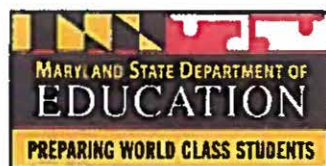## Report to the Maryland General Assembly
Public School Opportunities Enhancement Act
House Bill 1402

Presented by the
Maryland State Department of Education

December 31, 2017

Larry Hogan
Governor

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

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Summary

In 2016, the Maryland General Assembly enacted the Public School Opportunities Enhancement Program to assist local school systems, public community schools, and nonprofit organizations in the State in expanding or creating extended day and summer enhancement programs and to assist nonprofit organizations in the State and community schools in expanding or supporting existing educational programming during the school day. The statute requires the Maryland State Department of Education (MSDE) to submit a report on the effectiveness and an evaluation of programs funded annually. 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 extended day and summer enhancement programs for Maryland students. It is essential to offer quality extended day and summer programs to assist students with academic and social skills year round to avoid regression in learning.

Introduction

The MSDE is implementing the Maryland Public School Opportunities Enhancement Act grant program in accordance with the Maryland Public Schools Opportunities Enhancement Act – House Bill 1402 - *State Comprehensive Plan for Extended Day or Summer Enhancement Programs* (HB 1402). The initial award for the 2017-2018 school year is $2,500,000. The MSDE made awards on a competitive basis to eligible entities that propose to serve the following:

a) Target counties including Baltimore City and the Seed School with at least 50 percent of public school students that qualify for free lunch under the National School Lunch Program.

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b) Extended day and summer enhancement programs for students between the ages of four and nineteen that take place:

- Before and after the school day;

- On weekends and holidays; and

- During vacations and summer breaks.

The MSDE conducted a pre-proposal conference and reviewers training for the Maryland Public Schools Opportunities Enhancement Grant on June 20, 2017 to discuss the following:

- Program overview;

- Application requirements;

- Request for Proposal;

- Projected awards; and

- Validation Process.

The MSDE received 56 submissions for The Maryland Public Schools Opportunities Enhancement grant in July 2017. The criterion used to evaluate individual applications consisted of 12 components: comprehensive needs assessment, program design, goals, objectives, milestones, and anticipated outcomes, health and safety, implementation and governance plan, program accountability, leveraging private and existing funding sources and budget. Applications were weighted based on a 120 points scale. Applicants with the highest-ranking application received a validation visit. The validation visits afforded the applicant the opportunity to answer questions and expand on their proposal to assist reviewers with final funding and programmatic decisions.

Implementation

Fifteen grants were awarded to organizations to expand or create extended day and summer enhancement programs for Maryland students. The Public Schools Opportunities Enhancement Act program will be offered in six local school systems: Allegany, Caroline, Prince George's, Somerset, and Wicomico, as well as Baltimore City. The grantees are: the Board of Education Allegany County, (Allegany); Parks and People Foundation, Medical Education Resources Initiative for Teens (MERIT), YMCA of Central Maryland, Inc., Humanim, and The Family League of Baltimore (Baltimore City); Caroline Human Services Council, Inc. (Caroline County); CASA de Maryland, Inc., GapBusters, Inc., Futuristic LLC/ Healthy Solutions, LLC., The ERHKY Foundation, Community Youth Advance, and Young Audiences of MD, Inc., (Prince George's County); Somerset County Local Management Board; (Somerset County), and Ward Foundation, Inc.(Wicomico County). The total award for the 2017-2018 school year is $2,500,000. Funding will be used 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.

Grantees

The table below depicts the grantees and awarded amounts:

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 is designed to provide enrichment in, science, technology, engineering, arts, and mathematics (STEAM) for economically disadvantaged students in the four middle schools in Allegany County.	$200,000
SuperKids Camp: An Environmental and Literacy Summer Camp	Baltimore City	Parks and People Foundation	SuperKids Camp serves 500 rising 1st, 2nd, 3rd, 4th, and 5th 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.	$103,714

Program Name	Jurisdiction	Lead Agency	Description	Grant Amount
Y in Central Maryland Afterschool Enrichment @ Johnston Square Park Elementary School Program	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 and math (STEM), and fitness.	$190,000
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
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 include increased standardized test scores. In addition, siblings of program participants will more likely attend out of school programming.	$190,000

Program Name	Jurisdiction	Lead Agency	Description	Grant Amount
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 not only provide 450 kindergarten through sixth grade students with academic supports that will help them overcome summer slide, but will also provide a social-emotional and physical health safety net that their home schools provide between September and June.	$61,000
CASA's Mi Espacio Program	Prince George's County	CASA de Maryland, Inc.	The CASA's "Mi Expacio" 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 focus on academic success, leadership development, and socioeconomic integration.	$160,000
Building Schools for the Future	Prince George's County	GapBusters, Inc.,	GapBusters, Inc. offers an extended day academic/development program after-school and weekends. The program provides a safe setting for vulnerable youth, many of whom have little supervision.	$101,777

Program Name	Jurisdiction	Lead Agency	Description	Grant Amount
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 is designed to provide students with the supports they need to improve math and reading achievement scores and develop leadership values of trustworthiness, respect, responsibility, and citizenship.	$179,149
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 to improve academic performance of participating students and engage students in social entrepreneurship and financial literacy programming to help promote a well-rounded student.	$210,000
eARTH kids	Prince George's County	Community Youth Advance	eARTH kids is a 16 week comprehensive out of school time program of Science, Technology, Engineering, Arts and Mathematics (STEAM) infused with literacy instruction. The program includes an annual STEAM Challenge summer camp.	$197,525

Program Name	Jurisdiction	Lead Agency	Description	Grant Amount
CYA Saturday and Summer Academies	Prince George's County	Young Audiences of MD, Inc.	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.	$129,000
The FACES of Somerset	Somerset County	Somerset County Local Management Board	FACE of Somerset provides intensive academic support, builds character in 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, STEM –focused, arts-integrated, project-based programming. The program seeks increases in science, math, and environmental literacy performance at four of Wicomico's Title I schools.	$ 235, 972
Total:				$2,500,000

Types of Programs

Table 2 depicts the number of grantees and the percentage of total available funding for each local school system to implement the Public School Opportunities Enhancement Act.

