

NEXT GENERATION SCHOLARS REPORT

December 2020

HB 1403/SB 1170, Ch. 0033, 2016

MSAR #10919

The Next Generation Scholars of Maryland Program (the Program) was signed into law by Governor Hogan in 2016 (House Bill 1403) expanding an existing program the College Readiness Outreach Program that was under the purview of the Maryland Higher Education Commission (the Commission). In addition to renaming and expanding the program, the law transferred implementation and program management to the Maryland State Department of Education (the Department). The Program provides state funding supporting students in high poverty school systems enabling these students who meet certain criteria to participate in this college preparation program and to prequalify for a Guaranteed Access Grant (GAG). Further, the law designated nonprofits as the vehicle for providing guidance and college preparation services to eligible students.

School systems designated as eligible for inclusion in the Program are Allegany County Public Schools, Baltimore City Public Schools, Caroline County Public Schools, Dorchester County Public Schools, Kent County Public Schools, Prince George's County Public Schools, Somerset County Public Schools, and Wicomico County Public Schools. The Department provided each school system information regarding the Program, including the requirement that nonprofit organizations would be the service providers. School systems provided a list of schools within their system that would receive services under the Program.

The statute directs that nonprofit organizations provide the following services to students in designated school systems:

- A high school graduation plan
- Summer work or internship opportunities
- Financial aid and literacy assistance
- Career interest assessments
- Mentorship and one-on-one counseling
- Visits to college campuses and workplaces
- An intensive summer bridge program for students entering an institution of higher education directly from high school
- A plan to matriculate and graduate from an institution of higher education

Nonprofit grantees may develop programs that include additional services based on the needs of the students.

Additionally, the Department's program manager organized a proposal review committee. The committee consisted of representatives from the Commission and the Department. On May 22, 2017, the Department and the Commission held a technical assistance presentation, and a question and answer session for interested nonprofits. The Department provided background

information on the Program and its requirements. The Commission briefed attendees on the requirements for the Guaranteed Access Grant and HB1403's prequalification requirement.

The committee received twelve proposals. The rubric for proposal review was aligned with the requirements of the statute. Ten nonprofits were selected to receive funds. Two proposals did not meet the basic requirements of the Program.

Technical Assistance

The Department provides ongoing technical assistance to the Program's grant holders. The Department holds grantee meetings annually. Additionally, the Program's program manager regularly disseminates pertinent information and resources to the grantees. On October 11, 2019, The Maryland Business Roundtable in partnership with BGE hosted a Next Generation Scholars Community of Practice Conference. At this conference, the Commission presented updated information on the Guaranteed Access Grant. Increased communication with grantees was initiated with the onset of the COVID-19 pandemic to assist in restructuring service delivery and budget management.

Prequalification for the Guaranteed Access Grant

The statute requires that students are "prequalified" for eligibility for the Guaranteed Access Grant. This grant provides scholarships to eligible Maryland students who maintain a 2.5 grade point average (GPA). Nonprofits utilized poverty as the primary criteria for 7th and 8th grade students. Once students start earning high school credit in 9th grade, prequalification requirements are Free and Reduced Meals (FARMS) status and GPA.

Next Generation Scholars Program of Maryland Budget Fiscal Years 2018-2021

The chart below shows the dispersal of Program funds. In the first year of the program (2018), the Department received \$4,700,000. In fiscal years 2019 and 2020, the Program was fully funded at \$5,000,000. The Program's allocation for 2021 is \$4,000,000.

Next Generation Scholars (NGS) of Maryland Budget FY 2018-2021

Next Generation Scholars of Maryland Budget FY 2018-2021					
Nonprofit	Local School System	Award Amount FY2018 (\$4,700,000)	Award Amount FY2019 (5,000,000)	Award Amount FY2020 (\$5,000,000)	Award Amount FY2021 (\$4,000,000)
CollegeBound	Baltimore City	\$ 197,400.00	\$ 186,716.00	\$ 186,716.00	\$ 149,373.00
First Generation	Prince George's	\$ 670,848.00	\$ 639,763.00	\$ 639,763.00	\$ 511,812.00
Higher Achievement	Baltimore City	\$ 184,000.00	\$ 218,258.00	\$ 218,258.00	\$ 174,607.00
It Takes A Village	Somerset	\$ 268,745.00	\$ 256,871.00	\$ 256,871.00	\$ 205,497.00
KIPP	Baltimore City	\$ 183,207.00	\$ 253,230.00	\$ 253,230.00	\$ 202,584.00
Latin American Youth Center	Prince George's	\$ 184,000.00	\$ 221,258.00	\$ 221,258.00	\$ 177,007.00
MBRT	Allegany Caroline Dorchester Kent Wicomico	\$ 1,320,895.00	\$ 1,432,117.00	\$ 1,432,117.00	\$ 1,145,694.00
MERIT	Baltimore City	\$ 197,042.00	\$ 186,388.00	\$ 186,338.00	\$ 149,071.00
Morgan	Baltimore City	\$ 200,000.00	\$ 186,000.00	\$ 186,000.00	\$ 148,800.00
Next One UP	Baltimore City	\$ 166,874.00	\$ 198,220.00	\$ 198,220.00	\$ 158,576.00
UMB McHenry/Positive Schools	Baltimore City	\$ 184,000.00	\$ 218,256.00	\$ 218,256.00	\$ 174,605.00
UMB Promise	Baltimore City	\$ 184,000.00	\$ 227,255.00	\$ 227,255.00	\$ 181,804.00
The Y in Central MD	Baltimore City	\$ 758,988.00	\$ 775,668.00	\$ 775,668.00	\$ 620,535.00

Total Number of Students in the Program: Fiscal Year 2021

Next Generation Scholars (NGS) Total Served FY 2021	
Allegany	115
Baltimore	1640
Caroline	607
Dorchester	427
Kent	168
Prince George's	372
Somerset	223
Wicomico	535
Grand Total	4087

Summary of Nonprofit Programs by Local School Systems

**Allegany County Public Schools (ACPS), Caroline County Public Schools (CPS),
Dorchester County Public Schools (DCPS), Kent County Public Schools (KCPS), and
Wicomico County Public Schools (WCPS)**

Service Provider: Maryland Business Roundtable (MBRT)

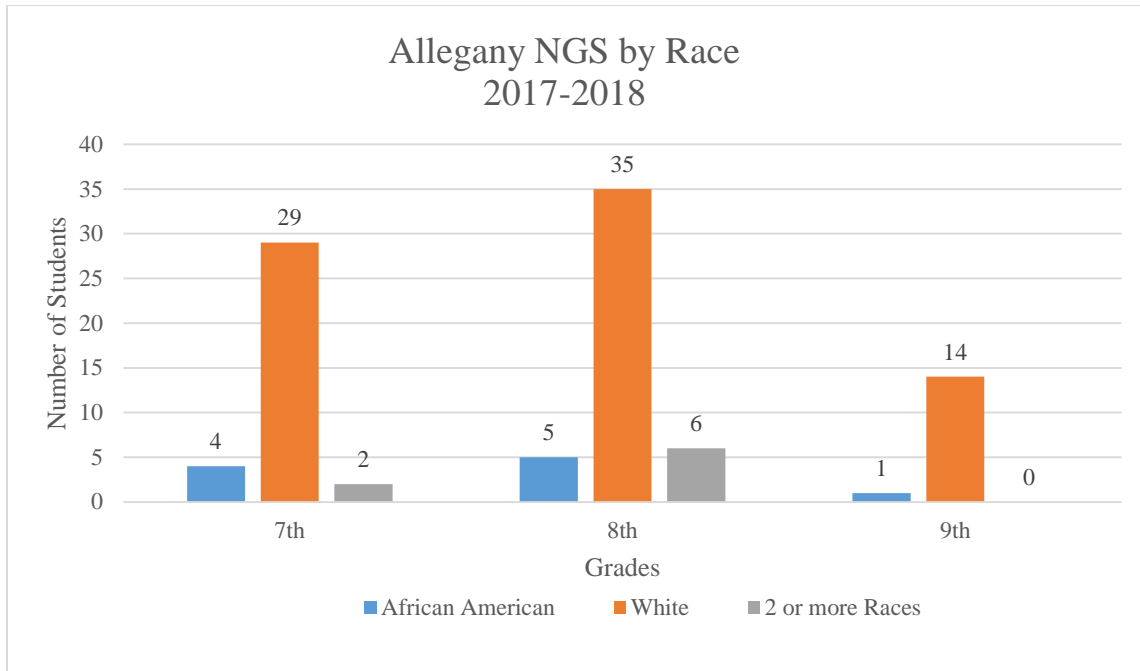
MBRT provides services to five of the eight school systems. MBRT hired a coordinator for each of the school systems they support. Supported by the business community, MBRT brings volunteers from local businesses in each community into schools to engage with students as a part of their career exploration program. During the past three years, they have provided many experiential options for student in the Program. For example, they coordinated with local businesses in each community to provide tours and facilitate conversations with employees. Examples of the business partners include physical therapy centers and nursing centers, a residential school for children with disabilities, television production, landscaping, commercial construction, and an electric power company. At each site, students participated in programs providing an overview of each career field from entry level to the executive level. Students have participated in college tours—including the U.S. Naval Academy and college access conferences such as the National Association for College Admissions Counseling (NACAC).

MBRT also provides classroom support to tie professions to schoolwork. They also produce a magazine (*Way to Be*) that is the basis of their career and college program. The magazine is a tool to teach lessons about completing college applications and the costs of college, and it includes practical lessons on personal expenses students will have as they attend college.

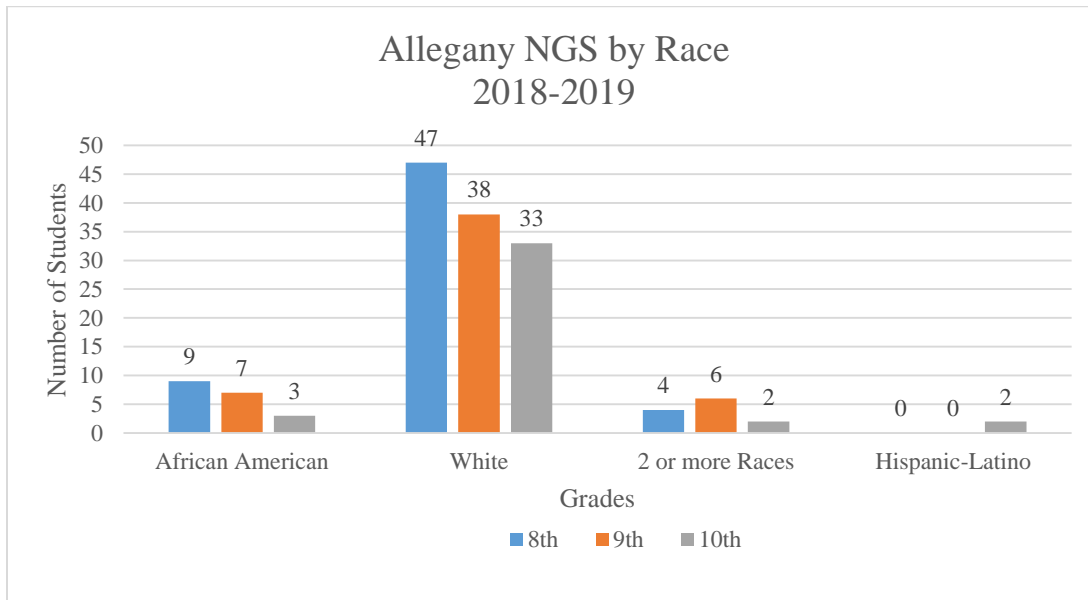
Partners: Allegany College of Maryland, Allegany County Government Workforce Development, University of Maryland College Park, Allegany County Chamber of Commerce, and Frostburg State University

Schools: ACPS: Washington Middle School and Fort Hill High School; CPCS: Colonel Richardson Middle School, Colonel Richardson High School, Lockerman High School and North Caroline High School; DCPS: Maces Lane Middle School and Cambridge-South Dorchester High School; KCPS Kent County Middle School and Kent County High School; WCPS: Wicomico Middle School, and Wicomico High School

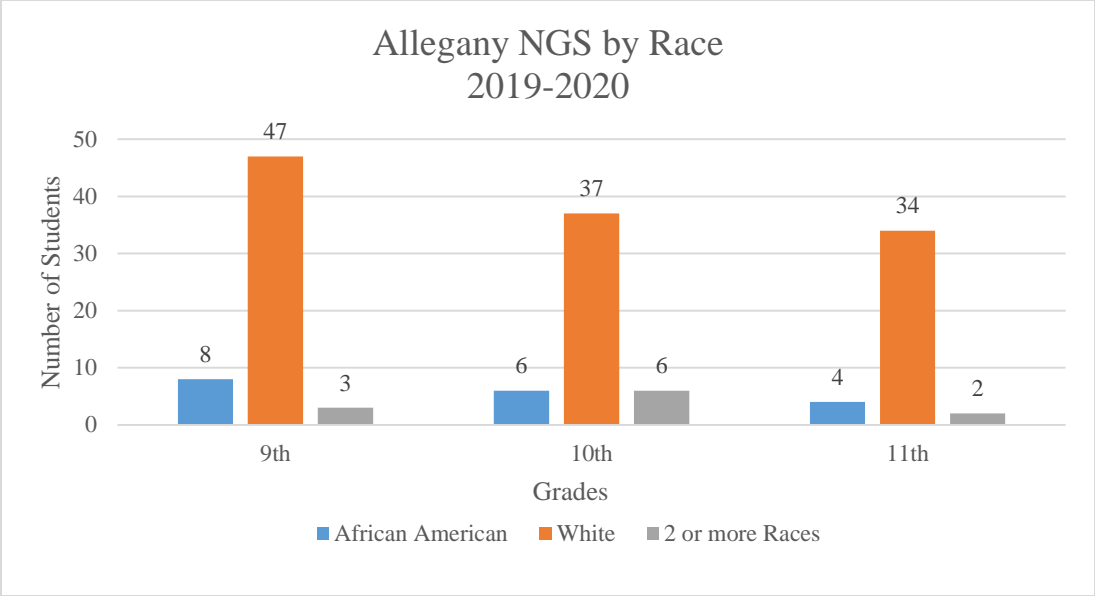
Allegheny County Public Schools Student Participation—Race



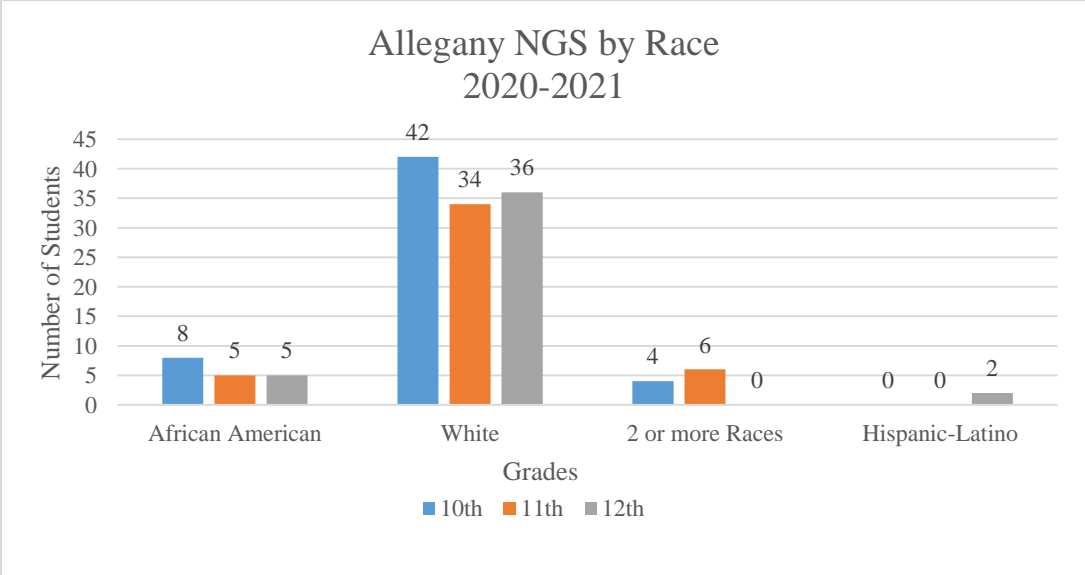
Next Generation Scholars Allegheny County Public Schools by Race 2017-2018



