



**Mohammed Choudhury**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Mohammed Choudhury  
**DATE:** October 26, 2021  
**SUBJECT:** Maryland’s Community Schools and the Concentration of Poverty Grant

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**PURPOSE:**

The purpose of this item is to provide an overview of Maryland’s Community Schools and an explanation of the Concentration of Poverty Grant.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

The Maryland Annotated Code §5-223 defines a community school as “a public school that identifies a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning outcomes, and the well-being of students by providing wraparound services.” The *2019 Blueprint for Maryland’s Future* legislation led to a substantial expansion of the community school strategy by providing Concentration of Poverty grants for personnel and wraparound services, funding a Director of Community Schools at the Maryland State Department of Education (MSDE), defining allowable wraparound services, and outlining the requirement for a needs assessment. The *2021 Blueprint for Maryland’s Future* legislation provides per-pupil grants, further explains the role of the Community School Coordinator, provides more information on needs assessment requirements, and requires an implementation plan.

**EXECUTIVE SUMMARY:**

In Fiscal Year (FY) 2020, Maryland had 206 community schools, in FY 2021, there were 262 community schools, and in FY 2022, there are 300 community schools in 17 local school systems funded by the Concentration of Poverty Grant.

**ACTION:**

For discussion only.

**ATTACHMENT:**

Community Schools in Maryland: Supporting Success for Students, Families, and Neighborhoods PowerPoint



**Community Schools in Maryland: Supporting Success for  
Students, Families, and Neighborhoods**  
State Board  
October 26, 2021

- MD Code of Education, § 5-223 defines community schools as “a public school that identifies a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning outcomes, and the well-being of students by providing wraparound services.”
- Maryland’s community schools envision themselves as a hub connecting students, families, and communities to the resources and services that they need to thrive.

# A History of Community Schools in Maryland



From 1993- 2018,  
community schools  
established in several  
local school systems  
through local initiatives

The *2021 Blueprint for  
Maryland's Future*  
legislation expands  
requirements for  
community schools and  
phases in per-pupil grants

The *2019 Blueprint for  
Maryland's Future*  
legislation leads to a  
substantial expansion  
of the community  
school strategy

As of Fiscal Year (FY) 2022, **Concentration of Poverty grants were provided to 300 schools.** These grants:

- **establish community schools and support their work**
- **provide personnel grants:**
  - to hire a Community School Coordinator and a full-time professional healthcare practitioner
  - remaining funding used to provide wraparound services
- **provide per-pupil grants beginning in FY 2022:**
  - awarded to schools with 80 percent or more of students receiving free or reduced meals
  - used to provide wraparound services

# Blueprint: Community Schools and Concentration of Poverty Grants



<b>Fiscal Year</b>	<b>Concentration of Poverty Grant Eligibility (% of students receiving free and reduced meals)- Personnel</b>	<b>Concentration of Poverty Grant Eligibility (% of students receiving free and reduced meals)- Per Pupil</b>
<b>2020</b>	80%	N/A
<b>2021</b>	75%	N/A
<b>2022</b>	70%	80%

# Blueprint: Community Schools by the Numbers – Personnel Grant



<b>Fiscal Year</b>	<b>Eligibility Requirement (% of students receiving FARMS)</b>	<b># of community schools with Concentration of Poverty grant</b>
<b>FY 20</b>	80	206
<b>FY 21</b>	75	262
<b>FY 22</b>	70	300

# Wraparound Services



The *Blueprint for Maryland's Future* includes the following wraparound services:

- Extended learning time, including before and after school, weekends, summer school, and extended school year
- Safe transportation to and from school and off-site apprenticeship programs
- Vision and dental care services
- Establishing or expanding school-based health centers
- Additional social workers, mentors, counselors, psychologists, and restorative practice coaches
- Enhancing physical wellness, including providing healthy food for in-school and out-of-school time and linkages to community providers
- Enhancing behavioral health services, including access to mental health practitioners and providing professional development to school staff to provide trauma-informed interventions



