



Karen B. Salmon, Ph.D.
State Superintendent of Schools

December 31, 2019

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller, Jr.
Senate of Maryland
H-107, State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
Maryland House of Delegates
H-101, State House,
100 State Circle
Annapolis, Maryland 21401

Re: Report on Public School Opportunities Enhancement Act (MSAR #10918)

Dear Governor Hogan, President Miller, and Speaker Jones:

In 2016, the Maryland General Assembly enacted the Public School Opportunities Enhancement Act (§§ 7-1701 through 1706 of the Education Article of the Annotated Code of Maryland). The statute requires the Maryland State Department of Education to report on the implementation of the program, including an annual evaluation of the effectiveness of the programs and services. The statute also requires that an implementation report be submitted by December 31, 2019. The annual implementation report provides a description of the grantees, types of programs developed, technical assistance provided, and the evaluation of the first year of operation. The grant program is underway as a result of an appropriation for the program in the Governor's Fiscal Year 2019 Budget.

If you have any questions regarding this report, please contact Tiffany Clark, Director of Government Relations, at tiffany.clark1@maryland.gov or by phone at 410-767-0090. Thank you for your continued support and interest in maintaining the highest quality of education for all students in Maryland public schools.

Best Regards,

Karen B. Salmon, Ph.D.
State Superintendent of Schools

KBS/mg
Encl.

c: Sarah Albert



**Report to the Maryland General Assembly
Public School Opportunities Enhancement Act**

**Presented by the
Maryland State Department of Education**

December 31, 2019



**Larry Hogan
Governor**

**Karen B. Salmon, Ph.D.
State Superintendent of Schools**

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State Superintendent of Schools

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President, Maryland State Board of Education

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Contents

Introduction.....	4
Implementation	4
Grantees and Programs	5
Funding by Jurisdiction.....	9
Technical Assistance.....	9
Evaluation and Effectiveness.....	10
Summary.....	13

Introduction

The Maryland State Department of Education (MSDE) completed the second year of implementation of the Maryland Public School Opportunities Enhancement Program (PSOEP) grant. Pursuant to §§ 7-1701 through 1706 of the Education Article of the Annotated Code of Maryland, the PSOEP grant authorized the MSDE to award grants to local school systems, community schools, and non-profit organizations. These grantees are used to expand or create extended day and summer enhancement programs. The initial award in the 2016-2017 school year was \$2,500,000. The MSDE made awards on a competitive basis to eligible entities that proposed to serve the following:

- a) Local school systems and the Seed School with at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program; and
- b) Extended day and summer enhancement programs for students between the ages of four and 19 that take place:
 - Before and after the school day;
 - On weekends and holidays; and
 - During vacations and summer breaks.

Implementation

The award for the 2018-2019 school year was \$2,500,000. Funding was awarded to expand or create extended day and summer enhancement programs that provide access to enrichment opportunities that improve work habits, reduce academic achievement gaps, and improve academic skills. Fourteen grants were awarded to organizations and local school systems to expand or create extended day and summer enhancement programs for Maryland students. The PSOEP was offered in six local school systems: Allegany, Caroline, Prince George's, Somerset, Wicomico, and Baltimore City. The grantees are: Board of Education Allegany County (Allegany); Parks and People Foundation (Baltimore City); Medical Education Resources Initiative for Teens (MERIT) (Baltimore City); YMCA of Central Maryland, Inc. (Baltimore City); Humanim, (Baltimore City); The Family League of Baltimore (Baltimore City); Caroline Human Services Council, Inc.(Caroline); Central American Solidarity Association (CASA) de Maryland, Inc.(Prince George's); GapBuster, Inc.(Prince George's); Futuristic LLC/ Healthy Solutions, LLC.(Prince George's); The ERHKY Foundation (Prince George's); Community Youth Advance (Prince George's); Somerset County Local Management Board (Somerset); and Ward Foundation, Inc.(Wicomico).

