



# Public School Opportunities Enhancement Act: Report

MSAR # 10918  
ED § 7-1705

Division of Student Support, Academic Enrichment,  
and Educational Policy

December 2023



## MARYLAND STATE DEPARTMENT OF EDUCATION

### Carey M. Wright, Ed.D.

Interim State Superintendent of Schools

### Sylvia Lawson, Ph.D.

Deputy Superintendent of Organizational Effectiveness

### Wes Moore

Governor

## MARYLAND STATE BOARD OF EDUCATION

### Clarence C. Crawford

President, Maryland State Board of Education

Joshua L. Michael, Ph.D. (Vice President)

Shawn D. Bartley, Esq.

Chuen-Chin Bianca Chang

Susan J. Getty, Ed.D.

Monica Goldson, Ed.D.

Nicholas Greer

Irma E. Johnson, Ed.D.

Joan Mele-McCarthy. D.A.

Rachel L. McCusker

Samir Paul, Esq.

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

---

## Table of Contents

---

Introduction .....	7
Implementation .....	8
Funding by Jurisdiction.....	11
Technical Assistance .....	12
Evaluation and Effectiveness .....	13
Funding to Support the Recruitment, Training, and Ongoing Professional Development of New Teachers.....	15
Summary.....	16

# Introduction

---

Pursuant to Section § 7-1705 of the Education Article of the Annotated Code of Maryland, the Public Schools Opportunities Enhancement Program (PSOEP) grant authorized the Maryland State Department of Education (MSDE) to award grants to local education agencies (LEAs), community schools, and non-profit organizations to implement quality extended day or summer enhancement programs. In the 2017 - 2018 school year, MSDE implemented the first four-year cohort of the PSOEP grant. In the 2021 - 2022 school year, funding was made available to award grants for a second four-year cohort. As a result, MSDE hosted a new PSOEP competition and awarded grants to 11 subgrantees in Baltimore City and Prince Georges' County. The award amount for the 2021 - 2022 school year was \$2,500,000 and will remain the same for subsequent years, given the continued availability of state funds. The 2022-2023 school year was the second year for grant program implementation and the results are contained in this report.

# Implementation

## By The Numbers: A Look at State Funded Enrichment Programs

The PSOEP award amount for the 2022 – 2023 school year was \$2,500,000 and remained unchanged from the previous school year. Funding was awarded to 11 community-based agencies to expand or create extended day programs that provide access to enrichment opportunities that improve work habits, reduce academic achievement gaps, and improve academic skills.

### GRANTEES AND PROGRAMS

The PSOEP programs operated in two jurisdictions: Prince George's County and Baltimore City. The grantees are YMCA of Central Maryland, Inc. (Baltimore City), Village Learning Place (Baltimore City), Kingdom Vision Ministries (Prince George's County), and McDougall International, LLC (Prince George's County).

### 2022-2023 PSOEP Total Grant Award Per Jurisdiction

Program Name	Jurisdiction	Lead Agency	Program Description	Total Award
Gateway Enrichment Program at Andrew Jackson Academy	Prince George's County	McDougall International, LLC	The program implemented a STEAM - based experience for elementary and rising middle school-aged children. The approach was designed to enhance the academic skills of participating students while exposing them to STEAM-based enrichment programming with a focus on environmental science.	\$227,272
Gateway Enrichment Program at Samuel P. Massie Academy	Prince George's County	McDougall International, LLC.	The program implemented a STEAM-based experience for elementary and rising middle school-aged children. The approach was designed to enhance the academic skills of participating students while exposing them to STEAM-based enrichment programming with a focus on environmental science.	\$227,272
Bright Start Enrichment Program	Prince George's County	Kingdom Vision Ministries	The program provides students' academic enrichment in core subject areas, opportunities to improve confidence in seeking unfamiliar educational opportunities and experiences to increase overall attitude towards school and the future. Opportunities for homework assistance, academic support, and enrichment programming using project-based learning methods are available. The program includes character education and service-learning components embedded into the overall structure of the program, which is aligned to MSDE's character education and	\$227,272

Program Name	Jurisdiction	Lead Agency	Program Description	Total Award
			service-learning framework.	
Let's Invest in Neighborhood Kids (LINK) Summer and LINK Leaders Summer	Baltimore City	Village Learning Place	The program directly addresses the need for summer learning support, social-emotional development, family engagement, and prepares students with the skills to successfully reach Maryland's College and Career Readiness Standards (MCCRS) through implementation of targeted strategies and activities.	\$227,272
Y in Central Maryland Afterschool Enrichment at Graceland Park O'Donnell Heights Elementary and Middle Schools	Baltimore City	YMCA of Central Maryland, Inc.	The Y in Central Maryland provided high - quality and engaging activities that improve academic performance, increase school attendance, and build parent engagement. The program integrates an evidence-based academic intervention and enrichment activities provided by thoughtfully selected partners to build environmental stewardship, heighten college and career readiness, enhance scholar character, develop service learning, and encourage wellness.	\$227,272
Y in Central Maryland Afterschool Enrichment at Rosemont Elementary/Middle School	Baltimore City	YMCA of Central Maryland, Inc.	The Y in Central Maryland identified three areas that would benefit from targeted out-of-school time (OST) academic and enrichment programming: scholar improvement in reading and literacy, improved attendance, and increased parent engagement.	\$227,272
Y in Central Maryland Afterschool Enrichment at Johnston Square Elementary School	Baltimore City	YMCA of Central Maryland, Inc.	The Y in Central Maryland provided high - quality and engaging activities that improve academic performance, increase school attendance, and build parent engagement. The program utilizes evidence-based academic intervention and enrichment activities provided by thoughtfully selected partners to build environmental stewardship, heighten college and career-readiness, enhance scholar character, develop service learning, and encourage wellness.	\$227,272