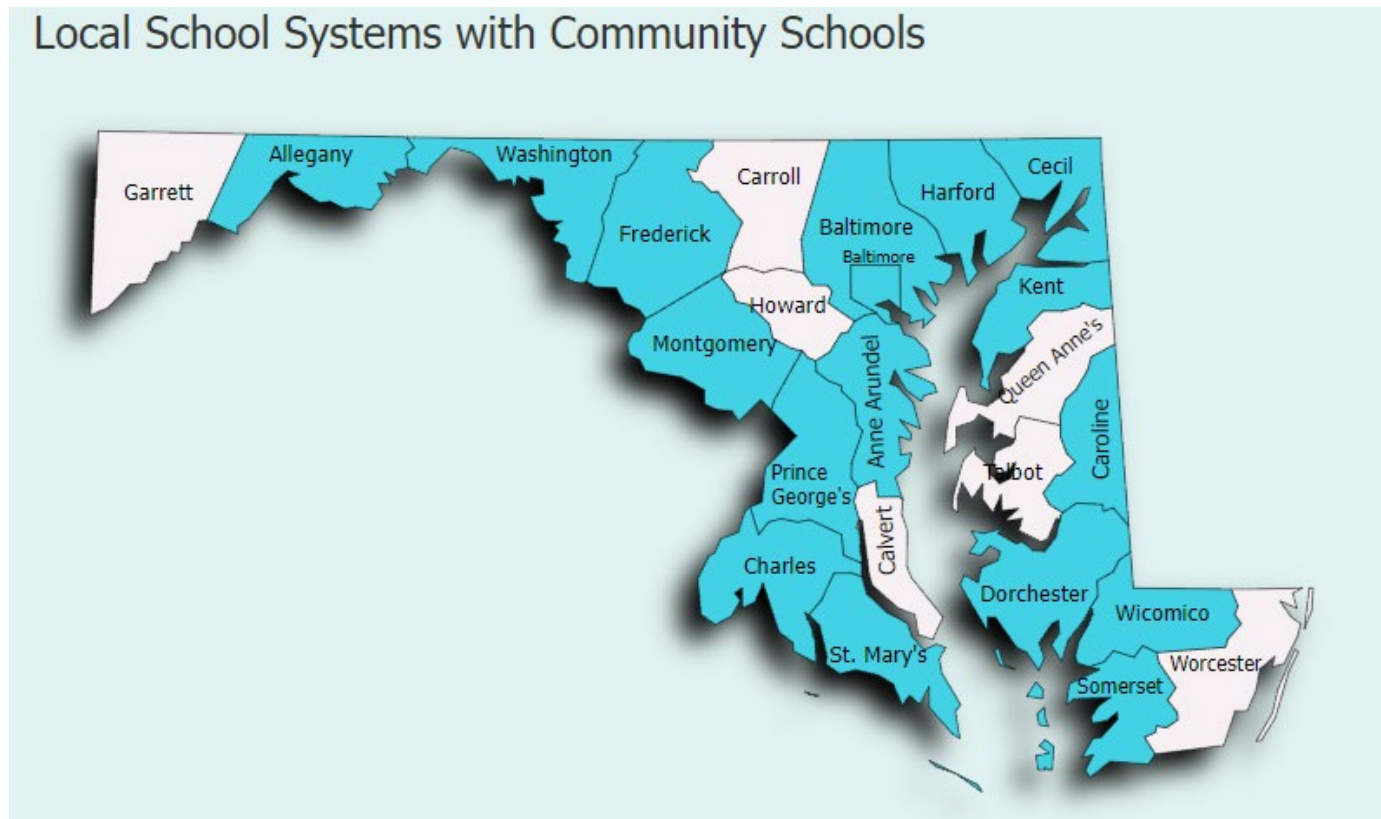
# Wraparound Services (continued)



- Providing family and community engagement supports, including informing parents of academic course offerings, language classes, workforce development training, opportunities for children, and available social services as well as educating families on how to monitor a child's learning
- Establishing and enhancing linkages to Judy Centers and other early education programs that feed into the school
- Enhancing student enrichment experiences, including educational field trips, partnerships, and programs with museums, arts organizations, and cultural institutions
- Improving student attendance
- Improving the learning environment at the school
- Any professional development for teachers and school staff to quickly identify students who are in need of these resources

# Locations of Maryland's Community Schools

There are currently 300 schools in Maryland supported by the Concentration of Poverty Grant located in 17 local school systems, as well as The SEED School of Maryland.



