



Mohammed Choudhury
State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Mohammed Choudhury, State Superintendent of Schools

DATE: June 28, 2022

SUBJECT: Financing the Future

PURPOSE:

The purpose of this item is to provide updates on federal Covid relief revenue and related spending in Maryland Local Education Agencies (LEAs), including the Maryland Leads initiative, updates on FY 23 Blueprint State Aid, and updates on Department transparency efforts related to Elementary and Secondary School Emergency Relief (ESSER) and Blueprint/State Aid fiscal data.

BACKGROUND/HISTORICAL PERSPECTIVE:

The Maryland State Board of Education and the Maryland State Department of Education (MSDE) have been tasked with administering an unprecedented amount of federal and local funding through a combination of COVID federal relief resources and new, State Blueprint funds.

In February, MSDE announced an exciting new grant opportunity using more than \$160 million in COVID Relief State Set Aside funds to support LEAs in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities. The program generated national attention (<https://news.maryland.gov/msde/wp-content/uploads/sites/12/2022/02/Maryland-Leads-Press-Release-2.9.22-Final.pdf>). The Department finalized LEA application reviews and award notices earlier this month.

Together, COVID funding (including Maryland Leads) and Blueprint funds are driving program design and implementation in LEAs. Understanding how funds are being spent, by which LEAs, and in what ways provides important insight into how Maryland schools will continue to recover from the Pandemic and progress forward.

EXECUTIVE SUMMARY:

MSDE will provide an update on COVID-related revenue, COVID spending trends between and within Local Education Agencies, special Covid-relief program spending (e.g., Emergency Assistance for Nonpublic Schools and Early Childhood programs), State Set Aside fund spending (including Maryland Leads), and Fiscal 2023 Blueprint for Maryland’s Future total allocation. Additionally, MSDE will provide updates related to ESSER fund data, State Aid data, and ESSA school-level per-pupil expenditure data.

ACTION:

For discussion only.

ATTACHMENT:

Financing the Future - PowerPoint June 28, 2022

Maryland Leads Guidance Document

Maryland Leads Press Release



Financing the Future:

Covid Relief Funds, Maryland Leads, and Blueprint State Aid

Division of Financial Planning, Operations, and Strategy

June 28, 2022

Presented By | Justin Dayhoff, Assistant State Superintendent



Financing the Future: Covid Relief Funds, Maryland Leads, and Blueprint State Aid

- Overview of COVID Recovery Funding in P-12
- Trends in COVID Relief Spending
- ESSER Transparency
- Special Programs Spending: EANS and Early Childhood
- State Set-Aside Funds
- Fiscal 2023 Blueprint State Aid
- ESSA Per-Pupil Expenditures
- Q&A



COVID Recovery Funding in P-12

1. Overview of COVID Recovery Funding in P-12
2. Trends in COVID Relief Spending
3. ESSER Transparency
4. Special Programs Spending: EANS and Early Childhood
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Federal resources for pandemic recovery.

Federal Covid Funding Sources – Maryland Revenue



\$666.8 million

\$422.9 million for LEAs

\$45.8 million for Childcare

\$157.5 million for School Lunch

Available from March 2020
through 9/30/2022



\$1 billion

\$789.9 million for LEAs

\$35.8 million for Nonpublic Schools

\$128.8 million for Childcare

Available from January 2021
through 9/30/2023



\$2.8 billion

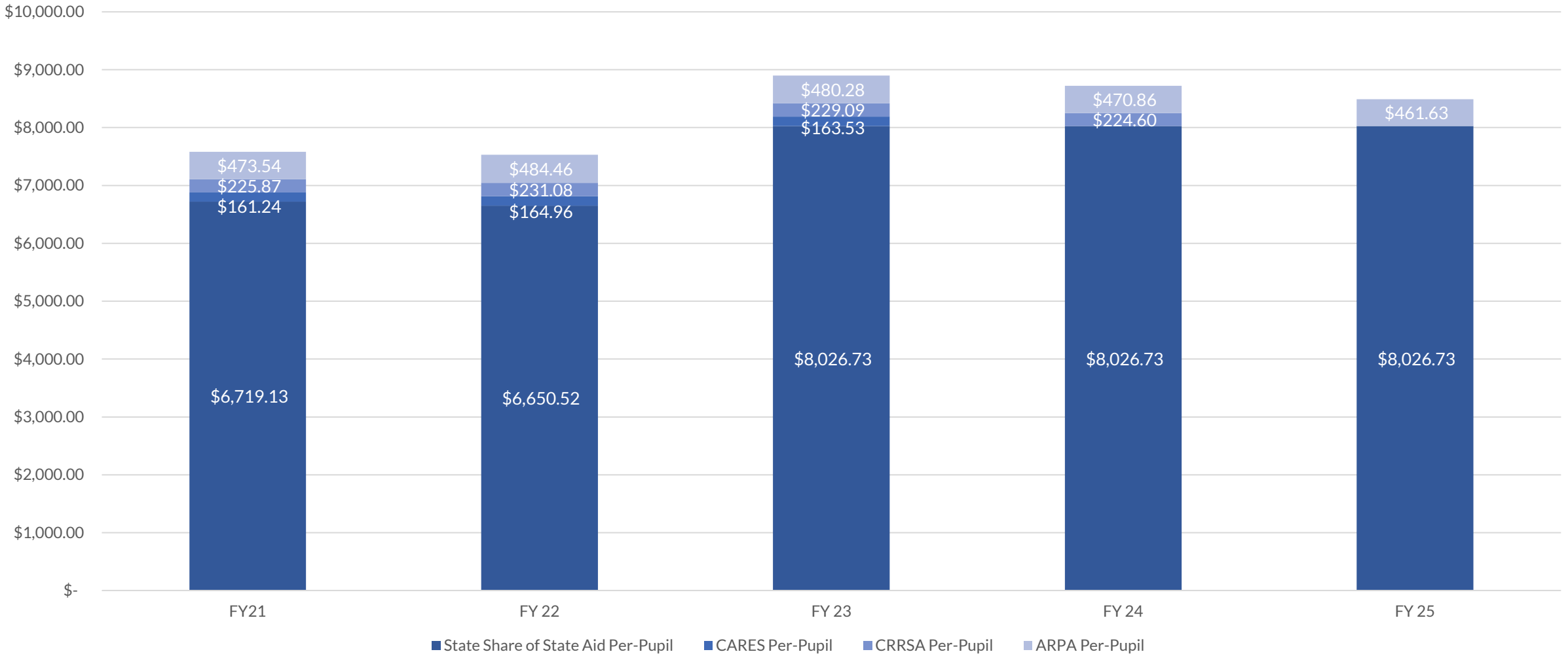
\$2.07 billion for LEAs

\$39.2 million for Nonpublic Schools

\$502 million for Childcare

Available from March 2021
through 9/30/2024

Maryland LEA ESSER Funding as a Portion of all K-12 State Aid



*FY 23 Preliminary State Aid; FY 24-25 data assume annual 2% increase in funding and enrollment
 **Per-pupil data assume even grant fund distribution across grant performance period fiscal years

Coronavirus Aid, Relief, and Economic Security Act (CARES)

Elementary and Secondary School Emergency Relief Fund, March 2020

- Grants to LEAs – 90%
- State Set Aside – 10%

Governor's Emergency Education Relief Fund, August 2020

- Grants to LEAs for Technology
- Competitive Grant – Innovative Approaches to Connecting Students and Teachers
- Community College Workforce Initiative
- Broadband Initiative

Coronavirus Relief Fund, August 2020

- US Treasury Funds
- \$100 million for Technology; \$100 million for Tutoring

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)

Elementary and Secondary School Emergency Relief Fund, January 2021

- Grants to LEAs – 90%
- State Set Aside – 10%

Governor's Emergency Education Relief Fund, January 2021

- Innovative Approaches to Connecting Students and Teachers
- Community College Workforce Initiative
- Emergency Assistance to Nonpublic Schools

American Rescue Plan (ARP) Act

Elementary and Secondary School Emergency Relief Fund, June 2021


- Grants to LEAs – 90%, with 20% set-aside specifically for learning loss
- State Set Aside – 5% for learning loss; 1% for afterschool programming; 1% for summer enrichment programming; and 3% for other emergency assistance

Governor’s Emergency Education Relief Fund, April 2022

- Emergency Assistance to Nonpublic Schools

State and Local Fiscal Relief Fund, June 2021

- US Treasury Funds
- FY 21 Grants: Reopening schools, summer school, and trauma behavioral health
- FY 22 Grants: Summer school, trauma behavioral health, transitional supplemental instruction, tutoring

- 
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Trends in COVID Relief Spending

How are LEAs spending COVID relief dollars?

Disentangling the concepts of ‘spent’.

“Spent” can be associated with multiple phases of the process of expending ESSER funds but “spent” has a distinct meaning.

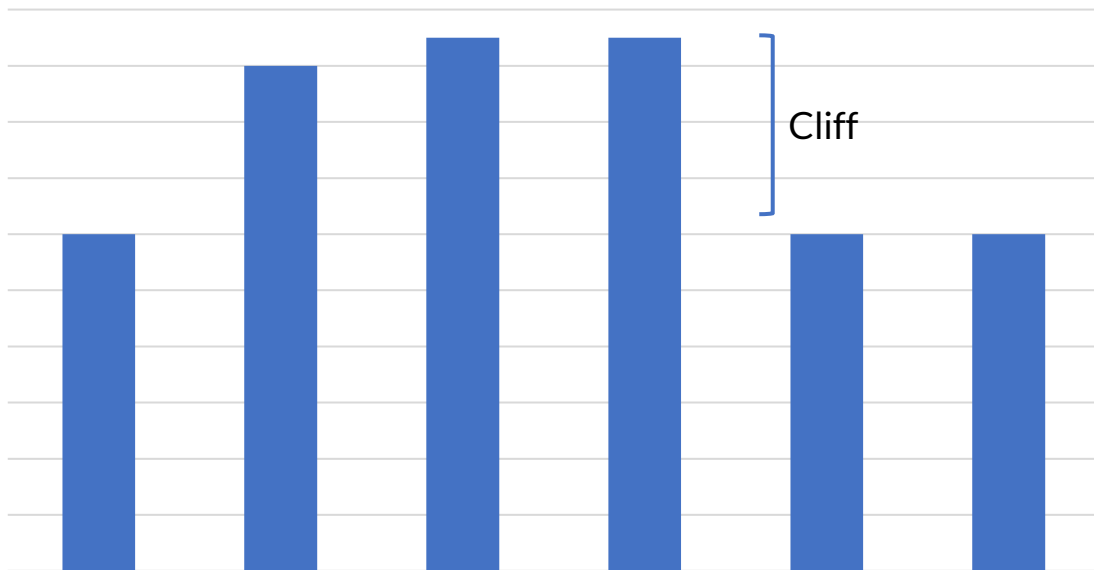
Awarded – The award of funds occurs when the grantor (or subgrantee) issues funds to the grant or subgrant recipient (after which spending can begin).

Obligated – Fund obligation occurs when an LEA holds or sets aside funds for known, planned expenses that are under contract or purchase order but not yet delivered/received.

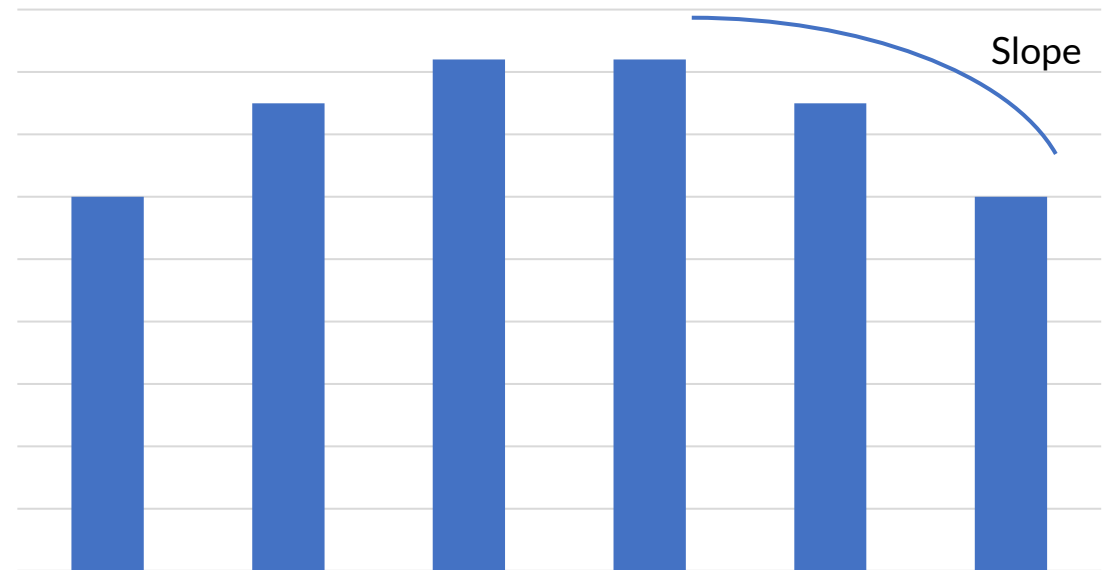
Liquidated (Spent) – Once planned expenses actually occur and are transacted, funds are paid out – the funds are spent.