Table 2:

Number of Grantees by local school system

Total of 15 Grantees

Percentage of Total Funding Available

- Baltimore City
- Prince George's Co
- Somerset Co
- Wicomico Co
- Allegany Co
- Caroline Co

33% (5)

40% (6)

6% (1)

7% (1)

7% (1)

7% (1)
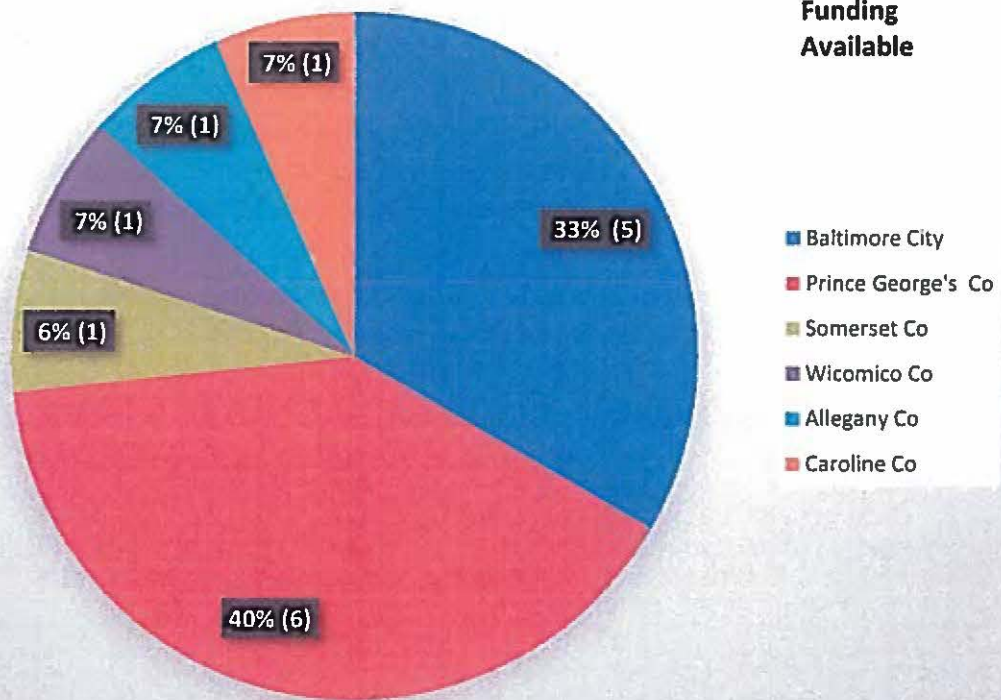
Technical Assistance

The MSDE awarded the FY 2018 grants in September 2017. Public School Opportunities Enhancement grantees will complete year one of the grant in August 2018. Technical Assistance was provided for grantees to begin their grant year on October 1, 2017. Technical assistance will continue throughout the remainder of the first grant year. The legislation mandates that grantees follow the Maryland Out of School Time (MOST) Quality Framework. The MSDE 21st Century Learning Community will provide support and training to grantees around meeting quality standards and content-specific topic areas such as incorporating best practices around STEM, health and wellness, literacy and math, inclusion of youth with disabilities, and classroom management techniques. The MSDE will:

- Offer grantees 3 in-person training opportunities which will include training on the current MOST Quality Standards and Framework;

- Offer 3 virtual (webinar) training opportunities; and

- Perform start-up and mid-point check-in calls to identify technical assistance needs. The MSDE in collaboration with MOST will provide a full report and make recommendations after each set of check-in calls.

Evaluation and Effectiveness

The comprehensive plan (See appendix A) serves as a guide for the implementation of the Public School Opportunities Enhancement grant program. The MSDE has determined that the existing plan does not require updates at this time, and that the plan should be reviewed following the completion of the first year of implementation since the Public School Opportunities · Enhancement grant is only in its third month of implementation. Grantees are implementing their grant proposals as outlined. Grantees will receive monitoring visits throughout the grant year to ensure effective and continuous implementation to provide students the highest probability for

improvement academically and socially. Grantees are responsible for hiring an external evaluator as outlined in the Response for Proposals. The MSDE grant manager will review all monitoring visits and the final report to determine the effectiveness of the program and the risk level for continuation for FY19.

**Appendix A –2016 Public Schools Opportunities Enhancement Act
Comprehension Plan**

Public Schools Opportunities Enhancement Act

2016 Comprehensive Plan

December 1, 2016

Vision

The Maryland Public Schools Opportunities Enhancement Act – House Bill 1402 - State Comprehensive Plan for Extended Day or Summer Enhancement Programs (HB 1402), – establishes grant funding to expand or create extended day and summer enhancement programs for Maryland students. Allowable uses of these grant funds include expanding or supporting educational programming during the day and encouraging eligible public schools to partner with nonprofit organizations to extend day and summer enhancement programs. Programs funded through the Maryland Public Schools Opportunities Enrichment Act can help Maryland students by providing access to enrichment opportunities that improve work habits, reduce academic achievement gaps, and improve academic skills.

Out-of-school time (OOST) programs allow working parents to be more productive, and keep kids safe and engaged. Nearly one-third of Maryland young people in grades kindergarten through 12 spend on average ten hours per week unsupervised during out-of-school hours. The hours between 3:00 and 6:00 p.m. are a vulnerable time when unsupervised young people are most likely to be victims and perpetrators of crime. However, adolescents in high-quality and safe afterschool programs engage in fewer risky behaviors, have a greater social competency, and better performance in school than adolescents not in a program even when taking into account socio-economic factors. A significant body of research provides evidence that participation in high-quality OOST learning opportunities contributes to academic success and positive social and emotional development.