# The Needs Assessment Process



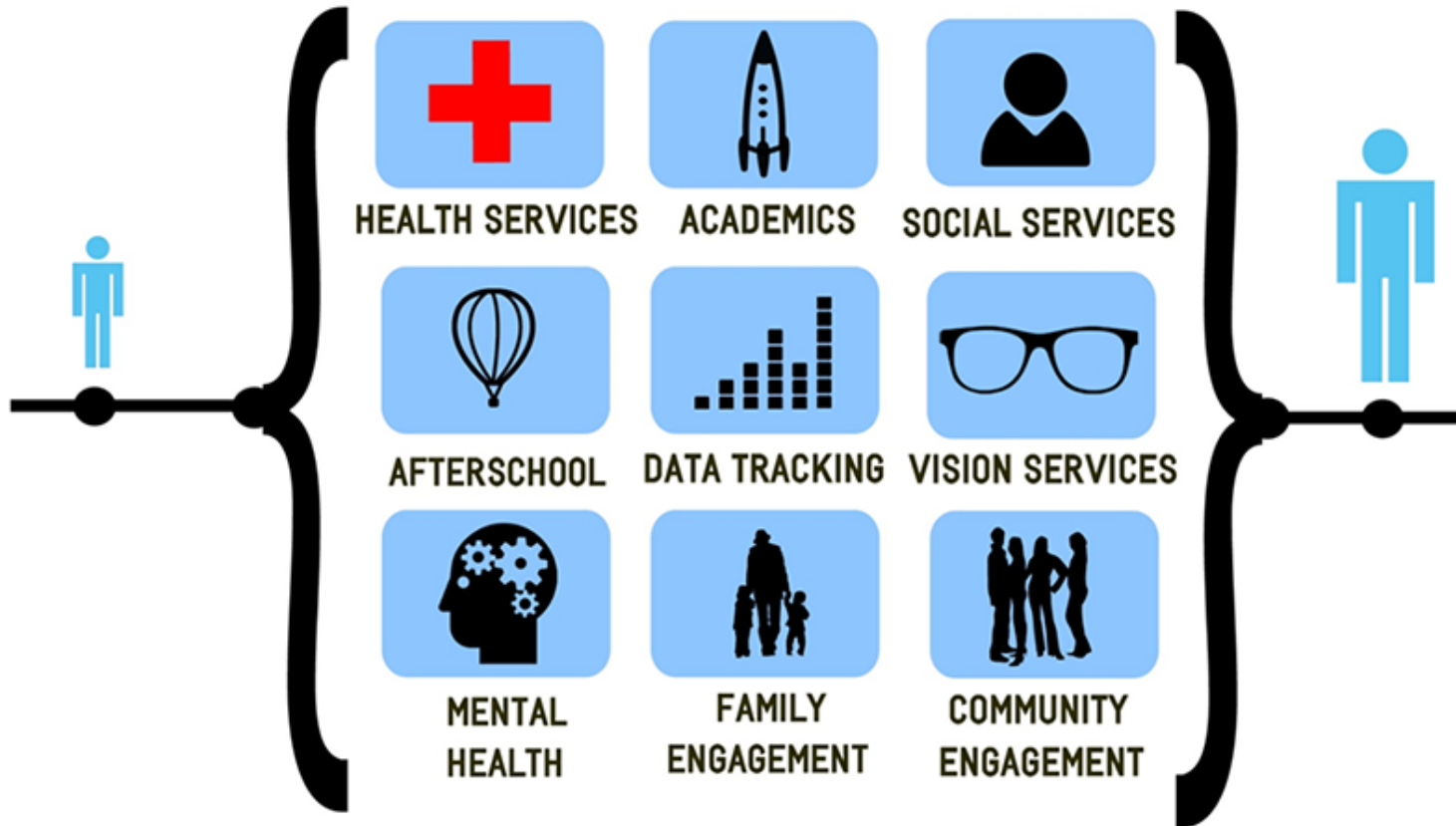
Community schools must complete a needs assessment within one year of receiving a Concentration of Poverty grant or becoming a community school.

- The needs assessment should:
  - Be done in collaboration with the school principal, school healthcare practitioner, and parent teacher organization/ school family council.
  - Include an assessment of the physical, behavioral, and emotional health needs of the students, their families, and their communities.
- The Maryland Community Schools Needs Assessment is available for all local school systems and community schools to use.
  - Guidance
  - Surveys (English, Spanish, Haitian Creole)
  - Training
  - Technical assistance
- Data from the needs assessment is used to develop the implementation plan.

MD Code of Education § 9.9-103 provides funding to hire a Director of Community Schools at the MSDE. The MSDE currently:

- Provides support, technical assistance to meet unique needs of each school and school system
- Assists with administration of the needs assessments and development of implementation plans
- Conducts site visits
- Provides professional learning opportunities/coursework
- Works with local school systems to develop documents that can be used by all community schools
  - Maryland Community Schools Toolkit