Program Name	Jurisdiction	Lead Agency	Program Description	Total Award
Y in Central Maryland Afterschool Enrichment at Holabird Elementary/Middle School	Baltimore City	YMCA of Central Maryland, Inc.	The Y in Central Maryland provided high - quality and engaging activities that improve academic performance, increase school attendance, and build parent engagement. The program utilizes evidence-based academic intervention and enrichment activities provided by thoughtfully selected partners to build environmental stewardship, heighten college and career readiness, enhance scholar character, develop service learning, and encourage wellness.	\$227,272
Y in Central Maryland Afterschool Enrichment at Fort Worthington	Baltimore City	YMCA of Central Maryland, Inc.	The Y in Central Maryland provided high - quality and engaging activities that improve academic performance, increase school attendance, and build parent engagement. The program utilized evidence-based academic intervention and enrichment activities provided by thoughtfully selected partners to build environmental stewardship, heighten college and career readiness, enhance scholar character, develop service learning, and encourage wellness.	\$227,272
Y in Central Maryland Afterschool Enrichment at Moravia Park Elementary School	Baltimore City	YMCA of Central Maryland, Inc.	The Y in Central Maryland identified three areas that would benefit from targeted OST academic and enrichment programming: scholar improvement in reading and literacy, improved attendance, and increased parent engagement.	\$227,272
Y in Central Maryland Afterschool Enrichment at Gwynn Falls Elementary School	Baltimore City	YMCA of Central Maryland, Inc.	The Y in Central Maryland identified three areas that would benefit from targeted OST academic and enrichment programming: scholar improvement in reading and literacy, improved attendance, and increased parent engagement.	\$227,272

## Funding by Jurisdiction

---

The total percentage of funding and the number of grantees is outlined below:

- 73% of total funding was awarded to eight Baltimore City grants.
- 27% of total funding was awarded to three Prince George's County grants.

There are a total of eleven grantees with eight programs providing school year only services, two programs providing school year and summer services, and one program providing summer only services.

## Technical Assistance

---

Technical assistance was provided to all grantees throughout the 2022-2023 school year. Assistance included support for grantees to remain in fiscal and program compliance. MSDE staff conducted hybrid technical assistance offerings inclusive of numerous online webinars and face-to-face meetings. Professional learning topics included: national OST programming and online professional learning resources, evaluating program effectiveness and best practices, implementing activities with fidelity, maximizing student attendance and engagement, risk assessment overview and application, summer program planning and technical assistance, strategic partnerships, sustainability planning and execution, peer-to-peer resource sharing, outcome analysis and reflection, grants fiscal management protocols, and budgetary amendment training.

MSDE OST staff also partnered with You for Youth (Y4Y), an organization that provides support for federal programs to provide online professional learning and technical assistance which supports out-of-school time programs. The Y4Y portal has a wealth of resources including course tools such as planners and checklists, professionalization resources, and external links. In addition, grantees were required to include in their budget proposals funding for two training sessions, bi-monthly networking meetings, and State training.

To sustain a quality program, academic staff and volunteers who delivered academic support and enrichment services were provided with ongoing training and professional learning opportunities. Training was designed to ensure appropriate interactions with students and to prevent high rates of student turnover. Staff training focused on how to work with children, how to create powerful learning opportunities that increase youth engagement, how to negotiate and integrate restorative practices, how to address the needs of children of different ages, races, and cultures, as well as children with disabilities, and how to use Youth Program Quality Standards.

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 students. 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
- Strengthen communication to external funders and stakeholders

MSDE will continue to assist grantees during the implementation of extended day opportunities for Maryland students. It is essential to offer quality extended day and summer programs to assist students with academic and social skills throughout the year to avoid regression in learning.

## Evaluation and Effectiveness

---

Grantees submitted initial evaluation reports in August 2023 and final reports in October 2023. MSDE grant managers reviewed the Grant Renewal Application (GRA) consisting of a performance report of programmatic and fiscal data, as well as an evaluation report to determine the effectiveness of the programs.

