

MEMORANDUM

March 8, 2022

TO: Education & Culture Committee and Health & Human Services Committee

FROM: Nicole Rodríguez-Hernández, Legislative Analyst
Vivian Yao, Legislative Analyst

SUBJECT: Blueprint for Maryland's Future

PURPOSE: Discussion, no action required

Expected Participants:

Sonia Mora, Assistant Chief Administrative Officer, Office of the County Executive (CEX)
Ken Hartman, Director of Strategic Partnerships, CEX
BB Otero, Special Assistant, CEX
Melanie Wenger, Director, Office of Intergovernmental Relations (OIR)
Kathleen Boucher, Special Assistant to the Director, OIR
Leslie Frey, Intergovernmental Relations Legislative Analyst, OIR
Rich Harris, Fiscal and Policy Analyst, Office of Management and Budget (OMB)
Deborah Lambert, Fiscal and Policy Analyst, OMB
Jimmy D'Andrea, Chief of Staff, Montgomery County Public Schools (MCPS)
Janine Bacquie, Blueprint for Maryland's Future Coordinator, MCPS
Thomas Klausing, Executive Director, Office of Finance, MCPS
Ivón Alfonso-Windsor, Budget Supervisor, Office of Finance, MCPS
Adele Robinson, Principal Associate, Abt Associates

The Education & Culture (E&C) and Health & Human Services (HHS) joint Committee will receive a presentation and hold a discussion on the Blueprint for Maryland's Future legislation (Blueprint).

Today's briefing is the first meeting on this topic for the joint Committee and will include a collaborative presentation from Council Staff, the County's Blueprint Coordinator, and Abt Associates. The presentation will serve as the substantive reference for today's session and will be included in this staff report after the meeting. **The presentations are now included at the end of this staff report.**

The presentation will provide information on the following Blueprint aspects:

- Timeline of the creation of the Blueprint legislation;
- Overview of the Blueprint’s five policy areas;
- Review of Blueprint Coordinator role and responsibilities;
- Summary of recent actions on the policy areas, including the Accountability Implementation Board (AIB);
- Overview of County government responsibilities and fiscal requirements; and
- Updates on the implementation of early care and education programs.

As this is the first meeting, the presentation will provide important context on the Blueprint legislation. However, the main focus for today is on 1) the high-level overview of county government responsibilities and fiscal requirements; and 2) the update on early care and education programs.

Council staff recommends future Committee sessions to go more in-depth on the remaining policy areas and to continuously receive updates throughout the implementation period of the Blueprint.

This staff report provides information on the two aforementioned main parts of today’s meeting, as well as a comprehensive appendix including information on the creation of the Blueprint, summaries of the five policy areas, and referenced documents within the staff report.

A. The Blueprint for Maryland’s Future

The Blueprint for Maryland’s Future (Blueprint) is the State’s legislative framework to enable “Maryland’s pre-K-12 [education] system to perform at the level of the best-performing school systems in the world.” In summary, it provides approximately \$3.8 billion of funding for a 10-year period to support specific policy recommendations in five key areas:

1. High quality early childhood education and expansion;
2. High-quality and diverse teachers and leaders;
3. College and career readiness pathways, including Career and Technical Education;
4. More resources to ensure all students are successful; and
5. Governance and accountability.

In 2021, the General Assembly overturned Governor Hogan’s original 2020 veto on the legislation and passed revisions to the Blueprint to account for both the delay in implementation and COVID-19 related impacts. The upcoming 2023 fiscal year is the first year in the 10-year Blueprint implementation period making it imperative to review the context, recent action updates, and the County government’s role, responsibilities, and requirements (now and consistently throughout the next decade).

A. County Government Responsibilities

While the Blueprint most directly impacts local education agencies via the new policy changes, County governments play a vital role in supporting and overseeing Blueprint implementation efforts. The main roles of the Council and County government at this time are related to 1) the local governing body; 2) the Blueprint Coordinator position; and 3) the fiscal requirements. County government is also heavily involved in early education policy implementation efforts, however, that is discussed more in-depth in section B and in the presentation.

Governing Body Responsibilities. The Blueprint legislation requires that key action items are a collaborative effort between the governing body of a county and the local school system. Specifically, this requirement impacts the Blueprint Implementation Coordinator position and the development of the local implementation plan.

Montgomery County’s governing body includes the County Executive and County Council, in collaboration with MCPS.

The governing body’s first requirement was to jointly appoint a Blueprint Implementation Coordinator for fiscal years 2022-2026. At the end of September 2021, the governing body jointly appointed Janine Bacquie to serve as the County’s Blueprint Implementation Coordinator. While Ms. Bacquie is hired through MCPS, the position role is responsible for the compliant implementation of the Blueprint by all government units operating in the County.

The second requirement of the governing body is to collaboratively develop a local implementation plan that reflects the State’s criteria for approval by the AIB. The legislation noted that the criteria shall be transmitted between February 15, 2022 and April 1, 2022; the local implementation plan must be submitted by June 15, 2022. However, due to the delay in convening the AIB (described on ©3), the timeline and expectations may change as a result of the 2022 General Assembly session. The presentation will provide an update on the timeline of requirements.

Fiscal Requirements. In addition to the governing body responsibilities, the County government must meet the financial requirements of the Blueprint.

It is important to note that the staff report and presentation will only provide a high-level overview at this time on potential funding amounts as counties and local education agencies have only received estimates or recommendations from the State. In addition, much of the information outlined below is still being confirmed and finalized by the State for County agencies. It is possible that requirements and calculations may change. Council staff will continue to keep the Council updated as new information is released.

An in-depth analysis will be provided during Committee and Council budget review of Montgomery County Public School's (MCPS) requested FY23 operating budget and the County Executive's recommended FY23 operating budget.

The information below references the State's Department of Legislative Services (DLS) January 2022 *Local Fiscal Impact of Implementing the Blueprint for Maryland's Future* report (©6).

Beginning in FY23¹, the Blueprint alters funding formulas and local contribution appropriation requirements in the following manners:

1. County governments must fund the greater of the new local share requirements or Maintenance of Effort (MOE)².
2. County governments were previously only responsible for meeting the required MOE funding contribution and a local share of the foundation funding formula.

Now, DLS notes that County governments must fund the local share of all existing and new major aid programs that have a local share including (note point 1):

- Compensatory Education, English Language Learners, and Special Education funding formulas;
- Comparable wage index (beginning in FY24)
- Full day pre-kindergarten (beginning in FY23)
- College and Career Readiness (through FY26)
- Transitional Supplemental Instruction (through FY26)
- Career ladder grant programs
- Concentration of Poverty grants (if County benefits from compensatory education State funding floor)

This includes fiscal requirements related to early education and the implementation of pre-kindergarten related policies further described in the presentation.

It is important to reemphasize that the State is still finalizing guidance and calculations for counties and local education agencies, therefore the information included above may change.

Fiscal Year 2023. At this time, the State has only provided estimates or recommendations relating to the Blueprint. The Maryland State Board of Education (MSDE) has provided an FY23 State and Local estimates document related to the new funding formula (©54). Both DLS and the Office of Management and Budget (OMB) estimate that the required FY23 local share is less than the FY23 MOE local contribution for MCPS. Therefore, the Council must appropriate at minimum the required MOE funding of approximately \$1.72 billion.

¹ As a result of the impacts of the COVID-19 on public school enrollment, certain provisions were included that impact the calculation of MOE in FY22 and beyond. This will be discussed further in the Council's FY23 operating budget worksessions.

² The MOE calculation now uses the greater of 1) prior year full-time equivalent enrollment and 2) the three-year moving average of full-time equivalent enrollment. Fall 2020 is not included in full-time equivalent enrollment.

In Montgomery County, DLS estimates that MOE will be greater than local share requirements until fiscal year 2029 (local share plus local retirement costs will exceed MOE in fiscal year 2028).

In addition, the Governor’s recommended FY23 Blueprint funding for MCPS is included in the Board’s official transmittal. The total recommended Blueprint funding from the State for Montgomery County is \$38.8 million. A breakdown of the State provided Blueprint funding is highlighted in the table below.

Blueprint Program	Recommended Funding for MCPS
Concentration of Poverty Grant	\$8,657,336
National Board-Certified Teachers	\$1,889,170
Transitional Supplemental Instruction	\$4,954,845
College and Career Readiness	\$3,080,362
Transition Grant	\$7,712,745
Pre-Kindergarten*	\$12,549,473

**Approximately \$2.7 million is earmarked for publicly funded private pre-kindergarten providers in the County.*

The BOE’s FY23 operating budget request includes the following statement on the level of funding received from the State:

“... MCPS received only \$252 per student in funding from the Blueprint for Maryland's Future when the statewide average was \$553 per student. Moreover, MCPS ranked 20th of the 24 school districts with a per pupil amount of \$6,616 when the statewide average was \$9,183.”

A more in-depth analysis on this issue will be provided at the future budget worksessions on MCPS’ FY23 operating budget.

B. Pre-Kindergarten Policy Implementation

Principal Associate Adele Robinson from Abt Associates will present an overview of the policy and fiscal changes related to pre-kindergarten. The first policy area on ©3 provides an overview of the Blueprint’s key early education and care related policies. An outline of the Abt Associates presentation is provided below.

- **Blueprint Preschool Overview:** Describes Blueprint requirements and costs of expanding access to preschool.
- **Building Supply:** Highlights the current capacity and needs of the preschool system to meet Blueprint requirements and potential avenues through a mixed-delivery system and supply of teachers.
- **Family Scenarios:** Considers child care rates and financial expectations of families with preschool-aged children.
- **Infant and Toddlers:** Reviews capacity needs for infants and toddlers.
- **Future Considerations**

This report contains:

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Blueprint Creation Timeline	©1
Summary of 5 Key Policy Areas	©3
DLS Local Fiscal Impact Report	©6
MSDE State/Local Share Estimates	©54
BOE's FY23 Requested Operating Budget	©89
Commission's Final Report	©159
Feb. 14, 2022 BOE Presentation	©261

Blueprint for Maryland's Future Creation Timeline

The Commission (2016-2020). The Blueprint legislation is a result of the Maryland Commission on Innovation & Excellence in Education (Commission) established in 2016. Specifically, the Commission was charged with two main goals:

1. “[To] review and recommend any needed changes to update the current education funding formulas (known as the Thornton formulas); and
2. Make policy recommendations that would enable Maryland’s pre-K-12 [education] system to perform at the level of the best-performing school systems in the world.”

The Blueprint is a culmination of the Commission’s 2016-2020 work related to the two aforementioned goals. While the Commission released preliminary reports in 2018 and 2019, the 2020 final report synthesizes all of the reports and includes:

1. Final policy recommendations;
2. Cost estimates of the policy recommendations; and
3. Funding recommendations (funding formula).

State Action (2019). In 2019, the General Assembly passed Senate bill 1030¹ (2019)-- *The Blueprint for Maryland’s Future*. This bill established principles related to the forthcoming official Blueprint legislation by providing preliminary targeted funding in FY20 with mandated increases in FY21 & FY22 in the following areas:

- Full-day prekindergarten funding;
- Teacher salary grants;
- Concentration of poverty grants;
- Special education funding;
- Mental Health coordinator; and
- Supplemental instructions grants.

Montgomery County received \$24.4 million in FY20; \$27.4 million in FY21; and \$31.3 million in FY22.

State Action (2020-2021). In 2020, the General Assembly passed House bill 1300² which amended the State’s education article chapter 36 and served as the official Blueprint for Maryland’s Future (*Blueprint for Maryland’s Future—Implementation*) legislation. The legislation establishes the \$3.8 billion of funding for a 10-year period to support the five key policy areas and funding formula recommendations. The February 14, 2022 Board of Education (BOE) meeting presentation (©261) highlights the intent of the Blueprint as the following:

¹ <https://mgaleg.maryland.gov/mgawebsite/legislation/details/sb1030?ys=2019rs>

² <https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB1300?ys=2020RS>

- “Enhance and improve state and local investment in school system operations of the 24 Maryland jurisdictions;
- Make Maryland a high performing world class system over the next 10 years—nationally and internationally competitive;
- Make policy and funding [changes] to move schools forward in a comprehensive way; and
- Establish an Accountability and Implementation Board that will determine criteria for data collection... [and] review [local education agency] Blueprint plans...”

Governor Hogan vetoed the legislation in 2020, delaying the original effective date of July 1, 2020 (fiscal years 2022 through 2033). In 2021, the General Assembly overrode the Governor’s veto and officially passed House Bill 1300 (2020) and House Bill 1372³ (2021) which provides revisions to the Blueprint to address the implementation delay and COVID-19 related effects.

The Blueprint’s official ten-year period is now fiscal years 2023 through 2034.

³ <https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB1372?ys=2021RS>

The Five Key Policy Areas of the Blueprint

The summary of each policy area highlighted below comes from the Commission's final report ©159 and the BOE's February 14, 2021 presentation ©261.

1. High- Quality Early Childhood Education and Expansion

The Commission's key policy recommendations as reflected in the Blueprint include:

- A mixed-delivery system (public/private) expansion of high-quality, full day pre-kindergarten programs;
- Expansion prioritized for 3 and 4-year-olds from low-income households;
- Public funding for both public-school based and community-based pre-K programs to meet rigorous quality standards;
- Increase in state-funded pre-kindergarten in community based settings;
- An increase of early childhood education teachers through assistance and financial support (Child Development Associate ® Credential or associate's degree)
- Implementation of a new school readiness assessment for all students entering kindergarten;
- Expansion of Family Support Centers (pre-and post-natal support) and Judy Centers (early childhood education and support);
- Full funding of the Infants and Toddlers Program.