Grantees and Programs

Table 1:

Program Name	Jurisdiction	Lead Agency	Description	Grant Amount
Full STEAM Ahead with ACCESS - After-School Community Collaboration for Enrichment and Student Services	Allegany County	Board of Education Allegany County	The program provides enrichment activities in science, technology, engineering, arts, and mathematics (STEAM) for economically disadvantaged students in the four middle schools in Allegany County.	\$200,000
Super Kids Camp: An Environmental and Literacy Summer Camp	Baltimore City	Parks and People Foundation	SuperKids Camp serves 500 rising 1 st , 2 nd , 3 rd , 4 th , and 5 th grade students during a six week, 29 day, six hours a day literacy and environmental program. The program is designed to prevent learning loss in literacy skills.	\$250,000
MERIT Health Leadership Academy	Baltimore City	Medical Education Resources Initiative for Teens	MERIT provides longitudinal academic support and career opportunities to students from low-income backgrounds who are interested in healthcare.	\$168,214
Elev8 Baltimore	Baltimore City	Humanim	Elev8 Baltimore, in partnership with William Pinderhughes Elementary/ Middle School, provides afterschool and summer homework assistance and targeted academic support to improve math, reading, and project-based STEM activities.	\$157,274

Program Name	Jurisdiction	Lead Agency	Description	Grant Amount
Y in Central Maryland Afterschool Enrichment @ Johnston Square Elementary School	Baltimore City	YMCA of Central Maryland, Inc.	Y Afterschool enrichment immerses 70 students who are having trouble meeting academic standards in an environment with high-quality Mathematics-focused academic instruction. The program provides homework assistance, a nutritious meal, and enrichment clubs that include environmental stewardship development, service learning, character education, the arts, science, engineering, technology, math (STEM), and fitness.	\$190,000
Pre-K Out-of-School Time Program	Baltimore City	The Family League of Baltimore, Inc.	This project is an expanded extended day program that will serve six pre-k programs at six Baltimore City public elementary schools. The intended outcome of the program includes increased standardized test scores. In addition, siblings of program participants will more likely attend out-of-school programming.	\$190,000
Caroline Human Summer Learning Program	Caroline County	Caroline Human Services Council, Inc.	The Caroline Human Services Council along with Caroline County Recreation and Parks, and Caroline County Public Schools will provide a summer learning enrichment program at three school sites throughout the county. These programs will provide 450 kindergarten through sixth grade students with academic supports to	\$125,500

			overcome summer slide, and also address social-emotional needs and physical health.	
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Program Name	Jurisdiction	Lead Agency	Description	Grant Amount
CASA's Mi Espacio Program	Prince George's County	CASA de Maryland, Inc.	The CASA's "Mi Espacio" afterschool program aims to address academic challenges, improve academic achievement, and enhance college/career readiness through a dynamic and highly tailored program. Participants meet for three hours each school day. The program focuses on academic success, leadership development, and socio-economic integration.	\$160,000
Building Schools for the Future	Prince George's County	GapBuster, Inc.	GapBuster, Inc. offers an extended day, academic/development program after-school and on weekends. The program provides a safe setting for vulnerable youth, many of whom have little supervision.	\$101,777
Health and Arts Learning HUB	Prince George's County	Futuristic LLC/ Healthy Solutions, LLC.	The Health and Learning Arts Hub (HUB) is a youth development resource center designed to equip students with the tools to grow stronger physically, emotionally, and academically. The HUB will serve 120 students in grades two through six. The program provides students with the supports needed to improve math and reading achievement scores and	\$179,149