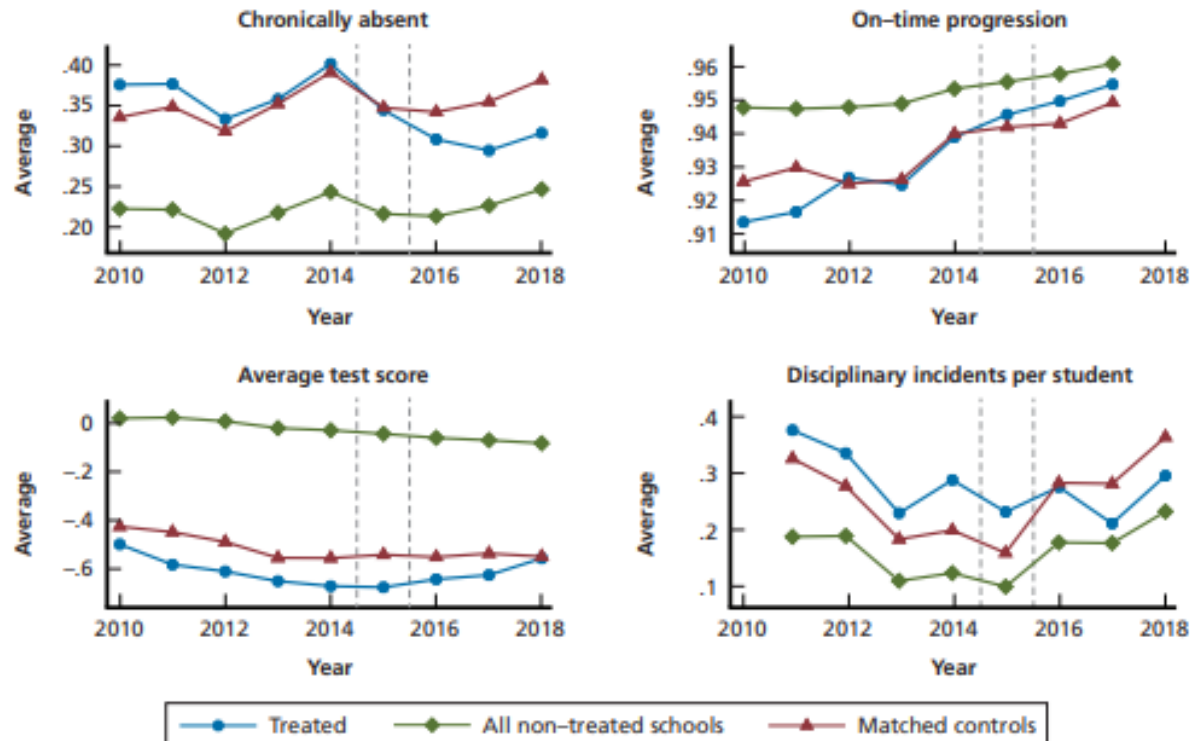
# Case Study: New York City Community Schools Initiative



- New York City Community Schools Initiative (NYC-CS) was established in fall 2014. It now has 267 schools across all five boroughs.
- NYC-CS supports the whole child, families, and learning inside and outside of the classroom.

# Case Study: New York City Community Schools Initiative

Figure 4.1  
Average Outcomes of Non-Community Schools, Community Schools, and Matched Comparison Schools over Time: Elementary and Middle Schools



A 2020 RAND report found that NYC-CS:

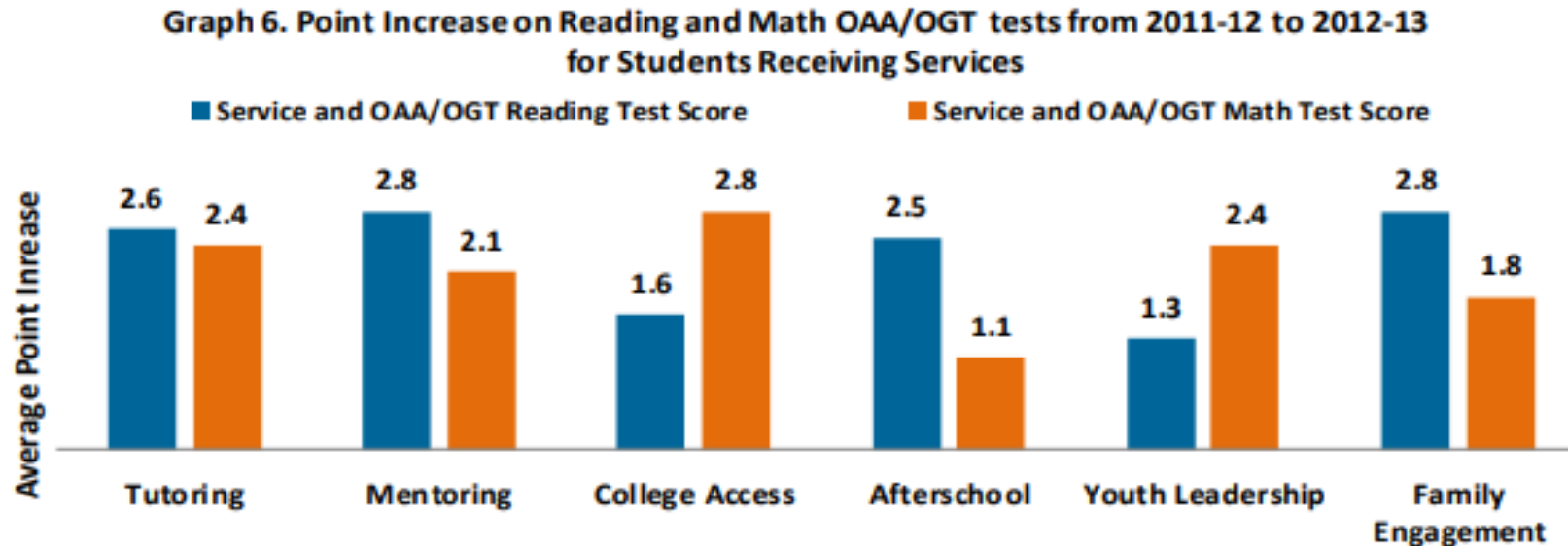
- Had a positive impact on student attendance;
- Had positive, significant impacts on on-time grade progression (elementary, middle);
- Led to a reduction of disciplinary incidents (elementary, middle);
- Had a positive impact on math achievement.