2. High-Quality and Diverse Teachers and Leaders

The Commission's key policy recommendations as reflected in the Blueprint include:

- Elevate the teaching profession to a "high status profession" and mandate the following:
 - 10% teacher raises
 - \$60,000 starting salaries
 - Salary increases of \$10,000 for National Board-Certified Teachers, including an additional \$7,000 salary increase for teachers placed in "low-performing schools"
- Create a leadership development system to provide the skills needed to implement the Blueprint requirements;
- Redesign the teacher career ladder with incentives and supports;

- Improve recruiting and professional development efforts for a diverse and long-term teaching faculty;
- Increase the rigor of teacher preparation programs to meet the needs of diverse students

3. College and Career Readiness Pathways

The Commission’s key policy recommendations as reflected in the Blueprint include:

- Establish an internationally benchmarked curriculum that enables students to achieve “college-and career-ready” status by the end of 10th grade to then pursue advanced classes or program (e.g. International Baccalaureate), early college, and/or technical education (industry-recognized credentials);
- Set College and Career Readiness Standard (CCR) to global standards in English literacy and mathematics to succeed in first-year higher education institution courses;
- Implement a fully aligned instructional system to keep students on track with established standards;
- Create a career and technical education (CTE) system that produces qualified and work-ready graduates in in-demand fields and meets the statewide framework (in development);
- Development of alternative educational approaches for students who will most likely not meet CCR standards by 10th grade; and
- Provide students who meet the CCR standards with access to post CCR program pathways

4. More Resources to Ensure all Students are Successful

The Commission’s key policy recommendations as reflected in the Blueprint include:

- Establish a Transitional Supplemental Instruction for Struggling Learners program to provide additional funding for one-on-one and small group instruction not on track to meet expected reading levels by 3rd grade;
- Provision of Concentration of Poverty School Grants to support community schools for schools with high concentrations of students living in poverty;
- Revision of funding formulas for English Learners, special education, and FARMS eligible students;
- Training to identify student needs and to connect student resources;
- Increase State-level school-based health center support;

5. Governance and Accountability

The Commission's recommendation was to create an Independent Board to ensure the entire set of recommendations as reflected in their final report and final Blueprint legislation are successfully implemented and produce the desired results.

As a result, the AIB was authorized by the General Assembly on February 21, 2021. The Board serves as an independent unit of State government and is made up of seven members appointed by the Governor (from a pool of candidates selected by the nominating committee) for six-year terms.

1. Chair, Isiah Leggett (chosen by Governor, Senate President & House Speaker)
2. Fagan Harris
3. Dr. William (Brit) Kirwan
4. Dr. Jennifer Lynch
5. Joseph Manko
6. Dr. Laura Stapleton
7. Dr. Mara Doss

The Board's charge reflects the Commission's recommendations which includes:

- Develop a Comprehensive Implementation Plan and criteria for the Blueprint;
- Review and approve each local education agency's implementation plan;
- Withhold funding from school systems whose plan or implementation progress are in noncompliance with the Blueprint;
- Develop a leadership development training program for BOE members and principals; and
- Evaluate submitted data and assess levels of success on the various Blueprint components.

Due to the delay in the final appointment of the AIB, the Board did not hold its first meeting until November 15, 2021. As a result, the Board is taking tentative steps to adjust and meet the required expectations of the Board and subsequently, the expectations for local education agencies. The presentation will provide more information on this topic.



Local Fiscal Impact of
Implementing the Blueprint
for Maryland's Future

Annapolis, Maryland
January 2022

Local Fiscal Impact of Implementing the Blueprint for Maryland's Future

**Department of Legislative Services
Office of Policy Analysis
Annapolis, Maryland**

January 2022

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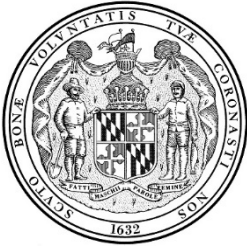
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DEPARTMENT OF LEGISLATIVE SERVICES
OFFICE OF POLICY ANALYSIS
MARYLAND GENERAL ASSEMBLY

Victoria L. Gruber
Executive Director

Ryan Bishop
Executive Director

January 2022

The Honorable Bill Ferguson, President of the Senate
The Honorable Adrienne A. Jones, Speaker of the House of Delegates
Members of the General Assembly

Ladies and Gentlemen:

The Blueprint for Maryland's Future was enacted into law by Chapter 36 of 2021, with further revisions made to the law by Chapter 55 of 2021. Chapter 55 also required the Department of Legislative Services to conduct a study of the impact of the implementation of the Blueprint for Maryland's Future on county governments, including Baltimore City, and the capacity of counties to meet the local maintenance of effort requirement as the annual amounts increase in future years.

County governments are required to fund local boards of education at a minimum level, known as the maintenance of effort requirement. The Blueprint for Maryland's Future makes several changes to this requirement, most significantly by requiring counties to provide the local share of each major education aid formula beginning in fiscal 2023. Previously, counties were only required to fund the local share of the Foundation formula. For some counties, this change will require a significant increase in the local education appropriation, even after new State funding provided as part of the Blueprint to help counties that are already making a high education effort.

This report reviews the projected impact of implementing the Blueprint for Maryland's Future on counties over the 12-year implementation period and estimated local tax revenues available to meet the increased cost for some counties. This report was prepared by Hiram Burch, Scott Gates, Rachel Hise and Michael Sousane of the Office of Policy Analysis and reviewed by David Romans. Kamar Merritt prepared the manuscript.

Sincerely,

Victoria L. Gruber
Executive Director

Ryan Bishop
Director

VLG:RB/RHH/km

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Chapter 1. Summary

Blueprint for Maryland's Future

Chapters 36 and 55 of 2021 implement the Blueprint for Maryland's Future based on the final recommendations made by the Commission on Innovation and Excellence in Education, also known as the Kirwan Commission, in the policy areas of (1) early childhood education; (2) high-quality and diverse teachers and leaders; (3) college and career readiness; (4) more resources to ensure all students are successful; and (5) governance and accountability. The Blueprint for Maryland's Future (Blueprint) legislation contains numerous provisions relating to education funding and funding formulas. The Blueprint substantially increases State and local funding of public schools.

Public schools in Maryland are funded by a combination of federal, State, and local sources. Most of the funding for public schools is shared between State and county government. Major funding formulas account for relative local wealth (among the 24 counties including Baltimore City) on a per pupil basis, such that the State provides more funding to local school systems in counties with low per pupil wealth.

Under the Blueprint, State funding for most existing education formulas is increased and new funding formulas are established for specific purposes, with full funding of the changes phased in at varying rates to full implementation by fiscal 2034. Local funding requirements are also altered substantially. The Department of Legislative Services (DLS) updated its fiscal projections for implementation of Chapters 36 and 55 during summer 2021. By fiscal 2034, when all elements of the Blueprint are fully phased in, State aid for education is estimated to increase by \$3.9 billion and local appropriations by approximately \$700 million over pre-Blueprint projected levels.

Chapter 55 requires DLS to conduct a study by January 2022, on the local fiscal impact of implementing the Blueprint and the capacity of counties (including Baltimore City) to provide the projected increases in local appropriations to meet the local funding requirements in future years.

Blueprint for Maryland's Future Local Funding Requirement and Trends in Local Effort

Prior to the Blueprint, the minimum local effort requirement for public schools was driven exclusively by the per pupil maintenance of effort (MOE) requirement, which requires that a county government appropriate the same level of local funding per student as in the prior year, with some counties subject to increased per pupil appropriations under the MOE escalator provision. Under the Blueprint, while the MOE requirement remains (though the escalator is repealed) the minimum effort requirement for an increasing number of counties will be driven by

the combined local share of several major aid formulas, despite provisions of the law providing significant local share relief to eligible counties.

The number of counties affected by the local share requirement increases from 5 in fiscal 2023 to 12 in fiscal 2028 and 16 in fiscal 2034. The growing number of counties is partly due to the phasing up of the Blueprint formulas over the 12-year implementation period. Another reason that the combined local share requirement exceeds per pupil MOE for some counties is the historical local appropriation trend. Counties that have consistently provided more funding than required by MOE are more likely to meet the combined local share requirement without the need for additional local appropriations.

Total local education funding effort is determined by dividing total local appropriations for public schools by local wealth for each county. Under the Blueprint, some counties realize considerable shifts in per pupil effort over the fiscal 2023 to 2034 period. Baltimore City and Caroline, Cecil, Garrett, Kent, and Talbot counties are the local jurisdictions most impacted by the Blueprint in terms of increased per pupil local appropriations relative to local wealth.

For more information about local education funding requirements and trends in local effort, see **Chapter 2** of this report.

Projected Local Impact of Blueprint for Maryland's Future

The Blueprint for Maryland's Future will require local governments to collectively increase their local appropriations above the level expected without the Blueprint. Local appropriations under the Blueprint are expected to exceed the projected pre-Blueprint level by about 2% in fiscal 2023, 3% by fiscal 2028, and then accelerate to 8% by fiscal 2034. The impacts are not uniform over the 12-year implementation period of the Blueprint, leading several counties to need to make significant increases in their local appropriation to the boards of education in the early years, later years, or both. Other county governments are forecast to spend about the same or slightly more than they would have otherwise.

A total of 14 jurisdictions are required to increase local funding over current practices in fiscal 2023 and 15 jurisdictions are required to increase local funding in fiscal 2034 over the pre-Blueprint level. Most counties will have a minor impact (less than 2.5% increase), including 5 counties with no impact in any fiscal year during the 12-year period (since their projected appropriations under current practices exceed the amount required under the Blueprint legislation). Over the 12-year period, the number of jurisdictions that will incur a major fiscal impact (*i.e.*, required local appropriation increases by 5% or more) grows from 4 in fiscal 2023 to 10 in fiscal 2034. The largest projected percentage increases in fiscal 2023 and 2034 are in Baltimore City and Caroline, Kent, and Talbot counties. In addition to these counties, Cecil and Prince George's counties are also required to increase their local appropriation annually through fiscal 2034.

While the statewide projected local appropriations under the Blueprint exceed the pre-Blueprint estimates, the average annual rate of growth in local appropriations for the 12-year period of fiscal 2022 to 2034 is a relatively modest 2.9%. Variation among jurisdictions is significant with a growth rate as high as 5.2% for Baltimore City and Talbot County and as low as 1.6% for Allegany County. The statewide growth rates trail the average annual growth in local government operating spending of 3.2% for the period from fiscal 2015 to 2020.

Chapter 3 of this report includes more information and uses several approaches to illustrate the local impacts including (1) the percent increase and per pupil increase in the local appropriation to the boards of education; (2) the increased share of local property and income taxes required to fund the local board appropriation; (3) the projected growth in local property and income tax revenue compared to increased local board appropriation; and (4) local board appropriation as share of total county expenditures.

Analysis and Findings

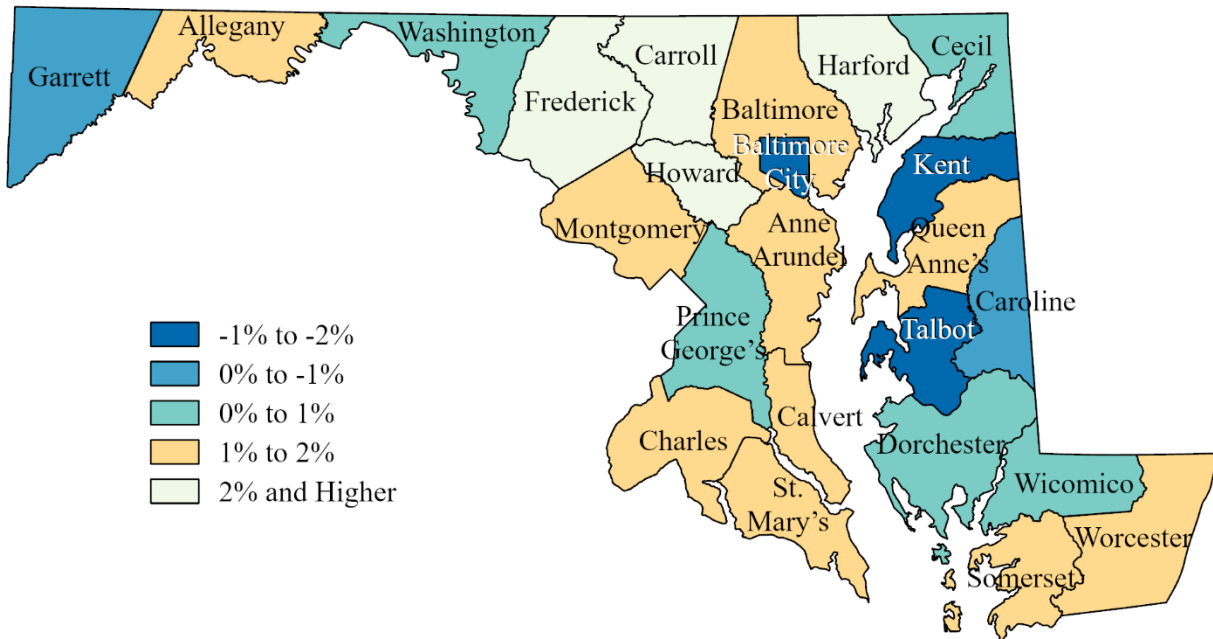
A number of jurisdictions will face fiscal stress at some point in the next 12 years to meet the Blueprint funding requirements. The ability of local governments to manage the additional spending demands will vary based on several factors.