Program Name	Jurisdiction	Lead Agency	Description	Grant Amount
ERHKY's Pathway to Success Program	Prince George's County	ERHKY Foundation	The ERHKY Foundation will use a host of researched-based strategies and community support initiatives to improve academic performance of students and engage students in social entrepreneurship and financial literacy programming.	\$210,000
CYA Saturday and Summer Academies	Prince George's County	Community Youth Advance	The Community Youth Advance Saturday School and Summer Bridge Academy will serve students residing in the Langley Park Community. The intended outcome of the project is for 75 percent of participating students to meet or exceed state performance targets in reading/language arts, science, and mathematics.	\$197,525
The FACES of Somerset	Somerset County	Somerset County Local Management Board	FACES of Somerset provides intensive academic support, builds character in the student, and strives to raise reading test scores.	\$134,589
Science, Technology, Research, Environment, Art and Math (STREAM).	Wicomico County	Ward Foundation, Inc. Operating as Ward Museum	The Ward Museum's Science, Technology, Research, Environment, Art, and Math (STREAM) afterschool program uses Meaningful Watershed Educational Experience (MWEE) which is infused, arts-integrated, project-based programming. The	\$235,972

			program seeks increases in science, math, and literacy performance at four of Wicomico's Title I schools.	
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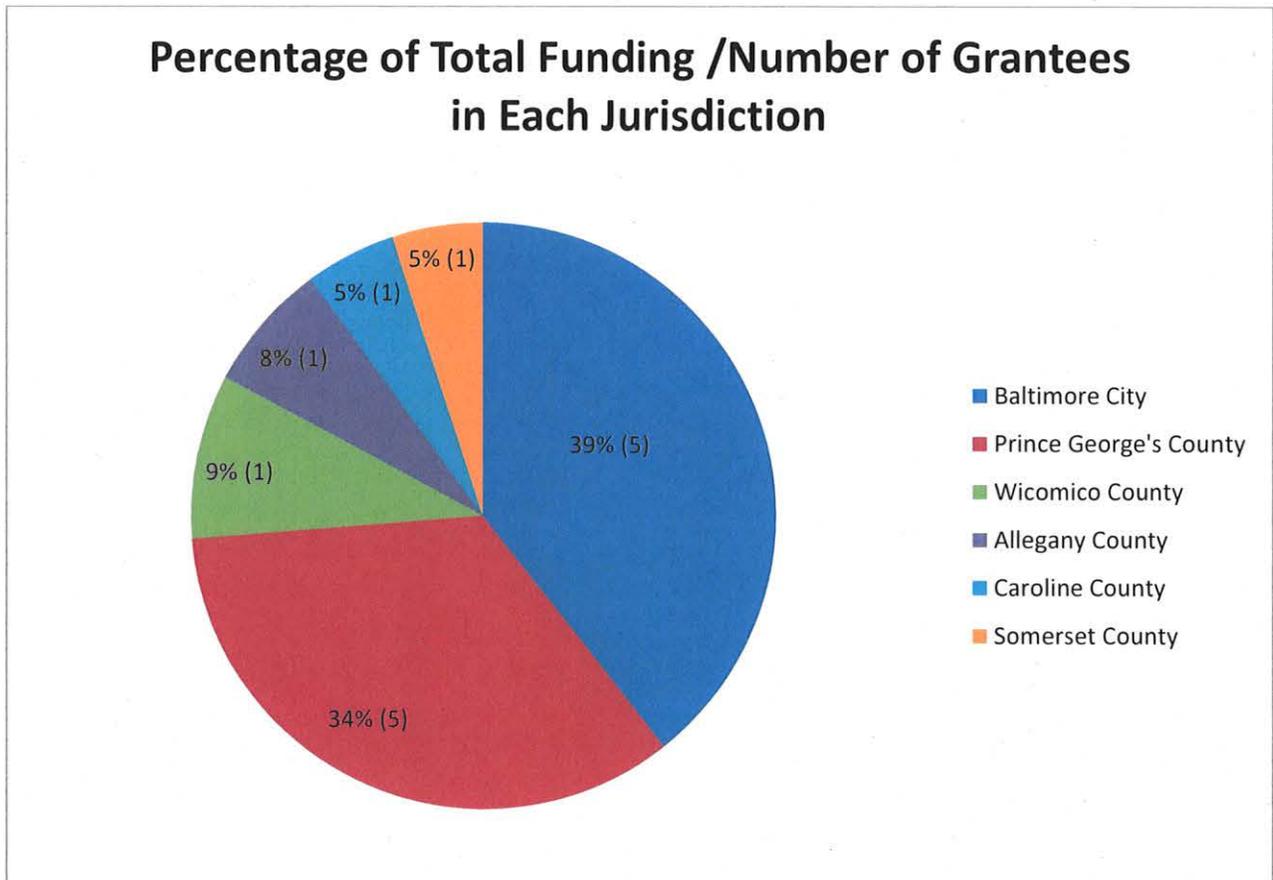
Total