Reimbursement Request – The LEA requests reimbursement for spent funds.

Fiscal Cliff



Gradual Slope

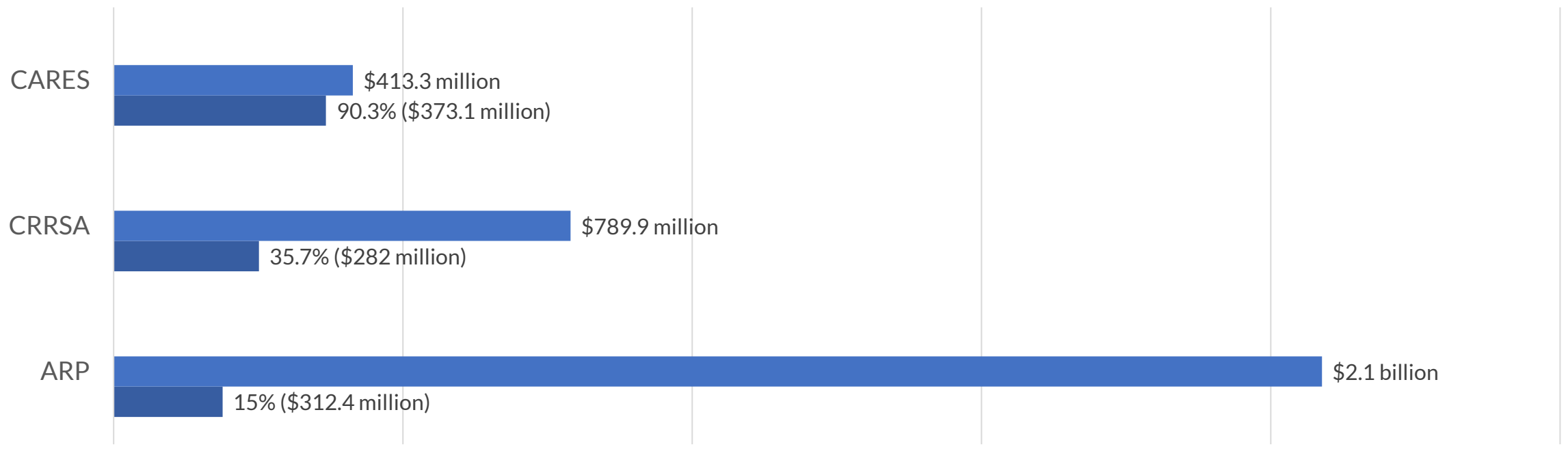
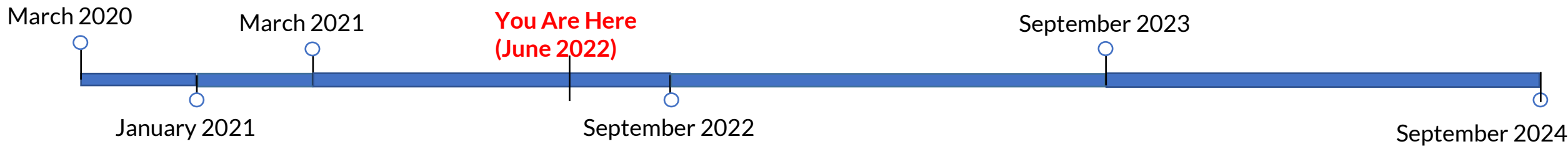


Fiscal cliffs occur (rather than a more ideal slope) when spending obligations suddenly and greatly exceed available revenue. ESSER funds are – **absent strategic, deliberate planning and control** – at risk of generating a fiscal cliff if:

- One-time funding is expended rapidly, **all at once**; and/or
- One-time funding is used on **recurring** costs (e.g., salaries) that will continue even after revenue is gone.

Total and Percent Spent by Grant Program, to Date

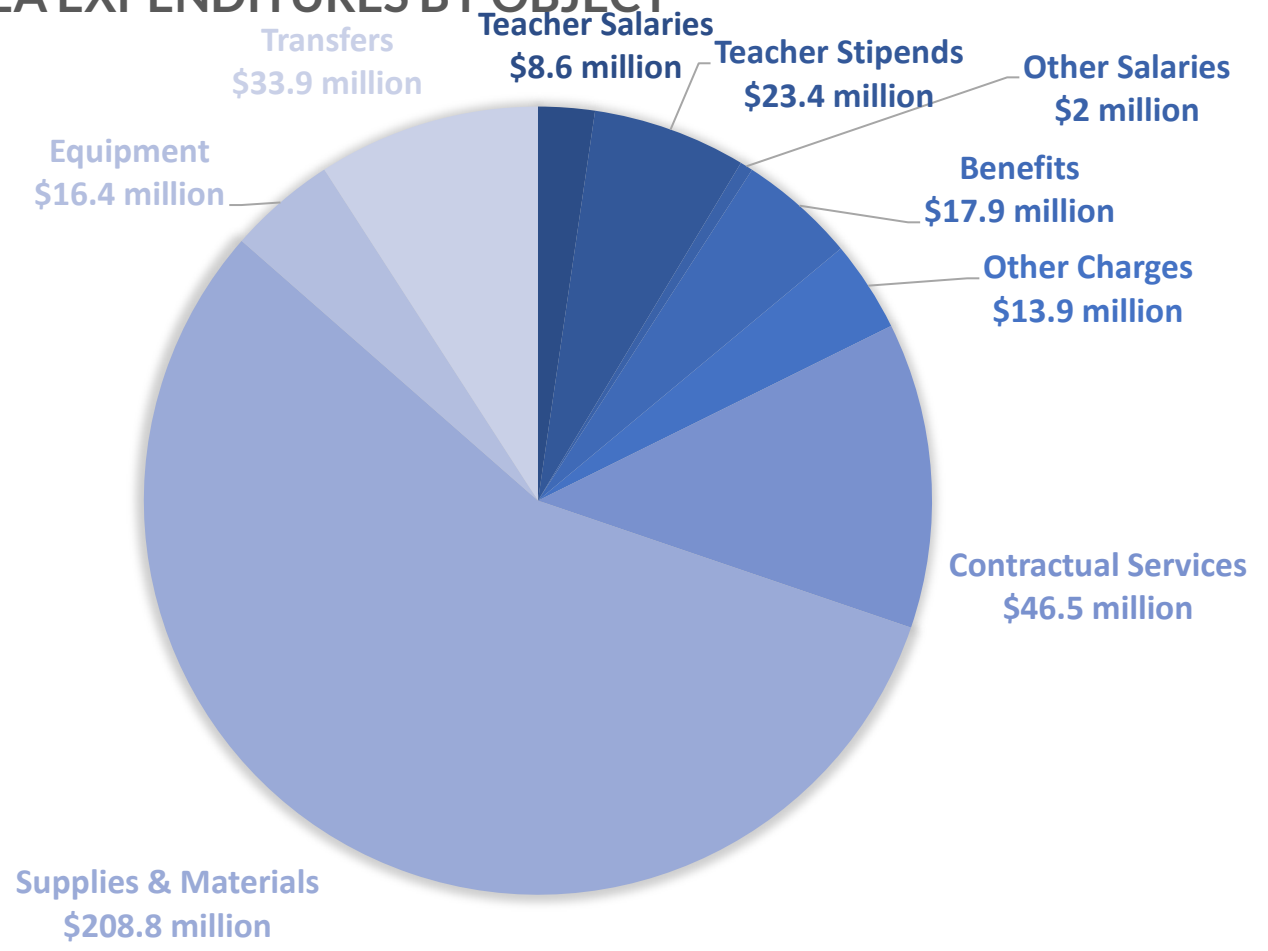
Maryland LEAs are spending at the pace MSDE would expect given the order of the fund obligation and liquidation deadlines and the length of the grant performance period. *“Districts are not spending fast enough”* is **not** a trend observed in Maryland LEAs.