Statewide Local Revenue Growth Projected to Outpace Increase in Local Board Appropriations

Revenue growth rates that approach or exceed the anticipated rate of growth in education spending over the next dozen years would allow local governments to implement the Blueprint with minimal financial stress. DLS compared its projection of the growth in local appropriations for education from fiscal 2022 to 2034 under the Blueprint to the revenue attainment from applying current income and property tax rates to the expected growth in net taxable income and county assessable base over the same period. At the statewide level, revenues from income and property taxes are expected to rise at an average annual rate of 3.9%, while local appropriations for education are expected to grow at a slower rate of 2.9%.

The trends vary greatly among jurisdictions, as shown in **Exhibit 1.1**. For many counties, the projected growth in local revenues over the next 12 years outpaces the required local education funding increases. Education spending growth is expected to outpace revenues in five jurisdictions (Caroline, Kent, Garrett, and Talbot counties and Baltimore City). The gaps are especially large for Baltimore City and Talbot County (1.6 percentage points) and Kent County (1.1 percentage points). This analysis includes income and property tax revenues, which account for 90% of local tax revenues (and much lower than 90% in some jurisdictions); the growth rates for other revenues may vary significantly from the growth rates for income and property tax revenues.

Exhibit 1.1
Percentage Gap between Local Revenue Growth and
Required Growth in Local Appropriation
Fiscal 2022-2034



Source: Department of Legislative Services

In the near term, many local governments should experience budget surpluses as income tax revenues statewide are far outpacing revenue estimates produced when a more severe economic downturn from the COVID-19 pandemic was anticipated. The allocation of hundreds of millions of federal dollars to local governments through the American Rescue Plan Act (ARPA) will also contribute to a strong financial position in fiscal 2023 and potentially several more years as the ARPA funds are authorized to be spent until fiscal 2026.

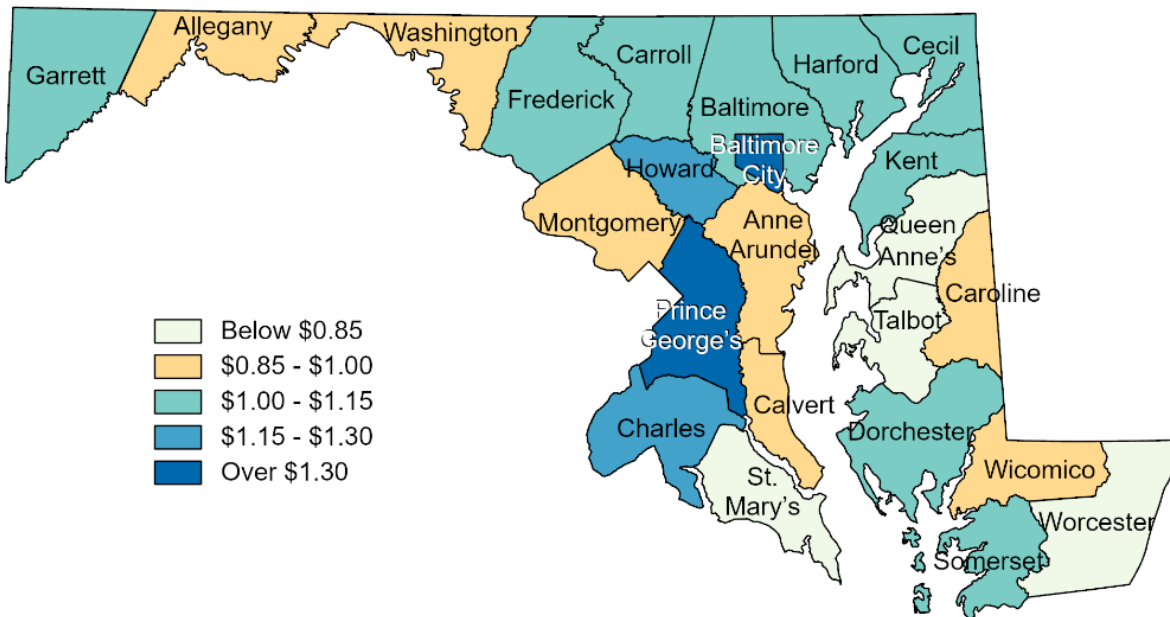
Local Revenue Growth is Projected to Exceed the Recent Trends in County Government Operating Spending

Analysis of statewide spending trends by county governments and Baltimore City from fiscal 2015 through 2020 shows average annual operating expenditure growth of 3.2%. Excluding local board appropriations, local spending on operations rose at a slightly higher rate of 3.5% annually. If these trends continue, local revenue growth (from income and property taxes) will outpace spending on noneducation operating spending (3.9% vs. 3.5%), which could provide some relief for jurisdictions where local board appropriations outpace revenue growth.

Tax Rates and Capacity Vary Considerably Statewide and Among the Five Most Impacted Jurisdictions

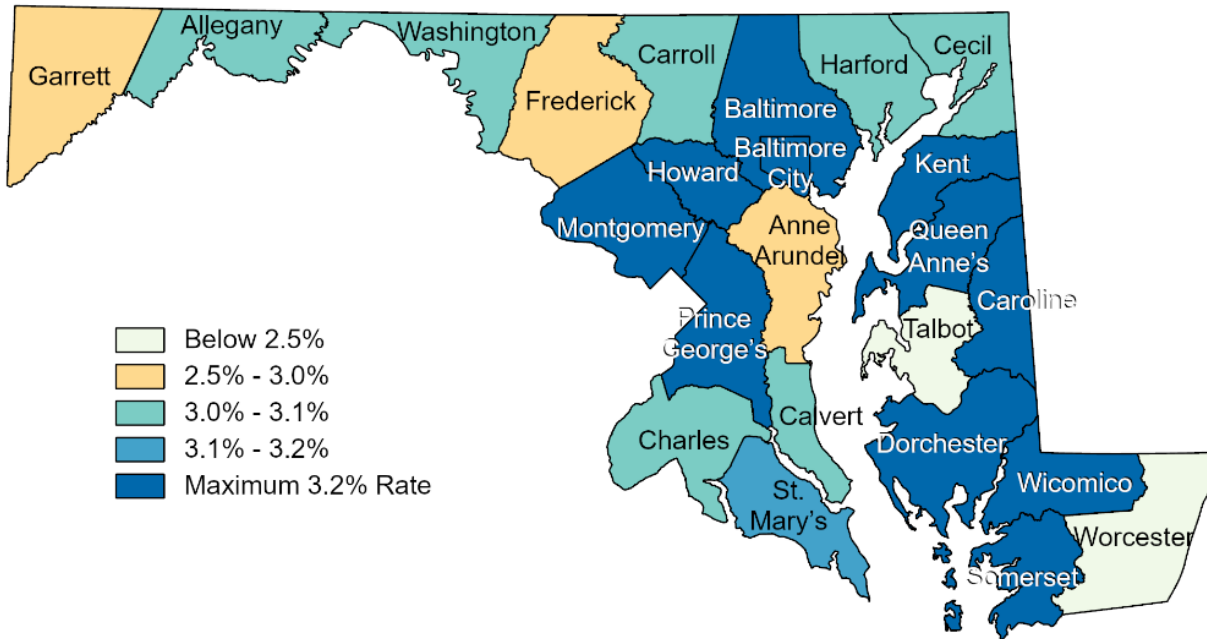
Exhibits 1.2 and 1.3 show the wide range of property and income tax rates across the State. Of the five jurisdictions with the largest projected impact on education spending under the Blueprint – Baltimore City and Caroline, Garrett, Kent, and Talbot counties – Baltimore City and Caroline and Kent counties are at the 3.2% maximum cap for the local income tax. This limits their ability (*i.e.*, capacity) to raise additional revenues from the local income tax by increasing the rate (revenues may still increase under the existing rate depending on the income of local residents). Baltimore City has the highest property tax rate in the State, further limiting its capacity to raise property taxes (again, revenues may still increase under the current rate based on growth in the assessable base). Talbot County has among the lowest income and property tax rates in the State. Talbot is one of five charter counties in the State that have amended their charters to limit property tax rates or revenues. Under State law, counties may exceed the charter limitations on local property taxes for the purpose of funding the approved budget of the local boards of education. Talbot is one of several counties that have utilized this authority since fiscal 2013. See **Appendix 1** for more information on property tax limitations and State law.

Exhibit 1.2
County Property Tax Rates
Fiscal 2022



Source: Department of Legislative Services

Exhibit 1.3
Local Income Tax Rates
Calendar 2022



Source: Department of Legislative Services

Tax Effort and Education Effort Also Vary Considerably Statewide and Among the Five Most Impacted Jurisdictions

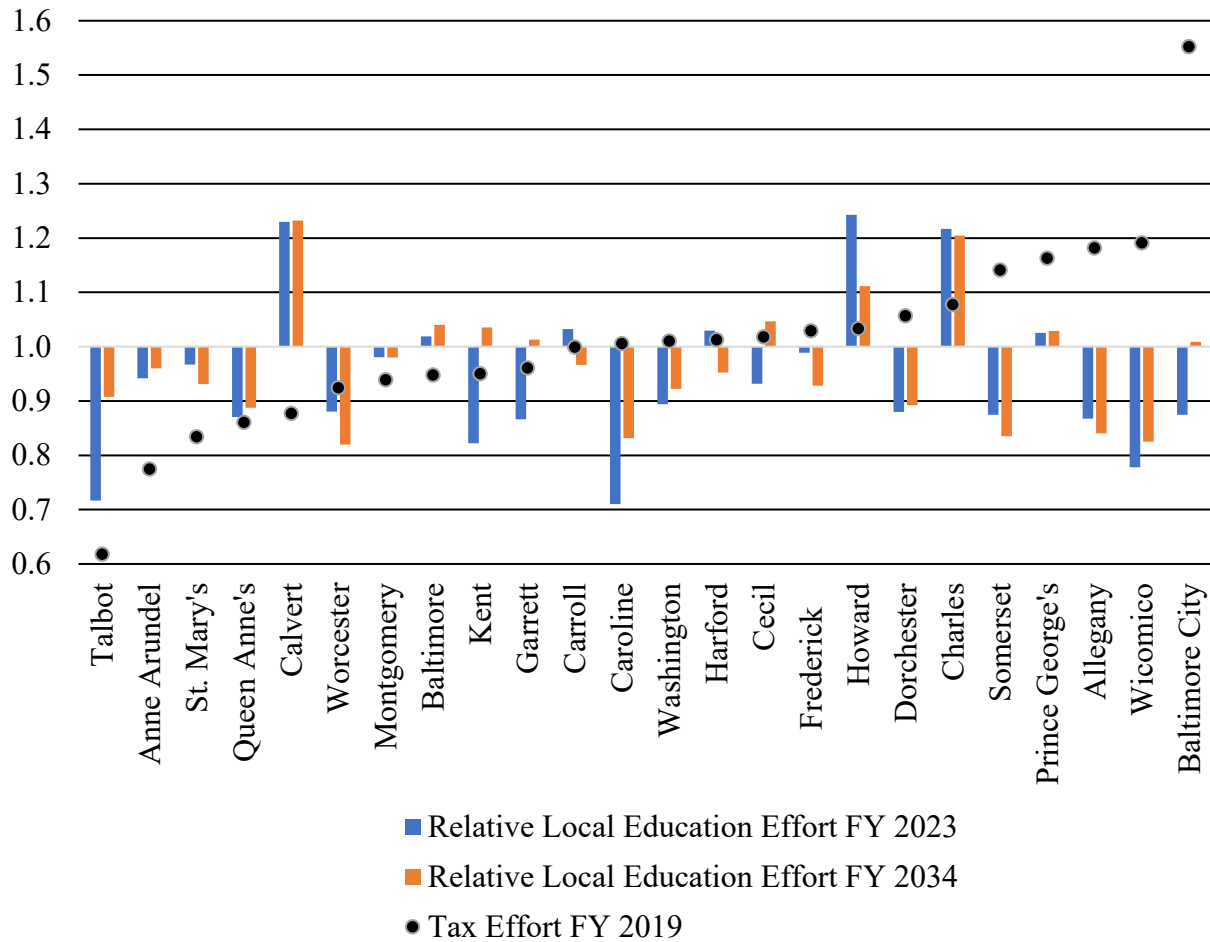
DLS examined jurisdictions' relative tax effort compared to education effort, including local funding increases required by the Blueprint in fiscal 2023 and 2034. Tax effort measures the extent to which the local income and property tax bases are actually taxed in each county, including municipalities.¹ **Exhibit 1.4** shows each county's tax effort in fiscal 2019 (the most recent actual data) from lowest to highest, ranging from approximately 0.6 to nearly 1.6. Exhibit 1.2 also shows projected education effort for each county in fiscal 2023 and 2034. For many counties (16) the change in the education effort index from fiscal 2023 to 2034 is positive, meaning that these counties are projected to have increased education effort at full Blueprint implementation; half (8) of these counties have below-average tax effort and 4 counties are near the average.

Among the 5 most impacted jurisdictions, Baltimore City has the highest tax effort in the State and below average education effort in fiscal 2023; by fiscal 2034 its education effort

¹ [*Tax Capacity and Effort of Local Governments in Maryland Report, Fiscal 2019*](#)

increases to slightly above average. Caroline County’s tax effort is slightly above the State average, and its education effort is the lowest in the State in fiscal 2023. Talbot County has the next lowest education effort among the 24 jurisdictions and the lowest tax effort in the State. Caroline and Talbot counties’ education effort increases significantly by fiscal 2034 but remains below average. Tax effort in Garrett and Kent counties is just below the statewide average; for both counties, education effort moves from below average to above average over the 12 years.