# Case Study: Cincinnati Community Learning Centers



- Cincinnati Community Learning Centers (CLCs) being expanded to all schools
- Staffed by Resource Coordinators
- More than 600 partnerships across initiative
- Offers health services, counseling, out-of-school time and family engagement programs, career and college access services, mentoring, etc.

# Case Study: Cincinnati Community Learning Centers



An evaluation conducted by Cincinnati Public Schools found that, from 2011- 2013:

- Students receiving services improved their reading and math performance on the Ohio Achievement Assessment (OAA) and the Ohio Graduation Test (OGT).
- Students receiving tutoring and other intensive interventions improved math performance rank by 47% on the OTG.
- Students receiving services at CLCs had reduced disciplinary referrals and were less frequently tardy in 2011-2012.



# Case Study: Paterson, NJ

## Full Service Community School Initiative



The Full-Service Community School Initiative was adopted in Paterson, NJ in 2011.

- Expanded from one school in 2011 to seven schools in 2021
- Guided by Theory of Change, which identifies a series of conditions necessary for student achievement
- Offers out-of-school time programs, mental health services, health services, adult education, family workshops/services, etc.

# Case Study: Paterson, NJ Full Service Community School Initiative



Table 2: School 5 performance on student growth compared with peer schools and schools statewide

Student Growth Indicators	Schoolwide Performance		Peer Percentile		Statewide Percentile		Statewide Target		Met Target?	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Student Growth on Language Arts	50	55	77	97	54	80	35	35	YES	YES
Student Growth on Math	50	60	77	91	53	86	35	35	YES	YES
<b>SUMMARY - Student Growth</b>			77	94	54	83			100%	100%

Table 4: School 5 academic improvement among Limited English Proficient (LEP) students.

Academic Achievement Indicators	LEP Students		Change Score	Non-LEP Students		Change Score
	2011-12	2012-13		2011-12	2012-13	
NJASK Language Arts Mean Scale Score	172.71	176.17	3.46	193.66	196.04	2.38
NJASK Math Mean Scale Score	186.55	190.34	3.79	203.95	207.76	3.81

A 2014 evaluation of the Full Service Community School Initiative by ActKnowledge found:

- 2/3 participating schools saw increase in student growth on state assessments in Language Arts and math relative to non participating peer schools; All schools showed academic gains relative to peer schools
- Students with limited English proficiency showed greater gains on Language Arts state assessment versus non-Limited English proficient students in the earliest community schools

# Current Activities in the Local School Systems



Implementation of wraparound services at each community school is guided by the needs assessment. Examples of the services and programs being offered in community schools in Maryland include:

## **Allegany County**

- Partnership with Ecostars at Frostburg State University to offer mentoring and curriculum-aligned STEAM lessons
- Farmers Markets and weekend food backpacks provided at community schools through Western Maryland Food Bank and other partners

## **Baltimore City**

- Mental health conference led by students at three high schools addressing grief and challenges of social isolation
- Partnership with Morgan State University to provide after school tutoring and mentorship

## **Prince George's County**

- University of Maryland School of Law and School of Social Work offers legal services to families and address housing needs
- Roberta's House providing on-site grief counseling and support