Next Generation Scholars Allegheny County Public Schools by Race 2018-2019

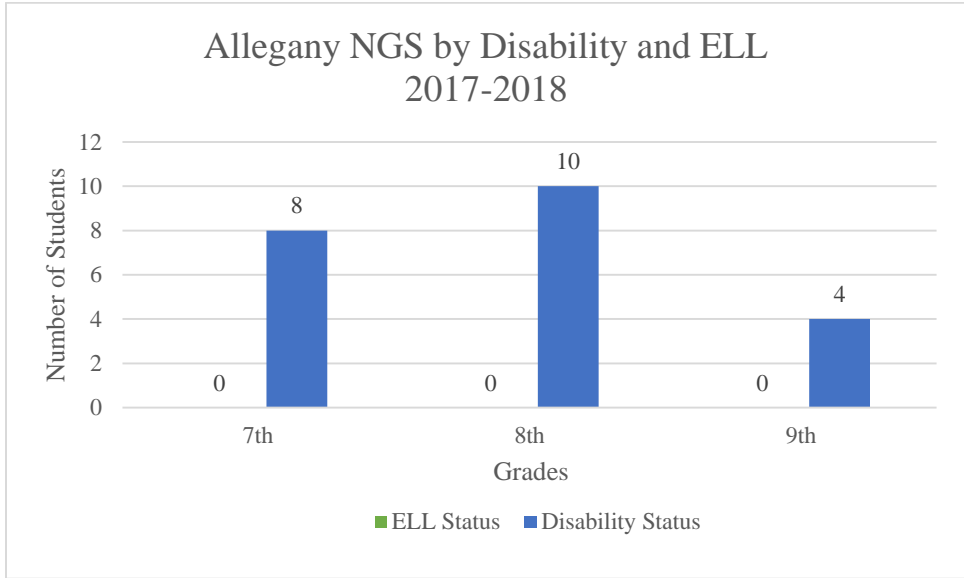


Next Generation Scholars Allegany County Public Schools by Race 2019-2020

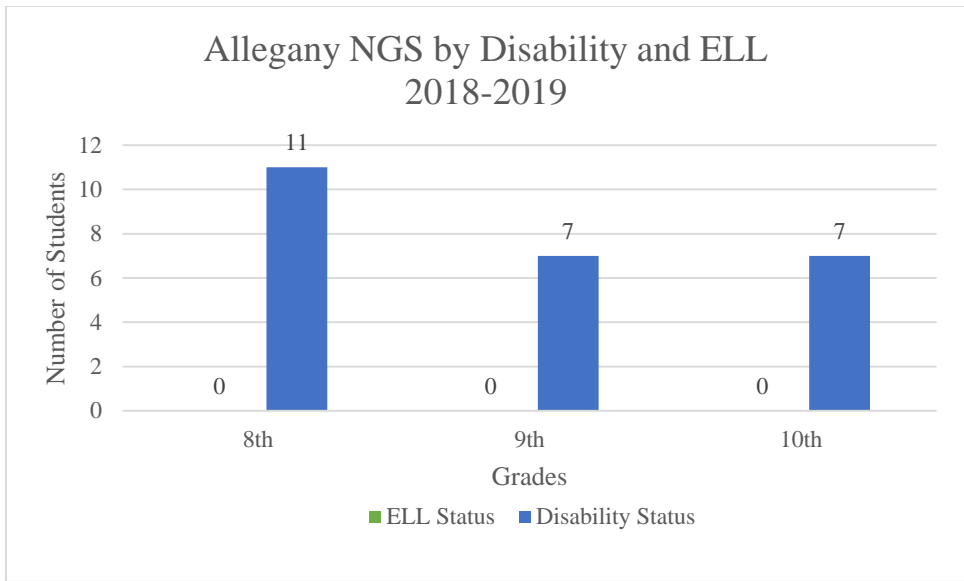


Next Generation Scholars Allegany County Public Schools by Race 2020-2021

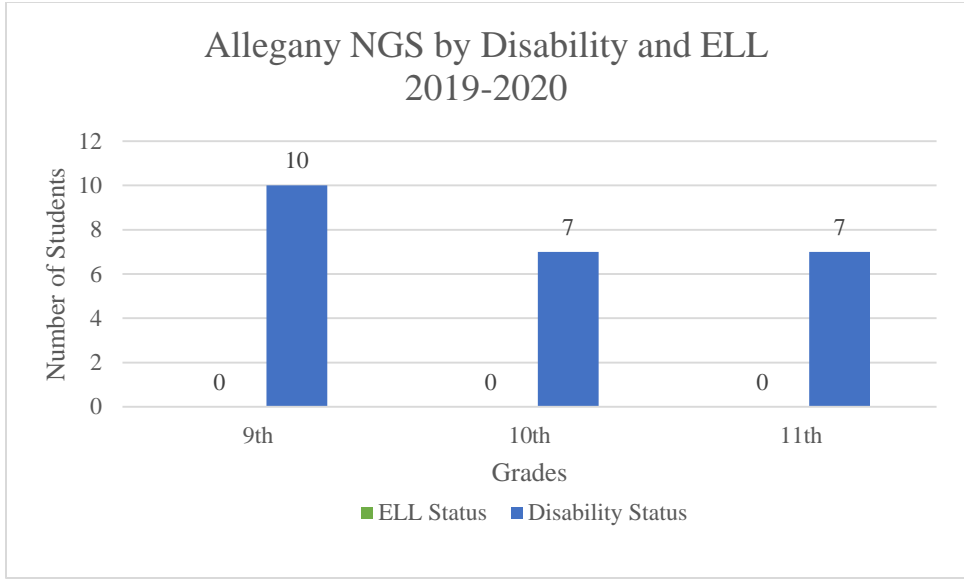
Allegany County Public Schools Student Participation—Disability and English Language Learner (ELL) Status



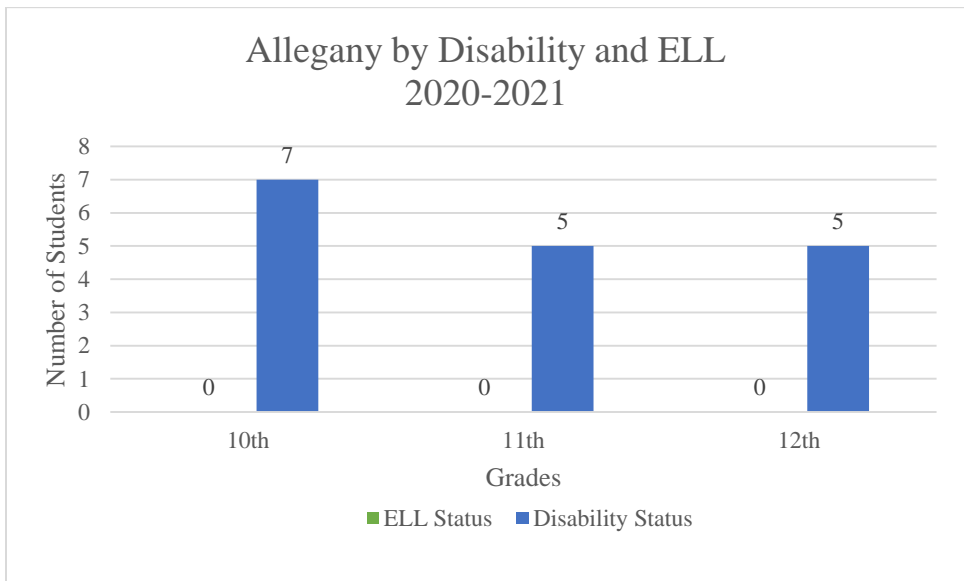
Next Generation Scholars Allegany County Public Schools by Disability and ELL 2017-2018



Next Generation Scholars Allegany County Public Schools by Disability and ELL 2018-2019

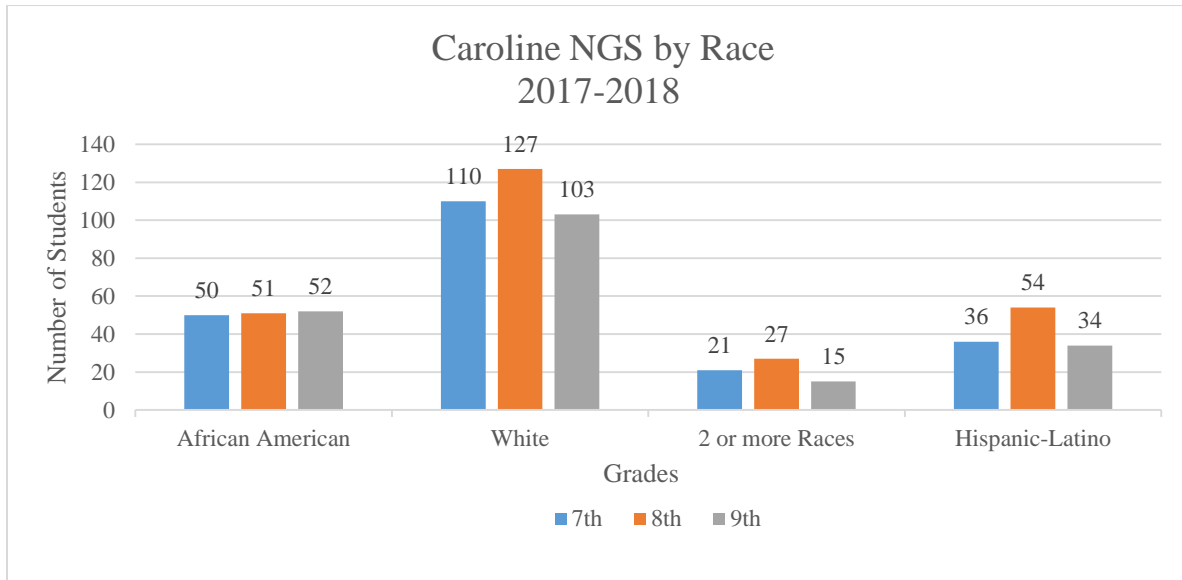


Next Generation Scholars Allegany County Public Schools by Disability and ELL 2019-2020

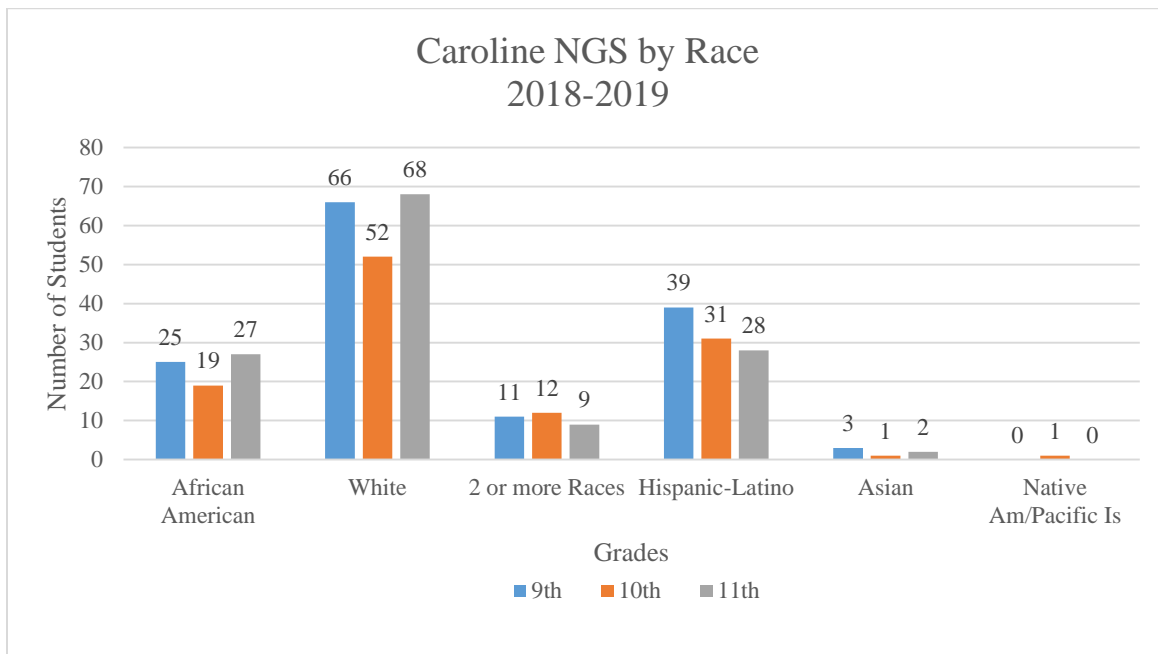


Next Generation Scholars Allegany County Public Schools by Disability and ELL 2020-2021

Caroline County Public Schools Student Participation—Race



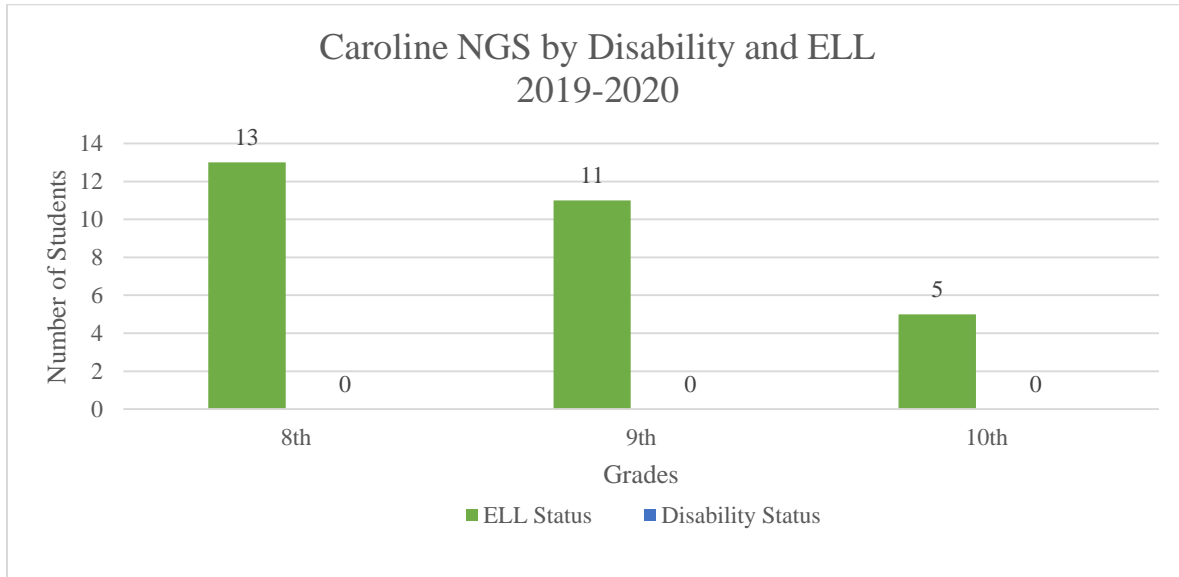
Next Generation Scholars Caroline County Public Schools by Race 2017-2018



Next Generation Scholars Caroline County Public Schools by Race 2018-2019

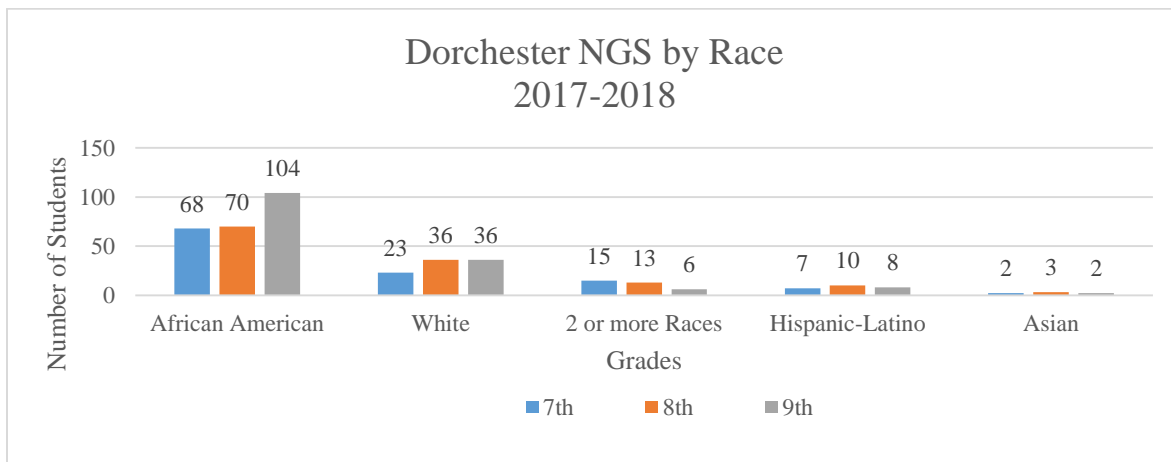
Caroline County Public Schools Student Participation—Disability and ELL

Caroline County did not provide services to students with disabilities or ELL students in 2017-2018 and 2018-2019.

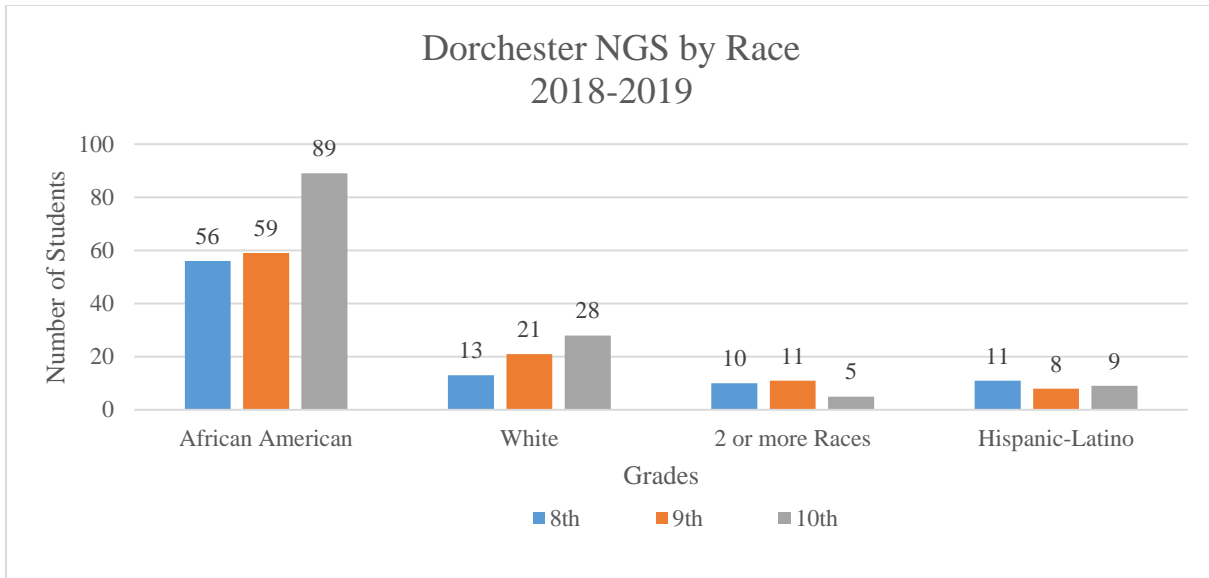


Next Generation Scholars Caroline County Public Schools by Race 2019-2020

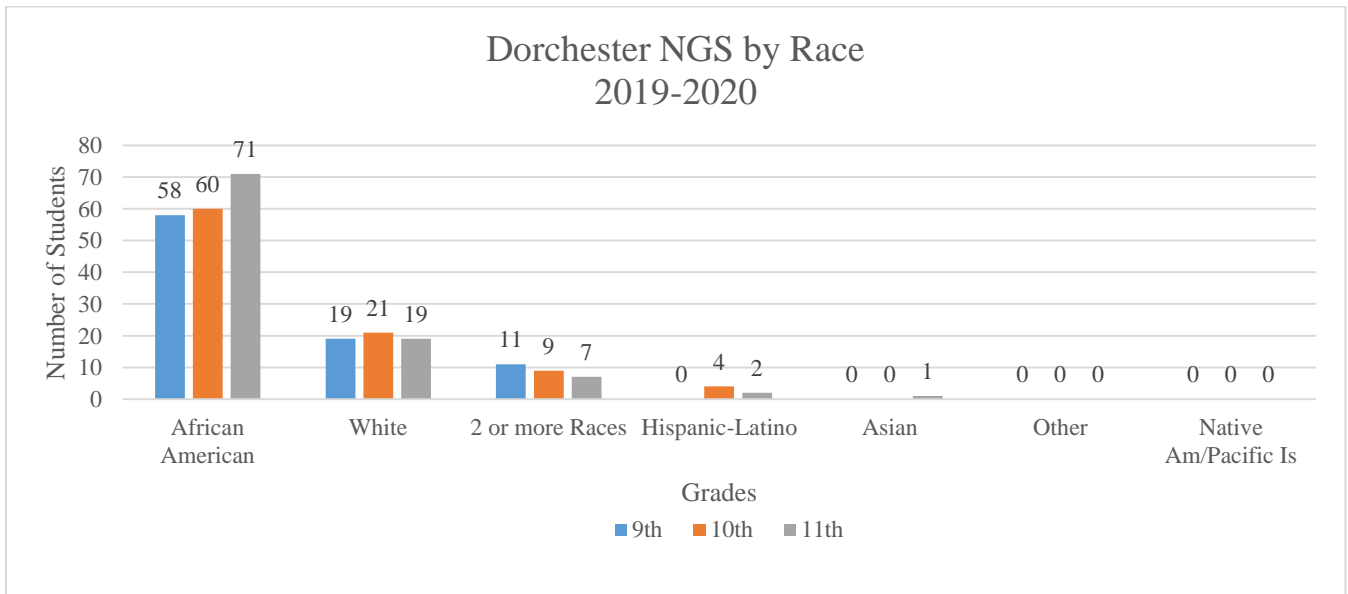
Dorchester County Public Schools Student Participation—Race