Exhibit 1.4
Comparison of Local Tax and Education Effort
Fiscal 2019 and Fiscal 2023 and 2034



Source: Department of Legislative Services

Conclusions and Recommendation

A number of jurisdictions will face significant fiscal stress at some point in the next 12 years to meet the Blueprint funding requirements. DLS has identified 5 jurisdictions that will have the greatest impact over the 12-year period – Baltimore City and Caroline, Garrett, Kent and Talbot counties. For 4 jurisdictions, there is a major impact (at least 5% more than the pre-Blueprint amount) beginning immediately in fiscal 2023. The number of jurisdictions with a major impact grows as the Blueprint implementation phases in, with 6 jurisdictions experiencing a major impact in fiscal 2028 and an estimated 10 jurisdictions in fiscal 2034. However, most counties are not projected to experience a major impact, and 5 counties will have no impact in any year.

Given the limited number of jurisdictions projected to have a major impact in the short term, and the more favorable revenue picture local jurisdictions have in contrast to predicted revenue downturns due to COVID-19 and the availability of federal COVID-19 funds, **DLS recommends that the fiscal impact of the Blueprint implementation should be monitored over the next five years with a follow-up local capacity study to be completed in fiscal 2028.**

For those jurisdictions projected to incur a major impact, favorable trends in revenue growth may provide immediate relief along with holding other operating spending growth at or below the recent trend. Revenue enhancements may be a consideration for those jurisdictions under the greatest stress. **Appendix 2** shows the income and property tax rate equivalents associated with the projected increase in local appropriations required by the Blueprint legislation in the 5 jurisdictions with the greatest fiscal impact if the *entire increase* were funded by raising either the income tax or the property tax.

It is important to note that this study relies on projections of both Blueprint expenditures and local revenues over a 12-year period. The State's revenues and expenditures are typically estimated over a 5-year period due to the myriad of assumptions that underpin such a forecast and the sensitivity of those assumptions to modest changes in economic conditions. Projections within, and especially beyond, this timeframe become less reliable with each additional year. Thus, these projected impacts are not etched in stone and future actual results will likely diverge, potentially considerably, by jurisdiction over the next 12 years. To the extent that future local wealth and enrollment (which drive the calculation of most Blueprint formulas) in any year are not in line with DLS projections, the formulas will "self-correct." If a county has lower wealth and/or higher enrollment than DLS projected, that jurisdiction will receive more State education aid with a commensurate reduction in required per pupil local share. Conversely, a jurisdiction that realizes greater wealth or lower enrollment than projected may receive less State education aid and be required to provide a larger per pupil local share.

Chapter 2. Local Funding Requirements

State and Local Funding for Public Schools

Public schools in Maryland are funded by a combination of federal, State, and local sources. In fiscal 2020, federal sources accounted for approximately 4.5% of funding, the State provided approximately 48.5% of funding, and local sources accounted for the remaining 47.0%. The federal government is presently providing considerably more funding than usual to address additional needs during the COVID-19 pandemic. Major funding formulas account for relative local wealth on a per pupil basis, such that the State provides more funding to local school systems in counties with low per pupil wealth. By fiscal 2034, when the Blueprint is fully phased in, though statewide local funding effort will increase substantially, State funding is projected to account for a considerably larger (52%) portion of total public schools funding.

Exhibit 2.1 shows the expected total local appropriations for fiscal 2023 through 2034 prior to the Blueprint. **Exhibit 2.2** shows expected total local appropriations for these years under the Blueprint. The difference in local appropriations is explored under **Chapter 3** of this report. For additional information on State and local funding under the Blueprint, see postings on the Department of Legislative Services website here [Education - General Assembly of Maryland Department of Legislative Services](#).

Exhibit 2.1
Pre-Blueprint Projections – Local Appropriations to Boards of Education
(\$ in Millions)

County	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034
Allegany	\$32.0	\$32.6	\$33.5	\$34.2	\$34.9	\$35.6	\$36.4	\$37.2	\$38.1	\$39.0	\$39.7	\$40.6
Anne Arundel	797.6	816.0	843.0	870.6	895.1	919.5	945.3	970.5	1,001.7	1,008.7	1,041.1	1,074.6
Baltimore City	294.7	296.3	300.2	307.3	311.1	314.4	319.2	325.7	331.2	336.8	342.5	345.5
Baltimore	906.5	925.1	939.3	952.4	963.4	974.7	986.2	1,003.0	1,026.0	1,051.5	1,078.5	1,106.7
Calvert	141.3	146.0	149.1	152.3	155.8	159.4	163.8	168.6	173.3	178.6	184.2	189.8
Caroline	16.0	16.4	16.9	17.3	17.6	17.8	18.2	18.4	18.8	19.2	19.7	20.1
Carroll	205.7	208.8	211.9	215.7	219.7	225.5	233.1	241.3	248.2	255.0	261.0	266.2
Cecil	90.4	92.0	93.5	95.5	97.3	99.3	102.0	105.4	108.5	111.4	114.1	117.1
Charles	208.6	214.6	219.7	225.5	231.1	237.1	244.4	252.5	261.1	269.6	277.6	286.2
Dorchester	21.7	22.4	23.2	23.9	24.5	25.1	25.8	26.8	27.7	28.7	29.0	29.4
Frederick	310.1	315.1	320.2	325.3	331.1	337.6	346.6	357.6	368.6	380.6	392.7	404.4
Garrett	30.1	30.8	31.3	32.4	33.1	34.1	35.2	35.8	36.5	37.3	38.1	38.9
Harford	292.9	296.9	301.4	304.8	308.9	312.9	319.1	327.3	335.7	344.8	354.4	365.6
Howard	660.6	674.9	688.9	701.9	714.3	727.0	741.9	758.4	776.3	792.6	807.2	818.9
Kent	19.5	19.6	19.7	19.7	20.2	20.8	21.6	22.4	22.9	23.5	23.8	24.2
Montgomery	1,814.7	1,837.7	1,855.6	1,869.0	1,902.9	1,944.9	1,989.6	2,039.8	2,096.4	2,154.4	2,210.1	2,270.0
Prince George's	855.1	874.9	890.9	908.0	924.2	940.0	959.0	984.4	1,013.0	1,042.4	1,072.8	1,104.1
Queen Anne's	63.7	65.2	66.7	68.4	70.7	72.3	74.6	77.4	79.9	82.6	85.1	88.0
St. Mary's	116.4	118.7	121.3	124.0	126.5	129.7	133.0	136.8	140.6	143.4	145.4	147.9
Somerset	10.7	10.9	11.2	11.6	11.9	12.1	12.5	12.7	13.1	13.4	13.7	14.0
Talbot	45.4	46.4	47.7	49.4	50.5	52.0	53.6	55.3	56.9	58.6	59.9	61.3
Washington	106.3	108.6	111.3	114.8	117.1	120.1	123.5	127.5	130.9	134.4	138.0	141.7
Wicomico	49.4	50.8	52.2	53.8	54.7	55.6	56.8	58.1	59.5	61.0	62.5	64.1
Worcester	100.1	102.6	103.7	106.3	107.8	110.1	112.2	115.0	118.4	121.9	125.7	129.6
Total	\$7,189.6	\$7,323.4	\$7,452.4	\$7,583.9	\$7,724.2	\$7,877.7	\$8,053.3	\$8,257.9	\$8,483.3	\$8,689.5	\$8,916.8	\$9,148.9

Source: Department of Legislative Services, August 2021

Exhibit 2.2
Blueprint Projections – Local Appropriations to Boards of Education under Chapters 36 and 55
(\$ in Millions)

County	FY 2023	FY 2024	FY 2025	FY2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034
Allegany	\$32.3	\$32.2	\$32.8	\$32.9	\$33.2	\$33.5	\$33.8	\$35.9	\$36.4	\$37.6	\$38.5	\$38.7
Anne Arundel	799.0	815.2	829.9	845.1	857.4	869.7	911.2	962.5	997.5	1,036.3	1,088.9	1,126.2
Baltimore City	359.8	373.5	380.8	402.3	418.9	436.9	457.2	481.1	496.9	514.5	538.0	542.5
Baltimore	906.1	924.2	938.3	951.3	961.9	972.9	1,013.2	1,063.8	1,094.5	1,127.0	1,181.6	1,217.7
Calvert	141.3	146.0	149.1	152.4	156.1	159.8	164.4	169.2	173.7	178.3	183.0	187.8
Caroline	17.0	17.3	17.5	18.8	19.4	20.4	21.2	22.7	23.3	24.3	25.7	26.4
Carroll	205.6	208.4	211.3	215.0	218.7	223.8	230.5	237.1	242.1	246.9	251.5	255.9
Cecil	90.6	92.0	93.6	98.0	102.1	106.6	111.7	117.9	121.7	125.8	132.9	138.1
Charles	208.5	214.5	219.6	225.4	230.7	236.3	242.7	249.7	256.9	264.0	271.1	278.3
Dorchester	21.7	22.1	22.6	22.8	23.6	24.3	25.3	26.3	26.8	27.3	28.1	28.4
Frederick	310.2	315.5	321.0	326.3	332.2	338.6	346.9	356.2	364.8	373.5	393.9	411.2
Garrett	30.1	30.7	31.2	32.2	33.7	35.4	37.6	40.4	42.1	43.7	45.7	47.0
Harford	293.1	297.6	302.8	306.9	311.7	316.1	322.5	330.5	337.9	345.5	353.1	361.0
Howard	660.2	674.1	687.7	700.2	711.7	723.2	736.0	750.2	765.5	780.4	795.1	809.7
Kent	19.5	20.2	20.6	21.9	23.0	24.2	25.5	27.3	28.3	29.4	30.5	31.2
Montgomery	1,814.3	1,837.4	1,855.4	1,868.6	1,878.1	1,909.7	1,999.2	2,104.1	2,175.6	2,254.0	2,349.3	2,412.2
Prince George's	899.1	938.8	944.1	976.7	994.3	1,014.8	1,041.6	1,066.7	1,102.0	1,139.2	1,210.2	1,263.5
Queen Anne's	64.0	65.3	66.8	68.5	70.4	71.8	73.9	76.7	78.9	82.1	86.1	88.8
St. Mary's	116.3	118.7	121.4	124.1	126.5	129.4	132.5	135.6	139.0	142.1	145.9	149.5
Somerset	10.7	10.6	10.7	10.9	11.0	11.0	11.6	12.3	12.5	13.0	13.1	13.1
Talbot	48.7	50.7	52.1	55.7	58.4	61.5	65.0	69.3	72.0	74.7	78.5	81.0
Washington	108.8	108.5	108.6	110.0	114.7	118.5	123.6	129.7	133.4	137.5	143.6	146.4
Wicomico	50.6	50.7	50.9	51.9	54.5	56.0	58.5	61.2	62.6	64.4	68.5	70.0
Worcester	100.1	102.7	104.0	106.7	108.4	110.7	112.6	115.2	118.0	120.9	123.9	126.8
Total	\$7,307.4	\$7,466.9	\$7,572.7	\$7,724.8	\$7,850.5	\$8,005.3	\$8,298.2	\$8,641.5	\$8,902.3	\$9,182.5	\$9,576.8	\$9,851.5

Source: Department of Legislative Services, August 2021

Local Education Funding Requirements

Each year, county government (including Baltimore City) is required to appropriate funds to the local board of education equivalent to at least the same per pupil level as in the prior year (maintenance of effort, or MOE), or its required local share – whichever is greater. Beginning with the fiscal 2022 appropriation, the per pupil MOE level each year is based upon the greater of (1) the prior year full-time equivalent (FTE) enrollment and (2) the three-year moving average of FTE enrollment. (To address the impact of the COVID-19 pandemic on enrollment, fall 2020 counts are not included in FTE enrollment.)

The Blueprint repeals, beginning in fiscal 2024, the requirement (known as the MOE escalator) that a county that is below the statewide five-year moving average education effort level must increase its per pupil MOE amount by the lesser of (1) the increase in local wealth per pupil; (2) the statewide average increase in local wealth per pupil; or (3) 2.5%. The Maryland State Department of Education must report by November 1, 2022, on the impact on school funding of repealing this requirement.

New Local Share Requirement

Under pre-Blueprint law, counties were required to fund the local share of the foundation program. Beginning in fiscal 2023, the local share requirement under the Blueprint continues to include the local share of the foundation formula but, in addition, counties must fund the local share of all other existing and new major aid programs that have a local share. This includes the compensatory education, English-language learner, and special education formulas; comparable wage index (beginning in fiscal 2024); full-day prekindergarten (beginning in fiscal 2023); and college and career ready, transitional supplemental instruction (through fiscal 2026), and career ladder grant programs. Counties that benefit from the compensatory education State funding floor are also required to fund the local share of the concentration of poverty grant program.

For some counties, the expanded local share requirement greatly exceeds the per pupil MOE amount that they have been required to fund for many years prior to the Blueprint. The local share of the foundation formula is less than per pupil MOE for every county, which means that the per pupil MOE level has effectively been the local funding requirement for education, and was projected to continue indefinitely in the future, prior to the Blueprint. The number of counties for which local share (plus local retirement costs, as discussed below) exceeds the per pupil MOE requirement is projected to grow from as few as 5 counties in fiscal 2023 to as many as 18 counties by fiscal 2030 and beyond, as shown in **Exhibit 2.3**.