Quality afterschool programs located in low income communities help to combat hunger. Nearly 20 percent of households in the United States with children don't have regular access to enough food to provide healthy meals. The Afterschool Meal Program provides federal funding for meals served to children aged 18 and under in afterschool programs located in low-income areas. The Afterschool Meal Program is available through the Child and Adult Care Food Program (CACFP) administered through MSDE.

Out-of-school time programs improve graduation rates. The 2013 evaluation, Beyond the Bell, found that in addition to promoting improved attendance at school, students participating in afterschool programs were also more likely to graduate than their peers not involved in the program. The graduation rate of seniors who attended the program at least one day during each year of high school was 90 percent, compared to 86 percent of non-participating students.[1]

Out-of-school time programs can provide opportunities for children to play outside that may not be offered during the school day. Unfortunately, children are spending half as much time

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[1] Building on What We Have About Quality in Expanded Learning and Afterschool Programs, February 2013

outdoors as they did 20 years ago. Children who play outside are more physically active, more creative in their play, less aggressive and show better concentration.

Last year, just 16% of Maryland's K–12 students participated in out-of-school time programs. Considering that the average annual cost per student ranges from $627 to $1,254, the Maryland Public Schools Opportunities Enhancement Act, with proposed funding of $7,500,000, could allow approximately 5,500 - 11,000 additional students to have access to quality afterschool programs (using the average costs for 21st Century Community Learning Centers (CCLC) programs totaling $1,800 per student). These funds could help to increase the accessibility rate toward the goal of 20% or greater.

The Maryland Public Schools Opportunities Enhancement Act Grant program is an integral part of supporting the development of Maryland's youth in accessing year-round learning opportunities and preparing students for college, career, and civic engagement. Working in collaboration with stakeholders, the Maryland State Department of Education (MSDE) developed a strategic plan to increase student access to high-quality OOST by:
- Providing a comprehensive grant program that expands quality afterschool programs for Maryland youth;
- Provide a targeted request for proposals that aims to fund quality programs and provide access to quality out-of-school time programs for Maryland's neediest students;
- Ensuring out-of-school time programs efficiently leverage federal, State, and local resources; and
- Ensure programs provide access and proper supports for all students.

Implementation

The Maryland State Department of Education will develop and administer the Maryland Public Schools Opportunity Act grant program, establish policies and procedures for the grant application process, and the criteria for awarding grants.

Pursuant to The Maryland Public Schools Opportunities Enhancement Act – House Bill 1402 - *State Comprehensive Plan for Extended Day or Summer Enhancement Programs* (HB 1402), MSDE will make awards on a competitive basis to eligible entities that propose to serve the following:

a) Target counties including Baltimore City and the Seed School with at least 50% of public school students that qualify for free lunch under the National School Lunch Program. In 2015-2016 ten counties meet this requirement.

b) Extended day and summer enhancement programs, which are educational and will provide recreational enrichment programs for children between the ages of 4 and 19 that take place:
   - Before and after the school day;
   - On weekends and holidays; and
   - During vacations and summer breaks.

Contents of the application will specifically address:
1. Plans to leverage public and private funding as well as Federal funding to ensure sound fiscal planning and management as well as sustainability of the program;
2. Plans to ensure that the special needs of children with disabilities are met when participating in the program;
3. The use of school buildings, public libraries, and local public transportation resources to ensure that the location of the program is safe and accessible ;
4. Plans for technical assistance and professional development to paid, volunteer, and substitute staff; and
5. Plans to partner with the school of the program participants, community-based organizations, and other appropriate and beneficial public or private organizations that strengthen the variety of services the program can offer.

The Maryland Public Schools Opportunities Enhancement Act grants will be awarded to the highest-ranking applications. Applications must satisfy applicable State Absolute Priorities and minimum qualifications.

The criterion to evaluate individual applications consists of twelve components, which are weighted and total 120 points.

1. Identified Out-of-School time Need in the Community (10 points)
2. Program Design (15 points)
3. Vision, Mission, Objectives, Milestones, and Anticipated Outcomes (10 points)
4. Alignment with Maryland's College and Career-Ready Standards (5 points)
5. Health and Safety (10 points)
6. Leadership Team Description (5 points)
7. Steering Committee Description (5 points)
8. Management Plan (15 points)
9. Program Accountability/Evaluation and Dissemination (15 points)
10. Leveraging Private and Existing Funding Sources (10 points)
11. Partners Plan (10 points)
12. Budget and Adequacy of Resources (10 points)

The number of applicants funded annually will be determined by available funds.

Grantees must use funds to provide activities outside of school hours that:
a) Expand or create an extended day and summer enhancement program;
b) Expand or create a summer enhancement program; or
c) Establish new educational or recreational partnerships with specified:
   - Local parks and recreation departments
   - Recreation councils
   - Local public schools
   - Public libraries
   - Institutions of higher education
   - Private sector businesses; and
   - Other nonprofit organizations and foundations

In order to ensure academic components mandated by the Maryland Public Schools Opportunities Enhancement Act of 2016 are implemented authentically, the MSDE will establish the following priorities:

Extended day programs must:
a. Incorporate features that will have measurable positive impact on the conditions of well-being for children and youth as identified by Maryland Out of School Time Network (MOST) standards (http://mdoutofschooltime.org/penn_station/folders/Documents/MOST_Standard_Core_F inal_2010.pdf); and
b. Integrate educational components that assist students in meeting academic requirements on grade level.

Summer programs must:
   a. Incorporate features that will have positive measurable impact on the conditions of well-being for children and youth as identified by MOST standards (http://mdoutofschooltime.org/penn_station/folders/Documents/MOST_Standard_Core_Final_2010.pdf);
   b. Provide learning and enrichment activities that will assist students in achieving at or above grade level in the next school year; and
   c. Expose students to future learning and life opportunities.