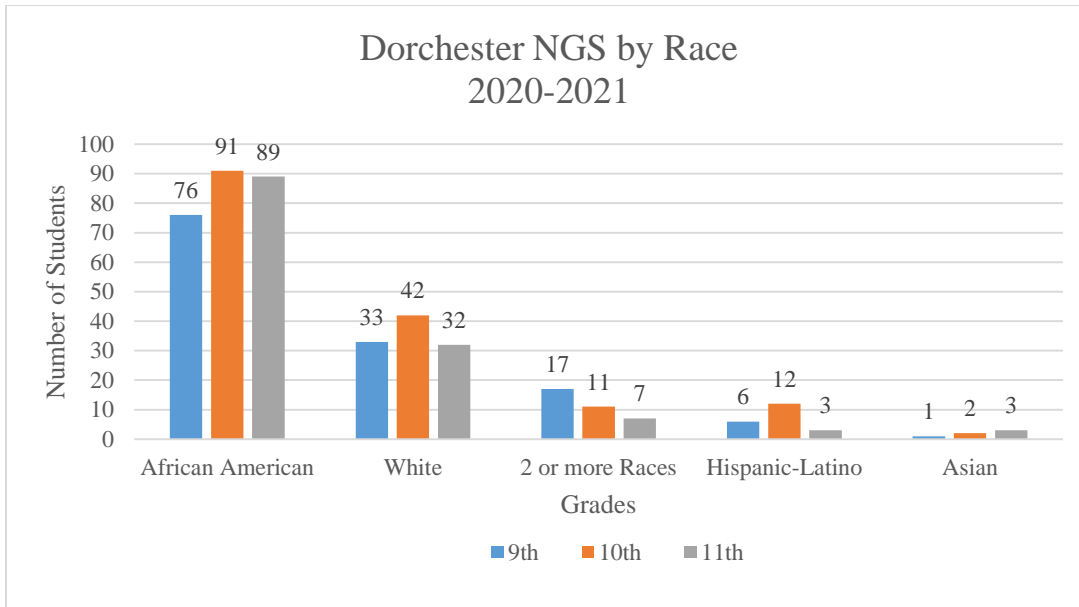
Next Generation Scholars Dorchester County Public Schools by Race 2017-2018



Next Generation Scholars Dorchester County Public Schools by Race 2018-2019

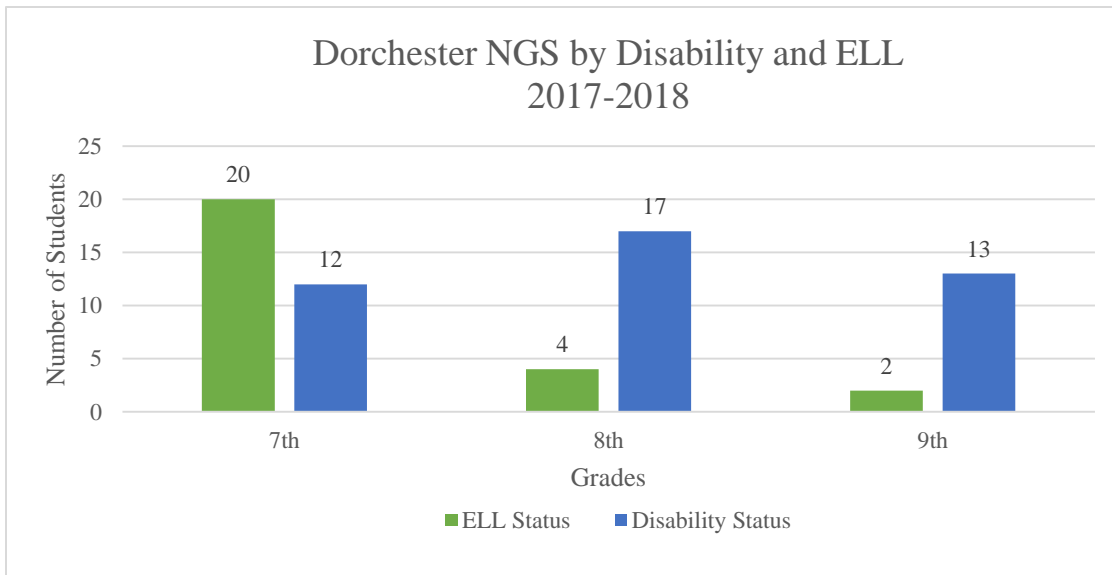


Next Generation Scholars Dorchester County Public Schools by Race 2019-2020

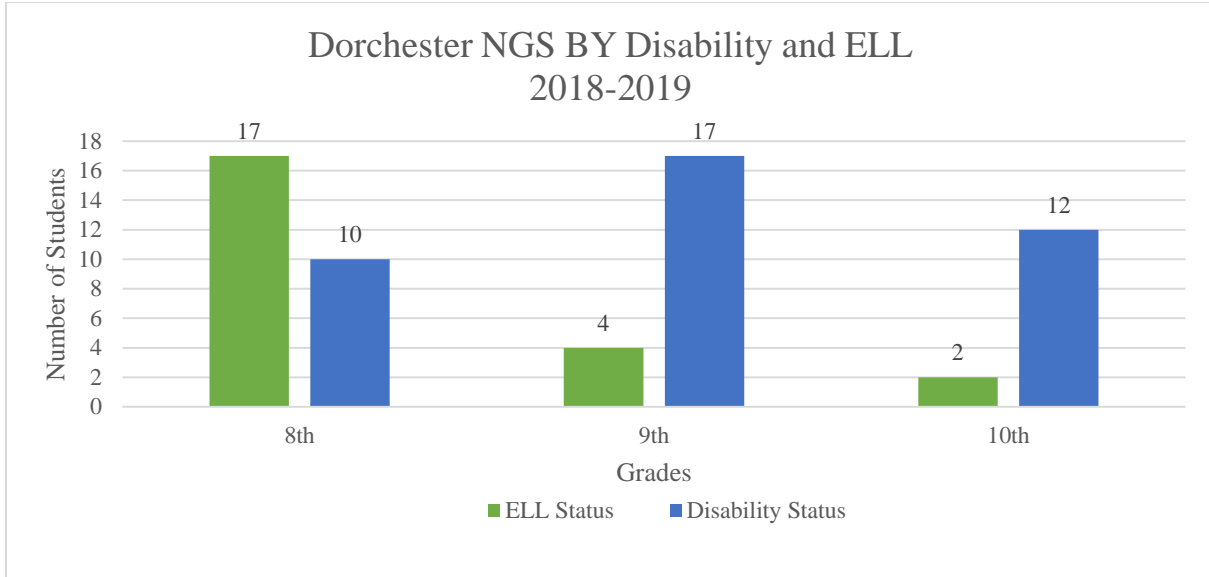


Next Generation Scholars Dorchester County Public Schools by Race 2020-2021

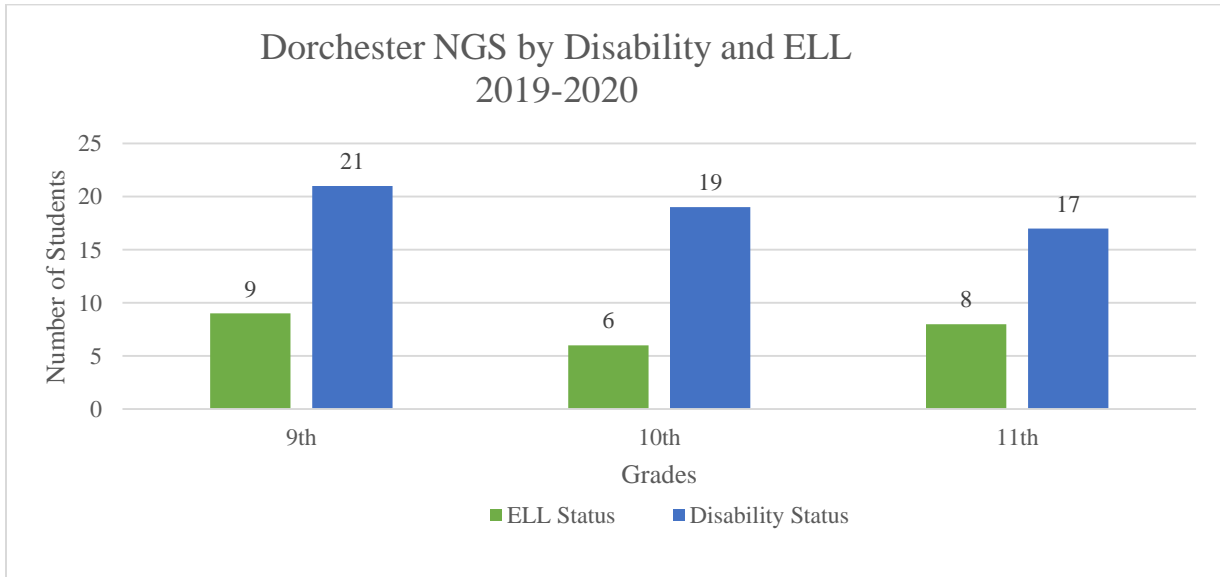
Dorchester County Public Schools Student Participation—Disability and ELL



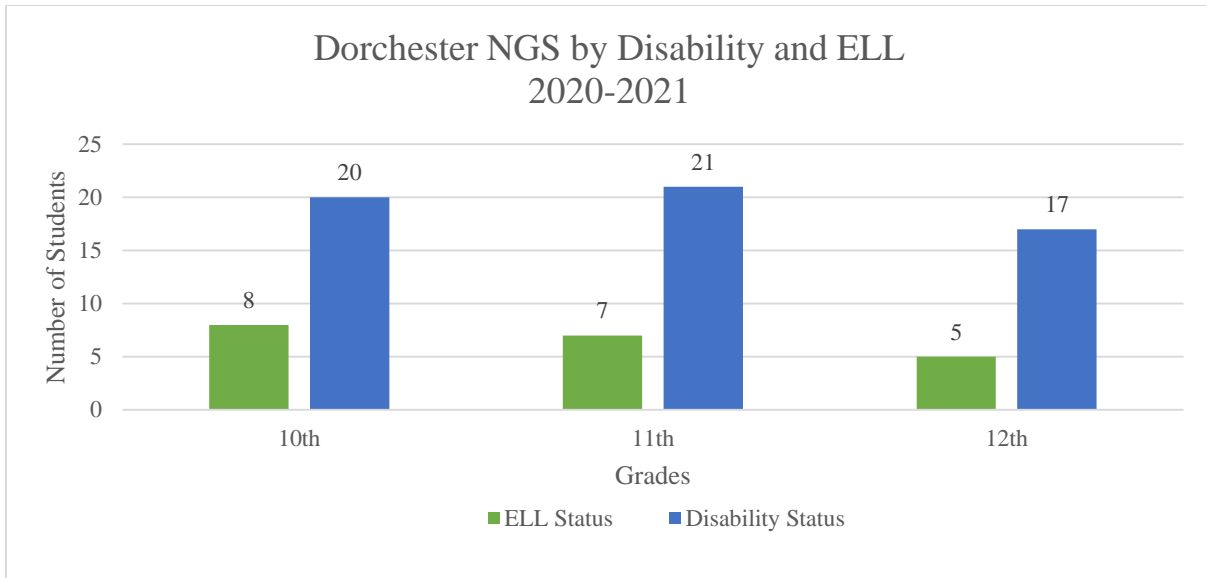
Next Generation Scholars Dorchester County Public Schools by Disability and ELL 2017-2018



Next Generation Scholars Dorchester County Public Schools by Race 2018-2019

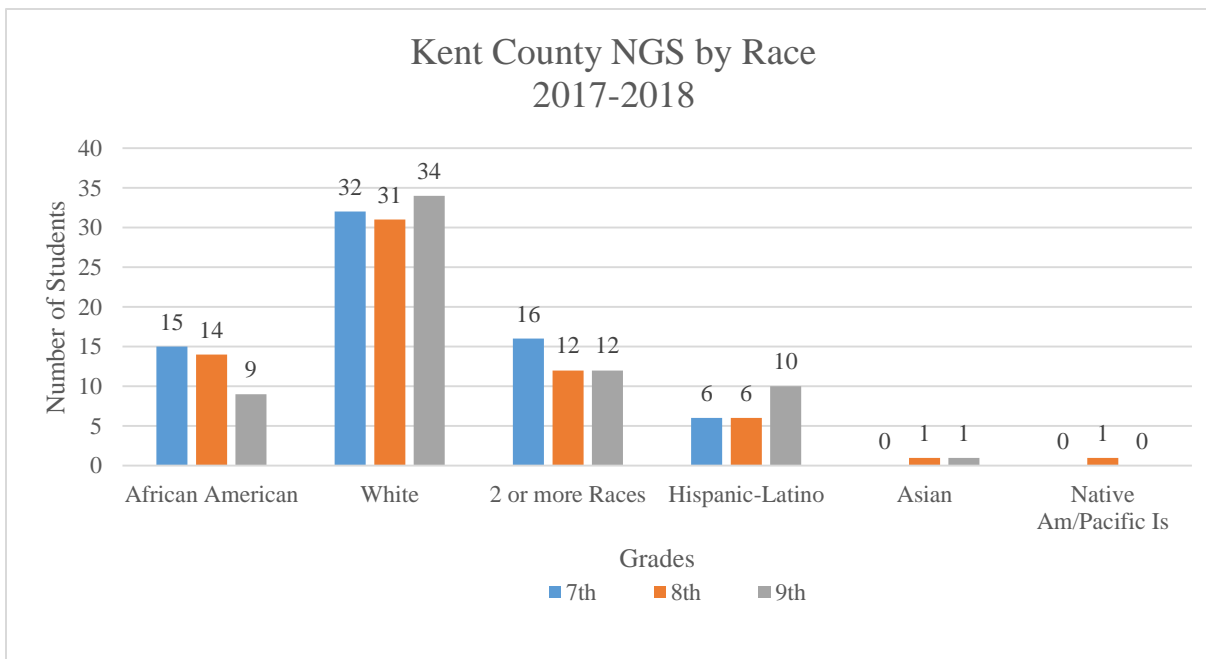


Next Generation Scholars Dorchester County Public Schools by Disability and ELL 2019-2020

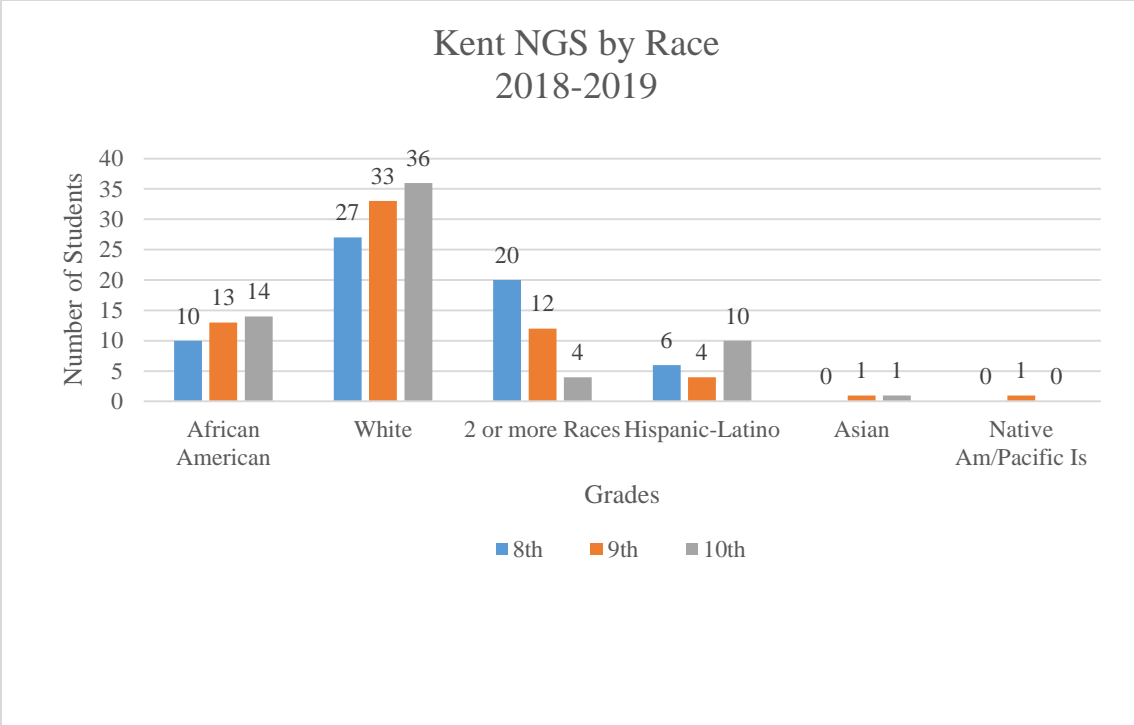


Next Generation Scholars Dorchester County Public Schools by Disability and ELL 2020-2021