LEA CARES Spending, to Date

CARES ACT FUNDS: LEA EXPENDITURES BY OBJECT

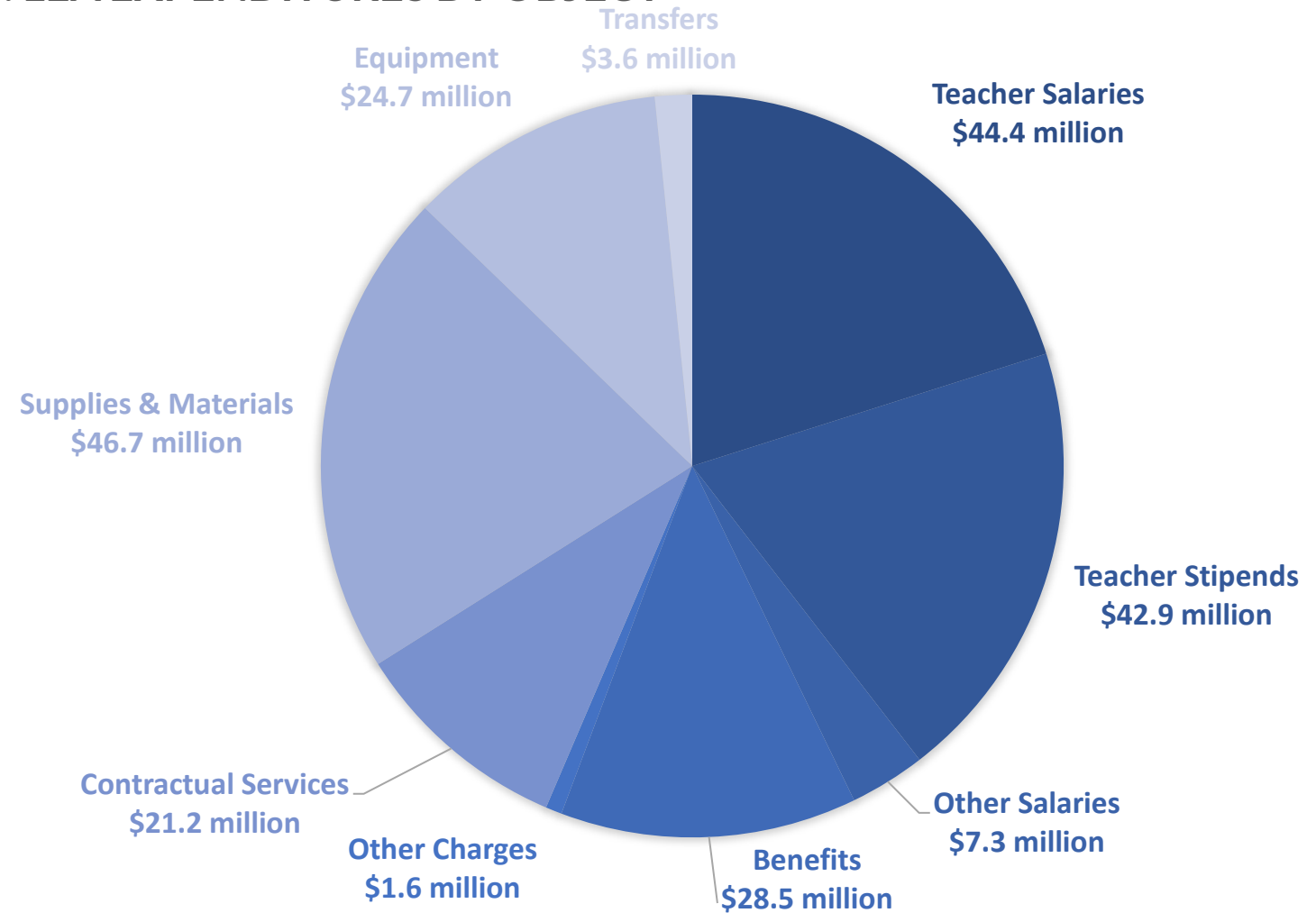
As of May, 2022



LEA CRRSA Spending, to Date

CRRSA FUNDS: LEA EXPENDITURES BY OBJECT

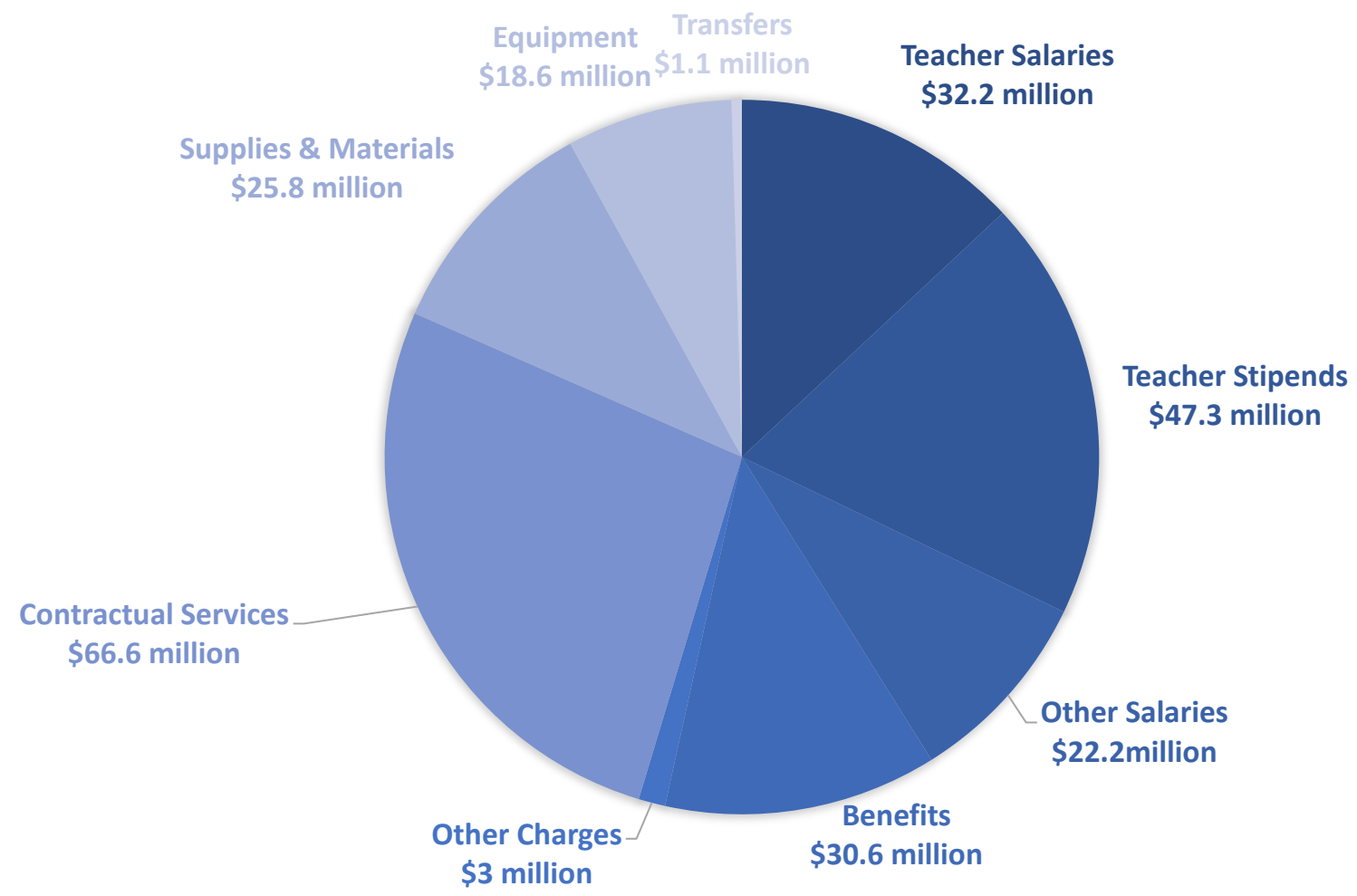
As of May, 2022



LEA ARP Act Spending, to Date

ARP ACT FUNDS: LEA EXPENDITURES BY OBJECT

As of May, 2022



ESSER Spending Trends, to Date

Initial spending, State-wide, has focused on **non-personnel costs** related to PPE, planned HVAC investments, and hotspots/chromebooks. The largest personnel costs are stipends and **extra pay for teachers** who are providing tutoring interventions, extended day/summer learning, and for janitorial and custodial salaries. LEAs also used some ESSER resources to invest in Blueprint-related work (e.g., Blueprint Coordinator salaries)

Broad spending trends mask **nuanced differences** in LEA approaches to utilizing ESSER funds. LEAs spent ESSER funds differently and, within LEAs, Districts spent ESSER I and ESSER II funds differently.

Approach 1:

- ESSER I funding to support supply costs (primarily **non-personnel charges**, instructional supplies, desk shields, etc.)
- ESSER II funding to support **human capital** resource deployment (e.g., stipends, substitute costs, instructional personnel and student mental/behavioral health supports) with some recurring personnel costs

Approach 2:

- Investment in **non-personnel and personnel-related** supports for students throughout ESSER I and ESSER II
- Emphasis on **non-recurring personnel** costs (e.g., stipends for existing teachers absent hiring of new, recurring staffing)

Example Spending Trends in Approach 1

ESSER I

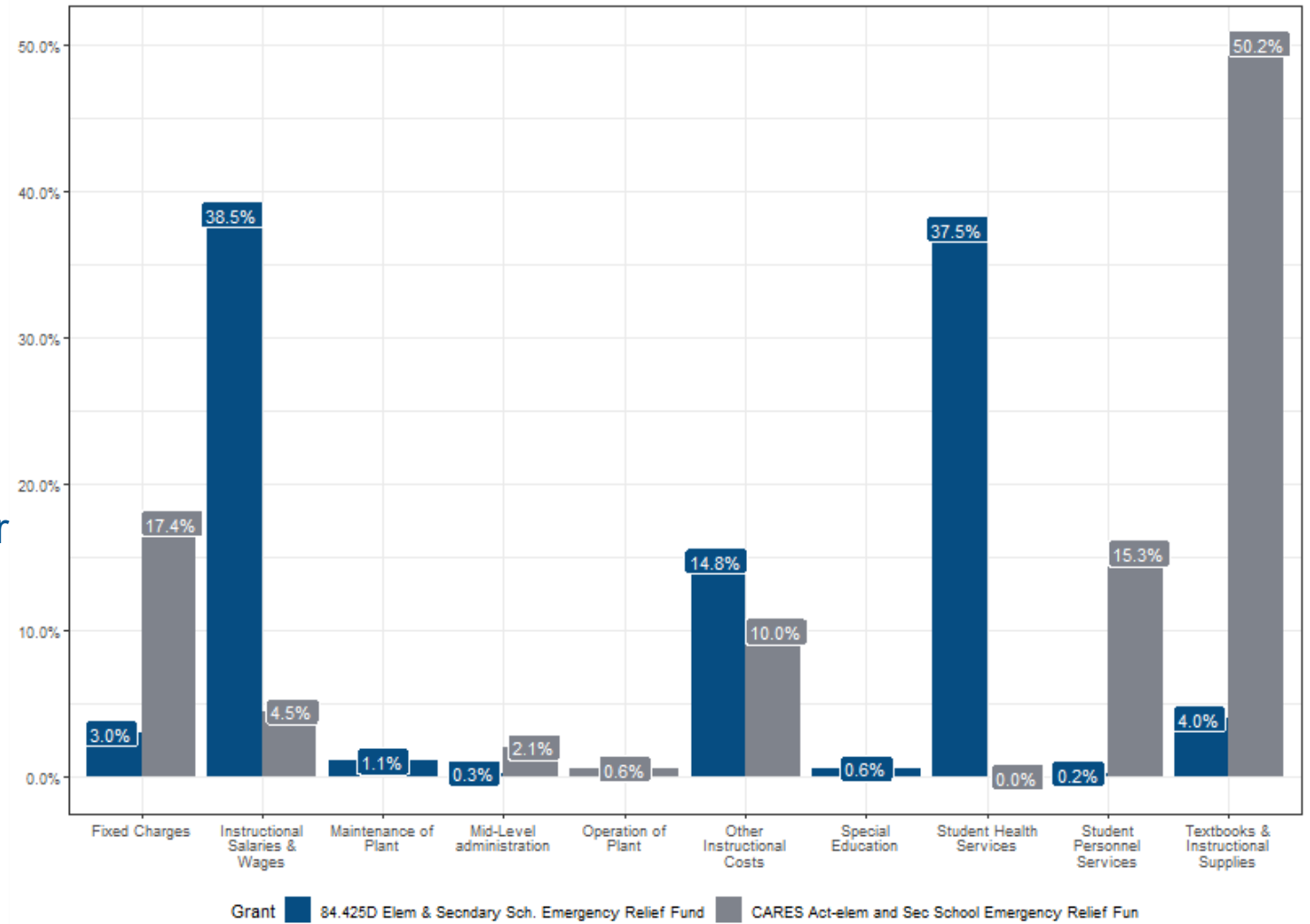
- Fixed Charges and Capital Outlay
- PPE
- Air filtration
- Desk shields and classroom materials necessary for safe social distancing
- Chromebooks, hotspots, remote-learning IT-related equipment

ESSER II – ESSER III

- Instructional Salaries and Wages (Teacher salaries and stipends and Substitute teacher costs)
- Custodial and janitorial salaries
- Special education teacher and paraprofessional salaries and stipends
- Mental health staff support salaries

*Personnel costs are primarily stipends for tutoring, summer school, or professional development, not new FTE hires

Baltimore City LEA Spending on ESSER I, CARES v. ESSER II, CRRSA



Example Spending Trends in Approach 1

The shift in spending across ESSER I, II, and III leans from **non-personnel-** toward more **personnel-** driven interventions, for example:

- **Howard County Public School System**, in its ESSER III plan, provides **\$3,780,900** in workshop wages and \$289,239 in FICA for additional academic intervention summer staff to address COVID-19 learning loss, specifically in the areas of reading and mathematics, for students who are underperforming or at high risk of underperforming.
- **Talbot County Public Schools** will spend **\$524,583** to hire Social Workers to assist students in reacclimating to in person learning, address trauma experienced during Covid, and best position students to be available for learning.
- **Washington County Public Schools** will spend **\$7,249,213** on reward, retention payments and \$135,000 per year plus fixed charges for 3 fiscal years for the costs of the Blueprint Implementation Coordinator.

Example Spending Trends in Approach 2

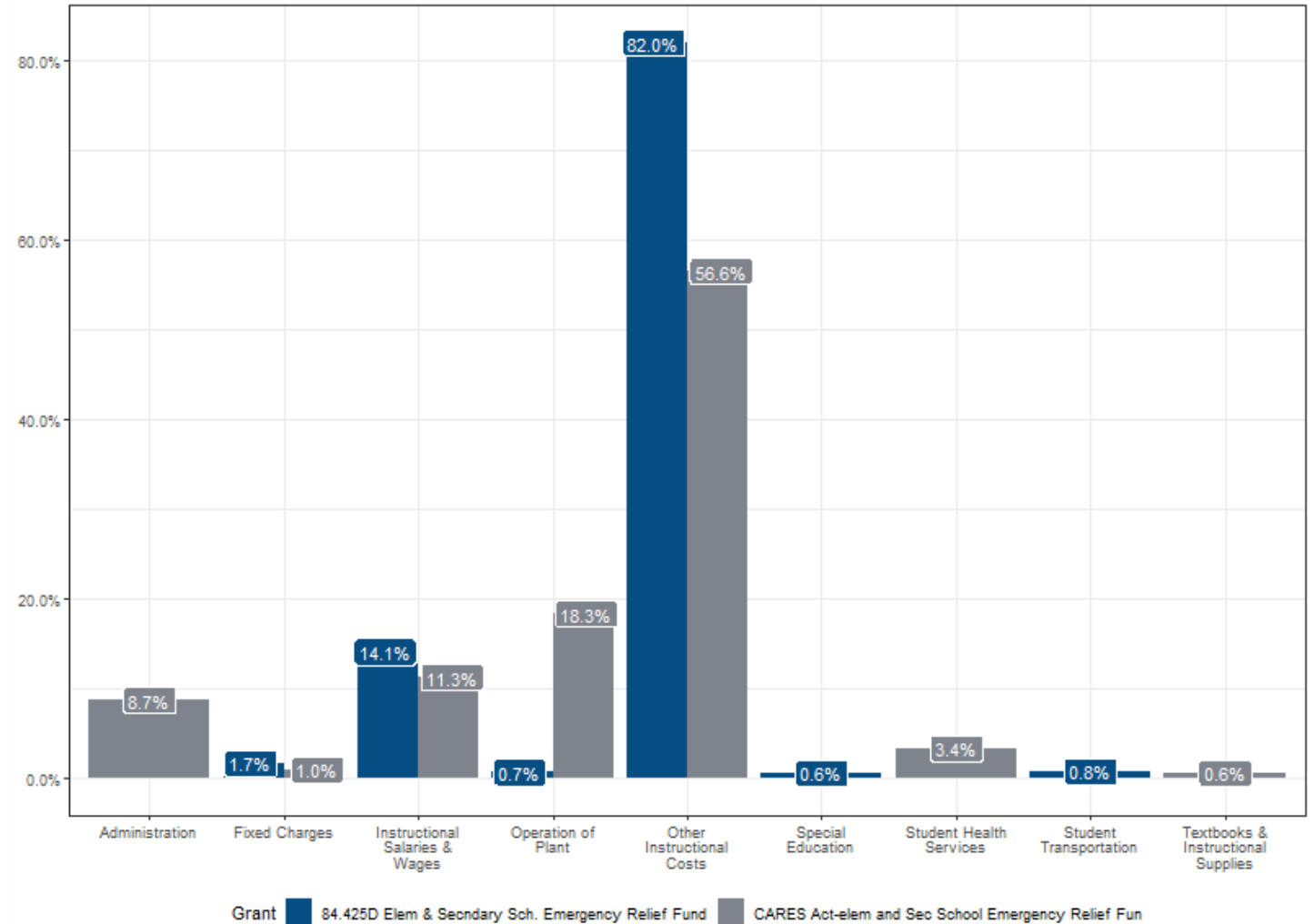
ESSER I

- Air filtration
- Desk shields and classroom materials necessary for safe social distancing
- Chromebooks, hotspots, remote-learning IT-related equipment
- Custodial and janitorial salaries
- Summer school staff salaries and stipends