School day programs must:
   a. Enhance educational purpose of school; or
   b. Enhance students' access to physical, social, and emotional support.

The Maryland State Department of Education will make awards to programs for a period of not less than three years. Grants will not be less than $50,000 and will not exceed $400,000. The Maryland State Department of Education will ensure that awards are of sufficient size and scope to support high-quality, effective programs that are consistent with legislative purpose. MSDE proposes to fund 25-30 programs based on range of possible grant awards and projected available funding. All funding is contingent on the total allocation to MSDE.

Ninety-five percent of funds allocated to MSDE will be distributed to eligible entities on a competitive basis. Five percent of the amount made available will be used for administration and activities. Administrative costs would include:
   a) Establishing and implementing a peer review process for grant applications and supervising the awarding of funds to eligible entities;
   b) Monitoring and evaluation of programs;
   c) Providing capacity building, training, and technical assistance;
   d) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities; and
   e) Providing training and technical assistance to eligible entities who are applicants for or recipients of awards.

Request for proposal procedures:
   a) The Maryland Public Schools Opportunities Enhancement competitive grant application will be announced to all local school systems, inter-agency, inter-departmental, and community and faith-based organizations by MSDE communication protocols.
   b) The Maryland Public Schools Opportunities Enhancement competitive grant application may be requested in hard copy or electronic form from the Maryland State Department of Education's website at http://www.marylandpublicschools.org
   c) A state-wide meeting to provide technical assistance for preparing the grant proposal will be held within 2-3 weeks of the release date.
   d) Proposals are due to MSDE at least 60-days after the release date.

e) A panel of at least three members, including one academic professional, one adult education professional, and one individual with expertise in afterschool programming selected by MSDE will review applications.
f) Training for review panel members will be conducted after the applications are submitted. A consensus meeting will be held for final recommendations.

The Target Population

To qualify for a grant award in accordance with The Maryland Public Schools Opportunities Enhancement Act – House Bill 1402 - *State Comprehensive Plan for Extended Day or Summer Enhancement Programs* – a county must have at least 50% of public school students as percentage of full-time equivalent students qualify for free lunch under the National School Lunch Program.[2] In 2015-2016 the following local school systems met the criteria:

Local School System	% FARMS
Baltimore City	87.71
Somerset	85.11
Dorchester	67.47
Prince George's	62.85
Wicomico	61.62
Caroline	56.79
Allegany	56.42
Kent	54.96
The SEED School	52.75
Washington	50.06

MSDE will ensure that all qualified counties and community-based organizations serving populations in eligible counties are aware of grant funding. Information as well as the request for proposal (RFP) will be sent to:

- Local School Superintendents
- Title I Coordinators
- Local Management Boards
- State Aided Institutions
- Superintendents' Family Engagement Council
- MSDE website
- MOST website
- Current 21st CCLC grantees

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[2] House Bill 1402, 7-1703 (D) (1)

Federal, State, and Local Supports and Funding Sources for Out-of-School Time Programs

Leveraging Federal, State, and local funds can be challenging. However, program sustainability and expansion occurs when funds are leveraged effectively. Therefore, it is imperative to provide support to out-of-school time programs in leveraging multiple funding sources to provide successful, sustainable programs. Though Maryland has several sources of funds, there is still a substantial un-met need. In 2014, just 16% of Maryland students (K-12) participated in afterschool programs. However, research shows that 36% of children (280,319) in Maryland would participate if a program were available.[3] State funding of the Maryland Afterschool and Summer Opportunity Fund (MASOF) was cut in 2009 resulting in fewer afterschool programs and a loss of opportunities for youth throughout the state. Maryland now has fewer out of school programs overall and ranks in the bottom 10 states nationwide in terms of the number of programs offered.

21st Century Community Learning Centers

The purpose of 21st Century Community Learning Centers is to provide opportunities for communities to establish or expand activities that: (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; (2) offer students a broad array of additional services, programs, and activities; and (3) offer families of students served by opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

In Maryland, 19 jurisdictions received a total of $19,000,000 in federal grants. These jurisdictions include Allegany, Baltimore, Caroline, Dorchester, Frederick, Garrett, Harford, Howard, Kent, Montgomery, Prince George's, Queen Anne's, St. Mary's, Somerset, Talbot, Wicomico, Worcester Counties, Baltimore City, and The SEED School of Maryland.

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[3] http://www.mdoutofschooltime.org/my3pm/policy_makers

The chart below summarizes the amount of 21st Century Community Learning Centers funding currently received in the local school systems eligible for funding under the Maryland Public Schools Opportunities Enhancement Act:

County	Total Number of Grantees		Amount of 21st CCLC Funds	% of the Total Amount of Funding
	Local School System/School	*Community-Based and Faith-Based Organizations*		
Baltimore City (87.71%)	0	39	$8,669,577	42%
Somerset (85.11%)	1	1	$500,459	2%
Dorchester (67.47%)	1	0	$283,651	1%
Prince George's (62.85%)	0	15	$3,709,565	18%
Wicomico (61.62%)	3	0	$787,581	4%
Caroline (56.79%)	2	0	$396,371	2%
Allegany (56.42%)	2	0	$460,454	2%
Kent (54.96%)	1	0	$111,139	1%
The SEED School (52.75%)	1	0	$138,825	1%
Washington (50.06%)	0	0	0	0

Title I

Title I, Part A of the Elementary and Secondary Education Act of 1965 is a federal program that provides financial assistance to local school systems and schools with high percentages of low-income children to support the academic achievement of financially disadvantaged students. All twenty-four (24) local school systems in Maryland receive Title I funds which are distributed to schools in high-poverty areas. Funding is available to enable the schools to provide additional academic support and learning opportunities to assist low-achieving children master challenging curricula and meet State standards in core academic subjects. Title I funds support extra instruction in reading and mathematics, additional teachers, materials of instruction, as well as out-of-school time programs to extend and reinforce the regular school curriculum.