Exhibit 2.3
Local Share Plus Local Retirement Exceeds Per Pupil
Maintenance of Effort – Projections

	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034
Allegany							√	√	√	√	√	√
Anne Arundel							√	√	√	√	√	√
Baltimore City	√	√	√	√	√	√	√	√	√	√	√	√
Baltimore							√	√	√	√	√	√
Calvert												
Caroline	√	√	√	√	√	√	√	√	√	√	√	√
Carroll												
Cecil			√	√	√	√	√	√	√	√	√	√
Charles												
Dorchester	√			√	√	√	√	√	√	√	√	
Frederick								√	√	√	√	√
Garrett				√	√	√	√	√	√	√	√	√
Harford												
Howard												
Kent		√	√	√	√	√	√	√	√	√	√	√
Montgomery						√	√	√	√	√	√	√
Prince George's	√	√		√	√	√	√	√	√	√	√	√
Queen Anne's								√	√	√	√	√
St. Mary's								√	√	√	√	√
Somerset				√	√	√	√	√	√	√	√	√
Talbot	√	√	√	√	√	√	√	√	√	√	√	√
Washington				√	√	√	√	√	√	√	√	√
Wicomico		√		√	√	√	√	√	√	√	√	√
Worcester												
Total	5	6	5	11	11	12	15	18	18	18	18	16

Note: For this comparison, local share accounts for provisions that provide relief from the local share obligation

Source: Department of Legislative Services

One reason that the combined local share exceeds per pupil MOE for some counties is the historical local appropriation trend. Counties that have consistently provided more funding than required by MOE are more likely to meet the combined local share requirement without the need for additional local appropriations. MOE represents the minimum amount of local funding that must be provided for local school systems; it is a floor, not a ceiling. Based on local appropriation data from fiscal 2017 through 2022, **Exhibit 2.4** shows that 7 counties have exceeded MOE in at least 5 of the past 6 years. For 8 counties, the record is mixed with counties exceeding MOE in 3 or 4 of the past 6 years. Finally, 9 counties have *not* exceeded MOE in at least 4 years. Most of these counties are low-wealth counties, as will be discussed further in the next section.

Exhibit 2.4
Per Pupil Maintenance of Effort Funding Trend
Fiscal 2017-2022

<u>Tends to Exceed</u>	<u>Mixed</u>	<u>Tends Not to Exceed</u>
Anne Arundel	Baltimore Co.	Allegany
Carroll	Calvert	Baltimore City
Charles	Cecil	Caroline
Frederick	Kent	Dorchester
Harford	Montgomery	Garrett
Howard	Prince George’s	Queen Anne’s
St. Mary’s	Talbot	Somerset
	Worcester	Washington
		Wicomico

Source: Department of Legislative Services

Education Effort Adjustment to Local Share Requirement

For some counties, the combined local share across these several major aid programs is subject to certain adjustments. Though the Blueprint maintains the requirement that local governments fund the local share of the foundation program and establishes required local shares for several existing and new funding formula programs, constituting considerable increases to the total local share requirement, the bill also includes a mechanism for establishing a maximum local share that a county must fund each year. This involves “local education effort,” which is determined for each county by dividing the county’s local share of major education aid by the county’s wealth. An “education effort index,” which is the local education effort divided by the “State average education effort” is then determined. A “maximum local share” is calculated for each county, which is the county’s local wealth multiplied by the State average education effort.

Each county with an education effort above 1.0 for two consecutive years receives relief based upon its “education effort adjustment,” which is the amount by which that calculated local share exceeds the maximum local share. This relief (which results in increases to State aid) is provided to counties within one of three tiers, based on whether the education effort is (1) greater than 1.0 but less than 1.15; (2) at least 1.15 but less than 1.27; or (3) at least 1.27.

State relief for the first tier is phased up from 20% of the education effort adjustment in fiscal 2023 to 50% by fiscal 2030. State relief for the second tier is phased up from 23% of the education effort adjustment in fiscal 2023 to 100% by fiscal 2030. State relief for the third tier is 100% beginning in fiscal 2023. However, the education adjustment for a county is only allowed to the degree that the per pupil MOE requirement is met each year. New State funding for the education effort adjustment to provide local share relief is projected to grow from \$139 million in fiscal 2023 to \$441 million by fiscal 2034. (Note fiscal 2023 estimates throughout this report are the Department of Legislative Services (DLS) projections from August 2021 and do not reflect fall 2021 enrollment or wealth data. The fiscal 2023 State budget for education aid formulas will include the most recent data.)

Additional Reductions to Local Share

A county may also be eligible for a reduction in the required local share of major aid formulas in three additional ways: (1) if a county receives State funds from the Guaranteed Tax Base (GTB) program, the local share may be reduced by the amount of GTB funds, except that for Baltimore City only the amount above \$10 million may be reduced from the local share; (2) if a county receives State funds to support the minimum funding floors of 15% for the foundation and 40% for the targeted programs; and (3) if a county has a Comparable Wage Index (CWI) of at least 0.13, the local share of CWI may be reduced by 50%. However, in all of these cases, the local share may not be reduced below the required per pupil MOE amount. For these three reductions, State funding provided through specified formulas (e.g., GTB, CWI) is used to offset the local share.

Overall, as shown in **Exhibit 2.5**, 8 counties are projected to receive reductions to the local share in fiscal 2023 totaling approximately \$150 million, increasing to an estimated 17 counties receiving more than \$500 million in local share relief by fiscal 2030 and beyond.

Exhibit 2.5
Estimated Local Share Relief
Assumes the Required Local Share Total May Not Cover Local Retirement
(\$ in Millions)

County	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034
Allegany	\$0.0	-\$0.5	-\$0.6	-\$2.1	-\$2.8	-\$3.8	-\$4.4	-\$4.3	-\$4.8	-\$4.7	-\$5.0	-\$5.3
Anne Arundel	0.0	0.0	0.0	0.0	0.0	-9.4	-9.4	-10.2	-10.1	-9.7	-10.0	-9.8
Baltimore City	-106.0	-119.8	-123.9	-136.9	-139.1	-145.7	-154.2	-168.2	-175.5	-178.3	-190.5	-208.5
Baltimore	0.0	0.0	0.0	0.0	0.0	-12.7	-15.1	-18.8	-18.3	-18.1	-18.9	-19.1
Calvert	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Caroline	-2.0	-2.3	-2.3	-2.1	-2.4	-2.3	-2.5	-2.5	-2.9	-2.8	-2.8	-3.2
Carroll	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cecil	0.0	0.0	0.0	0.0	0.0	-0.1	-0.4	-0.9	-1.0	-1.2	-1.5	-1.8
Charles	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dorchester	-2.0	-2.3	-1.9	-2.7	-2.6	-2.7	-2.7	-2.9	-3.1	-3.2	-3.3	-3.3
Frederick	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Garrett	0.0	0.0	0.0	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.5	-0.4	-0.4
Harford	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Howard	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kent	-1.4	-1.3	-1.3	-1.4	-1.5	-1.6	-1.8	-2.2	-2.3	-2.4	-2.6	-2.8
Montgomery	0.0	0.0	0.0	0.0	-21.8	-62.7	-64.6	-67.4	-67.7	-67.9	-69.0	-68.1
Prince George's	-32.8	-63.0	-82.2	-104.5	-123.7	-145.7	-169.2	-206.8	-212.8	-213.2	-221.9	-225.8
Queen Anne's	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.4	-0.4	-0.4	-0.4	-0.4
St. Mary's	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Somerset	-0.4	-0.8	-0.9	-1.3	-1.4	-1.8	-1.7	-1.8	-2.0	-1.9	-2.1	-2.0
Talbot	-6.4	-6.3	-6.3	-6.2	-6.4	-6.4	-6.4	-6.5	-6.5	-6.6	-6.3	-5.8
Washington	0.0	-0.9	-2.7	-7.5	-7.1	-7.7	-8.1	-8.9	-9.5	-9.6	-10.0	-11.0
Wicomico	-3.3	-5.2	-5.6	-7.1	-6.6	-7.2	-7.2	-7.6	-8.2	-8.1	-7.8	-9.0
Worcester	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-4.3	-6.4	-8.2	-12.6	-13.8
Unallocated	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Statewide	-\$154.3	-\$202.4	-\$227.7	-\$272.3	-\$316.0	-\$410.0	-\$447.9	-\$514.1	-\$531.9	-\$536.8	-\$564.9	-\$589.9

Note: Local share relief includes the education effort adjustment and additional relief provisions.

Source: Department of Legislative Services, August 2021

DLS Projection of Local Appropriations and Student Enrollment

DLS projects local appropriations under the Blueprint by comparing total funding results derived from (1) prior year trends in per pupil funding, (2) per pupil MOE requirements, and (3) the combined local share of major formula programs. Making use of enrollment projections, total funding is projected to be the highest amount derived from that comparison in each year, while also accounting for assumptions with respect to local retirement obligations (as discussed further below). The prior year trends for some counties reflect funding above required per pupil MOE; thus, the projections of local appropriations account for the likelihood that some counties will continue to fund above required levels.

DLS enrollment projections make use of a combination of Maryland Department of Planning projections of student population growth for each county and prior year data and trends (also by county) for the particular enrollment inputs used in calculating State aid formulas. These include full-time equivalent enrollment, used for the foundation program and other programs; free and reduced-price meal counts, used for the compensatory education and new concentration of poverty grant programs; and counts of students eligible for other programs, including special education students, English-language learners, and students using special transportation. Given early warning systems under the Blueprint to identify students who are struggling to learn and the immediate interventions that will be available to put these students back on track toward achieving college and career readiness, a substantial decline in the number of students identified as being in need of a special education individualized education program (IEP) is anticipated. Therefore, the procedure for projection of the counts for special education formula funding has been modified to account for anticipated declines over several years.

None of the per pupil funding under the major formula programs for which a local share is required is intended to cover local retirement costs. The local share requirement under the Blueprint is designed to ensure that, through a combination of State and local funding, the full per pupil funding is provided for each major formula, which does not include local retirement. Local school boards have been required to pay a portion of teacher retirement costs (the normal cost) since fiscal 2012, phased in over four years; prior to that, the State paid 100% of teacher retirement costs. During the phase-in period, county governments (including Baltimore City) were required to appropriate the required local share of teacher retirement to the local school boards in addition to meeting the MOE requirement. Beginning in fiscal 2016, the county appropriation for teacher retirement from the prior year was folded into the per pupil MOE requirement.

Thus, presently, a portion of the annual per pupil MOE requirement represents the local share of teacher retirement costs. In projecting local appropriations, when comparing the per pupil MOE requirement (which includes funds for retirement) to the local share requirement, DLS added the local share of retirement costs to the local share total. Though counties are not specifically obligated to appropriate additional funds for teacher retirement, under the DLS assumption, every county is providing its local school system with funds to cover the school system's retirement expenditure obligation. Counties may, however, choose not to provide additional funds to cover

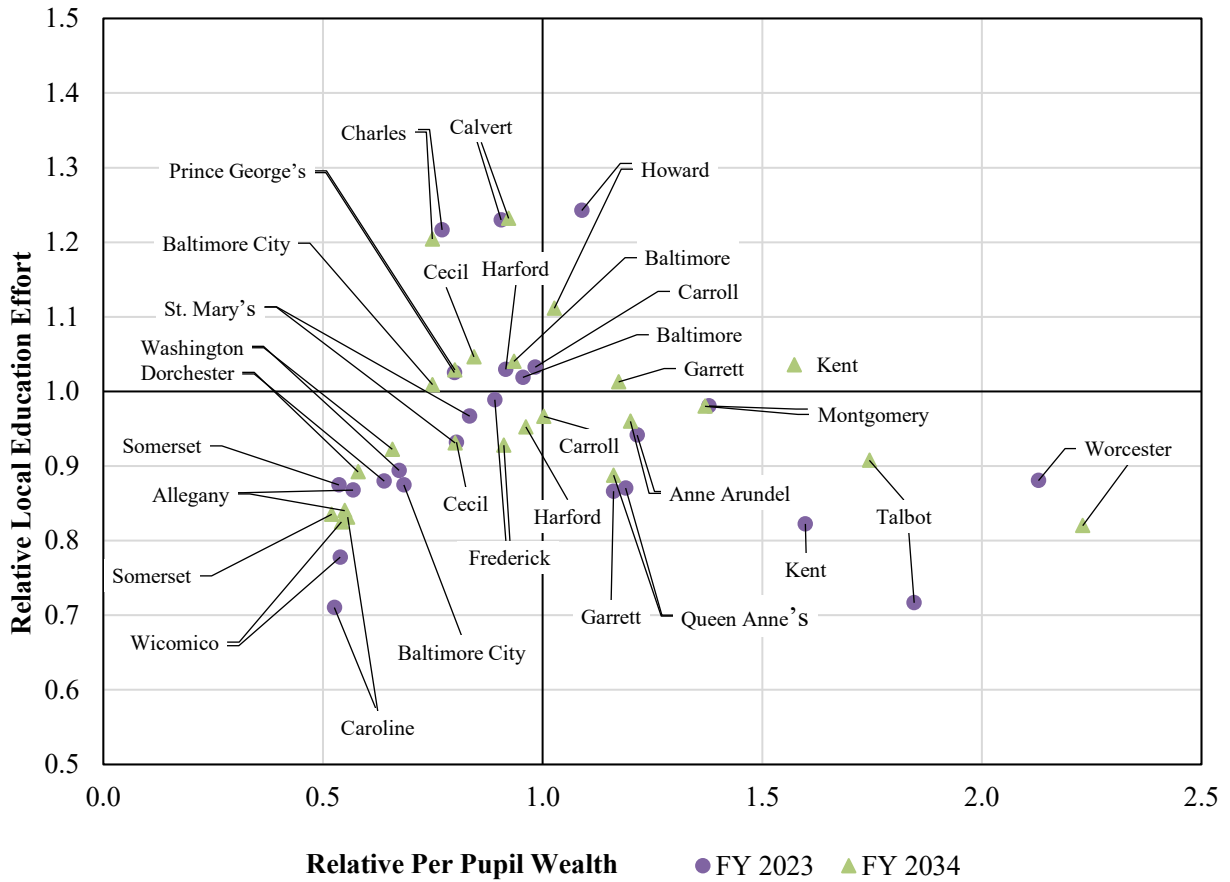
retirement costs as long as the MOE obligation is met. Such decisions would result in lower local appropriation totals than those assumed by DLS.