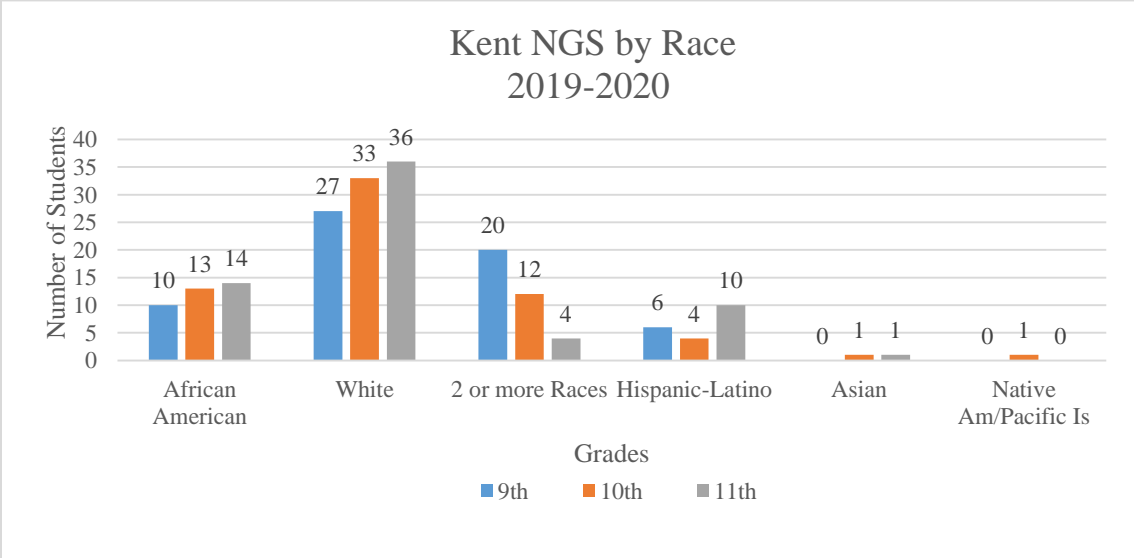
Kent County Public Schools Student Participation—Race



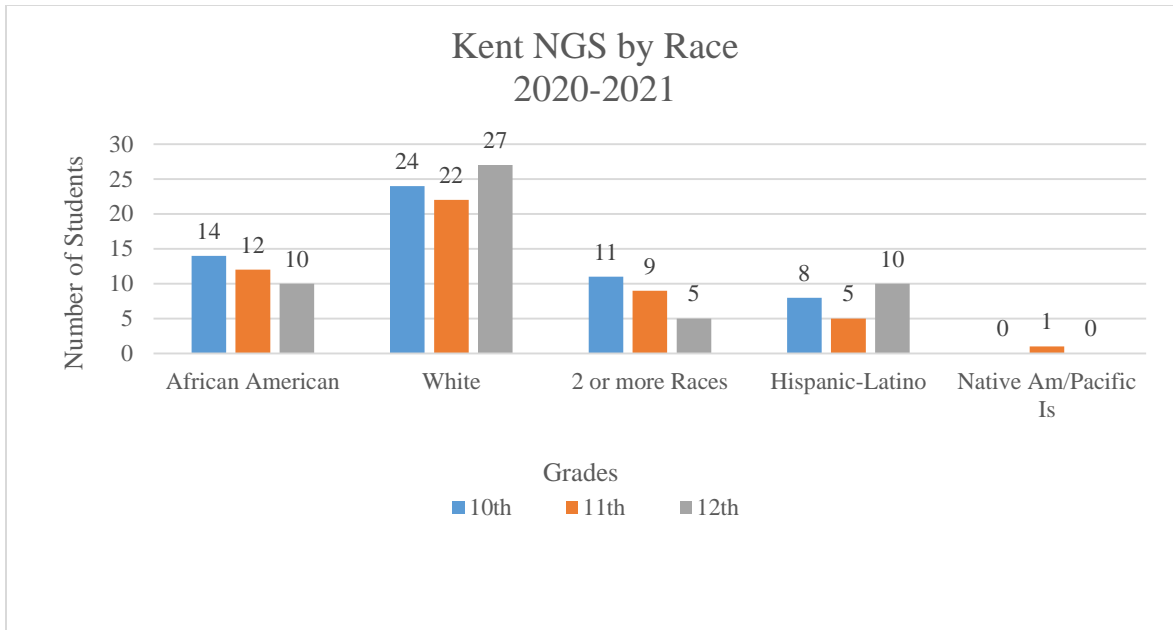
Next Generation Scholars Kent County Public Schools by Race 2017-2018



Next Generation Scholars Kent County Public Schools by Race 2018-2019

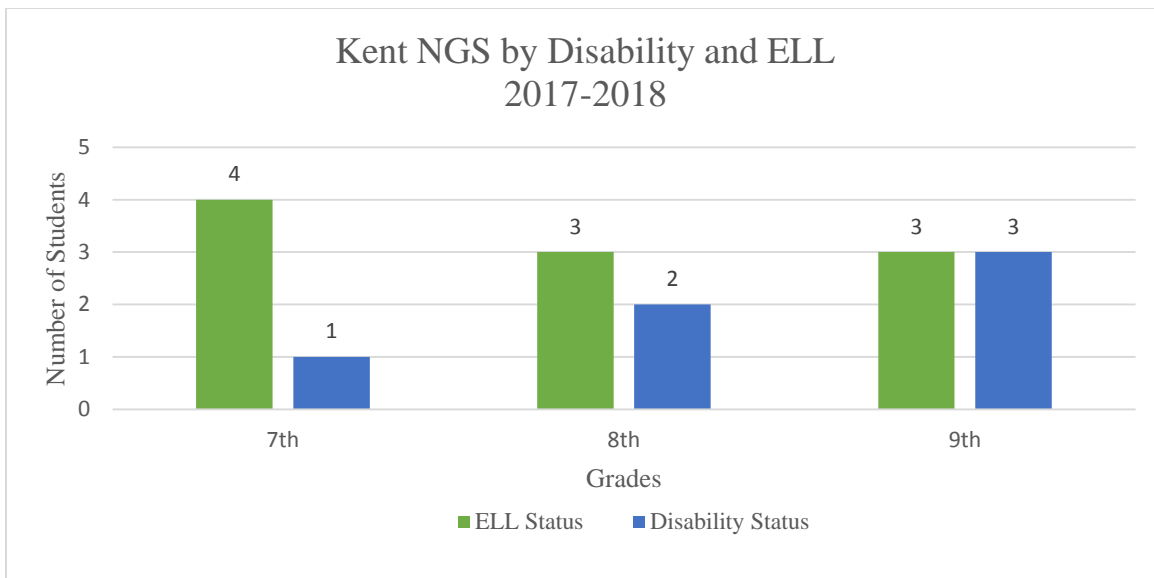


Next Generation Scholars Kent County Public Schools by Race 2019-2020

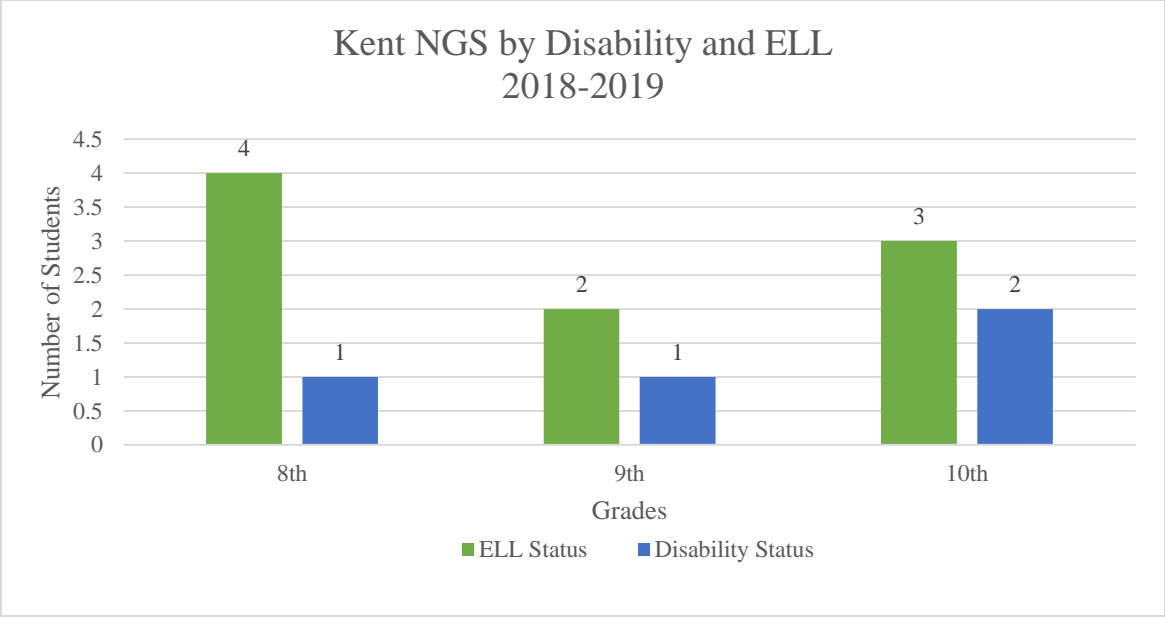


Next Generation Scholars Kent County Public Schools by Race 2020-2021

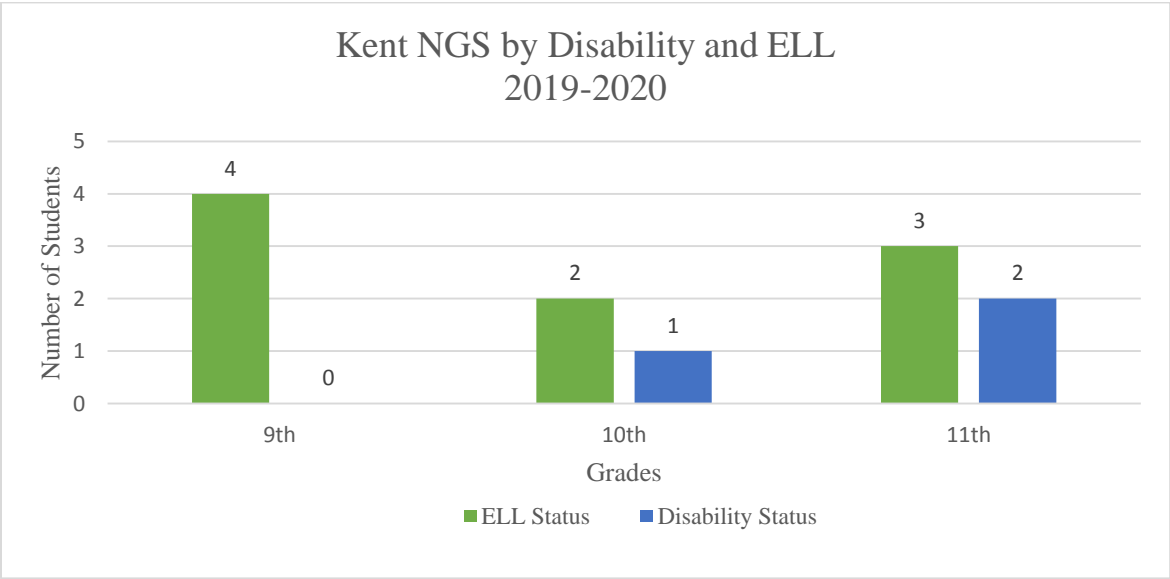
Kent County Public Schools Student Participation—Disability and ELL



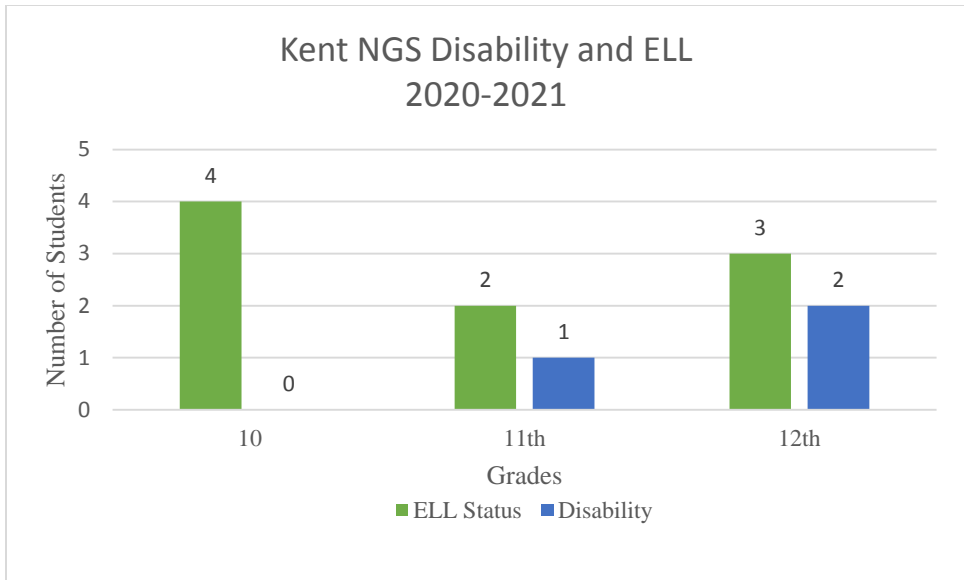
Next Generation Scholars Kent County Public Schools by Disability and ELL 2017-2018



Next Generation Scholars Kent County Public Schools by Disability and ELL 2018-2019



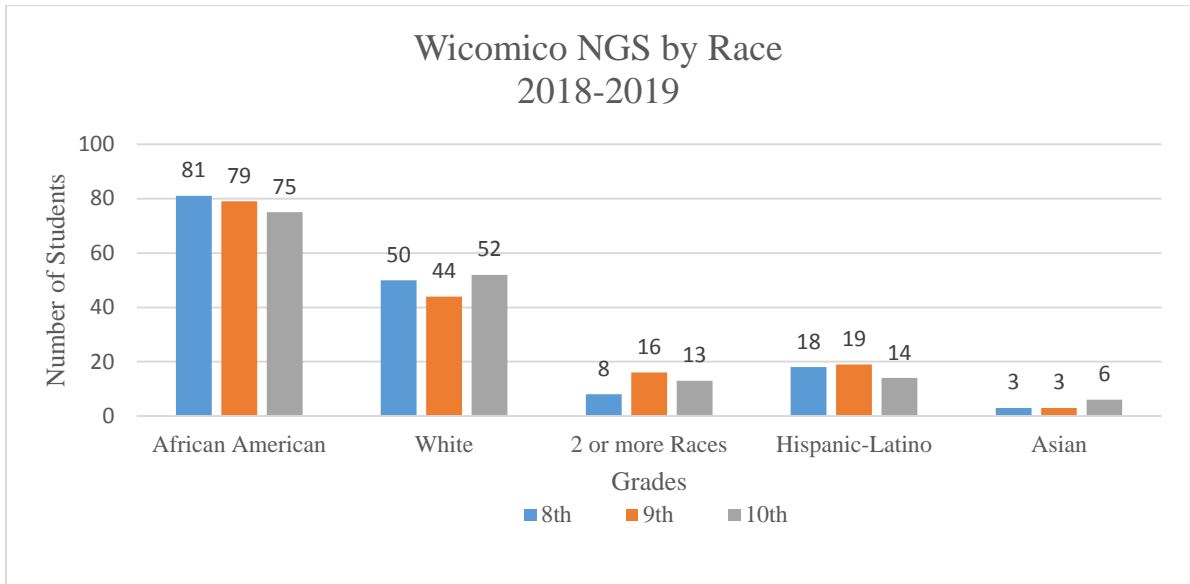
Next Generation Scholars Kent County Public Schools by Disability and ELL 2019-2020



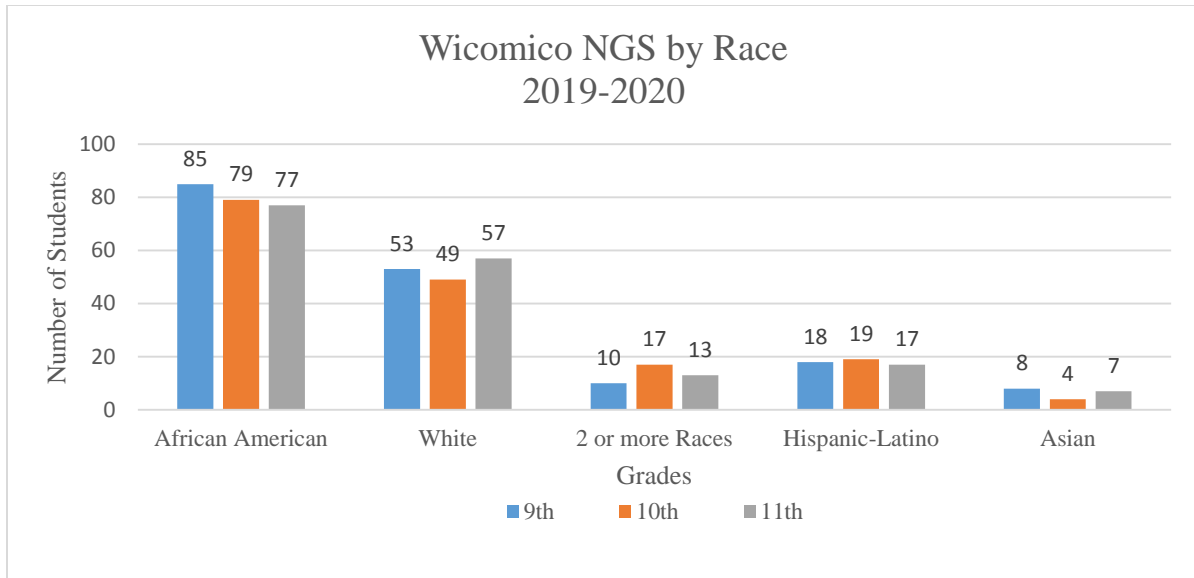
Next Generation Scholars Kent County Public Schools by Disability and ELL 2020-2021

Wicomico County Public Schools Student Participation—Race

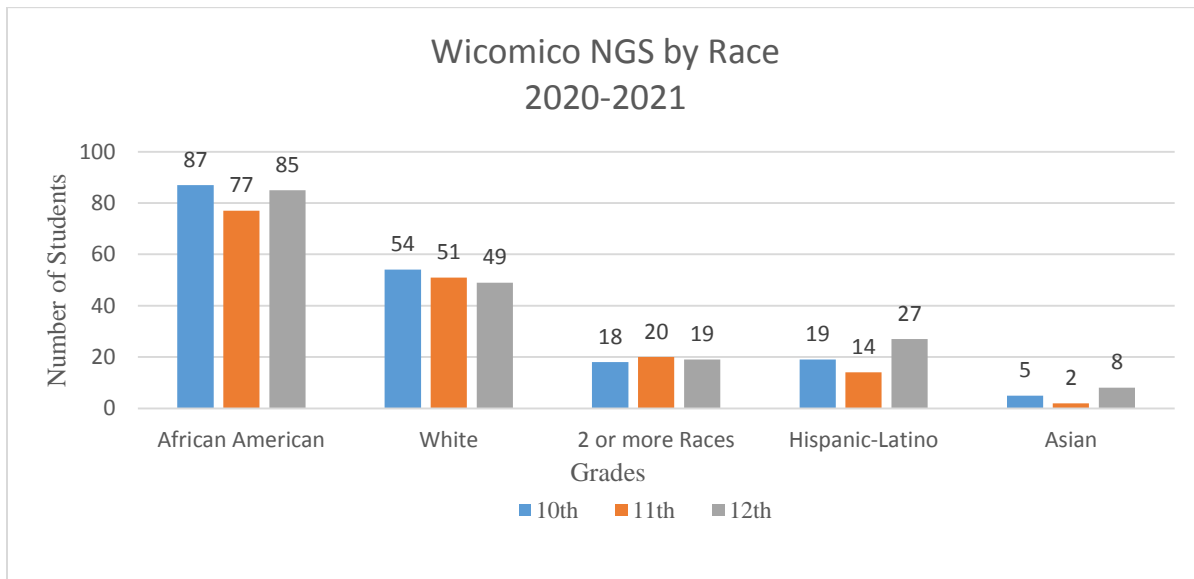
There were 579 students served in Wicomico County, but the nonprofit does not have demographic breakout data available for 2017-2018.