ESSER II – ESSER III

- HVAC system maintenance, upgrade, or replacement
- Custodial and janitorial salaries
- Special education teacher and paraprofessional salaries and stipends
- Extended day tutoring software
- Increased transportation costs

Kent LEA Spending on ESSER I, CARES v. ESSER II, CRRSA



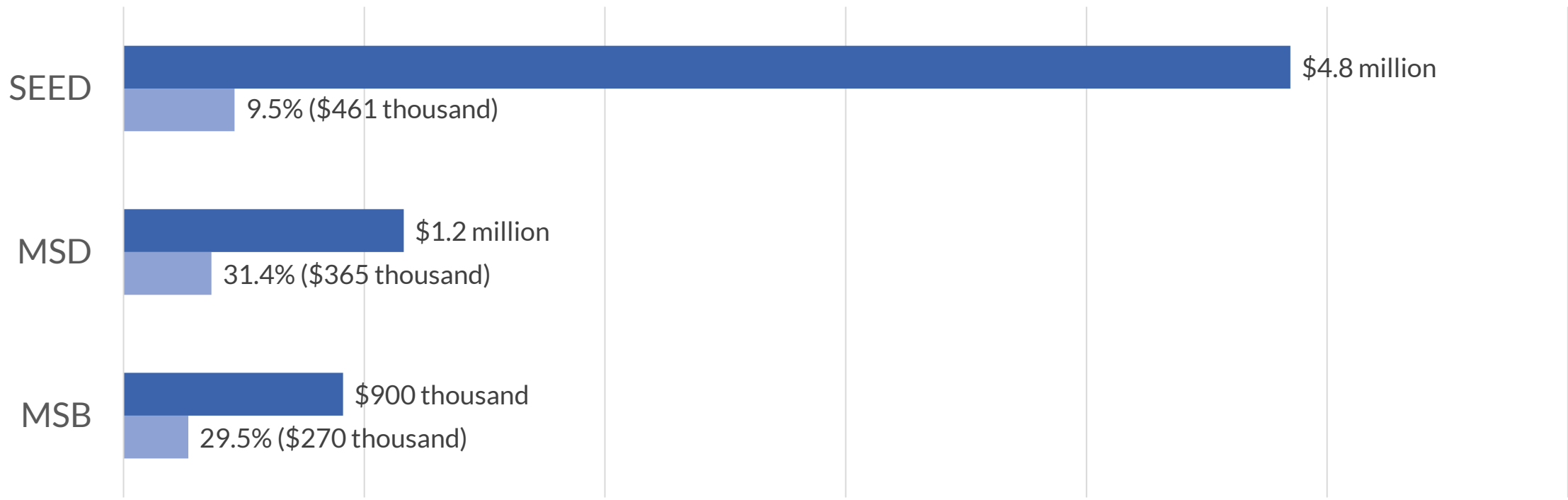
Example Spending Trends in Approach 2

ESSER I, II, and III funds include personnel-related costs but focus, overall, on costs that are non-recurring or less frequently recurring, like technology. For example:

- **Montgomery County Public Schools** identified **\$11,906,880** in technology investments centered on creating and maintaining connected communities within and beyond the school day, which will be utilized to ensure equitable access and to bridge the school to home connection. This includes web conferencing and other instructional subscriptions.
- **Baltimore County Public Schools** will utilize COVID-19-related guidelines developed by the Centers for Disease Control (CDC) and American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) to determine the site locations for **\$6,000,000** of HVAC investment in FY 24.
- **Allegany County Public Schools** will spend **\$1,500,000** to upgrade restrooms to touchless technology in order to reduce and control the transmission of spreadable biological material and **\$10,950,000** on classroom and school unit ventilators.

Total and Percent Spent, to Date:

Maryland School for the Blind, Maryland School for the Deaf, The SEED School of Maryland*



On average, current spending pacing aligns with LEA spending pacing. Amounts above include CARES, CRRSA, and ARP funding. ARP spending can occur through September, 2024.

* The Maryland School for the Blind and the Maryland School for the Deaf receive public funds for serving public school students whose IEPs cannot be served in a public-school setting. The SEED School of Maryland is a residential boarding school serving economically disadvantaged students from across the State.



ESSER Transparency

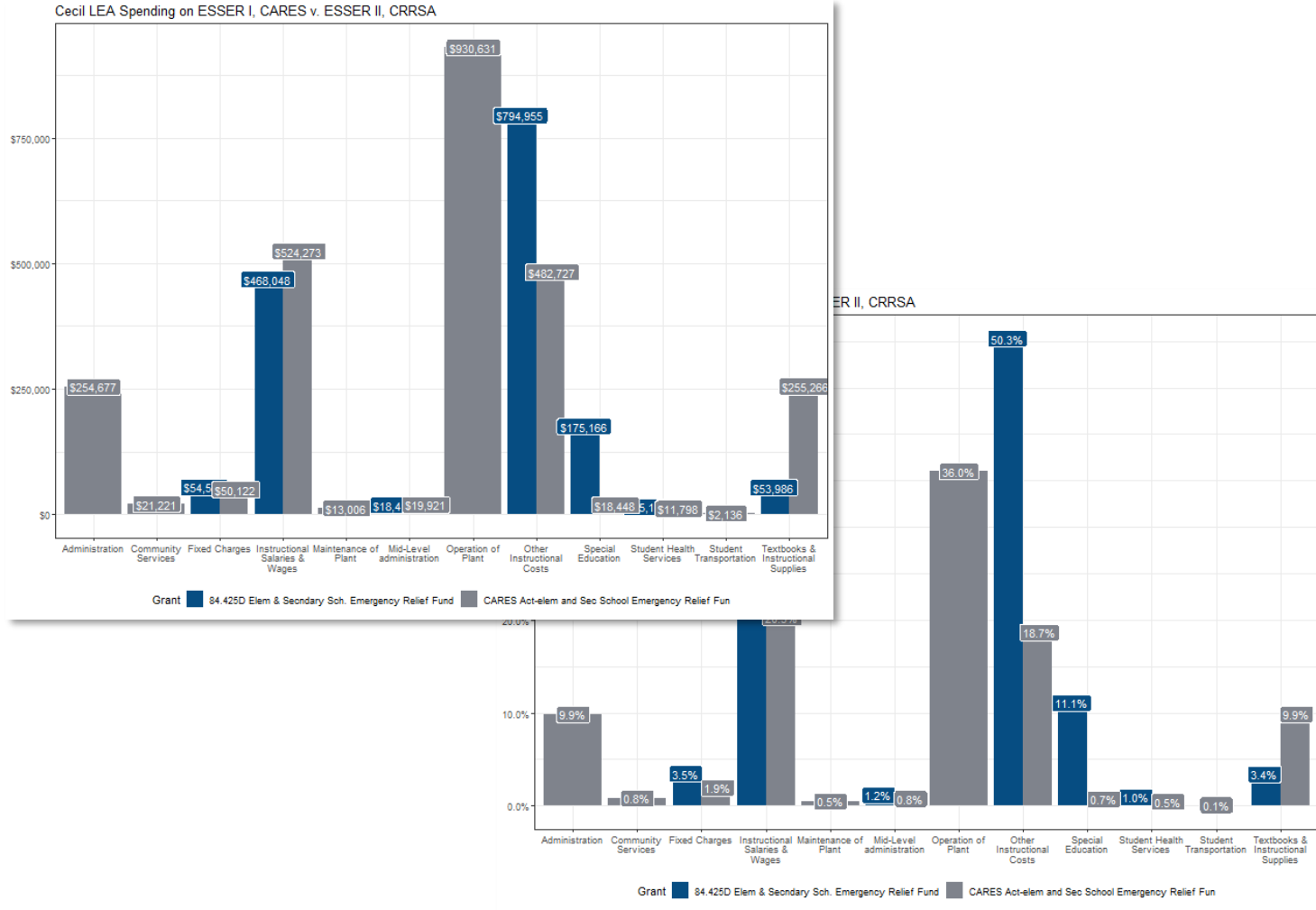
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Public accountability and transparency via published spending data and direct monitoring of LEA ESSER activities.

Interactive ESSER Data, Available Online Now

MSDE receives many requests for information related to LEA ESSER spending. The Department seeks to ensure the public can easily access and understand/interpret ESSER spending data.

MSDE's new **ESSER transparency page** provides each LEA's spending in interactive charts, downloadable source data narrative to explain spending decisions and types of expenses within each category.



MSDE Efforts to Monitor ESSER Spending

MSDE will monitor all the State’s LEAs to ensure commitment to and successful implementation of approved LEA ARP ESSER Plans.

- Phase 1: Readiness (June to September)
- Phase 2: Reflecting and Reporting (September to December)
- Phase 3: Review and Evaluation (December to June)

Name of Intervention:

Year: LEA: [Submit Data Sheet to the Portal](#)

Please enter the data for the intervention below. Once completed, upload this completed data worksheet to our upload portal. Save the data Excel document using the following naming convention: [LEA name]_ARP_ESSR Monitoring Data_Intervention Name_[Year]

Example: Anne Arundel_ARP_ESSR Monitoring Data_Camp Adventure Summer Enrichment_2022

Intervention Data									
Student Group Name:	Grade Levels	Number Test Takers: Baseline	Baseline: % on or Above Grade Level/Proficient	Number Test Takers: Mid Year SY 2023-2024	Mid Year 2023-2024: % on or Above Grade Level/Proficient	Number Test Takers: End Year 2024	2024 Year: % on or Above Grade Level/Proficient	Number Test Takers: Projected 2024-2025	Projected 2024-2025 % on or Above Grade Level/Proficient
All Students									
Male									
Female									
Am.Ind/AK									
Asian									
African American									



Special Program Spending

1. Overview of COVID Recovery Funding in P-12
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Other Covid spending relief focused on early childhood education and Nonpublic School support.

Emergency Assistance for Nonpublic Schools (EANS)

The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) provided for \$35.8 Million in Emergency Assistance to Nonpublic Schools

- Funds can only support services and assistance (no actual funds can be awarded directly to Nonpublic Schools)
- MSDE received the funds in January of 2021
- MSDE issued two rounds of funding in March and June of 2021, distributing \$14.2 million dollars to reimburse eligible nonpublic school expenses
- MSDE issued a third round of funding in January 2022
- MSDE is finalizing procurement for requested services and assistance
- The American Rescue Plan included an additional \$39.2 million in Emergency Assistance to Nonpublic Schools funds, which MSDE was awarded in April, 2022

EANS II (ARPA EANS) Applications are now open!

State Set-Aside Amount

Child Care Funding from Emergency Covid Relief Bills – Programs and Activities

Coronavirus Aid, Relief, and Economic Security (CARES) Act
\$45.8 million

- \$31.8 million to cover child care expenses for Essential Personnel
 - \$250 reimbursed per school-age child
 - \$350 reimbursed per child under 3 years-old
- \$7.6 million as \$2,000 grants to child care providers serving essential persons to help with lower capacity
- \$6.4 million in grants to child care providers for cleaning, sanitizing, and Personal Protective Equipment (PPE)

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) - \$128.8 million

- \$49.6 million to support the Essential Personnel Child Care Program
- \$60 million to provide grants to licensed child care programs to support recovery efforts from the impact of the COVID-19 pandemic
- \$19.2 million to provide additional funding for the Child care Scholarship Program

American Rescue Plan Act (ARPA) - \$502 million

- \$309 million for Child Care Stabilization Grant Funds
- \$193 million for Allowable uses of the Child Care Development Fund (CCDF)
 - Helping families access child care;
 - Elevating quality early learning;
 - Expanding mental health supports and services;
 - Supporting and retaining a highly-effective workforce;
 - Strengthening family child care; and
 - Coordinating Maryland’s early childhood system

Child Care Funding from Emergency Covid Relief Bills

Lessons learned and program growth

- **Changes to Stabilization Grant Process between rounds one and two:**
 - Process designed with the user in mind
 - Application consolidation
 - Customer service and support sessions
 - Call center support
 - Stakeholder collaboration
 - Increased data accuracy
 - Faster distribution of payments
 - Increased transparency



COVID-19 Child Care Stabilization Grant
Funding Opportunity Round Two
January 3-23, 2022



ESSER State Set-Aside Funds

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MSDE spending of its reserve allocations.