For the 2015-2016 school year (SY), 430 Maryland schools were designated as Title I schools and received $185,626,562 in allocated federal funds. The table below shows the number of schools in each jurisdiction receiving Title I funding.

Maryland Title I Schools 2015-2016 School Year	
Jurisdiction/School	# of Schools
Allegany	9
Anne Arundel	16
Baltimore City	139
Baltimore	54
Calvert	3
Caroline	5
Carroll	4
Cecil	7
Charles	7
Dorchester	4
Frederick	10
Garrett	5
Harford	8
Howard	12
Kent	5
Montgomery	26
Prince George's	80
Queen Anne's	4
St. Mary's	4
Somerset	3
Talbot	3
Washington	8
Wicomico	9
Worcester	4
The Seed School of Maryland	1
Total	430

Title I, Part A funds in a targeted assistance school (TAS) are used in the following ways:
- To provide services to eligible children identified by the school as failing, or most at risk of failing, to meet the state's academic content standards;
- To supplement the services that would be provided by nonfederal sources, in the absence of the Title I, Part A, funds; and
- To support methods and instructional strategies that are proven to be effective and that strengthen the core curriculum.[4]

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[4] http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp

During the 2014-2015 school year (August/September 2014)

Targeted Assistance (TAS) Extended Time Academic Programs		
Extended Time	Schools	Number of Programs
Before School	6	3
Afterschool	43	29
Weekend	1	1
Summer	22	19

Schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. [5]

Schoolwide Extended Time Academic Programs		
Extended Time	Schools	Number of Programs
Before School	25	20
Afterschool	295	259
Weekend	35	9
Summer	199	131

State Funding

There has been no dedicated state funding for afterschool and summer programs since 2005 when all funding was eliminated for Maryland After School Opportunity Fund (MASOF). Local Management Boards (LMB's) that had identified afterschool and summer programs as a priority in their community needs assessments have funded afterschool programs with part of their allocation of the Children's Cabinet Interagency Fund. Changing priorities for the Children's Cabinet dollars have shifted these dollars away from out-of-school time programs in FY2017.

Local Funding

There is currently no system at the county or municipal level to track the investments that are made in out-of-school-time programs. There are significant local level investments, which often shift based on budget demands and resources. Baltimore City has a 10.2 million dollar budget line item for an aligned community-school and out-of-school-time strategy, above and beyond their support for recreation and parks programs. Prince George's County is investing in community schools and expanded learning through their Transforming Neighborhoods Initiative. A fuller examination of county and municipal funding would be helpful to develop a more complete picture of the out-of-school time funding landscape and could be completed in partnership with the Maryland Association of Counties, Maryland Municipal League, and Maryland Recreation & Parks Association.

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[5] http://www.cde.ca.gov/sp/sw/rt/

Leveraging Public and Private Funding and Federal Funding

Sustaining quality out-of-school time programs requires multiple sources of financing such as grants, in-kind contributions, partners, corporations, donations, and sometimes sliding-scale fees. Sustainable programs must identify federal, state, and local programs that also offer afterschool services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. Leveraging public, private, and federal funding helps to sustain afterschool programs.

Title I funds, in concert with the Public Schools Opportunities Enhancement Act program funds, can provide extended learning programs in schools that integrate enrichment and recreation opportunities with educational services. The Public Schools Opportunities Enhancement Act program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Public Schools Opportunities Enhancement Act programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other Federal programs such as 21st CCLC funding, can also complement Public Schools Opportunities Enhancement Act programs. With the planning and implementation of the new Every Student Succeeds Act there may be additional opportunities to find support for afterschool and summer programs with federal education dollars. The Afterschool Alliance has identified potential connections to afterschool and summer programs in Title I Part A, Title II, and Title IV.

Programs should inquire as to eligibility to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for "After-school Snacks," and in some cases to provide supper to young children. Local communities can also participate in USDA's Summer Food Service program. These snacks and meals can contribute to the nutritional services given in local programs.

Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with Public Schools Opportunities Enhancement Act programs to serve children outside of the regular school day. Programs can also utilize Federal funding available through local prevention grants under Title V of the Juvenile Justice and Delinquency Prevention Act (administered by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in the U.S. Department of

Justice). Further information on local prevention grants can be found on the OJJDP website, http://ojjdp.ncjrs.org/titlev/index.html.

Depending on the focus of the program and populations served, grants from other Federal Agencies, for example, the National Science Foundation, National Endowment for the Arts, and the National Endowment for the Humanities may be available. All federal grants are published in the federal register.

Private foundations are another primary source of funding for afterschool and summer programs and often help programs fulfill the required match for public sources of funding. Maryland is home to fourteen community foundations, each serving a particular region of the state. The Association of Baltimore Area Grantmakers and the Washington Regional Area Grantmakers provide directories of their members including grant deadlines, priority areas, eligibility and more. The Afterschool Alliance also maintains a searchable funding database for opportunities for afterschool programs nationally.

In addition to foundation dollars, programs can leverage investments of both money and in-kind resources from business partners who can provide volunteers, and donate equipment or services. Sustainability requires a diverse portfolio of funding sources. In order for applicants to leverage public and private and federal funding, they must describe the needs of the students to be served attending identified high-poverty schools, as well as the needs of families of students attending these schools. A comprehensive needs assessment:

a. Clearly defines a main problem or obstacle the program will address;
b. Presents quantitative data (e.g., test scores, absentee rates, suspension rates, and parents' educational levels) and qualitative data in support of quantitative data (e.g., interviews, focus groups). Data must pertain to the specific population and schools the program will serve as well as the parents of the students that must be provided literacy and related educational services;
c. States what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them. Possible data sources include the Maryland Report Card (http://reportcard.msde.maryland.gov/) and the local management board's needs assessment;
d. Uses data from multiple stakeholders from the local community including representative numbers of students, parents, and school staff;
e. Identifies who is affected by the problem; state when and where the problem exists; and, describe the wider impact on the local community if the problem is not addressed;
f. Documents the factors contributing to the problem;
g. Documents current or past efforts to address the problem; and
h. Explains why the current or past efforts failed or are inadequate to address the total need.