\$2,500,000

Funding by Jurisdiction

Table 2 depicts the percentage of total funding by each local jurisdiction and the number of grantees in each county. There are a total of fourteen PSOEP grantees.

Table 2:



Technical Assistance

Technical assistance was provided to all grantees throughout the 2018-2019 school year. The assistance included support for grantees to remain in fiscal and program compliance. The MSDE Out-of-School Time (OST) staff conducted five in-person trainings and three webinars during the 2018-2019 school year. Topics included:

- Overview of Every Student Succeeds Act (ESSA);
- Fiscal compliance and reporting expectations;
- Program data and reporting;
- Compliance monitoring expectations; and
- Local evaluation plan guidance.

The MSDE OST staff also partnered with You for Youth, an organization that provides support to federal programs to provide online professional learning and technical assistance to support OST programs. Grantees were required to include in their budget proposals funding for two trainings, bi-monthly networking meetings, and State trainings.

The MSDE completed the second year of the PSOEP grant in August 2019. The legislation mandates that grantees follow the Maryland Out-of-School Time (MOST) Quality Framework. The MOST Quality Framework is a clear and accessible tool to assist OST programs in the State of Maryland as they serve youth ages five to 19. The framework can serve as a guide for program leadership to build or enhance a culture of continuous learning and improvement, focused on effectively serving the young people of our State. The framework is both foundational, setting standards for baseline program quality, and broad, providing a framework general enough for all types of programs. The framework can serve as a springboard to:

- Develop or refine program policies and procedures;
- Promote staff conversations about program quality: areas of success, and needed improvement;
- Share and compare concerns about programming and the organization;
- Develop, revisit, and refine a collective vision, language, and message amongst staff; and
- Strengthen communication to external funders and stakeholders.

Evaluation and Effectiveness

Grantees submitted continuation reports in August 2019. The MSDE grant managers have reviewed continuation reports to determine the effectiveness of the program and the risk level for continuation for Fiscal Year 2020. The MSDE extended learning specialists will continue to conduct monitoring visits throughout Year Two to ensure effective and continuous implementation of programs and activities, and to identify technical assistance needs.

Grantees were required to develop program objectives based on the following accountability measures:

- Incorporated features that had a measurable impact on the conditions of well-being for children and youth as identified by the Maryland Out-of-School Time Programs' Quality Standards Framework;
- Integrated an educational component that assisted students in meeting academic on grade level requirements (for extended day programs);
- Provided learning and enrichment activities that assisted students in achieving at or above grade level in the next school year;
- Exposed students to future learning and life opportunities (for summer enhancement programs);
- Enhanced the educational purpose of the school day or enhanced students access to physical, social, and emotional support (for educational programming during the school day); and
- Leveraged private and existing funding sources.

In the continuation report, grantees reported progress in meeting three self-defined performance objectives. The findings demonstrated that overall grantees met or demonstrated progress towards the three objectives (Table 1, Table 2 and Table 3).

Table 3:

Performance Progress of Objective #1

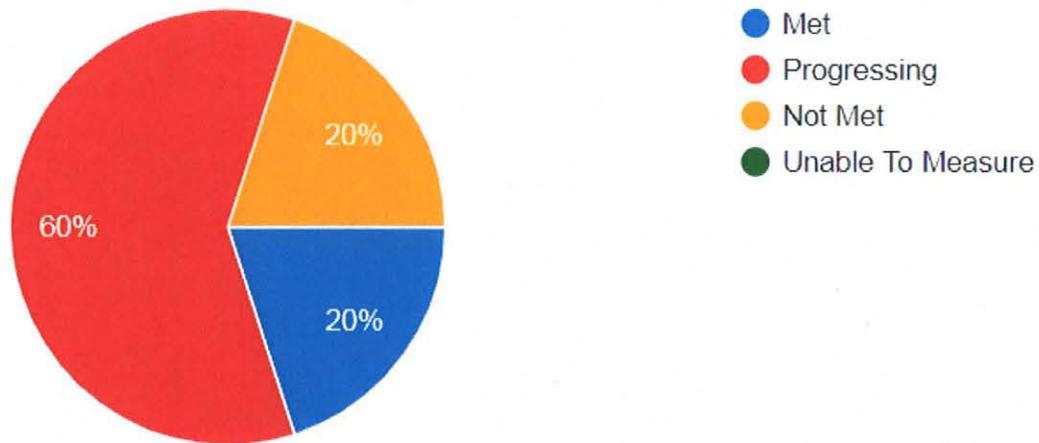


Table 4:

Performance Progress of Objective #2

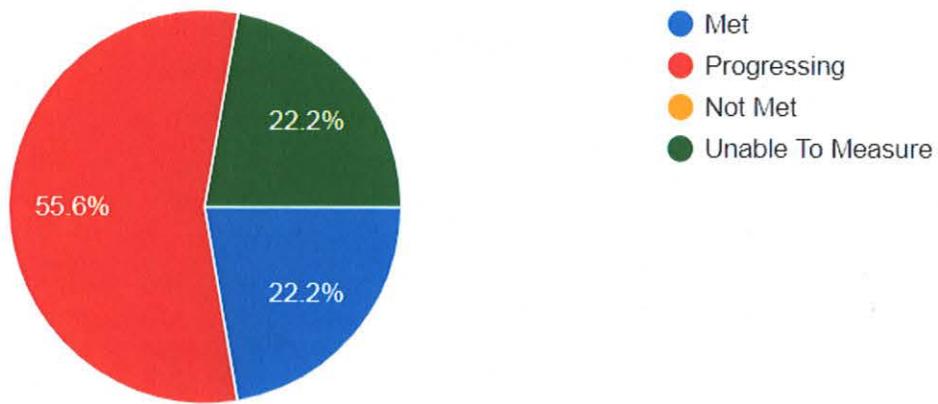
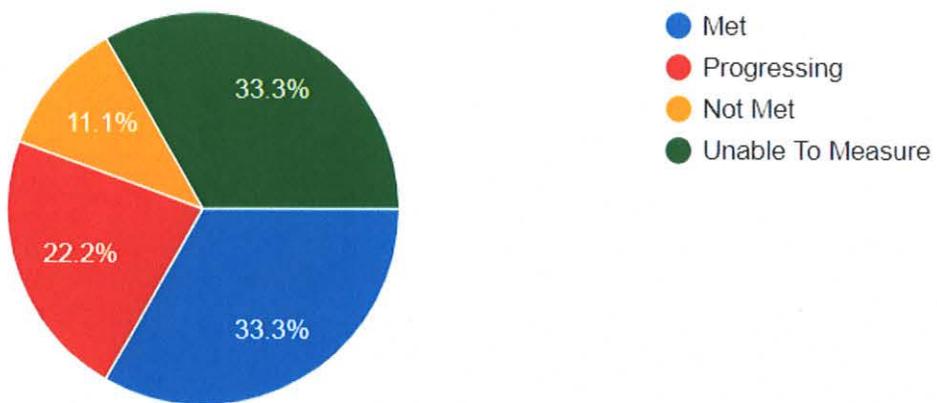


Table 5:

Performance Progress of Objective #3



Grantees are responsible for hiring an external evaluator as outlined in the Request for Proposals. The external evaluator in concert with the grantee is responsible for developing a plan to assess progress toward meeting objectives, milestones, and anticipated outcomes. In addition, the external evaluator must be an integral element in the project’s planning, design, and implementation of the program. The evaluation plan will enable project managers to determine which strategies and activities have been successful, and those that need to be revised.