State Education Agency (MSDE) Set-Aside Funds

	State Set-Aside Amount	Grant Programs and Activities
ESSER I	\$20,783,406	Reopening Grants Maryland Virtual Learning Opportunities and Online/Virtual Program Development* School Nutrition Grants Hand Sanitizer Pumps Administration***
ESSER II/ ESSER III	\$86,877,124/ \$195,253,909	Maryland Leads** Expert Review Team Pilot Program Adverse Childhood Experiences Grants** Achieving Academic Equity and Excellence for Black Boys Task Force Initiatives** Mental Health Response Team Program**

*ESSER I and ESSER II

**ESSER II and ESSER III

***ESSER I, ESSER II, and ESSER III

Maryland Leads

Maryland Leads is a new grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.



Grow Your Own Staff



Staff Support & Retention



The Science of Reading



High-Quality School Day Tutoring



Reimagining the Use of Time



Innovative School Models



Transforming Neighborhoods through
Excellent Community Schools

- Each strategy contains focus areas and best practices from the field.
- LEAs will have the opportunity to work with best-in-class partners to execute approved plans.

Distribute \$165M+ ESSER State Set-Aside funds to LEAs through a non-competitive but highly-selective grant process.

Learn

- ❖ Read this document in its entirety as it provides a comprehensive overview of the grant's purpose, opportunities, process, and timeline.
- ❖ Explore the links to additional resources and readings identified as "Inspiration from the Field" for each of the seven grant strategies (refer to "[Navigating the Strategy Guidance](#)" on p. 8).
- ❖ Learn more by attending live information sessions which will be recorded and posted online for asynchronous viewing.

Consider

- ❖ Assess the needs of your students, schools, and communities to determine which strategies best meet the identified needs and begin planning.
- ❖ Consider how the high-leverage strategies in this grant align with the LEA's goals, priorities, or current activities.
- ❖ Plan to use grant funds to inspire and initiate activities and programs while also planning for sustainability.

Collaborate

- ❖ Identify the primary point of contact and key collaborators responsible for the LEA's grant submission.
- ❖ Build in opportunities to gather input from LEA stakeholder groups.
- ❖ Utilize the collaboration sessions and office hours hosted by MSDE to pressure test ideas, gain new insights, and refine grant plans.

Apply

- ❖ Attend one General Information Session and both the Strategy Information Sessions and Collaboration Sessions related to the strategies an LEA intends to include in their grant submission. (Required)
- ❖ Include a copy of the LEA's completed budget workbook in the grant submission. (Required)
- ❖ Submit the online grant application. (Required)

MSDE's LEA-focused grant development model.

MSDE implemented a grant design process in which the Department and other LEAs worked collaboratively. The rigorous process, different from previous grant making processes, included opportunities for information gathering, opportunities for collaboration between LEAs, and opportunities for one-on-one support.

- Written Guidance
- 2 General Information Sessions
- 7 Strategy-Specific Information Sessions
- 32 One-on-One Office Hour Sessions
- 7 Strategy Cross-LEA Collaborative Sessions

The Department adjusted its grant timeline to provide an application revision opportunity and **24** additional Office Hour Sessions so that LEAs could strengthen proposed plans and have an opportunity to meet Department criteria for approval.

Navigating the Strategy Guidance

The strategies are described in greater detail on pages 9-18. Below is an annotated image of one strategy to assist readers in understanding the organization of these pages and the context of each section.

Name and purpose of the strategy

Grant activities must support one or more of the focus areas listed

Focus Areas

- ❖ Establish a year-long, paid residency program for teachers and other professional support staff (e.g., social workers, speech language pathologists, etc.).
- ❖ Enable teaching assistants to become teachers.
- ❖ Develop programs to diversify the teaching corps (underrepresented groups).
- ❖ Create programs for high school students to pursue careers in education.
- ❖ Design opportunities to build pipelines for hard-to-fill areas such as math, science, special education, bilingual, CTE, etc.
- ❖ Build programs to support individuals in changing careers and entering the education field.

Links to where and how this strategy is being practiced in the field

Inspiration from the Field

A 'TA to BA' Educator Fellowship in Rhode Island The 74	Detroit Public Schools' On the Rise Academy Chalkbeat Detroit	Teach Forward Houston: A Partnership to Recruit High School Students National Council on Teacher Quality
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Examples of how grant funds may be used (not intended to be an exhaustive list)

Additional Readings

- [New Hiring Initiative Aims to Increase Presence of Black Male Educators in Schools](#)
- [To Maintain Teacher Diversity, Listen to Teachers of Color - The Hechinger Report](#)
- [CMCSS Teacher Apprenticeship Partnership – First in the Country - Clarksville Post](#)
- [A 'Grow-Your-Own' Teacher Pipeline - Maryland Today](#)
- [Grow Your Own Educators - New America Explainer](#)

Links to additional examples from the field, research, or practical resources such as toolkits

Potential Use of Funds

<ul style="list-style-type: none"> 🎓 Tuition and fees 📄 Certification costs 💰 Stipends 👤 Training and Professional Development 	<ul style="list-style-type: none"> 💰 Salaries 💻 Consulting, Technical Assistance 💰 Non-Personnel LEA Implementation Costs 	<ul style="list-style-type: none"> 🎓 Institution of Higher Education Costs 📣 Marketing and Communicators 👤 Project Management
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Partnership Requirement

LEA works with qualified partner(s) to design and implement preparation programs that include significant support and clinical experiences.

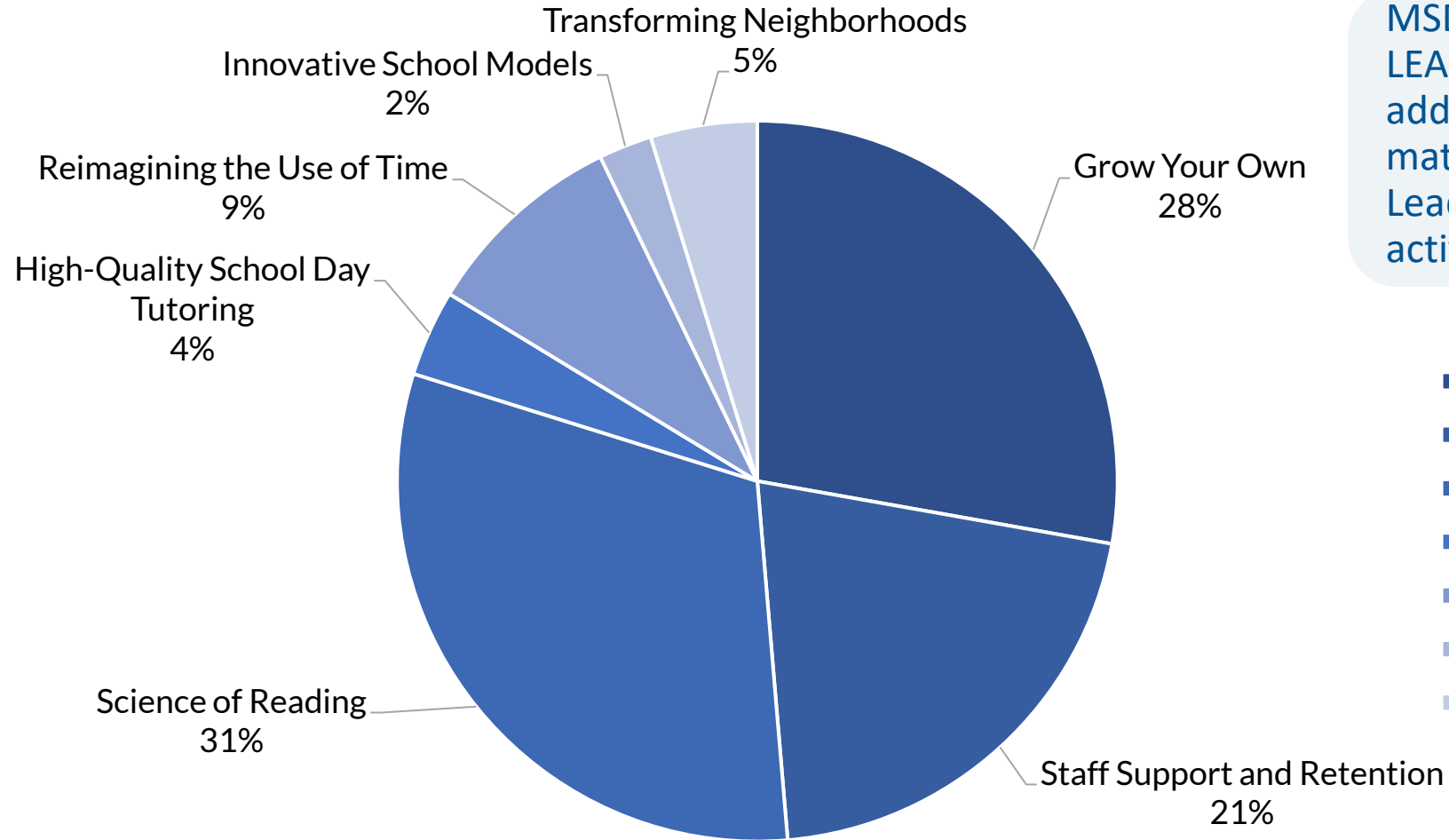
Indicates when and how LEAs must work with partners to execute a particular strategy

The Department's LEA application review process.

MSDE implemented a multi-step review process executed by a cross-functional review team of twelve:

1. Individual review committee member application assessment
2. Review committee partner discussion to calibrate on and consolidate application assessments
3. Opportunity for LEAs to submit revisions
4. Review committee assessment of LEA revisions
5. Senior leadership review and finalization of LEA application assessment and related feedback and issuance of application approvals to LEAs

Maryland Leads Program Investments, Awarded Funds by High Leverage Strategy Area



MSDE awarded **\$170,500,000** to LEAs and generated an additional **\$25,000,000** in local matching support for Maryland Leads approved programs and activities.

- Grow Your Own
- Staff Support and Retention
- Science of Reading
- High-Quality School Day Tutoring
- Reimagining the Use of Time
- Innovative School Models
- Transforming Neighborhoods

Number of LEAs

23

Total Investment (including matching)

\$47,486,941

New Grow Your Own programs and activities have the potential to generate more than 300 new teachers, 100 new paraprofessionals, support for more than 400 conditionally certified teachers to pass licensure exams and build sustainable talent pipelines for years to come in Maryland. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.

Maryland Leads

Grow Your Own Staff

Launch initiatives to grow the pipelines of teachers and other professional support staff.



Focus Areas

- ❖ Establish a year-long, paid residency program for teachers and other professional support staff (e.g., social workers, speech language pathologists, etc.).
- ❖ Enable teaching assistants to become teachers.
- ❖ Develop programs to diversify the teaching corps (underrepresented groups).
- ❖ Create programs for high school students to pursue careers in education.
- ❖ Design opportunities to build pipelines for hard-to-fill areas such as math, science, special education, bilingual, CTE, etc.
- ❖ Build programs to support individuals in changing careers and entering the education field.

Inspiration from the Field

> [A 'TA to BA' Educator Fellowship in Rhode Island](#)

The 74

> [Detroit Public Schools' On the Rise Academy](#)

Chalkbeat Detroit











> [Teach Forward Houston: A Partnership to Recruit High School Students](#)

National Council on Teacher Quality

Additional Readings

- [New Hiring Initiative Aims to Increase Presence of Black Male Educators in Dallas ISD - The Hub](#)
- [To Maintain Teacher Diversity, Listen to Teachers of Color - The Hechinger Report](#)
- [CMCSS Teacher Apprenticeship Partnership – First in the Country - Clarksville-Montgomery County School System](#)
- [A 'Grow-Your-Own' Teacher Pipeline - Maryland Today](#)
- [Grow Your Own Educators - New America Explainer](#)

Potential Use of Funds

- | | | |
|---|--|---|
|  Tuition and fees |  Salaries |  Institution of Higher Education Costs |
|  Certification costs |  Consulting, Technical Assistance |  Marketing and Communications |
|  Stipends |  Non-Personnel LEA Implementation Costs |  Project Management |
|  Training and Professional Development | | |

Partnership Requirement

LEA works with qualified partner(s) to design and implement preparation programs that include significant support and clinical experiences.