Total Local Education Effort

Total local education funding effort is determined by dividing total local appropriations for public schools by total local wealth. (This is a different calculation for effort than used in the education effort index discussed above.) **Exhibit 2.6** shows the projected per pupil relative local effort by county in fiscal 2023 and 2034 under the Blueprint, with both per pupil effort and per pupil wealth indexed to the statewide average (expressed for both as 1.0). Changes in local wealth and local effort on a per pupil basis vary by county. For example, Worcester County is shown to have more than twice the statewide average local wealth per pupil and is projected to exert less than the statewide average local effort, while Carroll County remains near the statewide average for both measures. The exhibit shows that some counties realize considerable shifts in per pupil effort over this period, as necessitated by the Blueprint legislation. Statewide local effort increases substantially from fiscal 2023 to 2034.

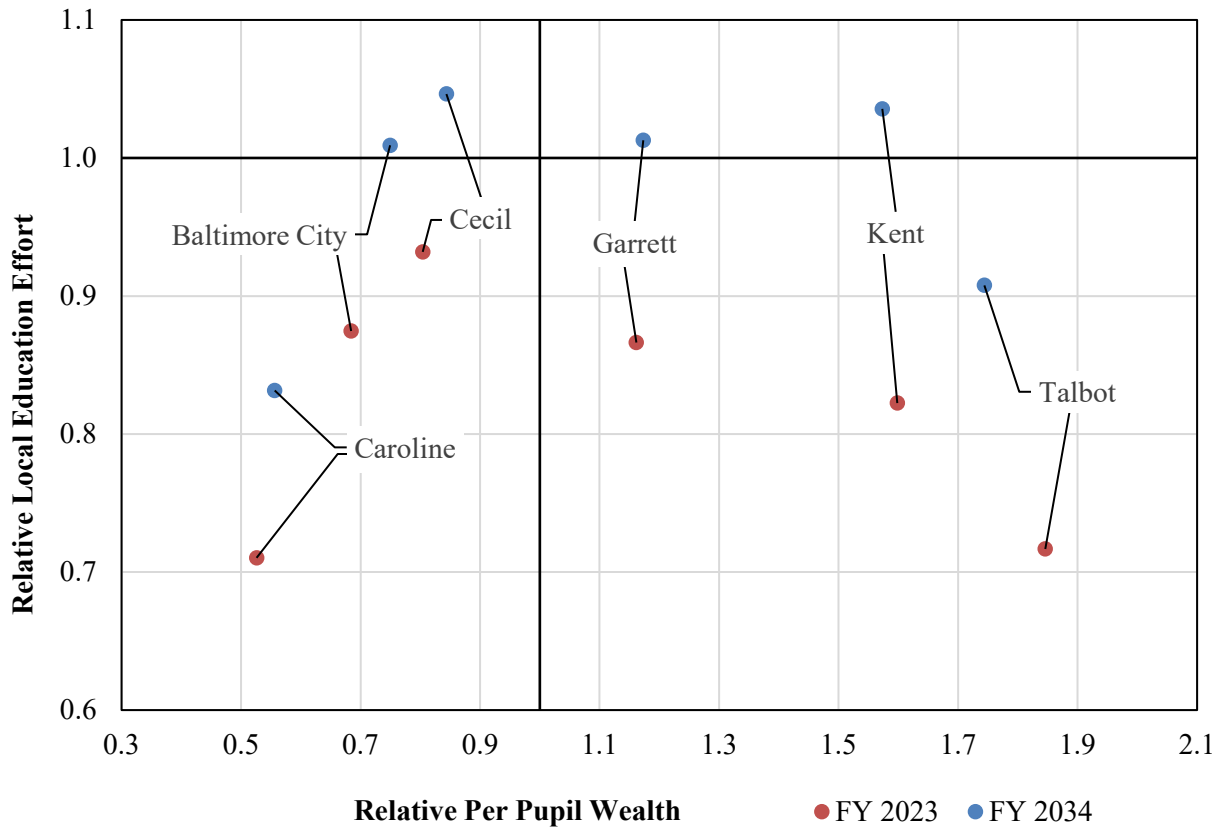
Exhibit 2.7 highlights the counties that are most impacted by the Blueprint in terms of increased per pupil local appropriations from fiscal 2023 to 2034. These 6 counties – including Baltimore City – will need to increase their local effort from below the statewide average to slightly above the average in most cases. Further, local per pupil wealth in these counties is not increasing to the degree that effort must increase, with local wealth being one proxy for the availability of local revenues to meet the increased local effort levels. The next chapter will discuss local revenues and explore possible sources of additional revenue.

Exhibit 2.6
Comparison of Relative Local Education Effort and Per Pupil Wealth
Fiscal 2023 and 2034



Source: Department of Legislative Services

Exhibit 2.7
Comparison of Relative Local Education Effort and
Per Pupil Wealth – Select Counties
Fiscal 2023 and 2024



Source: Department of Legislative Services

Chapter 3. Local Fiscal Impact

Increase in Local Board Appropriations

Under the Blueprint legislation, the required local appropriations to the boards of education will increase by \$119.6 million in fiscal 2023 and \$743.2 million by fiscal 2034. This represents a 1.7% increase (over the pre-Blueprint amount) in fiscal 2023 and an 8.1% increase in fiscal 2034. Due to the differences in the current funding practices among the counties, the overall impact varies by jurisdiction with 14 jurisdictions required to increase local funding over current practices in fiscal 2023 and 15 jurisdictions required to increase local funding in fiscal 2034. Of the affected jurisdictions, several will incur a major local funding increase (as defined by a 5% or greater increase in the annual local appropriation), while other jurisdictions will incur a moderate (2.5% to 5%) or minor (less than 2.5%) increase. Over the 12-year period, the number of jurisdictions that will incur a major fiscal impact increases from 4 in fiscal 2023 to 10 in fiscal 2034.

Exhibit 3.1 shows the increase in local appropriations needed to meet the requirements of the Blueprint legislation in fiscal 2023 (the first year of implementation), fiscal 2028, and fiscal 2034 (the first year of full implementation) both in dollars and as a total percentage increase above the expected local appropriation without the Blueprint. The exhibit also shows the required increase on a per pupil basis.

Exhibit 3.1
Projected Total Increase Above Expected Local Appropriations Due to Blueprint Legislation

County	Increase in Required Local Appropriation			Percent Above Pre-Blueprint Appropriation			Per Pupil Appropriation Above Pre-Blueprint		
	FY 2023	FY 2028	FY 2034	FY 2023	FY 2028	FY 2034	FY 2023	FY 2028	FY 2034
Allegany	\$340,642	\$0	\$0	1.1%	0.0%	0.0%	\$43	\$0	\$0
Anne Arundel	1,339,285	0	51,526,401	0.2%	0.0%	4.8%	16	0	571
Baltimore City	65,017,331	122,515,272	197,012,394	22.1%	39.0%	57.0%	891	1,766	2,973
Baltimore	0	0	111,088,110	0.0%	0.0%	10.0%	0	0	960
Calvert	0	465,110	0	0.0%	0.3%	0.0%	0	30	0
Caroline	983,723	2,607,020	6,353,084	6.2%	14.6%	31.6%	178	480	1,204
Carroll	0	0	0	0.0%	0.0%	0.0%	0	0	0
Cecil	175,262	7,291,471	20,984,542	0.2%	7.3%	17.9%	12	504	1,452
Charles	0	0	0	0.0%	0.0%	0.0%	0	0	0
Dorchester	0	0	0	0.0%	0.0%	0.0%	0	0	0
Frederick	125,422	951,053	6,741,376	0.0%	0.3%	1.7%	3	22	150
Garrett	0	1,337,774	8,092,822	0.0%	3.9%	20.8%	0	371	2,214
Harford	260,514	3,255,410	0	0.1%	1.0%	0.0%	7	89	0
Howard	0	0	0	0.0%	0.0%	0.0%	0	0	0
Kent	3,105	3,330,371	7,009,276	0.0%	16.0%	28.9%	2	1,913	3,957
Montgomery	0	0	142,191,284	0.0%	0.0%	6.3%	0	0	857
Prince George's	44,024,980	74,783,412	159,337,802	5.1%	8.0%	14.4%	331	545	1,124
Queen Anne's	255,304	0	816,698	0.4%	0.0%	0.9%	34	0	103
St. Mary's	0	0	1,618,009	0.0%	0.0%	1.1%	0	0	87
Somerset	0	0	0	0.0%	0.0%	0.0%	0	0	0
Talbot	3,348,582	9,497,542	19,717,658	7.4%	18.3%	32.2%	749	2,069	4,170
Washington	2,495,825	0	4,718,499	2.3%	0.0%	3.3%	114	0	212
Wicomico	1,185,997	348,761	5,979,519	2.4%	0.6%	9.3%	81	24	413
Worcester	9,183	560,754	0	0.0%	0.5%	0.0%	1	87	0
Total	\$119,565,154	\$226,943,950	\$743,187,474	1.7%	2.9%	8.1%			

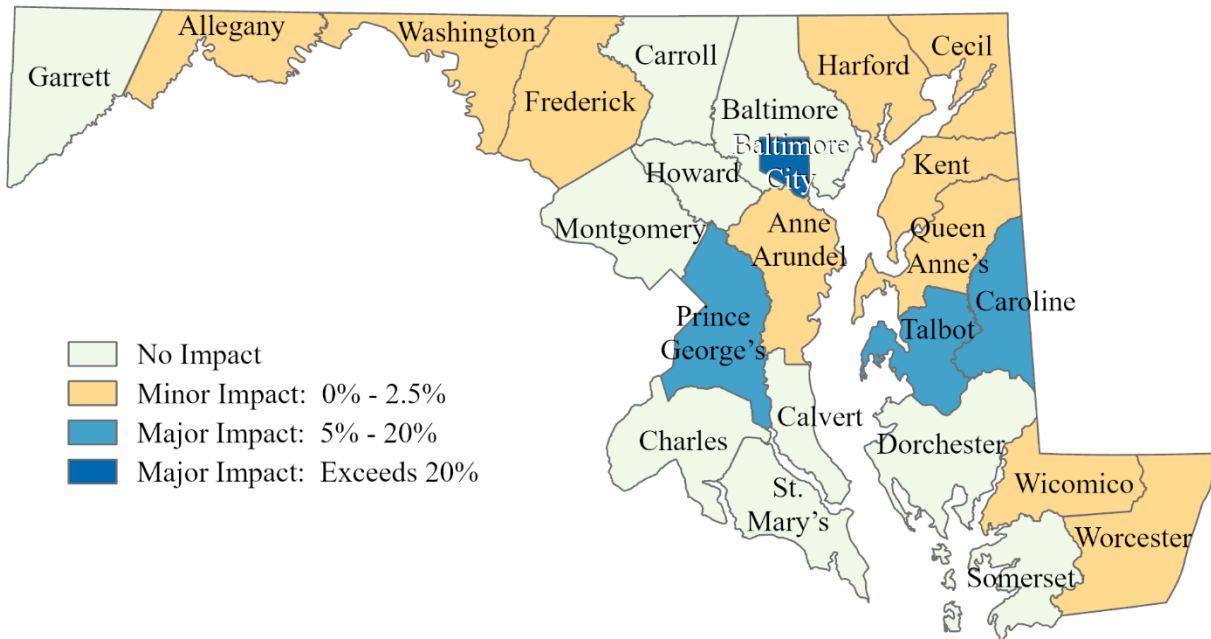
Source: Department of Legislative Services

Fiscal 2023

Major Impact Jurisdictions

In fiscal 2023, four jurisdictions will be required to significantly increase their local appropriations to meet Blueprint requirements. Baltimore City and Caroline, Prince George’s, and Talbot counties will each require local appropriations that are at least 5% greater than pre-Blueprint amounts, as shown in **Exhibit 3.2**. In fiscal 2023, Baltimore City will be required to increase its local appropriation by \$65.0 million, which represents a 22.1% increase over the pre-Blueprint amount and Prince George’s County will be required to increase its local appropriation by \$44.0 million, which represents a 5.1% increase. On a per pupil basis, the required increase totals \$891 in Baltimore City and \$331 in Prince George’s County.

