collective composition, or choir. In addition to our school-based workshop model, last year we launched a program involving our internal collective composition workshops where external teachers and college students could have the opportunity to participate in a fee-based residency program. Our OrchKids team-members are experts in the collective composition workshop and are often asked to travel to lead this work; therefore, we believe this model will continue to grow.

Contributed Revenue*

Since FY16, OrchKids annual contributed revenue has grown by 47% to over \$1.6 million in FY2019. While OrchKids saw a surge in individual donors during FY17 and FY18 through our “text to give” campaigns and our 10-Year Celebration Concert. This growth was not sustained in FY19.



However, the average size of individual donor gifts has risen 80% since FY16 and our overall average gift size across all donor types is up 44% over the past three years.

TOTAL CONTRIBUTED REVENUE									
Dollars Raised					Contributors				
	FY16	FY17	FY18	FY19		FY16	FY17	FY18	FY19
\$ Raised	\$1,008,683	\$1,114,542	\$1,150,594	\$1,486,085	# of Contributors	419	633	660	429
YOY Change		\$105,859	\$36,052	\$335,491	YOY Change		214	660	429
% Change		7%	1%	17%	% Change		51%	4%	-35%

AVG CONTRIBUTION SIZE					
	FY16	FY17	FY18	FY19	4YR CHANGE
Total	\$2,407	\$1,761	\$1,743	\$3,464	44%
Corporate	\$8,092	\$4,032	\$5,149	\$7,223	-11%
Foundation	\$19,255	\$21,207	\$21,771	\$24,234	26%
Individual	\$808	\$715	\$706	\$1,453	80%

Corporate

Corporate Contributions have grown 79% and our number of contributors increased 100% since FY16. While FY18 showed a loss in corporate revenue and contributors, FY19 revenue increased 140% with the help of Walmart, PNC, Wells Fargo, and the Baltimore Ravens.

CORPORATE									
Dollars Raised					Contributors				
	FY16	FY17	FY18	FY19		FY16	FY17	FY18	FY19
\$ Raised	\$48,550	\$56,454	\$36,040	\$86,671	# of Contributors	6	14	7	12
YOY Change		\$7,904	-\$20,414	\$50,631	YOY Change		8	-7	5
% Change		16%	-36%	140%	% Change		133%	50%	71%

Calling All Corporate Volunteers

OrchKids is currently piloting a corporate volunteer program where professionals work with our students on writing and public speaking, helping them to develop fundamental life skills outside of music.

Foundation

Foundations continue to be substantial contributors to OrchKids. Foundation contributed revenue is up 18% and the average foundation gift size is up 26% since FY16. The reported decrease from FY16 to FY17 can be partially attributed to a \$100,000 grant which was awarded in FY16 but not eligible for renewal until FY20.

FOUNDATION									
Dollars Raised					Contributors				
	FY16	FY17	FY18	FY19		FY16	FY17	FY18	FY19
\$ Raised	\$654,666	\$593,800	\$674,906	\$775,500	# of Contributors	34	28	31	32
YOY Change		-\$60,866	\$81,106	\$100,594	YOY Change		-6	3	1
% Change		-9%	14%	15%	% Change		18%	11%	3%

Individual

Annual Contributions from individuals are up 102% since FY16 and our number of individual donors has increased by 12%. As mentioned before, OrchKids saw a surge in Individual donors during FY17 and FY18 through our “text to give” campaigns and our 10-Year Celebration Concert which were not retained. While this led to a decline in the number of Individual donors for FY19, the average size of an Individual gift has risen 80% since FY16. The investments made by these individual contributors is particularly promising when we consider that these statistics do not include donations from our founding donors, who have given substantially over the years. And compared to FY16 we increased Individual contributions by more than \$170,000 in FY19. This shows that OrchKids has successfully built a wider base of individuals who are committed to investing in our program and our students.

INDIVIDUAL									
Dollars Raised					Contributors				
	FY16	FY17	FY18	FY19		FY16	FY17	FY18	FY19
\$ Raised	\$602,197	\$417,638	\$435,897	\$608,955	# of Contributors	374	584	617	419
YOY Change		\$115,441	\$18,259	\$173,058	YOY Change		210	33	-198
% Change		38%	4%	40%	% Change		56%	6%	-32%



KEY INITIATIVES (2016-2019)

- Middle/High Program
- Brass Band
- Cross-Site Ensembles
- 10th Anniversary Celebration
- Library of Congress Composition Projects
- Orchestra
- Collective Composition Workshops
- Fellowship Programs
- Saturday Private-Lesson Academy
- Trauma-Informed Care and Best Practices
- Social Work Intern Support Program
- Student-Led Ensembles
- College/Conservatory Pathway Supports
- Student to Teacher Pathway Program
- Student Ambassadors/Representatives to External Program

CONCLUSION

We've accomplished a lot in the past three years AND we have more work to do. Our students and communities are relying on us to continue to innovate and transform Baltimore. Thank you for being our partner in this work. We can't do it without you!





OrchKids History

Maestra Marin Alsop, Music Director for the BSO, believes that every child deserves the opportunity to experience the joy of music and have access to learning how to play an instrument. So, in 2008, she founded the OrchKids program and set out to promote social change in Baltimore. With the support of Founding Donors, Rheda Becker and Bob Meyerhoff, she set out to make the greatest impact possible and chose, as a starting place, one of the most underserved schools, in one of the most distressed areas of our city: West Baltimore.

What began with 30 first grade students at one school site, this year, we will serve more than 1,900 pre-K through 12th grade students at 10 schools in Baltimore City: Lockerman-Bundy Elementary, Mary Ann Wintering Elementary, Booker T. Washington Middle School, Patterson Park Public Charter School, Highlandtown Elementary/Middle School #215, Margaret Brent Elementary/Middle School, Lillie May Carroll Jackson Charter School, Mount Royal Elementary/Middle School, The Belair-Edison School and The SEED School.

Today, OrchKids transforms the lives of Baltimore students by providing community-based, high quality music instruction and programming; creating equitable access to instrumental music as well as critical resources needed to create brighter futures.

Baltimore Symphony Orchestra
ORCHkidsTM
planting seeds for a bright future

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