Summary

In 2016, the Maryland General Assembly enacted the PSOEP grant (§§ 7-1701 through 1706 of the Education Article of the Annotated Code of Maryland). The statute requires the MSDE to submit a report on the effectiveness and an evaluation of programs funded annually. The reports for the PSOEP grant were submitted to the General Assembly in December of 2017 and 2018. The MSDE is submitting this report in order to provide the Governor and the Maryland General Assembly with information requested by Education Article (§§ 7-1701 through 1706 of the Education Article of the Annotated Code of Maryland.) The MSDE will continue to assist grantees during implementation of OST programs and support existing educational programming during the school day, including recruitment, training, and ongoing professional learning of new teachers.

The number of students served in the second year of implementation of the PSOEP grant is indicated below.

Grantee	# of Students Served
Allegany	153
Caroline	430
ERKHY	36
MERIT	25
Somerset	130
Ward Museum	135
Parks and People Foundation	43
Futuristic	59
Community Youth Advance	157
YMCA	75
The Family League of Baltimore	120
Humanim	64
GapBuster	59

CASA de Maryland, Inc.	30
TOTAL	1516

In fiscal year 2019, a budget amendment to the PSOEP program specified that \$500,000 of the funding be authorized to provide a grant to a nonprofit organization to support existing educational programming during the school day, including recruitment, training, and ongoing professional learning of new teachers. The competitive grant was open only to nonprofit [501(c)(3)] organizations that target local school systems with at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program.

Teach for America (TFA) was awarded the Public School Opportunity Enhancement Professional Learning Program (PSOEPLP) grant. Teach for America is a nationally validated program that recruits, selects, and trains new teachers for placement in schools serving low-income students. With the funding from the MSDE, TFA made innovations to their training for new teachers to strengthen their capabilities to increase the academic and personal growth of students in Baltimore City Public Schools (BCPS) and Prince George’s County Public Schools (PGCPS).

Coaching is at the heart of the TFA support model for new teachers. TFA coaches work closely with their assigned corps members to analyze classroom and student-level data, help corps members develop effective teacher leadership dispositions and mindsets, support corps members’ development of culturally responsive teaching practices, and work with corps members to create individual plans for progress. Based on a mid-year survey of corps members, more than 80 percent of corps members agreed or strongly agreed that their coach helped them grow in their capabilities as an instructional leader. In school year 2018-2019, 66 percent of first-year TFA teachers were rated effective or highly effective by Baltimore City Schools, which is on par with the average of all new teachers.

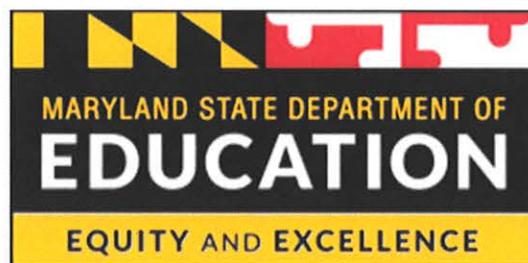
The TFA PSOEPLP program yielded the following results in school year 2018-2019:

- Eighty-five schools were served within Prince George’s and Baltimore City
- 192 teachers were served:
 - 18 Prekindergarten/Kindergarten, 55 elementary school, 59 middle school, and 60 high school teachers. Twenty-seven were special education teachers and 17 were English language learning teachers.

TFA closely monitors retention in collaboration with district partners to ensure that corps members are receiving supports from TFA and their school. In school year 2018-2019, 100

percent of first-year corps members teaching in PGCPs were retained for the entire school year. TFA attributes these strong results to corps members having access to supportive resources. Specifically, TFA has strengthened supports around corps member wellness by deepening the partnership with the Georgetown Educator Wellness Program. The partnership also collaborates with the Johns Hopkins University Student Assistance Program (JHSAP), which trains TFA coaches in their wellness support and referral process. Additionally, TFA worked with PGCPs to strategically place all first-year PGCPs corps members at schools where other corps members were already working. This strategy has proven to be a measure that can increase corps member retention and satisfaction.





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