Next Generation Scholars Wicomico County Public Schools by Race 2018-2019



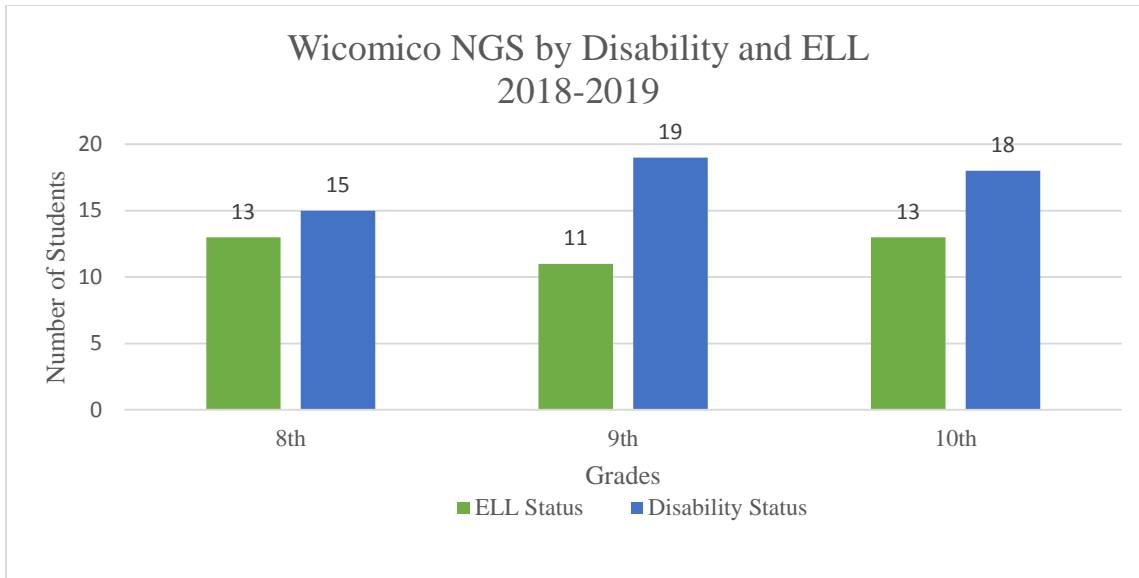
Next Generation Scholars Wicomico County Public Schools by Race 2019-2020



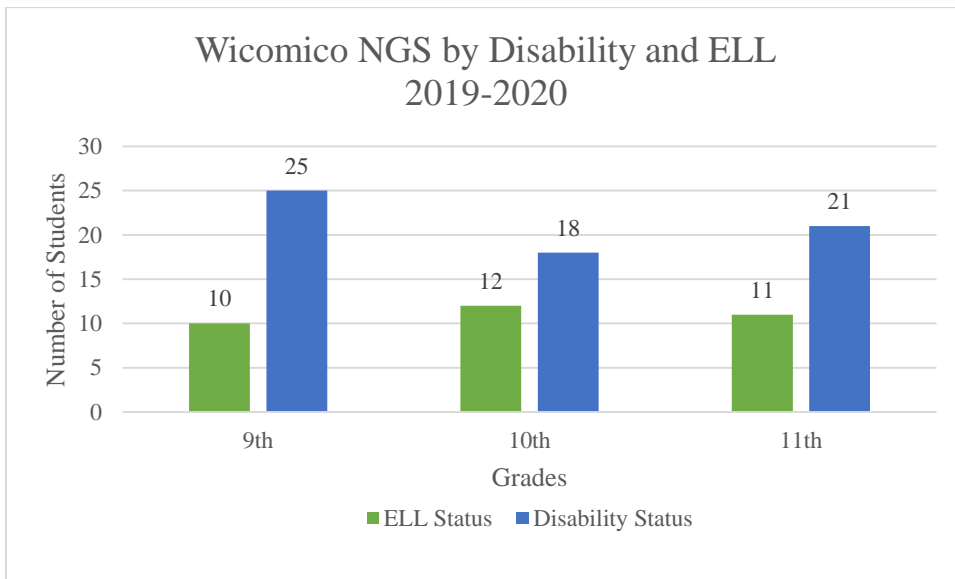
Next Generation Scholars Wicomico County Public Schools by Race 2020-2021

Next Generation Scholars Wicomico County Public Schools—Disability and ELL

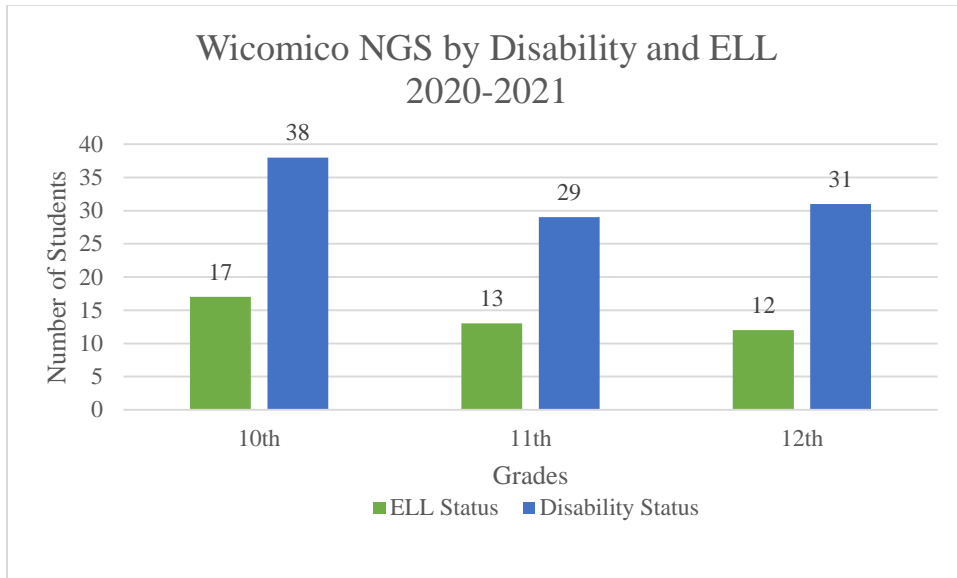
There were 579 students served in Wicomico County, but the nonprofit does not have demographic breakout data available for 2017-2018.



Next Generation Scholars Wicomico County Public Schools by Race 2018-2019



Next Generation Scholars Wicomico County Public Schools by Race 2019-2020



Next Generation Scholars Wicomico County Public Schools by Race 2020-2021

Baltimore City Public Schools

Service Provider: CollegeBound

CollegeBound has been working with Baltimore City schools to provide academic support, mentoring, and college access programs to students. As a Program grantee, they provide mentoring, SAT prep classes, career exploration, and relationship-building activities. CollegeBound offered opportunities for students to practice with a Mock College Application activity. Students also attended the National Association for College Admission Counseling (NACAC) College Fair held in Baltimore City annually. At the fair, students attended workshops that discussed topics such as College Fit, Paying for College, and NCAA. After the fair, students engaged in sessions on college's benefits. CollegeBound supports students identified career interests by arranging opportunities for students to visit worksites and by partnering with YouthWorks to provide work experiences for their students. Academic support is a vital part of CollegeBound's work with students. They worked with the University of Baltimore to bring dual enrollment classes to the Academy for College and Career Exploration (ACCE).

CollegeBound's students and parents/guardians have engaged in programming focused on building knowledge of and investment in post-secondary-education. In addition, parents and guardians attended sessions to inform and engage them in the application and financial aid process with special attention to family income reporting for the GAG application.

Partners: University of Baltimore, YouthWorks, Steamline Tutors, the Ryan Group, and Signal Vine

Schools: Academy for College and Career Exploration (ACCE) Middle/High School, National Academy Foundation (NAF) Middle/High School

Service Provider: KIPP Baltimore

KIPP Ujema Village Academy Baltimore is a charter school in Baltimore City. They enroll K-8 students and the school's seventh-grade and eighth-grade students participated in the Program. For its high school program, KIPP included former Academy students in 41 of the city's high schools. Uniquely positioned because of their educational model, they bring in former students to work with current students from Baltimore City communities who have similar "stories" as current students. KIPP's program provides academic support as well as career exploration and college access sessions for its students and families.

KIPP has collaborated with Squashwise college and career readiness services. Squashwise's philosophy focuses on strong academics and athleticism. Their "hook" is squash. This is a plus for Program students because Squashwise works to get children who live in poverty scholarships to small liberal arts colleges via squash scholarships. Squashwise takes students on college tours and squash tournaments, and exposes them to careers in companies such as B-360 (STEM) and T. Rowe Price (investing/finance).

KIPP offers two unique programs, KIPP through College and High School Placement and Support. KIPP through College provides KIPP advisors who help alumni navigate the academic, social, and financial challenges they might encounter while in college or pursuing a career. The High School Placement and Support team works with KIPP students and families to provide insight, guidance, and support throughout the high school placement process in Baltimore City's school choice program. KIPP also partners with YouthWorks for student placement at job sites.

Partners: Squashwise, YouthWorks

Schools: KIPP Ujema Village Academy, Academy College & Career Exploration, Achievement Academy @ Harbor City High, Archbishop Curley High School, Augusta Fells Savage Institute of Visual Arts, Baltimore City College High School, Baltimore Design School, Baltimore Polytechnic Institute Ingenuity, Baltimore Polytechnic Institute, Baltimore School for the Arts, Bard High School Early College Baltimore, Benjamin Franklin High School at Masonville Cove, Bluford Drew Jemison STEM Academy – West, Boys Latin School of Maryland, Bryn Mawr School, Carver High School-PTECH, Carver Vocational Technical High, City Neighbors High School, ConneXions, Coppin Academy, Cristo Rey Jesuit – Baltimore, Digital Harbor High School, Edmondson-Westside High School, Forest Park High School, Frederick Douglas High School – Baltimore, Friends School of Baltimore, Friendship Academy Of Engineering & Technology, Green Street Academy, Independence School (MD), Knowledge And Success Academy (KASA), Mergenthaler Vocational-Technical Senior High School, Mount Saint Joseph HS – Baltimore, National Academy Foundation, New Era Academy, Patterson High School, Paul Laurence Dunbar High School, Renaissance Academy High School, St Paul's School for Boys, St. Frances Academy – Baltimore, The Catholic High School of Baltimore, Vivien T. Thomas Medical Arts Academy, and Western High School – Baltimore

Service Provider: Morgan State University

Morgan State University provides their Program through their College Discovery Program in the Office of Community Service. Held on the Morgan State University campus, the program provides small group and one-on-one mentoring and academic support through tutoring. University students also planned and executed the college access program. Beyond traditional career interest assessments, the college access program, exploring college life, organizational skills, sports and recreational life, and the importance of strong academics in K-12 schooling and college coursework.

The original program manager retired at the end of year two, and the program faltered for several months as the university considered program placement and new faculty and staff to manage the program. After Morgan State appointed a new program manager, she recruited and hired staff to locate students who were program participants at the end of year two. COVID-19 was very disruptive to this program. Some students have not responded to outreach attempts and/or the most recent contact information provided was no longer valid. Due to these losses, the program manager sought guidance on recruiting additional students for the program. The Department authorized the recruitment of new students.

The College Discovery team planned and executed a summer program in July and August. This program included career interest tools, participation in college and career readiness lessons, meeting professionals from various industries, visiting colleges virtually, creating a vision for their future that will shape high school graduation plans, and individualized college and career counseling. The year four plan will expand these services to include weekly academic tutoring and family financial aid sessions. Morgan's college access program occurs on Saturdays during the school year.

Schools: Walter P. Carter Middle School, Guildford Elementary/ Middle School for Art and Technology, Vanguard Collegiate Middle School, Forest Park High School and Achievement Academy at City Harbor High School

Service Provider: Next One Up

Next One Up (NOU), founded in 2009, is a nonprofit that works with young men in Baltimore City Public Schools. Since 2009, 100% of their students have graduated high school on time. NOU has experienced a 95% college placement rate of the boys and young men in their program. Funding provided by the Program is allowing NOU to expand its program to more students in Baltimore City Public Schools. The majority of NOU's programming is provided through their Sunday Program. This six-hour day includes program activities such as academic enrichment, open gym, life skills, yoga and two healthy meals. In year two of the Program, NOU introduced a STEM program and added sessions on life skills and leadership development to the Sunday Program. In the 2020 program year, NOU added Baltimore History, Study Skills and Entrepreneurship to the Sunday Program. Students also participated in service-learning programs.

College access information is provided in a variety of models. In the first year of the grant, NOU offered a five-week summer camp that focused on applying for college, college selection, financing a college education, and the social aspects of college life. During the fifth week, students reside on campus for a mini college-life experience. NOU students have opportunities for college tours and the Sunday Program brings in personnel from the college and university admissions offices to talk with students. West Point has been one of these opportunities.

Partners: McDaniel College, Sparten STEM, Share Baby, Moveable Feast, and Our Daily Bread

Service Provider: University of Maryland Positive Schools Center

The University of Maryland School of Social Work Community Outreach Service (SWCOS) started as a middle school afterschool and summer STEM program to engage students in hands-on projects and instill the importance of math and science. The leaders in this program also recognized the need for students to develop self-regulating behavior and hired two behavioral specialists to work with students to reduce behavior issues and to work on social emotional development to prepare students for high school. Once students matriculated to high school, the staff continued to provide academic support and introduced a more intensive college access program.

Starting in ninth grade, students received school support in bi-monthly one-on-one meetings and afterschool group meetings that took place on the University of Maryland Baltimore's campus and later virtually when COVID-19 began. In the one-on-one meetings program managers worked with students to set and monitor goals related to academic planning, attendance, and graduation plans. Group meetings focused on working professionals to talk about college and career planning, ways to build academic and professional capital, and focus on specialties affiliated with general careers (i.e. identifying "engineering" and parsing out the differences between electrical, mechanical, and chemical engineering). The mentoring and support meetings allowed staff to create an environment where students could discuss social and emotional issues such as navigating healthy relationships and handling stress, which could impact their ability to stay on a positive academic path. These sessions built upon the social emotional framework from the middle school program.

Responding to student interest in careers beyond STEM, the McHenry team brought in specialists to assist students in career exploration. Students participated in two activities - "Making My Academic Plan" and "The Bridge to College and Career" - that culminated in creating graduation and college and career plans based on the linkage between high school course work and college coursework in specific career fields. Program staff supports students' schools by focusing on Naviance assignments and working with students to complete assignments. The cancellation of in-person college tours due to COVID-19 resulted in program staff collaborating with CollegeBound to provide virtual tours for students.

The student interest survey revealed the need for additional opportunities for tutoring, and the newly rebranded Positive Schools Center contracted with iTutor and CROWN Student Services to support students' academic needs. College access programming for year four expands on year

three activities and is fluid enough to revert to in-person activities before the 2020-21 school year ends.

Partners: SPIRED Consulting, CollegeBound, iTutor, CROWN Student Services, Towson University Honors College, FEV (tutoring), Caring for Young Minds Foundation

Schools: Carver Vocational Technical High School, Mergenthaler Vocational High School, Western High School, Baltimore City College, Benjamin Franklin High School, Fredrick Douglass High School, Academy for College and Career Exploration (ACCE), Dunbar High School, ConneXions: A Community Based Arts School, Digital Harbor High School, and Baltimore Polytechnic Institute

Service Provider: University of Maryland Baltimore (UMB) School of Social Work Coaching Students toward the Promise of College Success (Promise Heights)

UMB Promise Heights has been working with Booker T. Washington Middle School for the Arts and Renaissance Academy High School in the West Baltimore communities of Upton/Druid Heights since 2013. The Program's grant has allowed Promise Heights to expand college access programs in these schools. Utilizing Khan Academy, Promise Heights provides opportunities for tenth grade students to prepare to sit for the PSAT and SAT. Promise Heights is developing a summer bridge program to offer academic support to students who are going to college in the fall of 2021 and for all succeeding graduates.

Collaborating with AmeriCorps, Promise Heights provides college access and financial aid workshops to Program students and their parents and guardians. Road to College workshops and an annual career fair are fundamental to their college access program. Promise Heights also offers a mentoring program based on the "Elements of Effective Practice for Mentoring," which provides structured lessons and activities. Promise Heights uses the Naviance platform for career exploration. Additionally, in high school, students have access to a college advisor who works with students on their high school graduation plan and monitors village students' progress toward college graduation. Eligible students also participate in YouthWorks in order to get exposure to careers of interest.

Partners: AmeriCorps, Year Up, UB/CCBC BridgEdU, the UMBC Upward Bound, Khan Academy, YouthWorks

Schools: Booker T. Washington Middle School for the Arts and Renaissance Academy High School

Service Provider: The Y in Central Maryland

The Y operated four sites to support Next Generation Scholars in years one and two of the project. Currently they have two high school sites. The Y's middle school program supported mathematics and literacy. In the past, the Y has hired teachers to provide academic support. Currently, in the virtual environment, program managers for each school site hosts peer-to-peer tutoring on a virtual platform. Program managers also communicate with classroom teachers when students have academic issues that require teacher support. Once student return to school buildings, tutoring funded by the Y will be a challenge due to the 20% reduction in the grant.

