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Division of Financial Planning, Operations, and Strategy

June 28, 2022

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

Federal resources for pandemic recovery.
Federal Covid Funding Sources – Maryland Revenue

**CARES Act**
- $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

**CRRSA Act**
- $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

**ARP Act**
- $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
COVID Recovery Funding in P-12

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
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 cliffs occur (rather than a more ideal slope) when spending obligations suddenly and greatly exceed available revenue. ESSER funds are 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.
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

- Supplies & Materials: $208.8 million
- Contractual Services: $46.5 million
- Teacher Salaries: $8.6 million
- Teacher Stipends: $23.4 million
- Benefits: $17.9 million
- Other Salaries: $2 million
- Other Charges: $13.9 million
- Equipment: $16.4 million
- Transfers: $33.9 million
LEA CRRSA Spending, to Date

CRRSA FUNDS: LEA EXPENDITURES BY OBJECT

As of May, 2022

- Teacher Salaries: $44.4 million
- Teacher Stipends: $42.9 million
- Other Salaries: $7.3 million
- Benefits: $28.5 million
- Other Charges: $1.6 million
- Contractual Services: $21.2 million
- Supplies & Materials: $46.7 million
- Equipment: $24.7 million
- Transfers: $3.6 million

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
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
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.
Trends in COVID Relief Spending

Total and Percent Spent, to Date:

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

- **SEED**
  - 9.5% ($461 thousand)
  - $4.8 million

- **MSD**
  - 31.4% ($365 thousand)
  - $1.2 million

- **MSB**
  - 29.5% ($270 thousand)
  - $900 thousand

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

*Public accountability and transparency via published spending data and direct monitoring of LEA ESSER activities.*
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)
Special Program Spending

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Child Care Funding from Emergency Covid Relief Bills – Programs and Activities</th>
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</thead>
<tbody>
<tr>
<td>Coronavirus Aid, Relief, and Economic Security (CARES) Act</td>
<td>$45.8 million</td>
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<tr>
<td>- $31.8 million to cover child care expenses for Essential Personnel</td>
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<tr>
<td>- $250 reimbursed per school-age child</td>
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<tr>
<td>- $350 reimbursed per child under 3 years-old</td>
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<tr>
<td>- $7.6 million as $2,000 grants to child care providers serving essential persons to help with lower capacity</td>
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<tr>
<td>- $6.4 million in grants to child care providers for cleaning, sanitizing, and Personal Protective Equipment (PPE)</td>
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<tr>
<td>Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) - $128.8 million</td>
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<tr>
<td>- $49.6 million to support the Essential Personnel Child Care Program</td>
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<td>- $60 million to provide grants to licensed child care programs to support recovery efforts from the impact of the COVID-19 pandemic</td>
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<td>- $19.2 million to provide additional funding for the Child care Scholarship Program</td>
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<tr>
<td>American Rescue Plan Act (ARPA) - $502 million</td>
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<tr>
<td>- $309 million for Child Care Stabilization Grant Funds</td>
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<tr>
<td>- $193 million for Allowable uses of the Child Care Development Fund (CCDF)</td>
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<tr>
<td>- Helping families access child care;</td>
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<td>- Elevating quality early learning;</td>
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<tr>
<td>- Expanding mental health supports and services;</td>
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<td>- Supporting and retaining a highly-effective workforce;</td>
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<td>- Strengthening family child care; and</td>
<td></td>
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<tr>
<td>- Coordinating Maryland’s early childhood system</td>
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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
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

ESSER State Set-Aside Funds

*MSDE spending of its reserve allocations.*
## State Education Agency (MSDE) Set-Aside Funds

<table>
<thead>
<tr>
<th>State Set-Aside Amount</th>
<th>Grant Programs and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESSER I</strong> $20,783,406</td>
<td>Reopening Grants&lt;br&gt;Maryland Virtual Learning Opportunities and Online/Virtual Program Development*&lt;br&gt;School Nutrition Grants&lt;br&gt;Hand Sanitizer Pumps&lt;br&gt;Administration***</td>
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<tr>
<td><strong>ESSER II/ESSER III</strong> $86,877,124/$195,253,909</td>
<td>Maryland Leads**&lt;br&gt;Expert Review Team Pilot Program&lt;br&gt;Adverse Childhood Experiences Grants**&lt;br&gt;Achieving Academic Equity and Excellence for Black Boys Task Force Initiatives**&lt;br&gt;Mental Health Response Team Program**</td>
</tr>
</tbody>
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*ESSER I and ESSER II<br>**ESSER II and ESSER III<br>***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.
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.

**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.

**Potential Use of Funds**
- Stipends
- Mentoring, technical assistance, implementation, evaluation costs
- Institute of Higher Education Costs
- Subcontracts
- Marketing and Communications
- Project Management

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

**Inspiration from the Field**
- "TA to MA Educator Fellowship in Rhode Island"
- "Don't Public Schools Do the Idle Arts?"
- "Teach Forward Houston: A Partnership to recruit and Retain AP Scale Students"
- "Leadership in Education: New America Superstar"

**Additional Readings**
- "New Hiring Initiative Aims to Increase Presence of Black Male Educators"
- "To Remain Teacher Diversity, Listen to Teachers of Color - The Hechinger Report"
- "CEA Teacher Apprenticeship Partnership - Find to the Country: Chicago"
- "3 Ways Your Own Teacher Pipeline - Maryland Today"
- "Stand Your Own Ground - New America Superstar"

**Examples of how grant funds may be used (not intended to be an exhaustive list)**

**Links to where and how this strategy is being practiced in the field**
- National Council of Teacher Quality

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

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

**Name and purpose of the strategy**

**Grant activities must support one or more of the focus areas listed**
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: 28%
- Staff Support and Retention: 21%
- Science of Reading: 31%
- High-Quality School Day Tutoring: 9%
- Reimagining the Use of Time: 9%
- Innovative School Models: 2%
- Transforming Neighborhoods: 5%
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.

- **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.
ESSER State Set-Aside Funds

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).
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.
ESSER State Set-Aside Funds

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 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.
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.*

- **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.
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.

- **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.
ESSER State Set-Aside Funds

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.*

- **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.
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

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.
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
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.
2021 ESSA Per-Pupil Expenditures

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

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

To view your school’s per-pupil expenditure data, visit: MdReportcard.org