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Maryland Leads: Grow Your Own Staff

Launch initiatives to grow the pipelines of teachers and other professional support staff.

- **Worcester County.** A pilot GYO administrator program is proposed for the 2023-24 school year to increase diversity among administrators/supervisors. Within this program, “RACE to Lead,” three teachers who demonstrate leadership/supervisor/administrator aspirations will be identified and offered a one-year classroom sabbatical to intern in a leadership position.
 - By 2024, increase the number of teachers of color interviewing for the principal/vice principal pool by 30% and increase the number of teachers of color entering school administration by 20%.
- **Kent County.** Match KCHS students with an interest in education with a current teacher who serves as their Career Exposure Coach.
 - A minimum of five KCPS students who participated in the Tap It Program each year will be enrolled in a regional IHE Teacher Preparatory Program by 2024.
- **Wicomico County.** Partner with local IHE(s) to develop and implement an Early College program for high school students that will allow them to earn an Associate degree in education while completing requirements for the high school diploma.
 - Enroll 15 WCPS students in the first Early College cohort for the 2023-24 School Year.

Maryland Leads: Grow Your Own Staff

- **Montgomery County.** Montgomery County Public Schools will create MCPS University, an alternative certificate pathway to ensure that MCPS is able to build a pipeline of diverse candidates to serve and support our students. MCPS University will focus on the following degree programs: school counselors, school psychologists, social workers, special education teachers, and early childhood teachers.
 - MCPS will recruit 150 new staff, comprised of special education teachers, school psychologists, school counselors, and certificated staff serving early childhood critical needs areas over the next four years.
- **Washington County.** Maryland Accelerates is a paid Residency Program that provides an accelerated 13-month program and a year-long mentorship by experienced teachers culminating in a Master of Arts in Teaching degree. Maryland Accelerates aims to build systemic capacities in high-need rural communities through teacher-leader residencies with career advancement pathways for inclusive excellence.
 - WCPS will have a minimum of 10 residents during the 2022-2023 school year. At the completion of the 2022-2023 residency, WCPS will hire at minimum 80% of the residents as full-time teachers. WCPS will have a minimum of 15 residents during the 2023-2024 school year. At the completion of the 2023-2024 residency, WCPS will hire at minimum, another 80% of the residents as full-time teachers.

Number of LEAs

22

Total Investment (including matching)

\$35,659,076

Staff Support and Retention programs will generate new and reimagined teacher induction programs, Blueprint-aligned support for NBC teacher cohorts, the deployment of comprehensive health and wellness initiatives, and more than \$20,000,000 in retention bonuses for LEA staff (including non-instructional staff).



Focus Areas

- ❖ Pay retention incentives for key groups of staff in school years 2021-22 and 2022-23.
- ❖ Increase job-embedded planning time for teachers.
- ❖ Launch initiatives to support and promote positive organizational climate and culture designed to increase staff retention.
- ❖ Establish programs to support employee's health and wellness.
- ❖ Develop co-teach and/or mentorship programs.
- ❖ Redesign professional development models to increase job-embedded coaching and implementation.
- ❖ Establish systems to ensure meaningful feedback occurs among peers and/or during the appraisal process.
- ❖ Redesign induction experiences for early career teachers.
- ❖ Launch a cohort model to support teachers in obtaining National Board Certification.

Inspiration from the Field

> [Mentors Matter for New Teachers. Advice on What Works and Doesn't](#)

Education Week

> [Teacher Wellness in Taos Municipal Schools](#)

The Hechinger Report

> [Developing Teacher Leaders in Baltimore City Public Schools](#)

Baltimore City Public Schools

Additional Readings

- [Lessons of Covid-19 Underscore Need for Better Teacher Support, Study Says - Tulane News](#)
- [Teachers' Mental Health Has Suffered in The Pandemic. Here's How Districts Can Help - Education Week](#)
- [Mentors Matter: Good Teaching Really Can Be Passed Down to Student Teachers. New Research Finds - Chalkbeat](#)
- [Dallas ISD Implements Employee Retention Incentive For All Staff - Dallas ISD](#)
- [Structural Supports To Promote Teacher Well-Being - Ed Research for Recovery](#)

Potential Use of Funds

- | | | |
|--------------------------|--|--------------------------------|
| 🛒 Supplies and Materials | 🗓️ Event Coordination | 🤝 Partnerships |
| 💰 Supplemental Pay | 👤 Consulting, Technical Assistance | 📣 Marketing and Communications |
| 🏆 Stipends | 💵 Non-Personnel LEA Implementation Costs | 📁 Project Management |
| 🎁 Awards and Incentives | | |

Partnership Optional

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February 2022 | 10

Maryland Leads: Staff Support and Retention

Design initiatives focused on supporting and retaining staff.

- **Caroline County.** Conduct an Organizational Wage and Compensation study to organize, collect, and compile data to be used for county-wide decision-making for employee compensation and classification.
 - CCPS retention rate will increase by 10% annually over the next 2 years.
- **St. Mary's County.** Develop differentiated pathways for new teacher supports, including specific training, coaching, and support for three pathways of new and non-tenured teachers (i.e., newly certified new hires, conditionally certified new teachers, and newly hired teachers with experience).
 - 100% of new teachers will participate in the differentiated induction program and SMCPS will increase non-tenured teacher retention by 10% between SY 2021-2022 and SY 2023-2024.
- **Baltimore City.** Recruit “professional learning facilitators” from among City Schools’ 48 existing National Board-certified teachers to support colleagues seeking certification.
 - Programming success will be indicated by how City Schools supports participants in submitting at least one portfolio component. The goal for year one is that 40% of teacher participants who complete their commitment contracts will submit at least one portfolio component; in year two, City Schools aims to increase that submission rate to 50%. This goal is informed by the district’s historical data (2011-12 to 2019- 20) that show 15-22% actual cohort submission among educators who indicate they intend to participate in City Schools’ locally developed portfolio-based review process.

Number of LEAs

22

Total Investment (including matching)

\$53,252,654

All K-3 teachers, special educators, literacy specialists, and principals in 22 of 24 LEAs will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.

Maryland Leads

The Science of Reading

Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of teaching reading.



LEAs that choose this strategy must implement all three focus areas or provide rigorous evidence of existing implementation for MSDE approval.

Focus Areas

- ❖ Contract with a service provider to provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of LEA staff who can provide training to other staff through a trainer-of-trainer model.
- ❖ Identify and implement high-quality, content-rich instructional materials and assessment tools aligned to the science of reading.
- ❖ Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade. This includes the use of universal screeners as required by Maryland's Ready to Read Act.

Inspiration from the Field

> [One Pennsylvania District's Investment in the Science of Reading](#)

NPR

> [The Science of Reading - A Relief to North Carolina Teachers](#)

EducationNC

> [Podcast: High-Quality Instructional Materials and the Science of Reading In Practice](#)

Education Trust

Additional Readings

- [Supporting Struggling Readers - Education Week](#)
- [Reading: A Four-Part Documentary Series - APM Reports](#)
- [Rethinking How to Promote Reading Comprehension - American Educator](#)
- [Curriculum Case Study: How One School District in the 'Nylon Capital of the World' Once Faced State Takeover for Poor Performance, then Became Among the Best in Delaware - The 74 & Learn More in This Podcast About Seaford, Delaware - The Education Trust](#)
- [Improving Reading for Older Students with David Liben \(Part 1\) - Melissa and Lori Love Literacy Podcast](#)

Potential Use of Funds

- 📦 Supplies and Materials
- 📖 Instructional Materials
- 💰 Stipends

- 📊 Assessments
- 👤 Training and Professional Development

- 🗣️ Consulting, Technical Assistance
- 💰 Non-Personnel LEA Implementation Costs

Partnership Requirement

LEA works with qualified partner(s) to ensure all eligible teachers and other relevant staff participate in rigorous professional development aligned to the science of teaching reading.

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Maryland Leads: The Science of Reading

Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of reading and ensure the LEA will utilize core curriculum and supplemental materials that are high-quality, content-rich, and culturally-relevant.

- **Frederick County.** Teachers in K-5 (including Special Education, intervention and English Learner teachers) and administrators will receive professional learning on the Science of Reading as part of the implementation of a comprehensive, high-quality, content-rich reading and writing program.
 - By September 2024, 100% of current K-5, Special Education, intervention and English Learner teachers and administrators will receive rigorous professional learning aligned to the Science of Reading with 85% rating the experience favorably.
- **Cecil County.** Create a science of reading community of practice for teacher leaders who completed the science of reading training, special educators implementing literacy programs, and Title I teachers. This group of teacher leaders will develop PD and tools focused on evidenced based literacy practices.
 - 75% of teachers will express increased confidence in their ability to utilize instructional practices and the number of students in Tier 2 and Tier 3 programs will decrease by 10% as measured by the Acadience grade level progress monitoring and benchmark proficiency levels in 2 years.

Maryland Leads: The Science of Reading

- **Allegany County.** In order to ensure that more rigorous, evidence-based content rich materials are in place, a Reading Leadership Team will work to explore new high-quality instructional materials. The team will consist of teachers, special educators, administrators, and literacy coaches. A structured process to review materials and practices from the approved partners list will be used. The committee will review research connected to partner program curricular materials, evaluate the material samples, and utilize rubrics to determine which program will most likely fill gaps in existing materials. Classrooms will be selected to pilot identified materials and practices. Using feedback from the rubrics and pilot teachers, the most effective resource aligned to the SoR will be chosen for integration into the comprehensive reading program.
 - By the 2024 EOY screener administration, the number of students identified as on or above benchmark at each grade level will increase to at least 65%.
- **Prince George's County.** Provide initial training to prepare teachers and instructional leaders to implement mCLASS with DIBELS 8th Edition with fidelity.
 - 100% of current K-3 teachers, including special education teachers, principals, and other relevant staff will receive rigorous professional development on mCLASS with DIBELS 8th Edition by September 2024.

Number of LEAs

5

Total Investment (including matching)

\$6,622,658

High-Quality School Day Tutoring initiatives will generate a core of tutors in participating LEAs and lead to the infusion of school-day time blocks for high-dosage tutoring to serve students most impacted by the pandemic or who have traditionally been unable to access extra-curricular tutoring support.

Maryland Leads


High-Quality School Day Tutoring


Design programs that enable high-quality tutoring during the school day.

Focus Areas

- ❖ Prioritize school-day tutoring for students who experienced learning loss as a result of the pandemic.
- ❖ Restructure the schedule or redesign the school day to embed more opportunities for high-quality tutoring during the school day.
- ❖ Build a high-quality pipeline for tutors (college students, paraeducators, teachers, non-teaching professionals, volunteers, tutoring providers, etc.) to implement school-day tutoring.

Inspiration from the Field

> [A High School Tutoring Partnership for Math in Chicago Public Schools](#)

The 74

> [A Districtwide Tutoring Program in North Carolina](#)

The Hechinger Report

> [Literacy Tutoring for Early Childhood Students in the Midwest](#)

American Educational Research Journal

Additional Readings

- [National Student Support Accelerator - Annenberg Institute at Brown University](#)
- [Takeaways from Research on Tutoring to Address Coronavirus Learning Loss - The Hechinger Report](#)
- [New Guidebook to Help Districts Launch High-Dosage Tutoring Programs - Chiefs for Change](#)
- [Can Tutoring Be Expanded to Support the Kids Who Need it Most? - The Hechinger Report](#)
- [Getting Tutoring Right to Reduce COVID-19 Learning Loss - Brookings](#)

Potential Use of Funds

<ul style="list-style-type: none"> Tuition and fees Certification costs Stipends Supplemental Pay Training and Professional Development 	<ul style="list-style-type: none"> Salaries Consulting, Technical Assistance Instructional Materials Non-Personnel LEA Implementation Costs 	<ul style="list-style-type: none"> Supplies and Materials Marketing and Communications Technology Tools and Equipment Partnerships Assessments
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Partnership Optional

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Maryland Leads: High-Quality School Day Tutoring

Design programs that enable high-quality tutoring during the school day.

- **Baltimore County.** Implement a high-dosage tutoring program that incorporates the use of a blended learning framework with tiered and focused instructional routines to support students in Math 6 with mastering grade-level standards toward accessing Algebra 1 by grade eight.
 - Baltimore County Public Schools aims to increase the number of students participating in Algebra 1 in middle school by 20% each year, specifically those students who do not currently meet initial eligibility.
- **Queen Anne's County.** Redesign schedules to embed high-quality tutoring opportunities during the school day.
 - Increase the percentage of students of color who enroll in AP courses from 12% to a number closer to their overall enrollment number in QACPS, 20% .
- **Kent County.** Partner with IHEs and high schools to build a pipeline of tutors and allow interns to work in schools as tutors. KCPS will also allow all students to work with a tutor, Special Education teacher, or general education teacher in small groups to receive intervention and/or math and reading acceleration.
 - By September 2024, the number of KCPS students scoring in the one or two range on the math NWEA will be decreased by 50%, from 59% in the winter of 2022 to 30% in the fall of 2024.