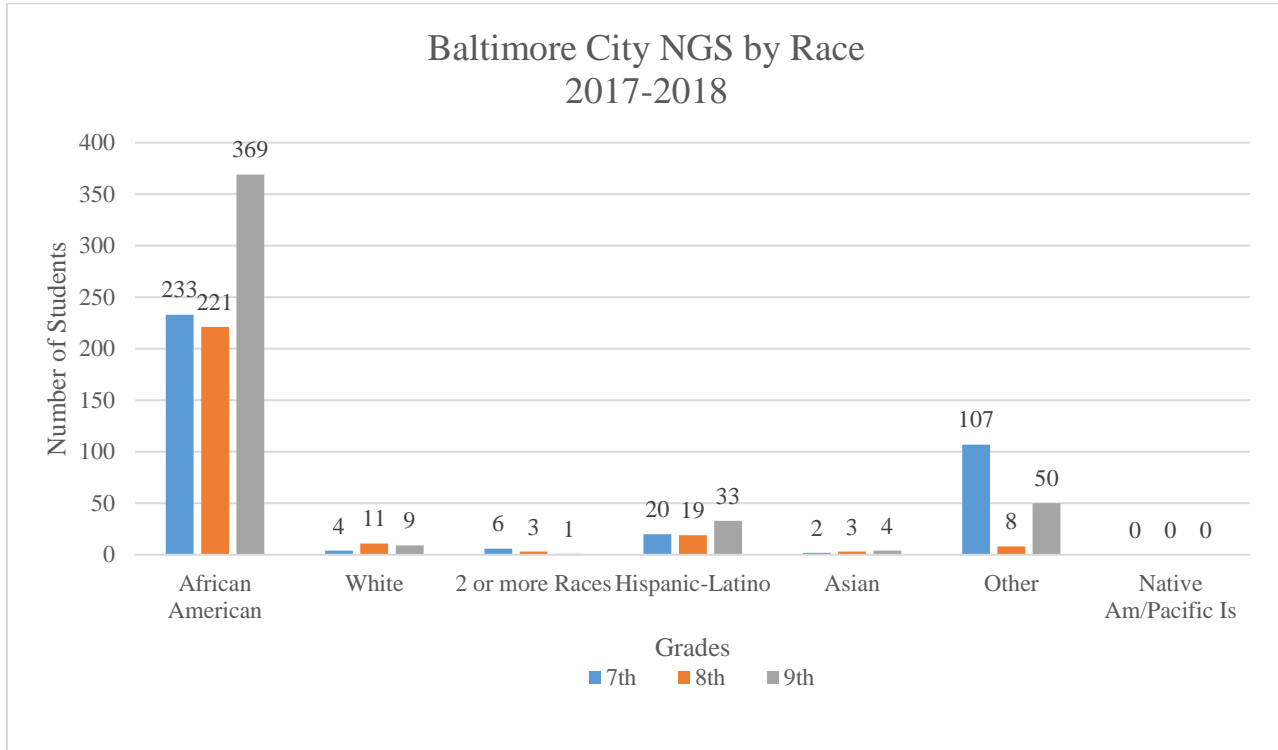
The Y provides mentoring services to enrolled students via the Big Brothers and Big Sisters program. They provide career exploration activities and use student interests to engage students with professionals in their career interests. The Y has provided in-person and virtual college tours, healthy cooking classes and sessions about health and wellness. The Y provides social emotional support to the Program's students. The Y also engages student athletes with a program designed to support them in balancing academics and extra-curricular activities. This summer 73 students participated in an online driving school, and the Y will set up behind-the-wheel instruction once COVID-19 restrictions are lifted.

Financial aid literacy, resume, and cover letter writing are examples of college access services provided to students. The Y hosts several parent nights to support the parents and guardians of Program participants. Services offered included financial aid, the Common App, and after school closures information about local schools.

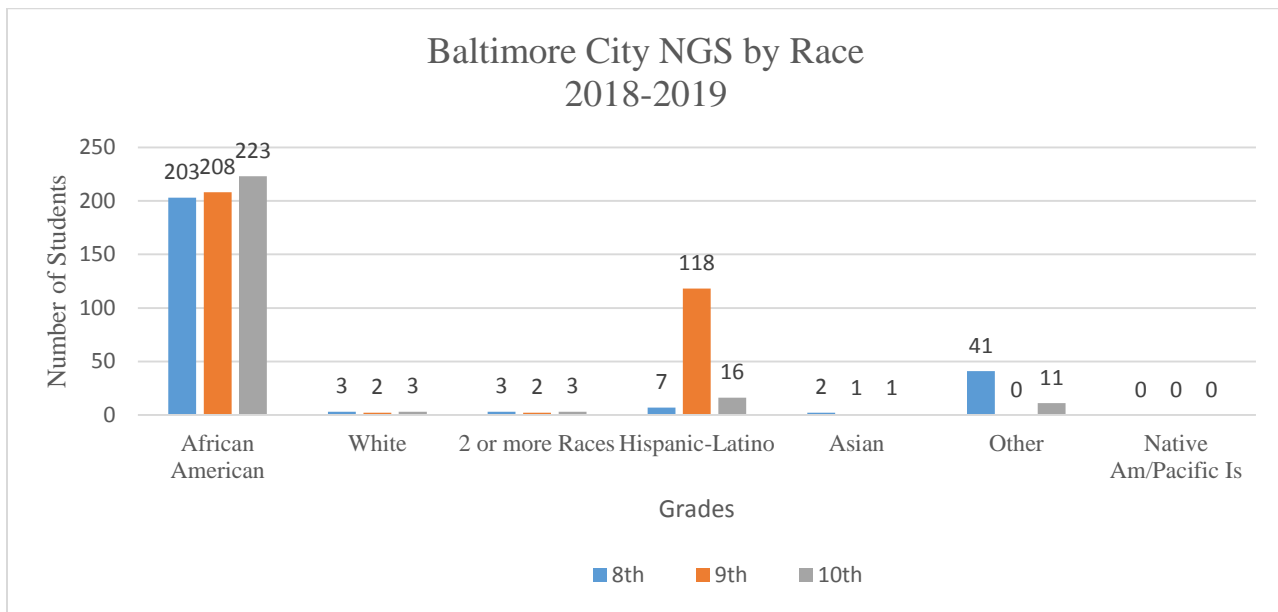
Partners: Afrikan Youth Alchemy/Griot's Eye, Code in the Schools, Dare to Be King, Goaldiggers (The Sankofa Project), Holistic Life Foundation, International School of Protocol, The Jacaranda Center for Family and Youth Development, Junior Achievement, and Morgan State University Pride Youth Services (PYS), Mentoring Matters, Be-More Academy, Access Art, Holistic life Foundation, and 200Leadership

Schools: Walter P. Carter Elementary Middle School, Waverly Elementary Middle School, Frederick Douglas High School, Forest Park High School, Patterson High School, and Reginald F. Lewis High School

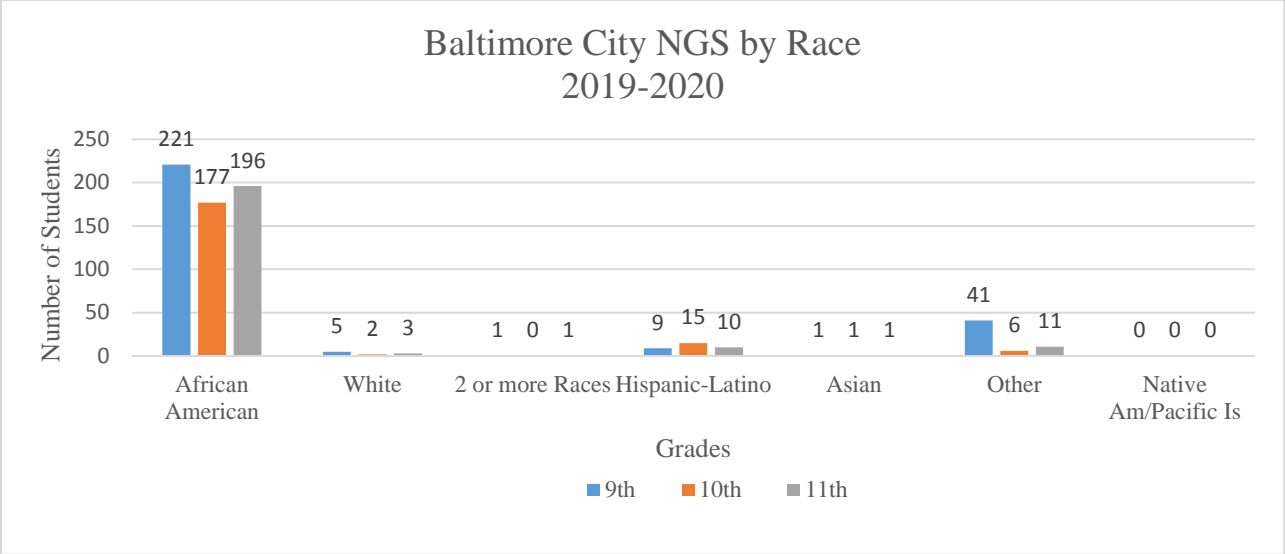
Baltimore City Public Schools Student Participation—Race



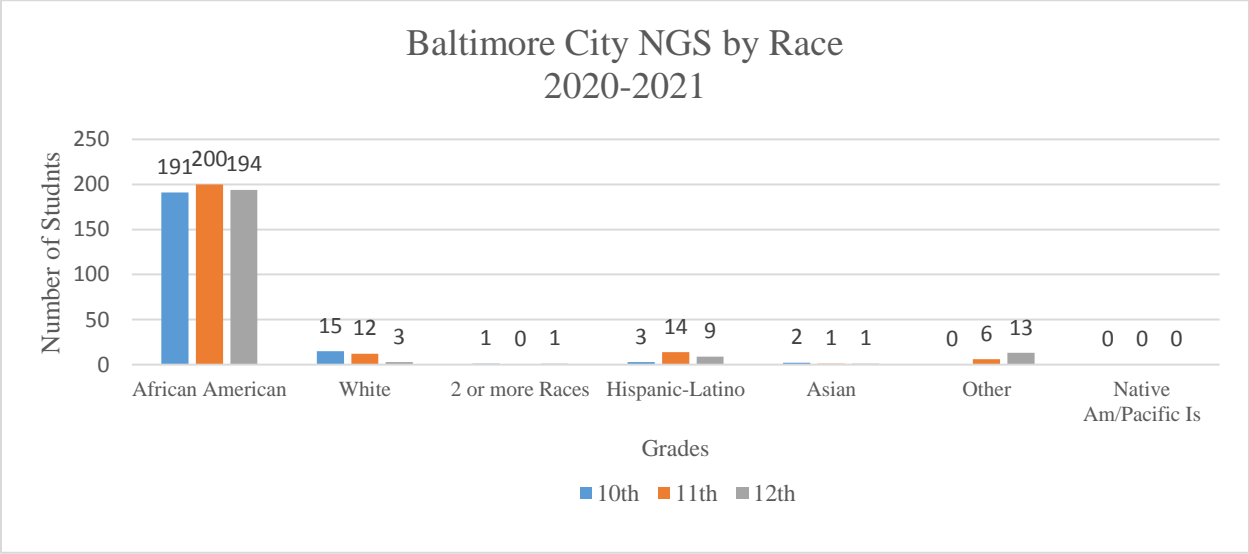
Next Generation Scholars Baltimore City Public Schools by Race 2017-2018



Next Generation Scholars Baltimore City Public Schools by Race 2018-2019

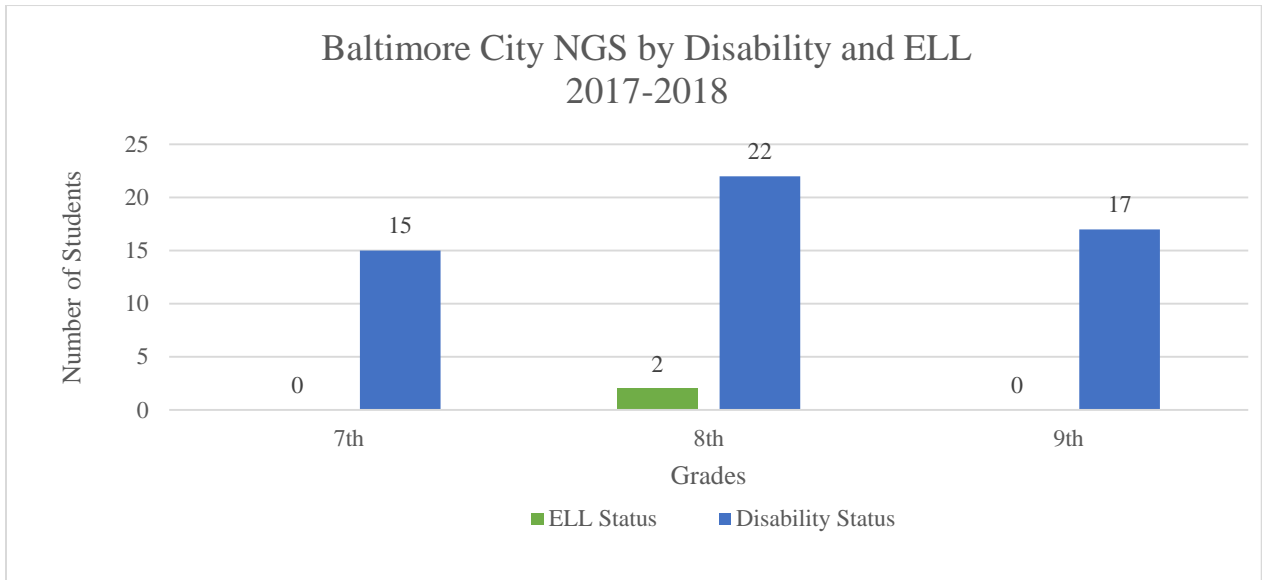


Next Generation Scholars Baltimore City Public Schools by Race 2019-2020

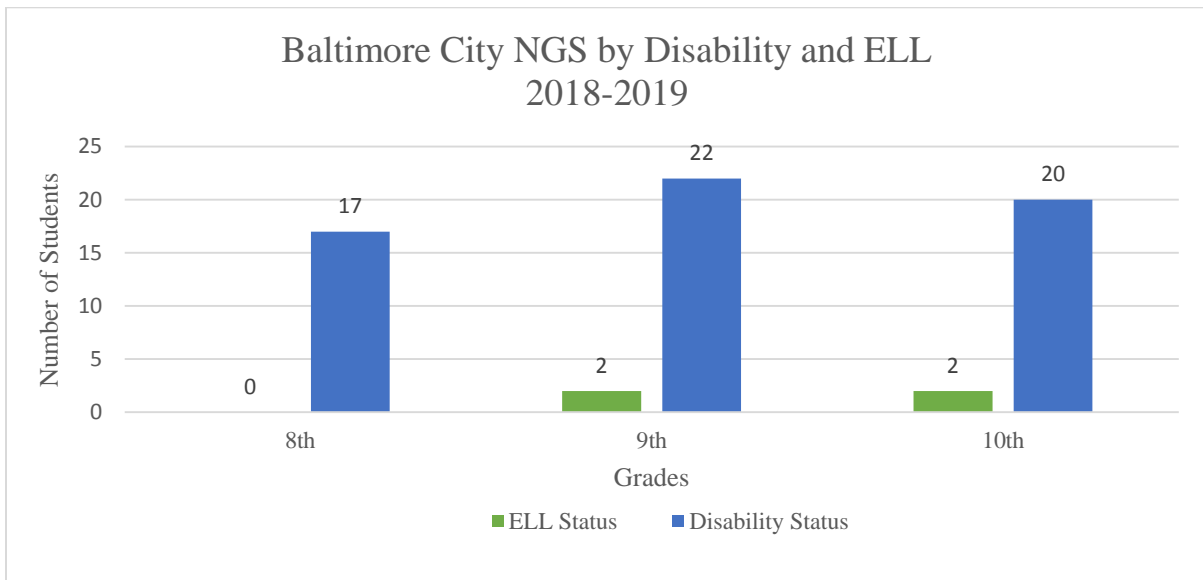


Next Generation Scholars Baltimore City Public Schools by Race 2020-2021

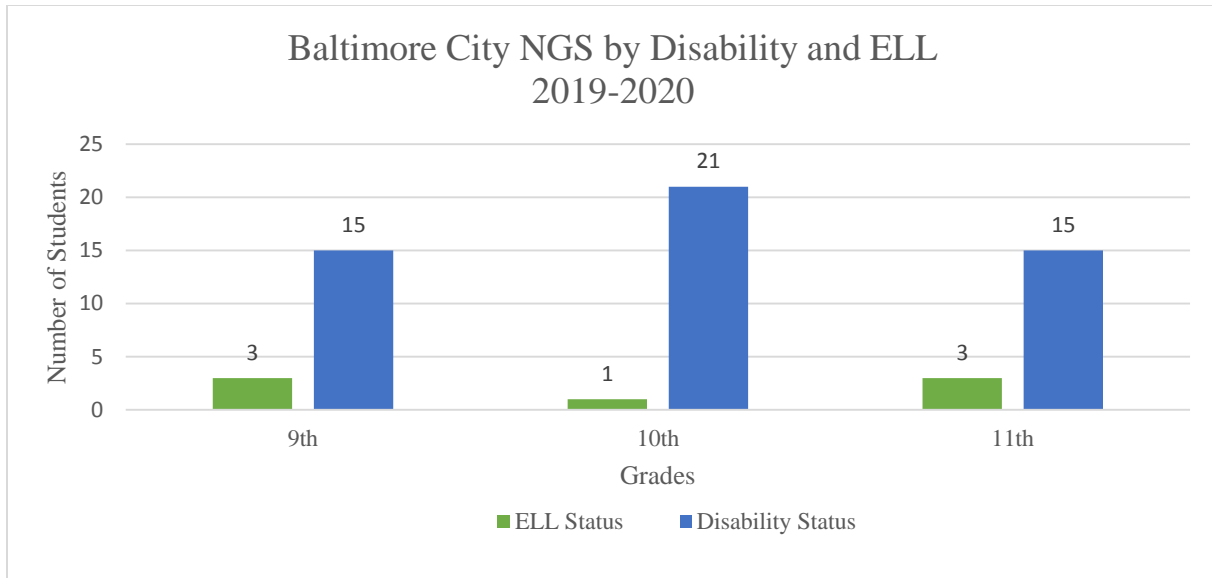
Baltimore City Public Schools Student Participation—Disability and ELL



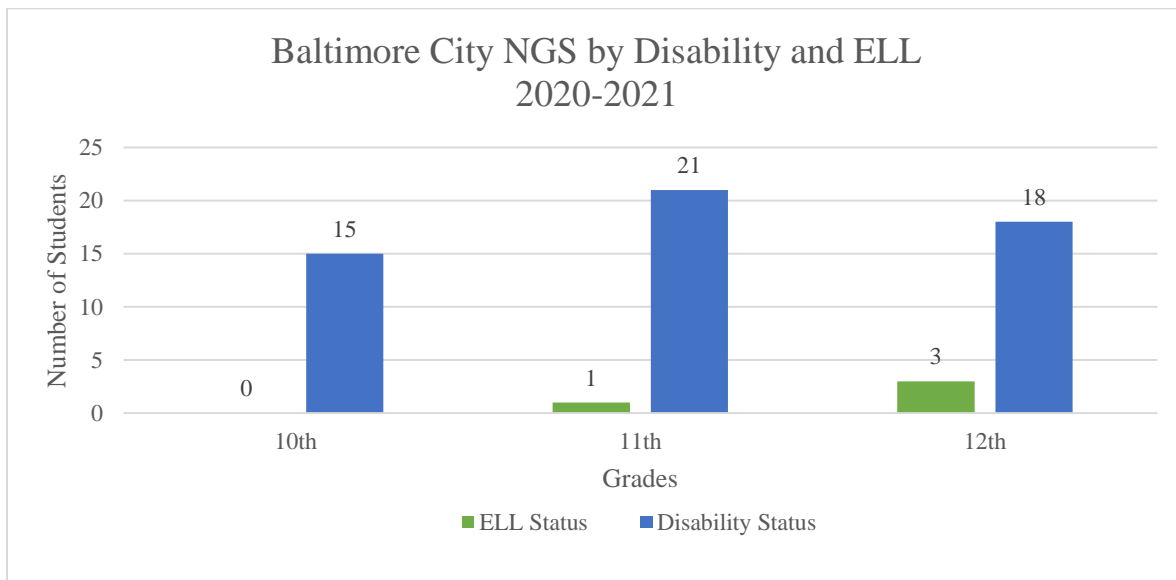
Next Generation Scholars Baltimore City Public Schools by Disability and ELL 2017-2018



Next Generation Scholars Baltimore City Public Schools by Disability and ELL 2018-2019



Next Generation Scholars Baltimore City Public Schools by Disability and ELL 2019-2020



Next Generation Scholars Baltimore City Public Schools by Disability and ELL 2020-2021

Prince Georges County Public Schools

Service Provider: First Generation College Bound

First Generation College Bound (FGCB) has been providing college access support in Prince George’s County Public Schools for 31 years. FGCB works closely with schools and participates in school activities such as parent nights in order to establish and maintain good relationships with students’ families as well as disseminate information. FGCB monitors student

grades quarterly and staff members assigned to each school work with students to develop graduation plans.