Exhibit 3.2
Required Local Board Appropriation Under Blueprint Legislation
Percent Above Pre-Blueprint Amount
FY 2023



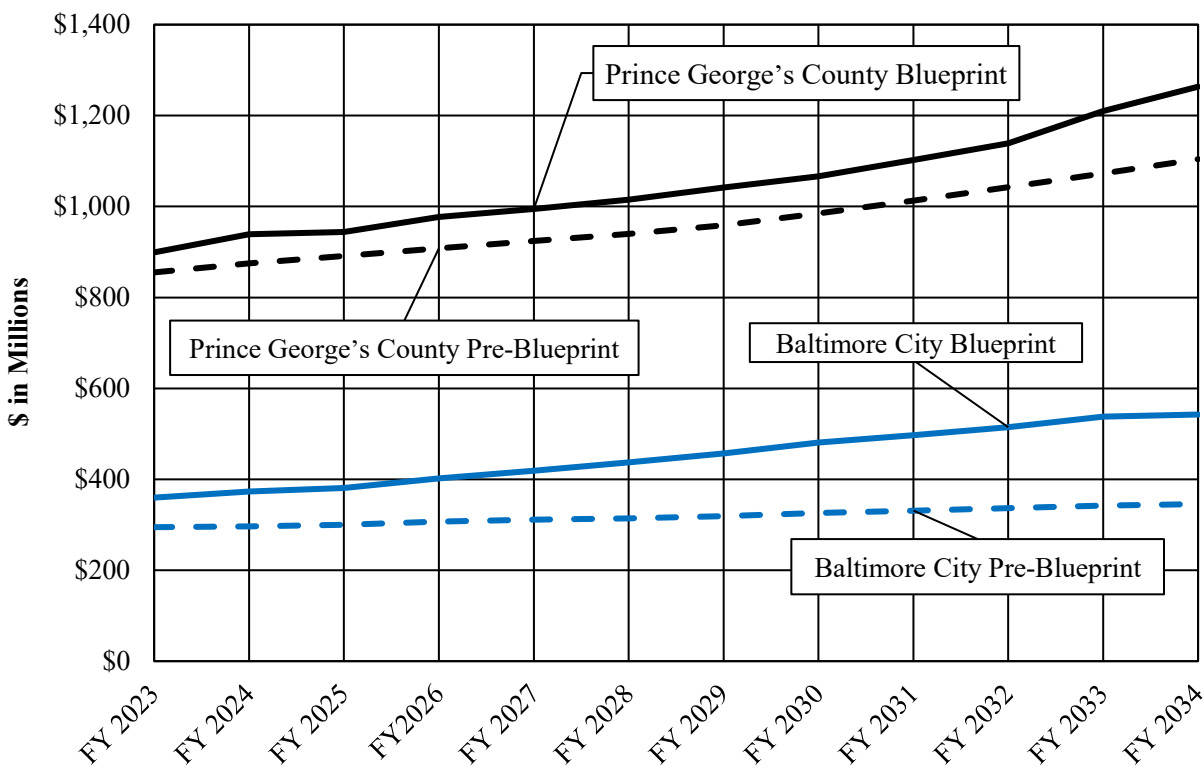
Source: Department of Legislative Services

The relative increases in local appropriations in fiscal 2023 are also significant in Talbot and Caroline counties. Talbot County will be required to increase its local appropriation by \$3.3 million, which represents a 7.4% increase over the pre-Blueprint amount and Caroline County will be required to increase its local appropriation by \$1.0 million, which represents a 6.2%

increase. On a per pupil basis, the required increase totals \$749 in Talbot County and \$178 in Caroline County.

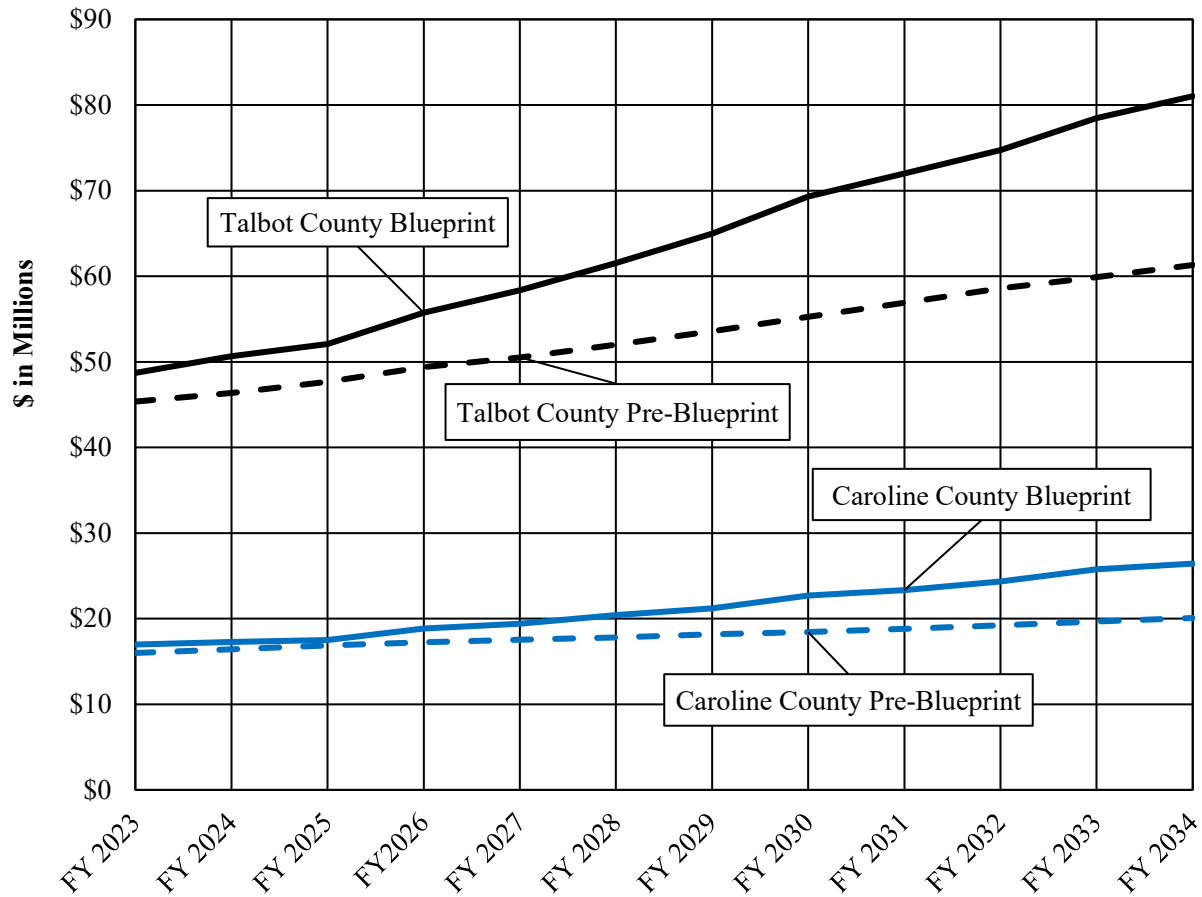
Exhibits 3.3 and **3.4** compare the growth in local appropriations under the Blueprint with the expected local appropriation under current practice (pre-Blueprint expected appropriations) in fiscal 2023 through 2034 for the major impact jurisdictions.

Exhibit 3.3
Projected Increase in Local Board Appropriation
Baltimore City and Prince George’s County
Fiscal 2023-2034



Source: Department of Legislative Services

Exhibit 3.4
Projected Increase in Local Board Appropriation
Caroline and Talbot Counties
Fiscal 2023-2034



Source: Department of Legislative Services

Minor Impact Jurisdictions

Allegany, Anne Arundel, Cecil, Frederick, Harford, Kent, Queen Anne’s, Washington, Wicomico, and Worcester counties all require less than a 2.5% increase in local appropriations over pre-Blueprint expected appropriations in fiscal 2023.

No Impact Jurisdictions

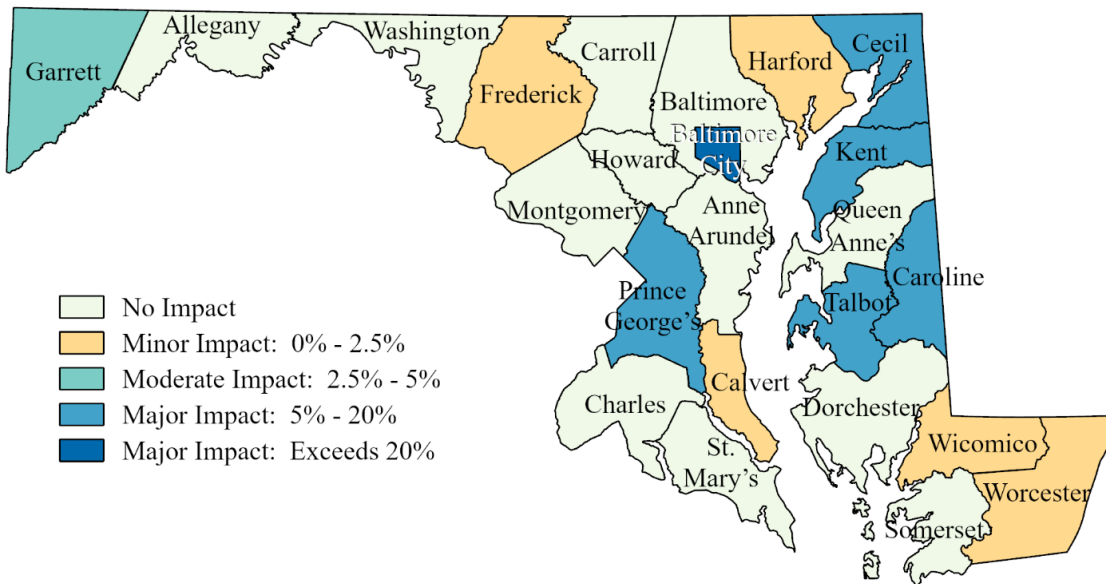
Baltimore, Calvert, Carroll, Charles, Dorchester, Garrett, Howard, Montgomery, St. Mary's, and Somerset counties will require no additional local appropriations in fiscal 2023 to meet the requirements of the Blueprint.

Fiscal 2028

Major Impact Jurisdictions

By fiscal 2028, six jurisdictions will require local appropriations that are at least 5% greater than pre-Blueprint amounts, as shown in **Exhibit 3.5**. Baltimore City will require the largest additional local appropriation totaling \$122.5 million or 39.0% above the pre-Blueprint amount. On a per pupil basis, the required increase totals \$1,766 per pupil. Caroline, Cecil, Kent, Prince George's, and Talbot counties also require significant increases above the expected pre-Blueprint levels. On a per pupil basis, the required increase totals \$480 in Caroline County, \$504 in Cecil County, \$1,913 in Kent County, \$545 in Prince George's County, and \$2,069 in Talbot County. This represents a 14.6% increase in Caroline County, a 7.3% increase in Cecil County, a 16.0% increase in Kent County, an 8.0% increase in Prince George's County, and an 18.3% increase in Talbot County.

Exhibit 3.5
Required Local Board Appropriation Under Blueprint Legislation
Percent Above Pre-Blueprint Amount
FY 2028



Source: Department of Legislative Services

Moderate Impact Jurisdictions

Only Garrett County will require a moderate level of additional local appropriations to meet the requirements of the Blueprint legislation in fiscal 2028. The county's local board appropriation will need to increase by an additional \$1.3 million, which represents a 3.9% or \$371 per pupil increase.

Minor Impact Jurisdictions

Five jurisdictions (Calvert, Frederick, Harford, Wicomico, and Worcester counties) will require only a minimal increase in their local appropriation as compared to the pre-Blueprint amount.

No Impact Jurisdictions

Twelve jurisdictions (Allegany, Anne Arundel, Baltimore, Carroll, Charles, Dorchester, Howard, Montgomery, Queen Anne's, St. Mary's, Somerset, and Washington counties) will require no additional local appropriations in fiscal 2028 to meet the requirements of the Blueprint legislation.

Fiscal 2034

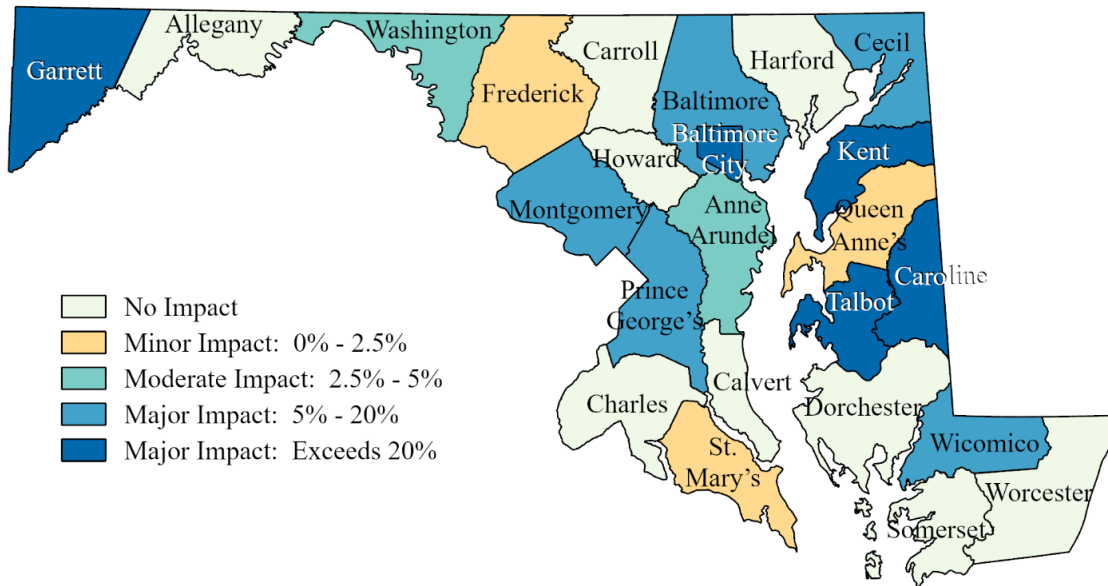
Major Impact Jurisdictions

By fiscal 2034, Baltimore City and Baltimore, Caroline, Cecil, Garrett, Kent, Montgomery, Prince George's, Talbot, and Wicomico counties will require local appropriations that are at least 5% greater than pre-Blueprint amounts, as shown in **Exhibit 3.6**. Of these jurisdictions, Baltimore City will require the largest additional local appropriation totaling \$197.0 million or 57% above the pre-Blueprint amount. On a per pupil basis, the required increase totals \$2,973.