Number of LEAs

10

Total Investment (including matching)

\$15,600,364

Reimagining the Use of Time will unlock scheduling and community partnership opportunities for 10 LEAs wherein districts will study and reinvent school schedules to be more responsive to student needs and develop and embed community partnerships and support in school day programs and instructional opportunities.

Maryland Leads

Reimagining the Use of Time

Reimagine the use of time to create opportunities that support students and their learning.



Focus Areas

- ❖ Restructure the schedule to allow for more occurrences of tutoring, mentorship, service learning, career and college exploration, or social-emotional supports.
- ❖ Develop a schedule that supports additional time for students to pursue their own interests and passions.
- ❖ Modify the calendar year to include summer programming or add intersessions to support historically underserved students and those who have experienced learning loss.
- ❖ Provide students opportunities to learn in real-world settings by incorporating field work, field trips, project-based learning, resident experts, etc.
- ❖ Partner with afterschool providers and out-of-school-time organizations to provide opportunities for extended learning time throughout the school year.
- ❖ Partner with organizations for intensive and/or long-term support (6 - 10 years) of the most at-risk and underserved high school students to ensure they graduate from high school and aid them in pursuing additional education or entering the workforce.
- ❖ Partner with organizations that support high-performing, underrepresented high school students and their families in accessing, attending, and graduating from Tier 1 colleges and universities across the nation. This includes preparing for college entrance exams, visiting institutions of higher education, completing college and financial aid applications, mentoring and advising through college, and securing summer internships and jobs.
- ❖ Create opportunities for accomplished teachers to expand their reach and support the development of other teachers as well as work directly with students who have the highest needs.
- ❖ Redesign parent-teacher conferences to increase student and parent engagement as well as provide both groups with opportunities to take more active roles in teaching and learning at home and at school.
- ❖ Develop and implement a program with a targeted set of systems and supports for 9th grade students that includes strategic grouping of students and teacher assignments; opportunities for social-emotional learning; teacher, counselor, and administrator professional development; family engagement; administrator engagement; and time for staff teams to meet and discuss students' individual needs.

Inspiration from the Field

> [This Isn't Your Mom's Parent-Teacher Conference](#)

Education Week

> [Innovative School Schedules from Across the Country](#)

Center for American Progress

> [A Little-Known Program Has Lifted 9th Grade Performance in Virtually Every Type of School](#)

The Hechinger Report

Maryland Leads: Reimagining the Use of Time

Reimagine the use of time to create opportunities that support students and their learning.

- **Carroll County.** CCPS will significantly increase the apprenticeship opportunities for Carroll students through the addition of an Apprenticeship Coordinator. The Apprenticeship Coordinator will act as a liaison between the Local Education Agency, the Department of Labor, and the Apprenticeship Employer.
 - Increase student participation in the Youth Apprenticeship Program from a current level of two youth apprentices to fifteen youth apprentices by School Year 2024.
- **Calvert County.** The reimagining Social Studies Engagement program will leverage project-based learning to create student-centered classrooms where students' interests are cultivated, and their leadership is encouraged.
 - The project will be deemed a success if the percentage of teachers in both cohorts reporting they are satisfied or very satisfied and efficacious or very efficacious is equal to or greater than 85%.

Maryland Leads: Reimagining the Use of Time

Harford County. HCPS will oversee a multi-year planning process to reimagine and restructure the experience of middle school students and work with an outside partner and key stakeholders through the newly formed Blueprint North Star committee to develop and implement a strategic plan that will redesign schedules, provide differentiated instruction for students through flexible groupings, and provide more time for support for students who are historically underserved.

- By June 2024, an increased percentage of 8th grade students will achieve MCAP ELA and Mathematics Performance Level 4 or 5, preparing them to reach the college and career readiness standard by 10th grade (as outlined in Blueprint for MD's Future).
- **Howard County.** HCPSS seeks to create a new model of extended day learning that will restructure the schedule for students in Grades 9-12 who are frequently underserved through traditional, in-person instruction during the school day/school year. The extended day learning program will bridge the existing gap between in-person and evening programs for students who need flexible instruction, differentiation, and targeted social and emotional supports.
 - High school students receiving interventions through extended day programs will experience a 10% increase annually in the total number of credits earned compared to the cohort of the previous school year.

Number of LEAs

4

Total Investment (including matching)

\$4,091,369

In service of Blueprint CTE outcome goals, the approved Innovative School Models move the State closer to its Blueprint goal of ensuring 45% of graduating students possess industry credentials and/or completed industry apprenticeships. New school models in this program will expand CTE opportunities to more than 300 students each year.

Maryland Leads

Innovative School Models

Increase the number of high-quality schools by launching innovative school models that are accessible to all students with no selective admissions requirements.



Focus Areas

- ❖ Design school models anchored in Career and Technical Education (CTE) that include rigorous instruction in all subjects and increased exposure to and engagement with industry partners. School models must ensure high school students complete a CTE program of study, earn industry-recognized credentials, or complete a registered youth or other apprenticeship aligned to the More Jobs for Maryland Act and Maryland's Career Youth and Public Sector Apprenticeship Act.
- ❖ School systems partner with an intermediary or launch an intermediary in collaboration with industry leaders to provide students with opportunities for career awareness, career exploration, and work-based learning.
- ❖ Create early/middle college models in collaboration with institutions of higher education to provide students with opportunities to earn college credit and/or degrees with specific degree plans while concurrently enrolled in high school.
- ❖ Implement a school transformation model for low performing schools that includes strategic staffing, instructional excellence, extending the school day, social and emotional learning, and deep engagement with parent and community organizations.
- ❖ LEAs are encouraged to develop school models that seek to establish socioeconomically diverse and integrated learning environments.

Inspiration from the Field

› [Pharr-San Juan-Alamo, Texas: Districtwide Early College Strategy](#)

Phi Delta Kappan

› [Accelerating Campus Excellence \(ACE\), a Turnaround Model In Texas](#)

Best in Class

› [Connecting Students to Careers in Denver](#)

Denver Public Schools

Additional Readings

- [Evaluating the Impact of Early College High Schools - American Institutes for Research](#)
- [TranZed Academy: An Innovative Work-and-Learn Model for High School Students Gains Momentum in Maryland - ED2WORK](#)
- [CareerWise: Case Study of a Youth Apprenticeship Intermediary - Urban Institute](#)
- [Study: Career and Technical Education Yields Not Just Higher Earnings but Higher Test Scores - The 74](#)
- [Explore Chalkbeat Reporter Matt Barnum's Twitter Thread to Learn More About Nationwide Turnaround Efforts in Education - Twitter](#)

Maryland Leads: Innovative School Models

Increase the number of high-quality schools by launching innovative school models that are accessible to all students with no selective admissions requirements.

- **Baltimore County.** Design and launch a CTE Agricultural instructional program facility to house animals, equipment and provide hands on learning and an innovation lab.
 - Success will be measured by an increase of non-traditional student enrollment and an increase in dual completer enrollment. The design and anticipated implementation of the CTE center would expand opportunity to 300 more students. The Community impact would be exponential across several regions of Baltimore County.
- **Queen Anne’s County.** Partnering with a qualified provider to facilitate planning for an expanded CTE and extended day/evening school that is housed as a “school within a school” model and can easily be transitioned to a standalone career and development center in the future.
 - QACPS anticipates an increase in the number of students graduating with 12 or more hours of college credit by 20% and an increase in the number of students earning industry recognized licensure and/or certification by 10%.
- **Montgomery County.** Design the first MCPS wall-to-wall Early College High School (ECH) with a focus on high-demand career pathways, to open as a new MCPS high school (Crowne High School) in 2026.
 - The first ECH class will graduate in 2030. Successful implementation of the ECH will be student data driven and based on college credit attainment and CTE program enrollment/completion.

Number of LEAs

7

Total Investment (including matching)

\$8,177,228

The Blueprint lays out a pathway to increasing the proliferation of community schools in Maryland, but Maryland Leads evolves implementation of LEA community school programs to align with a broader, Collective Impact framework. Seven LEAs have chosen to pursue a more comprehensive approach to community schools by anchoring their work in Collective Impact principles.

Maryland Leads

Transforming Neighborhoods through Excellent Community Schools

Community schools go beyond academics to serve students and their families as a whole. Launch a robust and high-quality community schools initiative that serves a designated community and/or neighborhood and utilizes an asset-based approach to strengthen school-to-home relationships as well as the school's relationship to the community.



Focus Areas

Initiate, develop, and implement a collective impact initiative to align efforts and support for a specific community:

- ❖ Create systems of intensive support that leverage and align community partnerships and resources to aid families in overcoming unemployment trauma, generational poverty, and a number of other challenges that ultimately impact a student's academic success.
- ❖ Introduce strategic staffing and data initiatives to support the launch of foundational structures needed to support high-quality implementation of coordinated case management and care.
- ❖ Connect families with social services, educational and job training opportunities, and health and wellness resources.
- ❖ Design and implement a comprehensive family engagement model that provides families with a variety of ways to engage around their needs and interests, connects with families at home or in the community, communicates in families' preferred language, and establishes opportunities to develop them as leaders and advocates.

Inspiration from the Field

> [The Road Map Project, a Collective Impact Initiative in King County, Washington](#)

Road Map Project

> [Case Study: Promise Partnership of Salt Lake](#)

Strive Together

> [The UCLA Community School](#)

UCLA


Additional Readings

- [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence - Learning Policy Institute](#)
- [Promise Neighborhoods Research - Urban Institute](#)
- [How a Failing Atlanta School Cut Its Student Turnover Rate by Nearly Half - CBS News](#)
- [Collective Impact: Large-Scale Social Change Requires Broad Cross-Sector Coordination - Stanford Social Innovation Review](#)
- [Vision for Baltimore - Johns Hopkins University](#)

Maryland Leads: Transforming Neighborhoods through Excellent Community Schools

Launch a robust and high-quality community schools initiative that serves a designated community and/or neighborhood and utilizes an asset-based approach to strengthen school-to-home relationships as well as the school's relationship to the community.

- **Howard County.** The Howard County Public School System (HCPSS) is excited to work with an MSDE-approved partner organization to assist us with planning, developing, and implementing a Collective Impact initiative through a thoughtful community schools program. HCPSS currently has no community schools and wants to build a strong, engaged, and replicable program in one or more neighborhoods and schools.
 - Chronic absenteeism of students decreased by 5% annually and 75% of Collective Impact partners agreed that the results of collective efforts surpassed their organization's previous, individual efforts.
- **Worcester County.** A consultant will be hired to: analyze the unique needs and challenges of students and families in the Pocomoke and Snow Hill areas; identify existing services and gaps in service directly related to challenges and barriers; and develop a strategic plan for a comprehensive program to coordinate community agencies, non-profits, schools, and relevant stakeholders to address barriers.
 - Comprehensive strategic plans for community schools will be in place for Pocomoke and Snow Hill areas by September 2024.

- 
1. Overview of COVID Recovery Funding in P-12
 2. Trends in COVID Relief Spending
 3. ESSER Transparency
 4. Special Programs Spending: EANS and Early Childhood
 5. State Set-Aside Funds
 6. **Fiscal 2023 Blueprint State Aid**
 7. ESSA Per-Pupil Expenditures
 8. Q&A

Fiscal 2023 Blueprint State Aid

A review of the State and Local Shares of FY 23 Blueprint Major State Aid Categories.

The Blueprint for Maryland's Future changed the State Aid formula for Maryland's LEAs. The new formula includes twelve **Major Aid Categories** of support for school districts. The total State Aid in FY 23 (combined State and minimum Local share, is \$13,919,039,759.

- Foundation
- Transportation
- Compensatory Education
- English Learners
- Special Education
- Guaranteed Tax Base
- Comparable Wage Index Grant
- Post College and Career Readiness Pathways
- Concentration of Poverty
- Transitional Supplemental Instruction
- Publicly Funded Pre-K
- Career Ladder

State Aid Data, Available Online Now

MSDE intends to provide LEAs and the public with increased transparency related to State Aid.

MSDE's new State Aid page provides each LEAs State Aid information, by category, discusses reporting and compliance requirements associated with each category, and offers downloadable data that contain the formulas required to calculate State Aid.