They utilize several strategies to provide college access to Program students. First Generation utilizes two programs for career exploration. Kids2College Curriculum in middle school and Career Puppy in high school. Career Puppy is a program in which students participate in an extensive survey and receive a personalized report highlighting potential career fields. Students also participate in A Winning Attitude for Education. These sessions help students examine their motivations and attitudes towards academics and personal and economic success in life. Students have also participated in field trips to several Maryland colleges and universities.

Partners: Career Puppy, Kids2College

Schools: Gholson Middle School, Charles Carroll Middle School, Drew Freeman Middle School, Thomas Johnson Middle School, Eisenhower Middle School, Fairmount Heights High School, Suitland High School, Duval High School, Parkdale High Schools, Laurel High Schools

Service Provider: Latin American Youth Centers/Maryland Multicultural Youth Centers

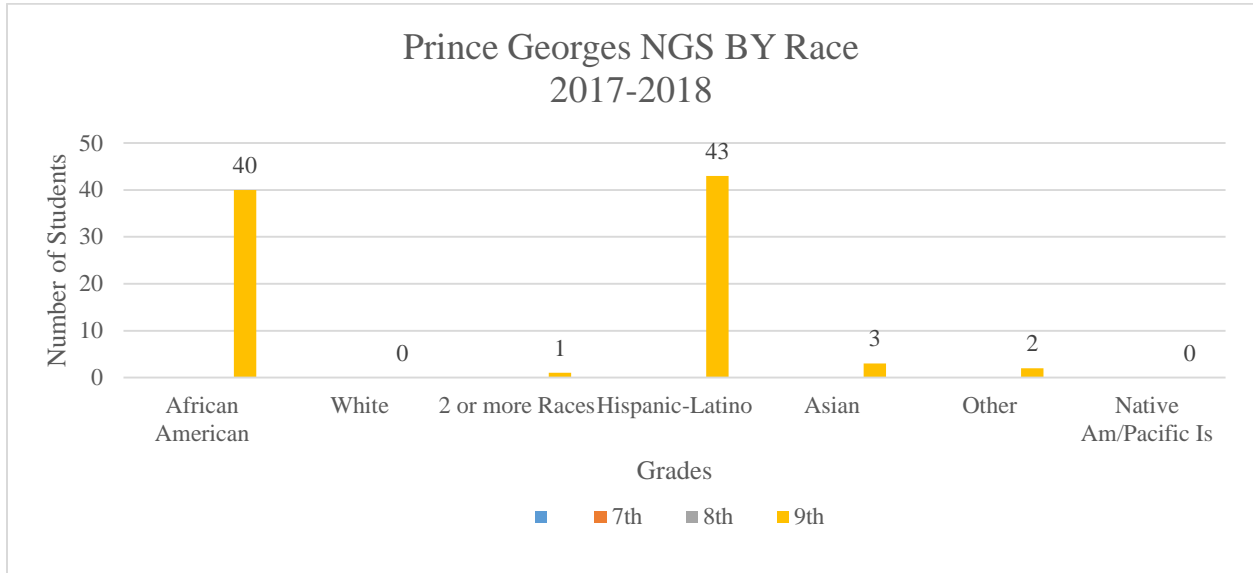
Over the course of the last three years, students in the Latin American Youth Centers/Multicultural Youth Centers (LAYC/MYC) participated a variety of program activities. To support students in a culturally diverse community LAYC/MYC utilizes El Joven Noble. El Joven Noble provides a comprehensive youth leadership development program that supports and guides youth through rites of passage while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence and school failure. LAYC/MYC also offers individualized academic planning, case management/mentoring, tutorial services, and parent engagement workshops as a part of their program. Teachers in the Program students' schools provide tutoring and homework help. While the primary focus is mathematics and English//Language Arts, support is available for all academic areas. The LAYC/MYC program holds summer programs each year that focus on academics and other topics such as sports, nutrition and health, arts and crafts, and martial arts. Working with the Maryland Center at Bowie State University, students participated in workshops on problem solving and public speaking techniques. The students were also introduced to computer coding.

Students have opportunities for career exploration and college "fit." Program staff utilize representatives from colleges and universities to facilitate these sessions. Field trips based on student career interest are also apart of LAYC/MMC's program offerings. Students also participated in college tours.

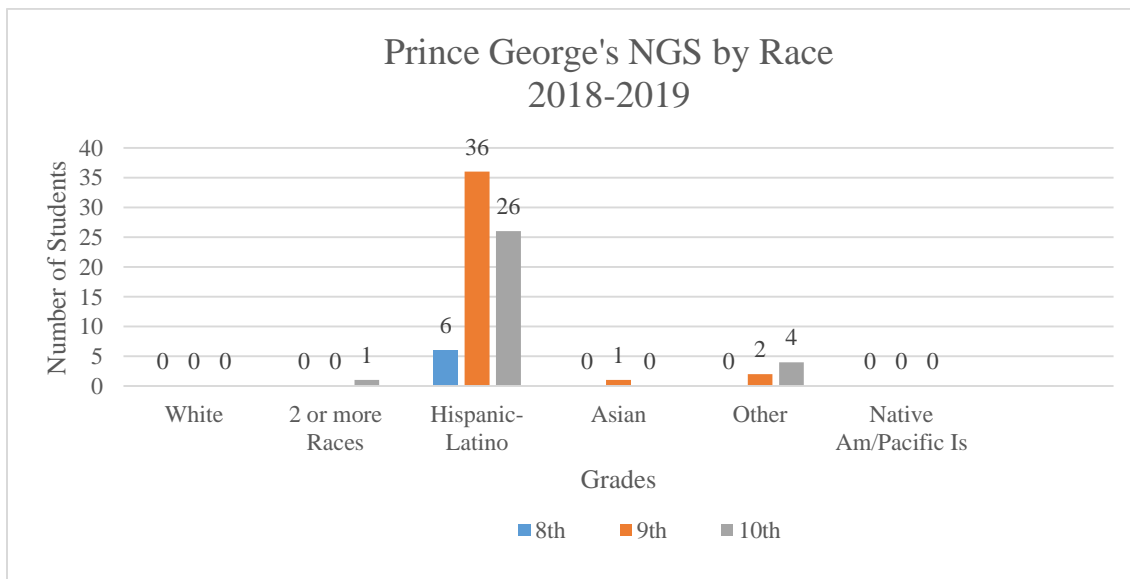
Program staff conducted parent orientations to inform parents about the academic year after school program. Parents received information about the various services available through the Program as well as the organization. In addition, parents received information about high school graduation requirements. LAYC/MMC also works to engage families in college access and financial aid activities and the college application process. Workshops on various topics are held for parents and guardians biannually.

Partners: The Maryland Center at Bowie State University-Capstone Extended Opportunity (MCBSU-CEO) program and Capital Area Asset Builders
Schools: Buck Lodge Middle School and High Point High School

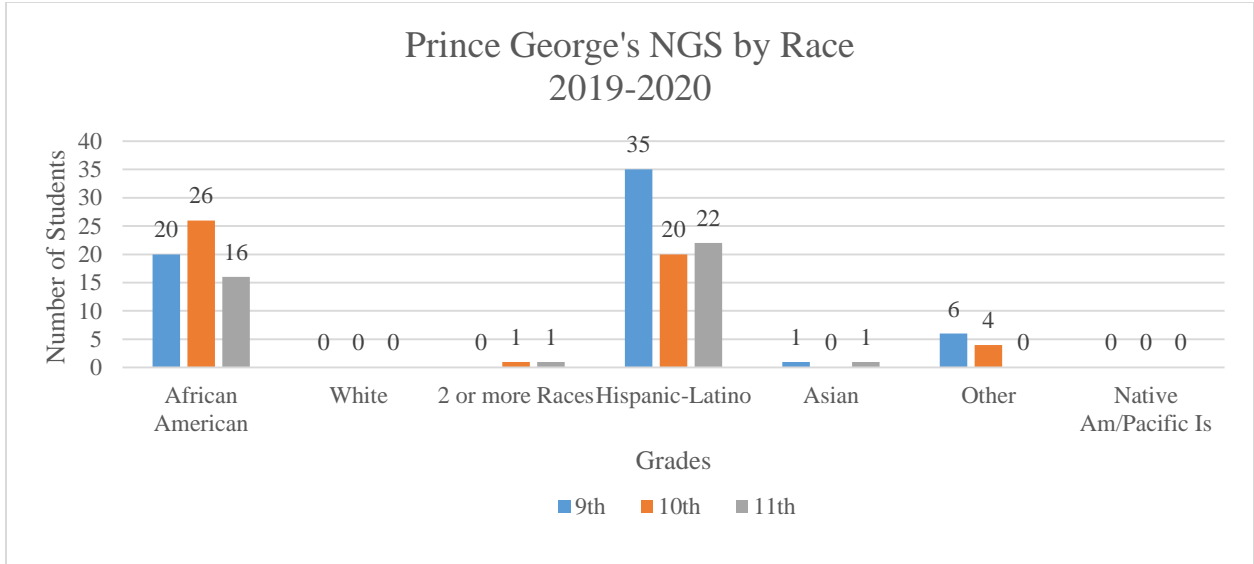
Prince George’s City Public Schools Student Participation—Race



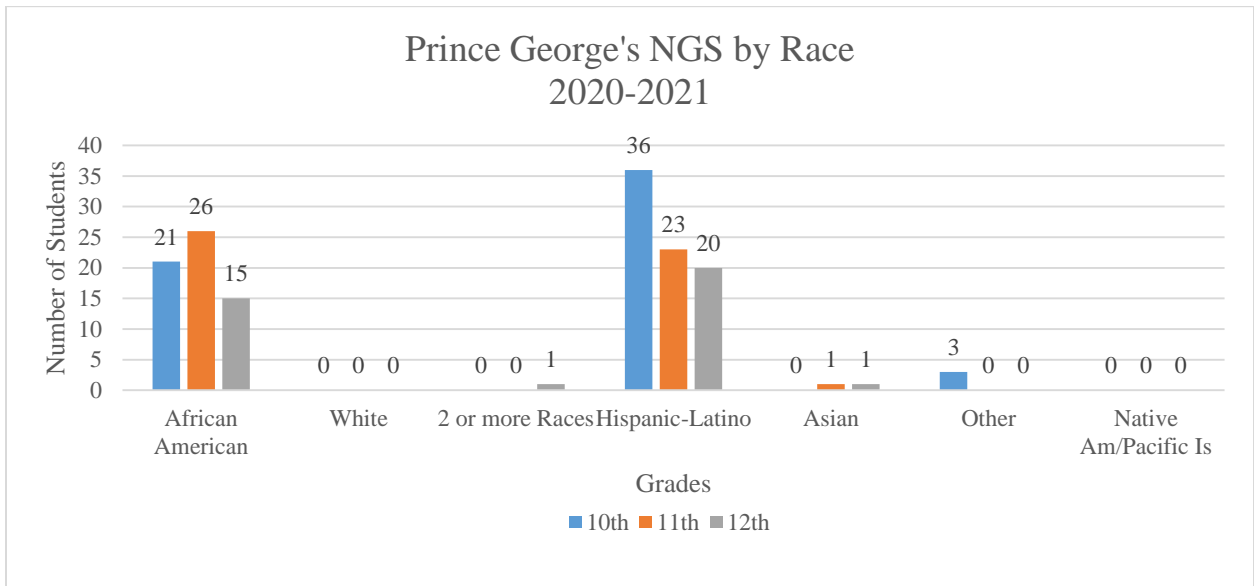
Next Generation Scholars Prince George’s County Public Schools by Race 2017-2018



Next Generation Scholars Prince George’s County Public Schools by Race 2018-2019



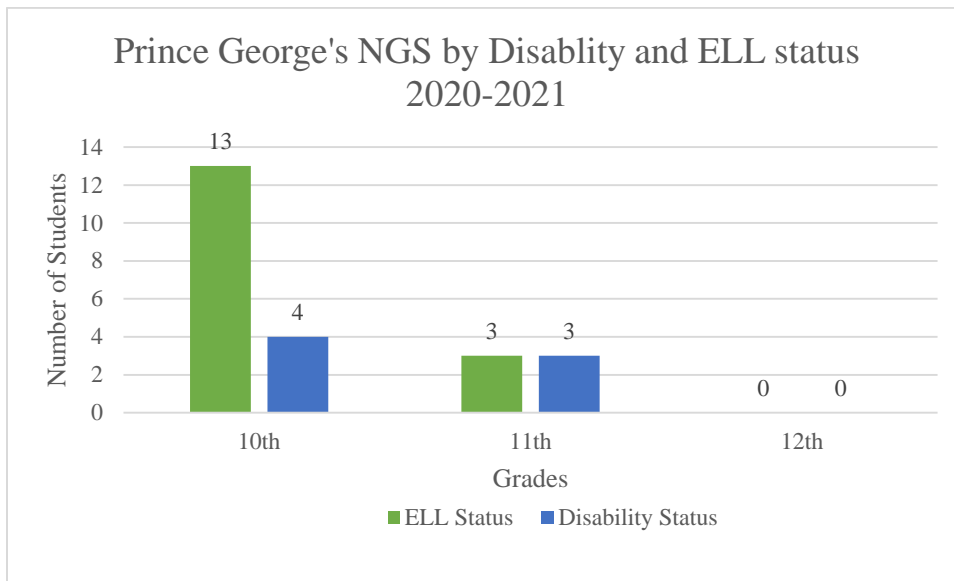
Next Generation Scholars Prince George's County Public Schools by Race 2019-2020



Next Generation Scholars Prince George's County Public Schools by Race 2020-2021

Prince George's County Public Schools Student Participation—Disability and ELL

Data on disability and ELL status was not collected in 2017-2020.



Next Generation Scholars Prince George's County Public Schools by Disability and ELL 2020-2021

Somerset County Public Schools

Service Provider: It Takes a Village to Raise Our Children, Inc.

It Takes a Village to Raise Our Children calls its program the Shore Way to College. This program placed College and Career Interns at program schools. College and Career Interns are available two days a week for five hours a day to assist Shore Way to College students with developing individualized college and career plans, providing mentorship and college counseling, and ensuring course selection is aligned with college preparation. The program provides academic support through tutoring and by offering help with essay writing and SAT preparation.

The Shore Way to College program also has programming for parents and guardians of Program students. They provide financial aid workshops to parents of eligible students; sessions are held at the Village Youth Center and the Garland Hayward Youth Center. Parents are also invited to participate in college tours.

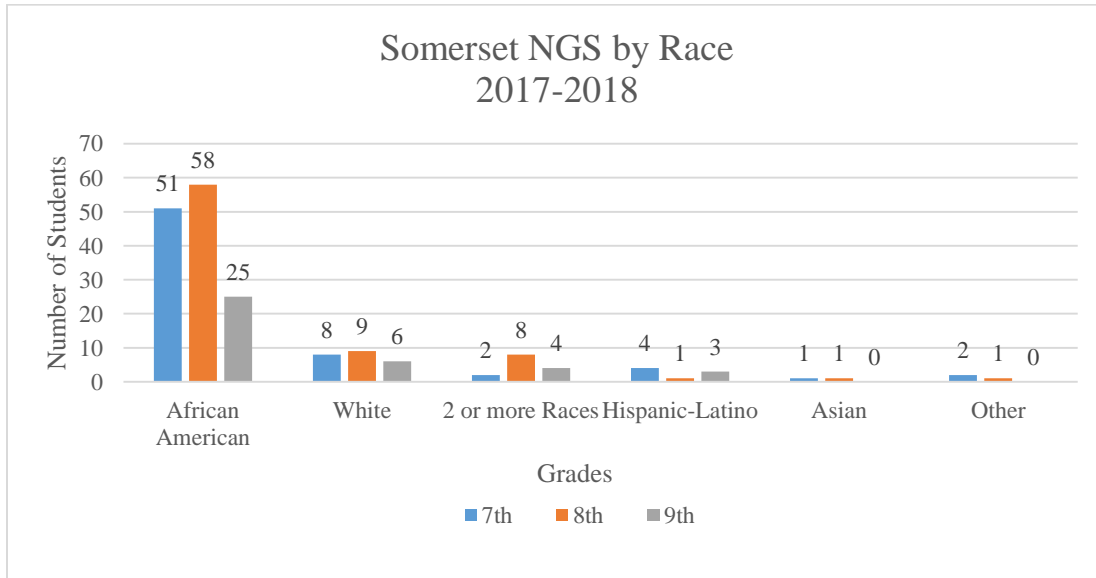
It Takes a Village to Raise Our Children provides college access instructions utilizing Kids2College, a research-based curriculum. Shore Way to College has collaborated with the First Generation College Bound college awareness and student tracking program. The program coordinates tours of workplaces to expose students to real-life employment scenarios. Some potential sites are the Virginia Space and Flight Center workplace at NASA in Wallops Island, Virginia, and PRMC Medical Center in Salisbury, Maryland. Shore Way to College rounds out their college access program with tours of Maryland colleges. The program provides a soft

skills workshop as a prerequisite of its summer work program to include interviewing techniques, completing applications, professionalism, job etiquette, appearance, and banking information.