Special Needs of Children with Disabilities

Based on the Department of Education's National Center for Education Statistics' most recent report, 13 percent of public school students—approximately 6.4 million students—were identified as having a disability or other special need and served by a federally supported special education program. Research shows that, compared to students without disabilities, students with disabilities and other special needs face additional challenges as they move through school and into adulthood. For instance, in 2014 there were 104,136 students with special needs, 11.99% of all students in Maryland. The latest 2014-15 graduation data indicates that 63.93% of students with disabilities graduate as compared to 89.47% of the general population.

Afterschool programs can broaden students' horizons in an informal learning environment, where the focus can be on the experience and the activities, rather than the final result. They can also provide the extra support to help combat school disengagement and the risk factors associated with a student's decision to drop out of school, which can start in the middle school years. These out-of-school opportunities, bringing together students with and without disabilities and other special needs, allow all students to understand and appreciate one another's differences and similarities, helping students gain the acceptance, confidence and strength to succeed in school, graduate from school, and thrive in their career and life. When asked in an informal survey, all 21st CCLC grantees that responded increased compassion and acceptance of students with IEP's by students without IEPs.

Students with disabilities and other special needs can benefit from additional time spent in inclusive settings that can help them with their homework, develop new knowledge and skills, cultivate social skills, and build relationships. As evidenced above, compared to students without disabilities, students with disabilities face challenges as they transition out of high school and into their adult lives. But, students with disabilities able to graduate from high school are in a much better position to succeed than those who do not.

Along with inclusive settings during the regular school day, afterschool programs can provide the much-needed support middle school students with disabilities and other special needs require and help them to thrive alongside their peers without disabilities. Afterschool programs have the flexibility to provide an inclusive environment that allows students with disabilities and other special needs to learn and play next to students without disabilities, explore their interests, develop social and leadership skills and grow friendships. Out-of-school time programs in middle schools can address risk factors that lead to students dropping out of school and give students tools to move through middle and high school successfully. Across the country, afterschool programs are providing an inclusive environment that fosters a sense of belonging and empowers students with disabilities and other special needs in a variety of ways.

As in the regular classroom, afterschool programs were historically ill equipped or unwilling to include children with special needs in their programs. For some, meeting the needs of students with disabilities can seem to require exhaustive attention and resources. Federal legislation mandates that students with special needs have access to afterschool programs that take place on school grounds. However, the goal is not to put a strain on afterschool programs, but rather to encourage programs to "make reasonable accommodations" that integrate individuals with disabilities into the program to the highest degree possible. As afterschool programs shift away from a medical or therapeutic model towards inclusion programming, programs can use the supplemental services and assistive technology available to students receiving special education services during the regular school day to accommodate these children.

Creating a fully inclusive environment does not come without its challenges. Afterschool programs and their staff also need support and resources to serve students of all abilities effectively. A research report by Kids Included Together, an organization specializing in providing support to programs serving students with and without disabilities, concluded that staff members who received training and professional development were more confident and comfortable helping students of all abilities (https://www.kit.org/). Worcester County public schools, which serves over 500 with disabilities out of a total of over 3,500 students in a 21st CCLC out-of-school time program, accredits its success to a strong collaborative approach with the Special Education Department. Funds are included in the Special Education budget to assist in paying for the one-on-one educational assistants in the afterschool programs. Funds for the salaries of special education teachers are also included in the 21st CCLC budget.

Statewide afterschool networks are also providing support and guidance to afterschool programs regarding how best to fully include students of all abilities. The Maryland Out of School Time Network has partnered with Disabilities Rights Maryland to develop tools, resources and technical assistance for afterschool and summer programs. Together Beyond the School Day: Including Youth With Disabilities in Out of School Time Programs (http://mdoutofschooltime.org/initiatives/inclusion) is a guide for program providers and parents that includes an overview of the requirements under the law as well as best practices for accommodating youth with disabilities and creating an inclusive culture for programs. The guide is free and available to download. The Maryland Out of School Time & Inclusion project has developed a team of experts in the field that provide on-site technical assistance as well as ongoing training and professional development to programs in Baltimore City with the goals to expand services statewide.

Providing inclusive learning environments in and out of school gives students with disabilities and other special needs the opportunity to take part in activities that support their development, encourage perseverance and highlight their capabilities. Afterschool programs create a safe space where students of all abilities can learn and grow side-by-side, respecting and appreciating one another's similarities and differences. Afterschool programs can be a valuable source of support

for all students—including students with disabilities and other special needs—helping them reach their full potential in school, at work, and in life.

Using School Buildings, Public Libraries, and Local Public Transportation Resources

According to 21st CCLC grantees, one of the biggest challenges of programming is sustainability. Support from individuals, partners, and businesses in the form of in-kind, financial, and other types of donations help to enable programs to continue beyond the funding cycle. Partnerships with agencies such as schools, probation and police officers, and other community-based providers provided benefits such as facilitating referrals and access to school academic records. [6]

Programs that utilized certified teachers and other school staff tended to rate higher on program quality indicators. Results indicate that strong relationships with teachers and principals of a school, probably facilitated by location at the school, may be helpful in promoting positive outcomes for youth, such as youth's homework completion, homework effort, positive behavior, and initiative. [7]

Using School Buildings

One of the ideal models for afterschool and summer programming is creating partnerships between community-based organizations and schools to provide programs on-site without the need for transportation to an additional site at the end of the school day. In the Community School model, school buildings serve as a hub for services for families and children in that school and for the broader community including offering expanded learning opportunities beyond the school day. Offering expanded learning opportunities can also have a positive impact on the entire school. Community School models have been shown to increase parent engagement, improve school climate and support increased student attendance. In the 2016 Baltimore Education Research Consortium Study, "Baltimore Community Schools: Promise & Progress" PK – 5 students participating in community school based out-of-school time programs were 32% less likely to be chronically absent and 6-8 out-of-school time participants were 77% less likely to be chronically absent. [8]

[6] Arbreton, A. J. A., Sheldon, J., & Herrera, C. (2005). Beyond safe havens: A synthesis of research on the Boys & Girls Clubs. Philadelphia, PA: Public/Private Ventures.