Fiscal Year 2023	Final Wealth Calculation							
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	
LEA ID	Local Education Agency	Net Taxable Income	100% Assessed Value of Operating Real Property of Public Utilities	40% Assessed Value of All Other Real Property	50% of Assessed Value of Personal Property	40% of TIF Adjustment	Total Wealth	Total Wealth Per-Pupil
01	Allegany	\$ 1,051,419,449	\$ 8,322,000	\$ 1,487,243,600	\$ 188,313,000	\$ -	\$ 2,735,298,049	\$ 357,019
02	Anne Arundel	\$ 21,239,801,193	\$ 63,877,000	\$ 38,851,468,000	\$ 1,420,127,500	\$ -	\$ 61,575,273,693	\$ 761,434
30	Baltimore City	\$ 11,332,494,808	\$ 208,748,000	\$ 17,376,432,000	\$ 1,205,789,500	\$ 26,095,322	\$ 30,097,368,986	\$ 421,780
03	Baltimore	\$ 25,227,856,182	\$ 158,709,000	\$ 36,803,461,600	\$ 1,838,684,000	\$ -	\$ 64,028,710,782	\$ 597,758
04	Calvert	\$ 3,114,819,319	\$ 12,461,000	\$ 5,145,890,800	\$ 149,300,500	\$ -	\$ 8,422,471,619	\$ 563,404
05	Caroline	\$ 618,453,532	\$ 6,749,000	\$ 1,113,813,600	\$ 37,419,500	\$ -	\$ 1,776,435,632	\$ 337,790
06	Carroll	\$ 5,804,382,547	\$ 15,323,000	\$ 8,496,651,600	\$ 338,012,500	\$ -	\$ 14,654,369,647	\$ 595,512
07	Cecil	\$ 2,504,470,305	\$ 19,235,000	\$ 4,410,017,200	\$ 245,547,500	\$ -	\$ 7,179,270,005	\$ 507,020
08	Charles	\$ 4,559,227,338	\$ 40,870,000	\$ 7,872,460,000	\$ 294,897,000	\$ -	\$ 12,767,454,338	\$ 491,306
09	Dorchester	\$ 569,699,705	\$ 2,302,000	\$ 1,176,607,200	\$ 82,494,500	\$ -	\$ 1,831,103,405	\$ 424,382
10	Frederick	\$ 8,948,448,388	\$ 31,712,000	\$ 14,252,232,800	\$ 206,734,500	\$ -	\$ 23,439,127,688	\$ 535,012
11	Garrett	\$ 567,989,969	\$ 36,701,000	\$ 1,842,090,000	\$ -	\$ -	\$ -	\$ -
12	Harford	\$ 8,175,433,687	\$ 60,341,000	\$ 11,986,710,000	\$ -	\$ -	\$ -	\$ -
13	Howard	\$ 14,955,519,988	\$ 41,291,000	\$ 22,742,170,000	\$ -	\$ -	\$ -	\$ -
14	Kent	\$ 479,955,280	\$ 2,205,000	\$ 1,209,190,000	\$ -	\$ -	\$ -	\$ -
15	Montgomery	\$ 50,435,192,969	\$ 128,281,000	\$ 81,303,680,000	\$ -	\$ -	\$ -	\$ -
16	Prince George's	\$ 20,402,649,238	\$ 78,170,000	\$ 43,172,970,000	\$ -	\$ -	\$ -	\$ -
17	Queen Anne's	\$ 1,776,965,801	\$ 7,127,000	\$ 3,547,770,000	\$ -	\$ -	\$ -	\$ -
18	St. Mary's	\$ 3,404,424,317	\$ 7,240,000	\$ 5,336,230,000	\$ -	\$ -	\$ -	\$ -
19	Somerset	\$ 270,405,821	\$ 1,794,000	\$ 557,690,000	\$ -	\$ -	\$ -	\$ -
20	Talbot	\$ 1,359,925,916	\$ 3,883,000	\$ 3,506,110,000	\$ -	\$ -	\$ -	\$ -
21	Washington	\$ 3,255,856,760	\$ 13,320,000	\$ 5,412,573,000	\$ -	\$ -	\$ -	\$ -
22	Wicomico	\$ 1,918,794,401	\$ 18,568,000	\$ 2,701,950,000	\$ -	\$ -	\$ -	\$ -
23	Worcester	\$ 1,429,101,191	\$ 7,584,000	\$ 6,650,960,000	\$ -	\$ -	\$ -	\$ -
	Total	\$ 193,403,288,104	\$ 974,813,000	\$ 326,956,410	\$ -	\$ -	\$ -	\$ -

LEA ID	Fiscal Year 2023 Local Education Agency	Fiscal Year 2023 State Aid				
		5-201 Col. 1	5-217 Col. 2	5-222 Col. 3	5-224 Col. 4	5-225 Col. 5
		Foundation Program	CCR Program	Compensatory Education	English Learners	Special Education
01	Allegany	\$ 18,067,738	\$ 36,598	\$ 6,929,845	\$ 34,979	\$ 1,534,819
02	Anne Arundel	\$ 406,729,313	\$ 2,298,057	\$ 106,065,190	\$ 37,730,333	\$ 42,193,933
30	Baltimore City	\$ 198,805,161	\$ 233,355	\$ 168,482,443	\$ 18,963,406	\$ 25,720,373
03	Baltimore	\$ 422,935,246	\$ 1,646,101	\$ 171,882,984	\$ 42,025,687	\$ 55,454,062
04	Calvert	\$ 55,633,794	\$ 437,652	\$ 10,713,832	\$ 786,326	\$ 5,843,037
05	Caroline	\$ 11,734,068	\$ 17,308	\$ 4,280,909	\$ 393,158	\$ 533,922
06	Carroll	\$ 96,797,973	\$ 884,480	\$ 13,968,893	\$ 1,614,482	\$ 11,359,468
07	Cecil	\$ 47,421,950	\$ 270,119	\$ 17,455,590	\$ 1,081,567	\$ 7,325,335
08	Charles	\$ 84,334,143	\$ 372,482	\$ 31,136,512	\$ 3,290,420	\$ 8,468,896
09	Dorchester	\$ 12,095,170	\$ 31,782	\$ 7,785,508	\$ 478,745	\$ 987,967
10	Frederick	\$ 154,824,814	\$ 1,215,243	\$ 39,159,447	\$ 11,536,140	\$ 16,829,802
11	Garrett	\$ 16,847,543	\$ 101,621	\$ 6,974,523	\$ 50,008	\$ 1,411,398
12	Harford	\$ 138,315,232	\$ 930,095	\$ 38,023,649	\$ 3,320,650	\$ 18,702,926
13	Howard	\$ 255,111,664	\$ 2,223,586	\$ 55,221,942	\$ 18,554,564	\$ 24,704,887
14	Kent	\$ 11,350,731	\$ 42,836	\$ 4,133,394	\$ 481,951	\$ 1,360,626
15	Montgomery	\$ 884,814,270	\$ 5,474,318	\$ 199,154,853	\$ 153,923,061	\$ 96,909,857
16	Prince George's	\$ 431,323,695	\$ 954,588	\$ 223,695,129	\$ 104,987,991	\$ 44,990,922
17	Queen Anne's	\$ 35,606,717	\$ 288,219	\$ 6,710,724	\$ 1,777,344	\$ 3,627,973
18	St. Mary's	\$ 58,819,926	\$ 392,941	\$ 14,098,083	\$ 1,145,127	\$ 6,103,554
19	Somerset	\$ 6,046,441	\$ 7,690	\$ 3,394,761	\$ 144,361	\$ 556,800
20	Talbot	\$ 32,415,751	\$ 149,124	\$ 10,957,454	\$ 3,478,977	\$ 2,722,700
21	Washington	\$ 59,410,940	\$ 286,255	\$ 26,266,029	\$ 1,471,350	\$ 5,687,575
22	Wicomico	\$ 31,920,504	\$ 50,089	\$ 13,837,334	\$ 1,415,995	\$ 1,782,118
23	Worcester	\$ 54,806,629	\$ 325,415	\$ 15,829,826	\$ 859,262	\$ 4,198,257
	Total	\$3,526,169,413	\$18,669,954	\$1,196,158,854	\$409,545,884	\$ 389,011,207



2021 ESSA Per-Pupil Expenditures

1. Overview of COVID Recovery Funding in P-12
2. Trends in COVID Relief Spending
3. ESSER Transparency
4. Special Programs Spending: EANS and Early Childhood
5. State Set-Aside Funds
6. Fiscal 2023 Blueprint State Aid
7. **ESSA Per-Pupil Expenditures**
8. Q&A

Publishing update on the Fiscal 2021 school-level ESSA per-pupil expenditure data.

School-level per-pupil expenditure data offer insight into the trends and patterns of resource use across schools within each LEA.

- The Every Student Succeeds Act (ESSA) requires per-pupil expenditure reporting of federal, state, and local funds including actual personnel expenditures and non-personnel expenditures disaggregated by source of funds.
- A Statewide methodology is used that focuses on expenditures directly connected to students at the school level.
- The fiscal year 2021 per-pupil expenditure data is now released on the Maryland Report Card website. Maryland now has three years of data reported by each local school system and each school in the state.

ALLEGANY COUNTY
Flintstone Elementary (0301)

At A Glance | Report Card | **Demographics** | MCAP | Graduation + College Status

Enrollment
Attendance >
Student Group Populations
Mobility >
Per-Pupil Expenditures
Definitions

FILTERS
Year: 2021 [v] [Reset]

Per-Pupil Expenditures (2021) ⓘ
Data Last Updated: 6/8/2022

The figures below are the school-level per-pupil expenditures of federal and State/local funds, including this school's share of district-wide costs.

Federal	State/Local	Total
\$1,366	\$16,405	\$17,771

[Download CSV](#) [Download PDF](#)

To view your school's per-pupil expenditure data, visit: [MdReportcard.org](https://mdreportcard.org)



Q & A

1. Overview of COVID Recovery Funding in P-12
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8. Q&A



Mohammed Choudhury
State Superintendent of Schools

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Maryland State Department of Education (MSDE) Announces Maryland Leads Grant Program

Maryland Leads to Provide More Than \$150 Million in Funding to Local Education Agencies to Implement Targeted, Transformational Change

BALTIMORE, MD (February 9, 2022) – The Maryland State Department of Education (MSDE) announced today it will launch a new grant initiative designed to support Local Education Agencies (LEAs) in utilizing more than \$150 million in federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities. Maryland Leads also attends to the longstanding need to establish and strengthen teacher pipelines and development.

The Maryland Leads grant initiative is centered around seven high-leverage strategies proven to be effective and transformative for schools and school systems: Grow Your Own Staff, Staff Support and Retention, the Science of Reading, High-Quality School Day Tutoring, Reimagining the Use of Time, Innovative School Models, and Transforming Neighborhoods through Excellent Community Schools.

“The pandemic emphasized what we already know to be true – we have a lot of work to do to ensure that every Maryland student, regardless of race, income, or background, has access to high-quality educational opportunities that lead to excellent outcomes. Success hinges on our ability to ensure every student is proficient in reading by third grade. Maryland Leads will seed the transformational change our children need and deserve,” said State Superintendent of Schools Mohammed Choudhury. “Maryland Leads empowers districts to scale evidence-based programs that can drive results, particularly for children who need the most support and who were most disproportionately affected by the pandemic. We identify concrete, actionable focus areas, exemplar program models, related research, and the funds and partnership necessary to implement those strategies immediately. There is no time to lose.”

MSDE calculated local grant funding amounts through a formula that guarantees that each LEA can receive enough funds to implement, at minimum, programs related to two of the Maryland Leads strategy areas. In addition, LEAs can unlock \$2,000,000 in bonus funds for either agreeing to implement the Science of Reading focus areas or demonstrating the existence of an exemplary Science of Reading program already in

place. LEAs can unlock a similar bonus of \$1,000,000 for implementing a Grow Your Own Staff program. MSDE will match, dollar-for-dollar up to and including \$1,500,000 in additional funds if a LEA chooses to supplement the program with local funds. The goal of local matching funds is to establish a mechanism for the long-term investment in and subsequent sustainability of Maryland Leads programs in each LEA.

“It’s exciting to see Maryland leading through this new program that aims to use American Rescue Plan funds in innovative ways. I’m heartened that Maryland Leads will help districts and schools both respond to the challenges posed by the pandemic and seize the opportunity our current moment offers to reimagine education,” said U.S. Secretary of Education Miguel Cardona. “Maryland can build a better, stronger public education system for our students’ future. I’m looking forward to seeing how these efforts—including using literacy strategies grounded in the science of reading, investing in supports for educators, diversifying the educator workforce, and developing high-quality community schools—can expand educational excellence and opportunity to more students in the state.”

In advance of the application window, today MSDE released [grant guidance documentation](#), including detailed information about each strategic area, and its plan for a series of general and strategy-specific information sessions. The application window opens February 15, 2022 and will close April 7, 2022. Please monitor the MSDE Maryland Leads website (<http://www.marylandpublicschools.org/MDLeads>) for updated information pertaining to the grant program, information sessions, and more.

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