Grantees were responsible for implementing required activities based upon the program requirements. The GRA noted that grantees addressed most of the activities. The percentage of grantee implementation by activity is outlined below:

- 91% of programs established new educational or recreational partnerships with local parks, recreation councils, local public schools, public libraries, institutions of higher education, private sector businesses, and other non-profit organizations
- 100% of programs provided opportunities to learn about the environment, the student's place in the environment, and what they can do to protect it
- 100% of programs provided opportunities to learn about the environment to improve understanding of how nature, science practice, society, and social responsibility are intertwined, and exposed students to careers in environmental fields, green jobs, or sustainable practices
- 27% of the programs supplemented transportation costs for program sites that are not easily accessible to outdoor education centers of park sites
- 100% of the programs connected youth to their environment and provided time outdoors for free play and discovery

Grantees were required to report on features that had a measurable impact on the well-being for children and youth as identified by the MOST Programs' Quality Standards Framework. The percentage of grantee implementation by the MOST Program Quality Standard is outlined below:

- Youth Development Standard: 100% of programs reported employment of research-based youth development strategies that reflect a complementary, holistic approach built on participant strengths rather than on repairing deficits
- Youth Program Climate Standard: 73% of programs reported the establishment of a respectful and nurturing environment
- Family/Caring Adult and Community Engagement: 9% of programs reported strong partnerships with families/caring adults and the community to achieve program goals

Additionally, grantees were required to develop program objectives based on the following accountability measures:

- Educational component that assisted students in meeting academic, on grade level requirements (for extended day programs)
- Learning and enrichment activities that assisted students in achieving at or above grade level in the next school year
- Exposure of students to future learning and life opportunities (for summer enhancement programs)
- Enhancement of the educational purpose of the school day or enhanced students' access to physical, social, and emotional support (for educational programming during the school day)

- Leveraging of private and existing funding sources

The status of self-reported performance objectives provided in the original proposal is annually reported. The findings demonstrated that grantees met or demonstrated progress towards meeting these objectives. The data reported that an average of 65% of grantees had met or were progressing towards the identified objectives. The data reported that an average of 27% were classified as “unable to measure” and 8% classified as “unmet”. The PSOEP programs unable to provide measurement and reported as “unmet” at the time of the submitted report cited justifications including the inability to effectively assess student performance because of unavailability of state assessment data (i.e.: extended day and summer enhancement programs). Grantees are required to provide an evaluation addendum for objectives that were “unable to be measured” or “unmet,” upon the release and external evaluator analysis of state assessment data.

Grantees were responsible for hiring an external evaluator as outlined in the original application. The external evaluator was responsible for developing a plan to assess progress toward meeting objectives, milestones, and anticipated outcomes. In addition, the external evaluator must have been an integral element in the project’s planning, design, and implementation. The evaluation enables project managers to determine which strategies and activities have been successful, and those that need to be revised. These milestones included academic performance, school readiness, classroom participation, assignment completion, offering high quality educational, developmental, and recreation services, parental involvement, and family literacy.

# Funding to Support the Recruitment, Training, and Ongoing Professional Development of New Teachers

---

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 LEAs with at least 50% 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. TFA is a nationally validated program that recruits, selects, and trains new teachers for placement in schools serving low-income students. With the funding from MSDE, TFA made improvements 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).

In school year 2022-2023, Teach For America (TFA) supported 109 corps members across 43 schools in BCPS, as well as 12 corps members across eight schools in PGCPS. This past school year, TFA recruited a highly diverse talent pool, with 61% of corps members identifying as people of color and 53% identifying as having come from a low-income background. Additionally, TFA regularly fills vacancies in high-need subject areas (special education, teaching English to speakers of other languages, and STEM). In school year 2022-2023, 62% of corps members taught in one of these areas. TFA ensures sufficient development for each corps member through differentiated learning opportunities. In school year 2022-2023, this development included at least four individual coaching sessions per corps member, as well as five group coaching opportunities. Additionally, TFA corps members participate in whole-corps development on a quarterly basis.

## 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 MSDE to submit a report on the effectiveness and an evaluation of programs funded annually. MSDE is submitting this report to provide the Governor and the Maryland General Assembly with information requested by the Education Article (§ 7-1701 through 1706 of the Education Article of the Annotated Code of Maryland). 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 year two of the PSOEP grant cohort implementation is indicated below.

### PSOEP Grantee and Total Number of Students Served in 2022-2023

Grantee	# of Students Served
Let's Invest in Neighborhood Kids (LINK) Summer and LINK Leaders Summer Program	130
Bright Start Enrichment Program	60
Gateway Enrichment Program at Princeton Elementary School	108
Gateway Enrichment Program at Andrew Jackson Academy	58
Y in Central Maryland Afterschool Enrichment at Graceland Park O'Donnell Heights Elementary and Middle Schools	78
Y in Central Maryland Afterschool Enrichment at Rosemont Elementary/Middle School	26
Y in Central Maryland Afterschool Enrichment at Johnston Square Elementary School	63
Y in Central Maryland Afterschool Enrichment at Holabird Elementary/Middle School	70
Y in Central Maryland Afterschool Enrichment at Fort Worthington	97
Y in Central Maryland Afterschool Enrichment at Moravia Park Elementary School	55
Y in Central Maryland Afterschool Enrichment at Gwynn Falls Elementary School	32
TOTAL	777