[7] Intercultural Center for Research in Education, & National Institute on Out-of-School Time (2005). Pathways To Success For Youth: What Works In Afterschool: A Report of the Massachusetts Afterschool Research Study (MARS). Boston, MA: United Way of Massachusetts Bay.

[8] http://baltimore-berc.org/baltimore-community-schools-promise-progress/

Using Public Libraries

Maryland's public libraries do more than offer families and children free access to books and publications. Libraries are a key provider of expanded learning opportunities, particularly during the summer. In addition, libraries and librarians can be great partners to afterschool and summer programs by providing expertise around literacy and engaging students and families in reading. Research shows that students who have access to libraries have improved reading skills and are more likely to succeed academically than students for whom no library in available.[9]

In Maryland, each jurisdiction's library system has a youth service coordinator and many libraries are offering regular programming both afterschool and during summer. Libraries play a particular role in giving families access to technology to complete homework, research for projects, and helping to bridge the digital divide. In addition to computers, libraries are experimenting with lending science equipment and kits to teachers and afterschool programs like the Harford County LEAP (Learn, Experiment, And Play) Science Kit lending initiative.[10]

Using Local Public Transportation

Afterschool and summer programs must have a transportation plan that ensures safe passage to and from their program for their participants. Plans should incorporate public transportation resources when possible, including reaching out to the transportation directors at the public school systems to coordinate and partner. When necessary, programs may need to allocate money in their budget to provide transportation.

Public transportation can be both an asset and a challenge for afterschool and summer programs. In Maryland, middle and high school students who take public transportation receive an S-Pass, a student pass that allows them to travel to and from school and afterschool activities weekdays between the hours of 6:00 a.m. and 8:00 p.m. This allows students, particularly those in urban centers, to participate in both on and off-site programs without spending out-of-pocket money for travel. In places where public transportation is either unavailable or impractical, students are often relying on school supplied transportation, car pools, or being driven by family members or other adults.

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[9]Stripling, B. (2013), School and public libraries: Enrich student learning and empower student voices through expanded learning. Expanding minds & opportunities: Leveraging the power of afterschool and summer learning for students success. Collaborative Communications Group, LLC.
[10] http://hcplonline.org/leapscience.php

Providing Technical Assistance to Nonprofit Organizations

Technical Assistance will be provided to all grantees throughout each year of the grant cycle. MSDE will partner with Maryland Out of School Time Network to develop a needs-assessment in order to provide focused technical assistance. Grantees will be expected to include in their budget proposals funding for two trainings, bi-monthly networking meetings and state trainings.

MSDE will conduct four mandated networking meetings, four bi-monthly webinars, and a two-day retreat annually to provide technical assistance and professional development for all grantees.

   a. New grantees will be required to attend an orientation session for new grantees before their grant cycle begins;
   b. Ongoing technical assistance will be provided to all grantees through, but not limited to, phone calls, emails, webinars, site visits, and networking meetings;
   c. The Program Coordinator will process invoices and provide technical assistance; and
   d. All new grantees will be provided a technical assistance visit by the Program Coordinator within three months of the start of the program. The Program Coordinator will provide summary of the visit by providing commendations and recommendations.

To sustain a quality program, staff and volunteers who will be delivering academic support and enrichment services will be provided with ongoing training and learning opportunities, both to ensure that they interact appropriately with students, and also to prevent high rates of student turnover. Staff training will focus on how to work with children, how to negotiate, how to address the needs of children of different ages, races, and cultures, as well as children with disabilities.

To incorporate the expertise of experienced 21st CCCL grantees, MSDE will develop a peer mentoring project. The Peer to Peer (P2P) Mentoring Project will assist new project directors with all the demands of the program. This will also provide extra support throughout their first year as program managers. Project directors that have at least three years of experience or more in a high-quality program will act as mentors to provide support, share resources, and assistance on a peer level.

Each new grantee will complete a simple application for a mentor peer at the end of the orientation. New grantees will be required to work with a mentor. The application will provide some background information and preferences, such as best ways to contact them. The

applications will be collected and veteran and experienced peer mentors will be identified and individually asked to partner with a "younger" project director. Ideally, peer matches will be geographically close to one another, have like-program structures and similar target populations. One half-day training will most likely be necessary to formalize the partnerships.

A natural extension of the P2P Mentoring Project would be to set up site visits across programs so that grant managers could witness aspects of higher quality programming.

Expanding the Number of High Quality Extended and Summer Enhancement Programs

Quality afterschool programs incorporate what is commonly referred to as a youth development approach. This approach focuses on what children and youth need as they mature into responsible and caring adults. The National Collaboration for Youth Members defines the youth development approach as an engagement strategy which prepares children and youth "to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically and cognitively competent."[11]

High quality programs strive to incorporate a positive youth development approach into their programs by incorporating program features that maximize positive and healthy development. These program features align with the key features of positive developmental settings established by the National Research Council and Institute of Medicine:
1. Physical and Psychological Safety;
2. Appropriate Structure;
3. Supportive Relationships;
4. Opportunities to Belong;
5. Positive Social Norms; and
6. Support for Efficacy and Mattering.[12]

Considering that approximately 192,737 (21%) of Maryland's elementary school children are unsupervised between the hours of 3:00 and 6:00 p.m., proposed funding of $7,500,000 of the Maryland Public Schools Opportunities Enhancement Act could allow approximately 5,500 - 11,000 additional students to have access to additional programming (using figure of costs totaling $1,800 per student).