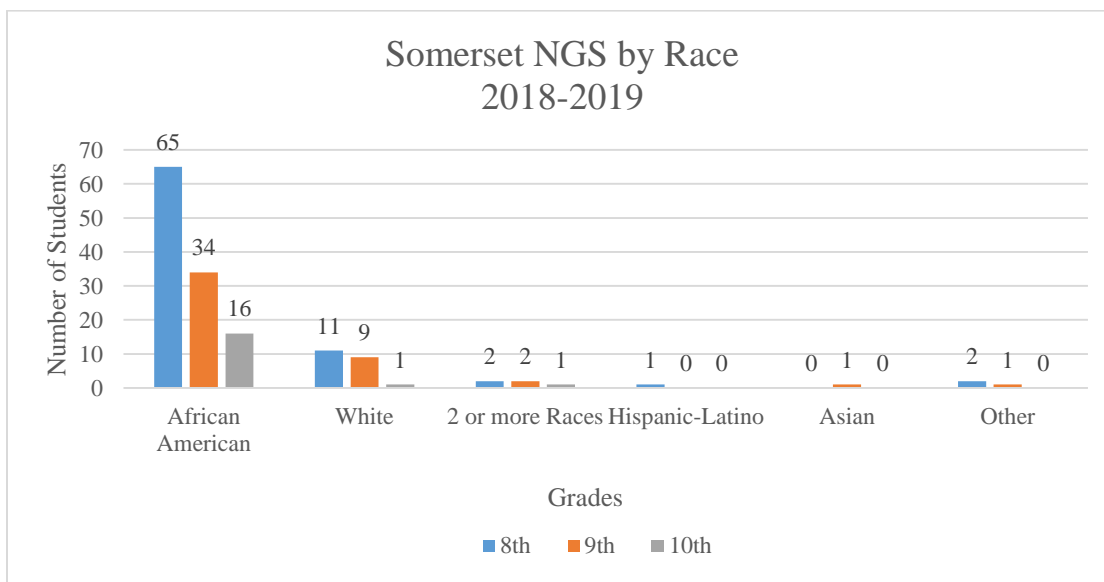
Partners: First Generation College Bound, Kids2College,

Schools: Crisfield Academy & High School, Washington Academy & High School

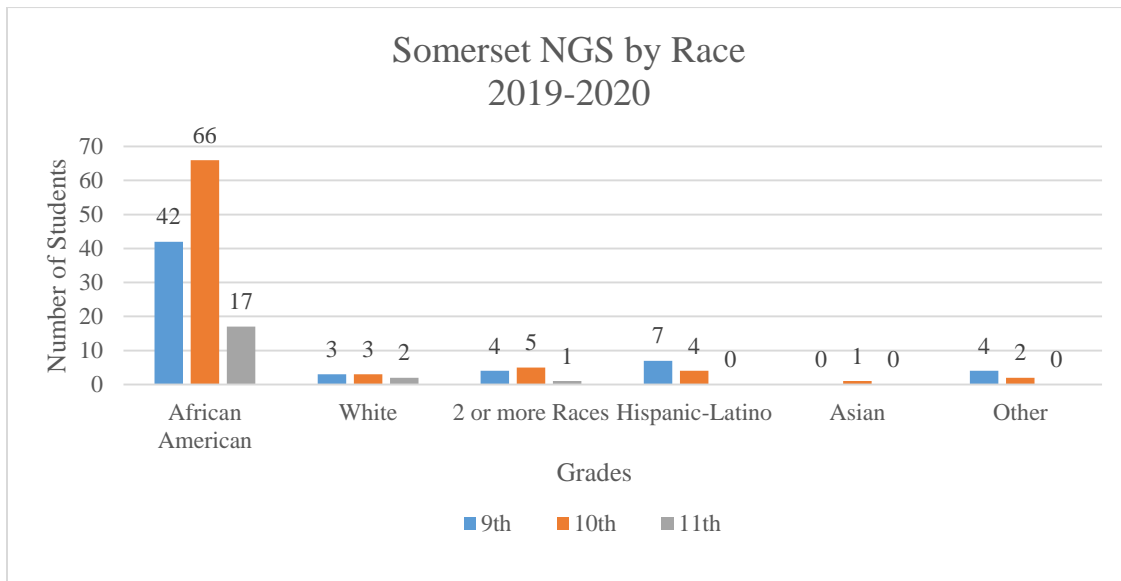
Somerset County Public Schools Student Participation—Race



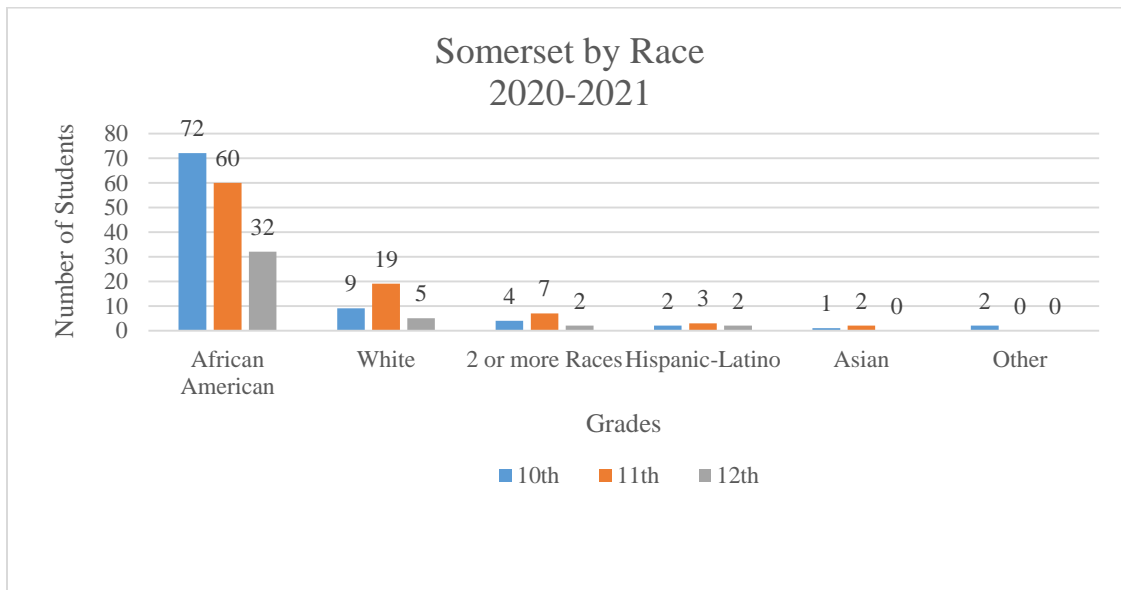
Next Generation Scholars Somerset County Public Schools by Race 2017-2018



Next Generation Scholars Somerset County Public Schools by Race 2018-2019

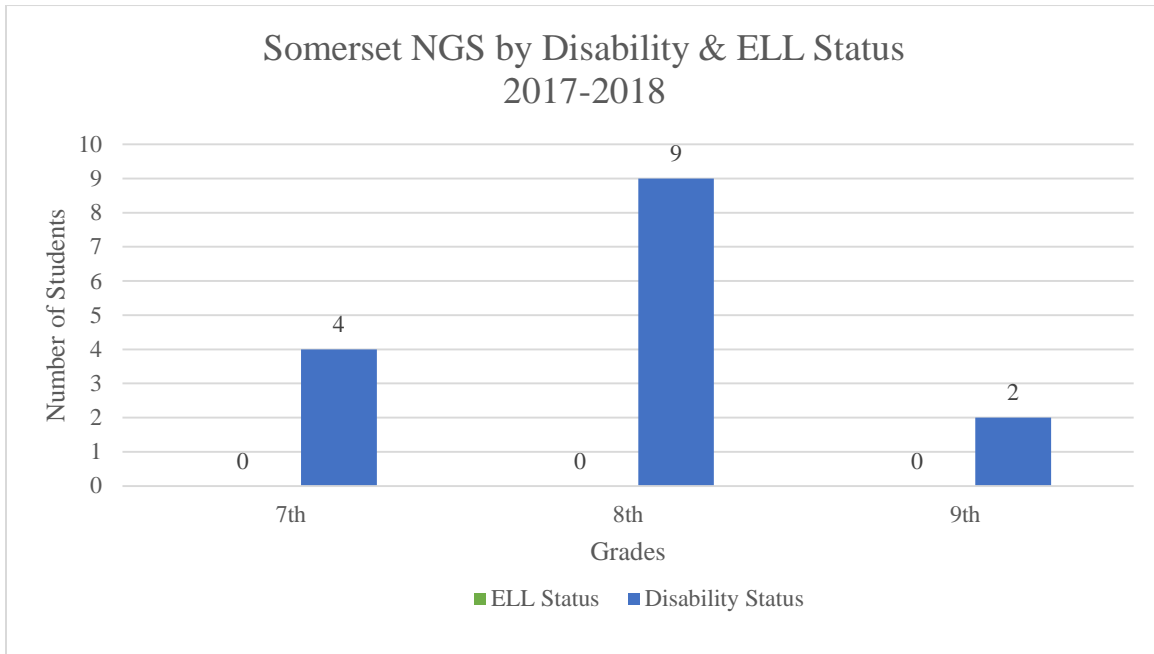


Next Generation Scholars Somerset County Public Schools by Race 2019-2020

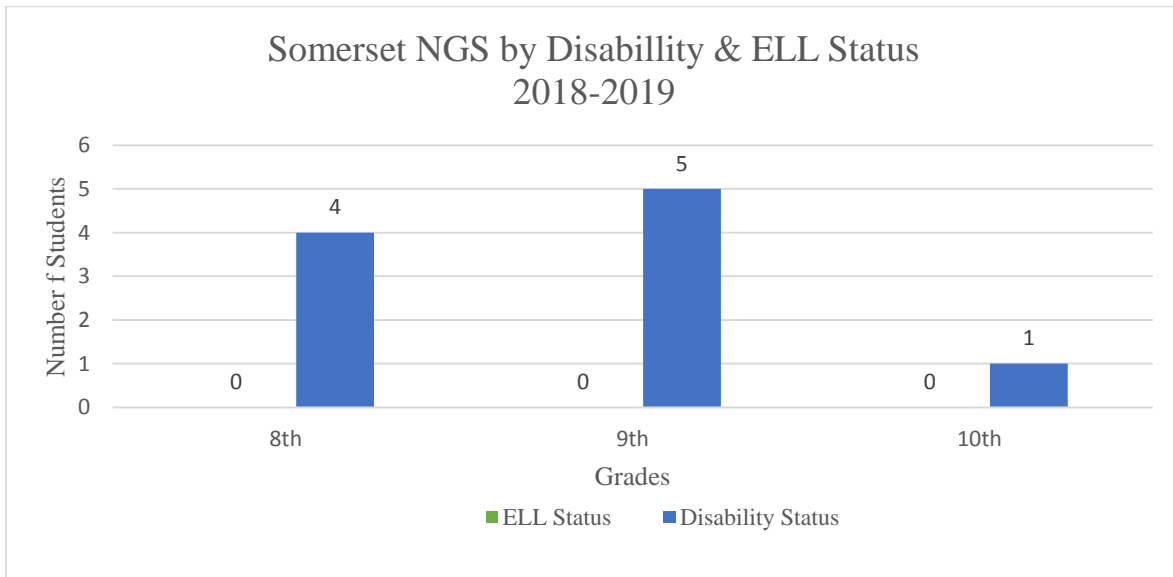


Next Generation Scholars Somerset County Public Schools by Race 2020-2021

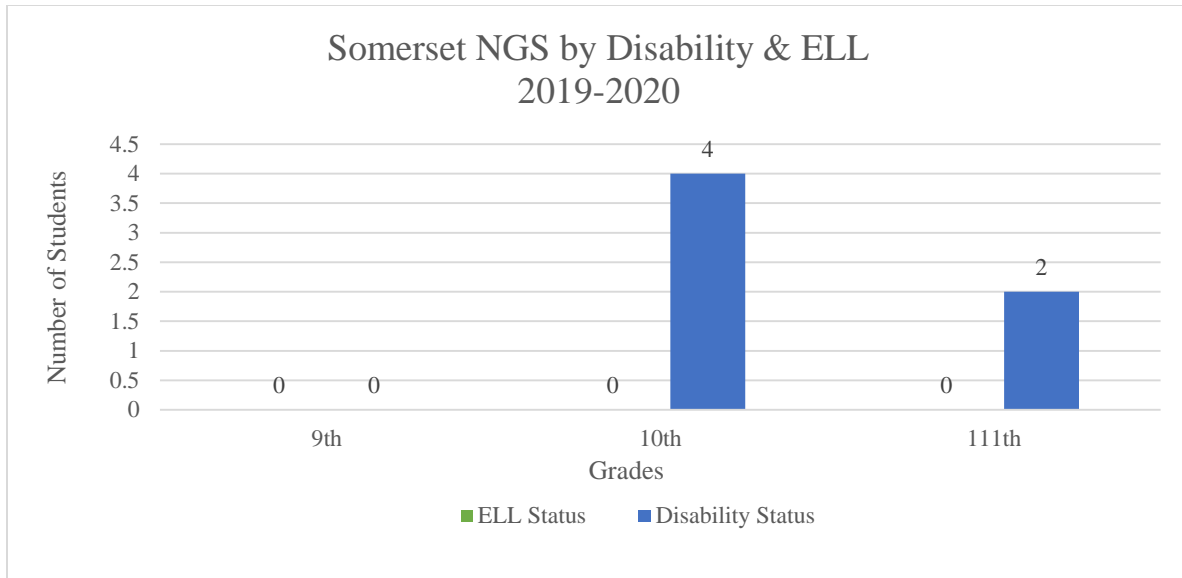
Somerset County Public Schools Student Participation—Disability & ELL Status



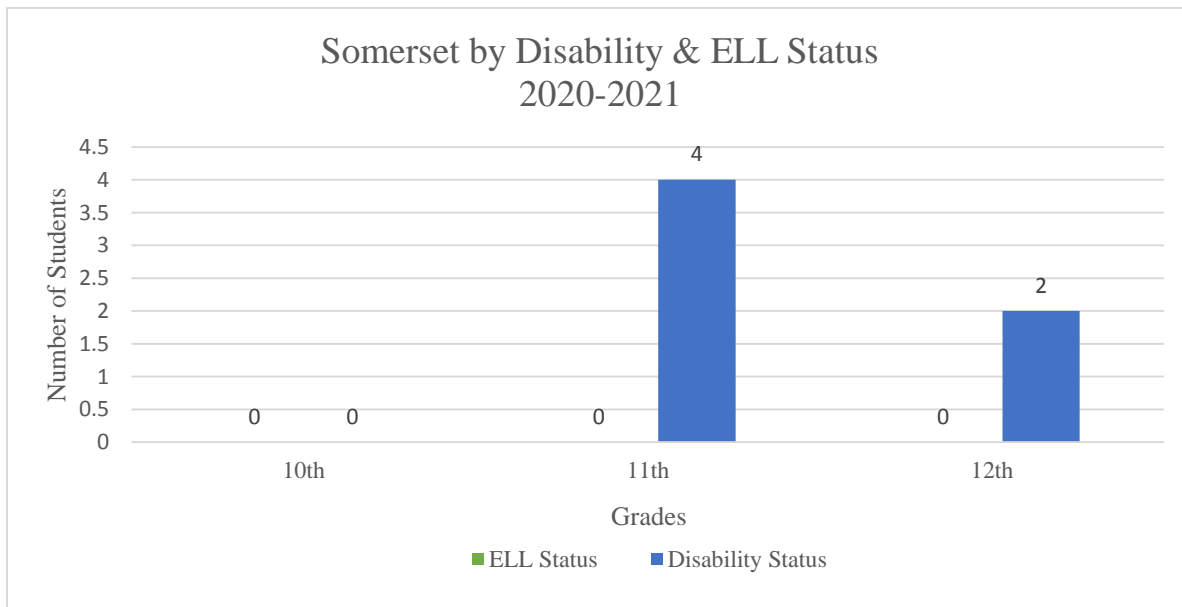
Next Generation Scholars Somerset County Public Schools by Disability and ELL Status 2017-2018



Next Generation Scholars Somerset County Public Schools by Disability and ELL Status 2018-2019



Next Generation Scholars Somerset County Public Schools by Disability and ELL Status 2019-2020



Next Generation Scholars Somerset County Public Schools by Disability and ELL Status 2020-2021

COVID-19 and the Next Generation Scholars of Maryland Program

As with public schools in the State, the nonprofit organizations have faced challenges in supporting students during the pandemic. Each adjusted to this new reality and continued to support students. Below is a list of activities and support provided by the Program’s nonprofit organizations:

- Outreach to students and parents via telephone, text (using texting platforms), email to let parents know that we are available via email, FB, Google Classrooms, etc. to assist students with college- and career-ready activities and lessons
- Use of virtual platforms to teach lessons on college access
- Creating groups on social media platforms such as Facebook, Twitter, Instagram
- Purchase of Chromebooks and hotspots
- MBRT creation and sharing of a Financial Literacy Series with Program colleagues
- Virtual college tours
- Contact logs
- E-newsletters
- Phone tutoring
- Harnessing community resources to support students and families with food and healthcare services
- Career Talks
- Social-emotional group activities
- Virtual swag sessions with colleges and universities

The 2020-21 school year is the first one with a cohort of twelfth-grade students in the Program. Despite the pandemic, nonprofits and partners are focusing on strengthening academics for these students. College applications, financial aid, and grade point averages are a priority for participating students and their families. The Maryland State Department of Education and the Maryland Higher Education Commission will continue to provide technical assistance throughout the year on financial aid, particularly regarding the Guaranteed Access Grant.