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[11] National Collaboration for Youth Members at www.collab4youth.org
[12] National Research Council and Institute of Medicine. (2002). Community programs to promote youth development. Jacquelynne Eccles and Jennifer Appleton Gootman (Eds.). Washington, DC: National Academy Press.

Integrating the Plans Developed by Local Jurisdictions

Several jurisdictions in Maryland have built local systems of support for afterschool and summer programming. A notable example is the Family League of Baltimore City, which leverages and braids local, state, and national funding to support more than 60 community schools that have corresponding afterschool and summer learning opportunities. The Family League also provides meals sponsorship to out-of-school time programs throughout the city and a calendar of professional development that is open to any program, regardless of whether or not they receive Family League funding.

Both the Family League and Excel Beyond the Bell utilize the Youth Program Quality Intervention model (http://cypq.org/products_and_services/research), currently being piloted within 21st Century Community Learning Centers in Prince George's County. Where possible, using common frameworks of quality across systems will provide the greatest consistency in supporting and evaluating programs.

All local school systems are required to complete and submit a service-learning implementation plan to the Maryland State Department of Education. This plan describes the implementation strategies and ensures that students are consistently engaging in high-quality service-learning experiences. Applicants for the Maryland Public Schools Opportunity Enhancement Act infusing this teaching method that combines meaningful service to the community with curriculum-based learning will be encouraged to partner with the LSS Service-Learning point of contact.

Eligible applicants could provide career experience opportunities and partner with agencies such as the Maryland Conservation Job Corps (CJC). The CJC works in partnership with community youth organizations to provide conservation service opportunities for youth in Maryland State Parks. Youth work as part of a team to conserve and restore Maryland State Parks. These skills help to prepare youth for many career opportunities, a lifetime of healthy outdoor recreation and interaction with nature.

Consultation with Department of Natural Resources

As per House Bill 7-1702 B 2, MSDE must consult with Department of Natural Resources (DNR). *The Department shall consult with the Department of Natural Resources when reviewing the recreational components of an extended day or summer enhancement program.*

Upon consultation with DNR:

- Funding under The Maryland Public Schools Opportunities Enhancement Act will be available for programs that extend, enhance student/youth learning and/or educators' training that provides a platform to apply content learned in cross-curricular ways. Programs may provide opportunities to learn about the environment, their place in it, and what they can do to protect it.

- Connecting youth to their environment and the natural world is critically important to their academic, physical, emotional and social development – to benefit the whole child which contributes to developing responsible, knowledgeable, skilled and empowered citizens. Programs that provide opportunities to learn about the environment would aim to improve understanding of how nature, science practice, society and social responsibility are intertwined; offer opportunities for appropriate stewardship practice; and help to prepare youth with skills needed in the workforce, and expose them to careers in environmental fields, green jobs, or sustainable practices that apply to any career field.

- Program sites that are not easily accessible via public transportation, such as outdoor education centers or park sites, can apply for funding to support alternative transportation that affords youth access to the site. Applications must meet all other criteria and explain and justify the transportation need.

- Programs may include components that will connect youth to their environment, provide time outdoors for free play, and discovery as well as structured programming that exposes them to outdoor recreational pursuits, life skills, stewardship activities, and green career skills.

Maryland Out of School Time (MOST) Youth Program Quality Standards

What is the MOST Quality Framework?

The Out of School Time field is broad, encompassing everything from seasonal chess leagues to comprehensive afterschool programs that include healthy snacks, homework help, learning opportunities, and a variety of enrichment activities. While it is difficult to identify the common threads of quality that cut across this diversity of programming, doing so will enable the OST community in Maryland to develop a common language of program quality. The framework allows us to discuss, clarify and encourage deep, sustaining improvement. However, just as importantly, it will help us make the case that additional dollars are essential to continue these important efforts.

The MOST Quality Framework is a clear and accessible tool to assist OST programs in the State of Maryland as they serve youth ages 5 to 19. (http://mdoutofschooltime.org/penn_station/folders/Documents/MOST_Standard_Core_Final_20 10.pdf) 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.

Quality Framework Structure

The Quality Framework is divided into two sections: administrative quality standards and program staff quality areas. Under each section there are foundational areas (FAs) with aligned core competencies. The FAs under the section areas are:

MOST Quality Standards Framework
Administrative Quality Standards

I. Youth Program Design and Accountability;
II. Youth Program Leadership and Sustainability;
III. Health, Safety and Program Space; and
IV. Youth Program Staffing and Professional Development.

Program Quality Standards

I. Youth Program Climate;
II. Youth Development; and
III. Family/Caring Adult and Community Engagement.

Under each of the FAs are a series of Indicators demarcated by number and, in some cases Sub-indicators demarcated by Roman numerals. The Indicators seek to provide further explanation of the FAs and the Sub-indicators seek to provide further explanation of the Indicators.

Administrative Core Competencies (from the C.S. Mott Foundation document)

- Communicate within the organization and to external stakeholders the program's mission, its relationship to program activities, goals and outcomes;
- Gather and review program data for timely program improvement;
- Incorporate needs and interests of program participants, their families and the broader community;
- Access resources within the broader community;
- Communicate and ensure implementation of health and safety expectations;
- Successfully manage program staff;
- Promote the professional growth and development of program staff; and
- Engage and support program staff in implementing program activities to achieve program goals.

Program Staff Core Competencies (from the Safe and Sound Campaign document)

- Create a positive and productive environment;
- Build and sustain positive relationships;
- Interact professionally and as a member of a team;
- Approach work with self-awareness and as a learner;
- Possess cultural competence with regard to youth, their families and the community;
- Understand current, relevant research on how the brain learns, child and youth development and resiliency theory;
- Develop youth programming that is outcome-based and applies youth development research; and
- Facilitate youth participation and voice.