Baltimore, Montgomery, and Prince George's counties also require significant increases above the expected pre-Blueprint levels. Baltimore County requires an additional \$111.1 million or a 10% increase resulting in an additional \$960 per pupil. Montgomery County requires an additional \$142.2 million or a 6.3% increase resulting in an additional \$857 per pupil. Prince George's County requires an additional \$159.3 million or a 14.4% increase resulting in an additional \$1,124 per pupil.

Relative to their student enrollment, Caroline, Cecil, Garrett, Kent, Talbot, and Wicomico counties will also require a significant increase in their local appropriations in fiscal 2034 to meet the requirements of the Blueprint legislation. In fiscal 2034, Caroline County requires a \$6.4 million or a 31.6% increase over the expected pre-Blueprint appropriation, Cecil County requires \$21.0 million or 17.9%, Garrett County requires \$8.1 million or 20.8%, Kent County requires \$7.0 million or 28.9%, Talbot County requires \$19.7 million or 32.2%, and Wicomico County requires \$6.0 million or 9.3%. For these smaller counties, the additional appropriations translate to a relatively large per pupil increase. For example, the per pupil increase in local appropriations totals \$1,204 in Caroline County, \$1,452 in Cecil County, \$2,214 in Garrett County, \$3,957 in Kent County, \$4,170 in Talbot County, and \$413 in Wicomico County.

Exhibit 3.6
Required Local Board Appropriation Under Blueprint Legislation
Percent Above Pre-Blueprint Amount
FY 2034



Source: Department of Legislative Services

Moderate Impact Jurisdictions

In fiscal 2034, Anne Arundel and Washington counties will require a moderate level of additional local appropriations to meet the requirements of the Blueprint legislation. Anne Arundel County will require about \$51.5 million or 4.8% more than pre-Blueprint amounts, which represents \$571 on a per pupil basis. Washington County will require an additional \$4.7 million or a 3.3% increase, which represents \$212 on a per pupil basis.

Minor Impact Jurisdictions

Frederick, Queen Anne's, and St. Mary's counties are projected to require a local appropriation that is at most 1.7% higher than the expected pre-Blueprint amount.

No Impact Jurisdictions

Nine jurisdictions (Allegany, Calvert, Carroll, Charles, Dorchester, Harford, Howard, Somerset, and Worcester counties) will not be required to increase their local appropriations in fiscal 2034, since their projected appropriations under current practices exceed the amount required under the Blueprint legislation.

Trends from Fiscal 2023 to 2034

Baltimore City and Caroline, Cecil, Kent, Prince George's, and Talbot counties will be required to increase their local appropriations annually through fiscal 2034 to meet the Blueprint funding requirement.

Some counties will not need to increase local appropriations significantly at the start of the Blueprint implementation (fiscal 2023) but will realize more significant impacts as the Blueprint legislation is implemented. For example, five counties (Baltimore, Calvert, Garrett, Montgomery, and St. Mary's) require no increase in their local appropriations over the first two to six fiscal years of Blueprint implementation but will require an increase in later fiscal years. The projected increase in Baltimore and Montgomery counties will not occur until fiscal 2029. In Calvert County, the projected increase begins in fiscal 2025 with a minimal amount and fades to zero in fiscal 2032. In Garrett County, the projected increase begins in fiscal 2027 with an additional \$0.6 million and grows to an additional \$8.1 million in fiscal 2034. In St. Mary's County, the required increase will be relatively small (less than \$100,000) in fiscal 2025 through 2027 but will increase to at least \$0.5 million in fiscal 2033 and 2034.

Other counties will realize ongoing increases in their required local appropriations with some jurisdictions incurring relatively significant increases while other jurisdictions incur relatively smaller increases. For example, in addition to the five counties listed above with no required additional appropriation in fiscal 2023, Baltimore City and Anne Arundel, Caroline, Cecil, Frederick, Kent, Prince George's, Talbot, Washington, and Wicomico counties will experience a significant increase in their local appropriation from fiscal 2023 to 2034. In most cases, the additional appropriations more than double. Many counties incur a significant increase in their local appropriations in large part because Blueprint funding levels phase in over time, rather than ramping up all at once.

Conversely, four counties (Allegany, Calvert, Harford, and Worcester) require additional local appropriations to meet Blueprint requirements in some fiscal years but are projected to require no additional local appropriations beyond their pre-Blueprint baseline in fiscal 2034. Allegany County is only projected to need additional local funds in fiscal 2023. Subsequently, Allegany County's pre-Blueprint local appropriations exceed what is required by the Blueprint legislation. The expected local appropriation amount in Calvert County will also exceed what is required under the Blueprint legislation in fiscal 2032, Harford County in fiscal 2033, and Worcester County in fiscal 2031.

Anne Arundel, Frederick, Queen Anne's, St. Mary's, Washington, and Wicomico counties have gaps in the fiscal years for which additional local appropriations are required. Anne Arundel County requires an additional \$1.3 million in fiscal 2023 and then does not again require additional appropriations until fiscal 2032 when it needs an additional \$27.6 million above the county's expected local appropriation. Frederick County will need additional local appropriations in fiscal 2023 through 2029 and then again in fiscal 2033 and 2034. Queen Anne's County will require additional local appropriations in fiscal 2023 through 2026 and again in fiscal 2033 and 2034. As noted above, St. Mary's County is expected to require a small increase in its local

appropriation in fiscal 2025 through 2027 and then again in fiscal 2033 and 2034. Washington County will require additional appropriations in fiscal 2023 and then again from fiscal 2029 onward. Lastly, Wicomico County needs to increase appropriations by \$1.2 million in fiscal 2023 and then will not need additional appropriations beyond what is currently anticipated until fiscal 2028.

Five counties (Carroll, Charles, Dorchester, Howard, and Somerset) will not be required to increase their local appropriations in any fiscal year during the 12-year period (fiscal 2023 through 2034), since their projected appropriations under current practices exceed the amount required under the Blueprint legislation.

Local Revenues and Blueprint Growth

At the statewide level, local revenues from income and property taxes are expected to increase at an average annual rate of 3.9% between fiscal 2022 and 2034. The projected growth rates range from 3.1% in Allegany County to 4.4% in Frederick County. Seven jurisdictions are expected to realize growth rates of at least 4.0% during the 12-year period. Three jurisdictions are expected to realize growth rates below 3.5%. In terms of public school funding, the required local school board appropriations under the Blueprint legislation are expected to increase by 2.9% over the same 12-year period. The projected growth rates range from 1.6% in Allegany County to 5.2% in Baltimore City and Talbot County. Five jurisdictions are projected to have growth rates above 4.0%, while four jurisdictions are projected to have growth rates below 2.0%. For many jurisdictions, the projected growth in local revenues over the next 12 years outpaces the required local education funding increases, as shown in **Exhibit 3.7**. The local education funding growth is expected to outpace local revenues in five jurisdictions (Baltimore City and Caroline, Garrett, Kent, and Talbot counties). The gaps are especially large for Baltimore City (1.6 percentage points), Talbot County (1.6 percentage points) and Kent County (1.1 percentage points).

Exhibit 3.7
Comparison in Local Revenue and Blueprint Growth
Fiscal 2022-2034

County	Local Revenues	Blueprint	Difference
Allegany	3.1%	1.6%	1.5%
Anne Arundel	4.1%	3.1%	1.1%
Baltimore City	3.6%	5.2%	-1.6%
Baltimore	3.7%	2.7%	1.1%
Calvert	3.8%	2.8%	1.0%
Caroline	3.8%	4.3%	-0.5%
Carroll	3.8%	1.8%	2.0%
Cecil	4.0%	3.8%	0.3%
Charles	3.9%	2.8%	1.2%
Dorchester	3.5%	2.6%	0.9%
Frederick	4.4%	2.2%	2.2%
Garrett	3.8%	4.2%	-0.4%
Harford	3.8%	1.7%	2.1%
Howard	4.1%	2.0%	2.1%
Kent	3.3%	4.4%	-1.1%
Montgomery	3.8%	2.7%	1.1%
Prince George's	4.3%	3.7%	0.6%
Queen Anne's	4.0%	3.0%	1.0%
St. Mary's	3.8%	2.2%	1.6%
Somerset	3.4%	1.9%	1.5%
Talbot	3.7%	5.2%	-1.6%
Washington	3.6%	2.7%	0.9%
Wicomico	3.7%	3.0%	0.6%
Worcester	4.0%	2.3%	1.7%
Total	3.9%	2.9%	1.0%

Source: Department of Legislative Services

Potential Impact on Property and Income Taxes

In jurisdictions that need to make additional local appropriations under the Blueprint legislation, local property and income taxes are two major sources of income that can be used to fund the increased local appropriations. Property and income taxes are the two largest own-source revenues for county governments, accounting for approximately 90% of local tax revenues. In fiscal 2020, county governments (including Baltimore City) collected \$8.9 billion in property taxes

and \$6.2 billion in income taxes. Tax collections are based on each jurisdiction's tax rate and local tax base (county assessable base for property taxes and net taxable income for income taxes). The larger the local tax base, the more revenue that can be derived with an increase in the local tax rate. An additional factor influencing local revenue attainment is the growth in the local tax base. Jurisdictions experiencing an above average growth in their tax base may be able to fund additional services within their existing tax rates. The following is a discussion of the potential effects on local property and income taxes resulting from the increased local funding requirements under the Blueprint legislation.

Share of Property and Income Tax Revenues

Local appropriations to the boards of education accounted for 44.5% of total local property and income tax revenues in fiscal 2020. The additional required local funding under the Blueprint legislation represents 0.7% of total local property and income tax revenues in fiscal 2023 and 2.9% in fiscal 2034. The respective increase in each jurisdiction varies considerably depending on both the required increase in the local appropriation and actual tax collections. As shown in **Exhibit 3.8**, the additional required local funding in Baltimore City represents 4.5% of estimated property and income tax collections in fiscal 2023, the highest percentage in the State. By fiscal 2034, the additional required local funding in Baltimore City will represent 9.3% of estimated property and income tax collections, the third highest in the State.

Exhibit 3.8
Total Local Appropriation Increase Under Blueprint Legislation
Percent of Total Local Property and Income Tax Revenue

County	FY 2023	FY 2028	FY 2034
Allegany	0.4%	0.0%	0.0%
Anne Arundel	0.1%	0.0%	2.1%
Baltimore City	4.5%	7.1%	9.3%
Baltimore	0.0%	0.0%	3.5%
Calvert	0.0%	0.1%	0.0%
Caroline	2.0%	4.5%	8.7%
Carroll	0.0%	0.0%	0.0%
Cecil	0.1%	2.8%	6.4%
Charles	0.0%	0.0%	0.0%
Dorchester	0.0%	0.0%	0.0%
Frederick	0.0%	0.1%	0.6%
Garrett	0.0%	1.4%	7.0%
Harford	0.0%	0.4%	0.0%
Howard	0.0%	0.0%	0.0%
Kent	0.0%	5.4%	9.5%
Montgomery	0.0%	0.0%	2.4%
Prince George's	2.0%	2.7%	4.5%
Queen Anne's	0.2%	0.0%	0.4%
St. Mary's	0.0%	0.0%	0.4%
Somerset	0.0%	0.0%	0.0%
Talbot	3.5%	8.2%	14.0%
Washington	1.0%	0.0%	1.3%
Wicomico	0.9%	0.2%	3.0%
Worcester	0.0%	0.2%	0.0%
Total	0.7%	1.1%	2.9%

Source: Department of Legislative Services

By fiscal 2034, the additional local appropriation in 6 counties (outside of Baltimore City) will account for at least 4.5% of total property and income tax collections. Talbot and Kent counties will incur the largest impact, with the additional required local appropriations accounting for 14.0% of total property and income tax collections in Talbot County and 9.5% in Kent County.

Public School Share of County Expenditures

Share of Total County Expenditures

County governments and Baltimore City spent \$35 billion on public services in fiscal 2020. On a per capita basis, county expenditures averaged \$5,773. Public schools continue to be the largest function of county government, accounting for 46.1% of total county spending in fiscal 2020, as shown in **Exhibit 3.9**. Public schools ranged from 37.6% of total spending in Baltimore City to 60.6% in Washington County. The smaller percentage of spending targeted to public schools in Baltimore City was, in part, a result of the greater need for public safety and public works services. Public safety accounted for 19.2% of Baltimore City's spending, the highest percentage in the State. In addition, public works functions accounted for 17.0% of total spending in the city, the second highest percentage in the State.

Public works is the second largest function of county governments, accounting for 12.24% of total spending. Garrett County, which spends a considerable amount for snow removal, led the State in the percentage of expenditures targeted to public works (17.1%), followed by Baltimore City (17.0%). Public safety is the third largest function of county governments, accounting for 12.22% of total spending. As noted above, Baltimore City led the State in the percentage expended on public safety with 19.2%. Baltimore City was followed by Prince George's County (15.3%) and Charles County (15.2%).

Exhibit 3.9
County Expenditures by Category
Fiscal 2020

County	Public Schools	Public Works	Public Safety	General Government	Community College	Health/ Social Services	Parks and Recreation	Debt Service	Other
Allegany	50.0%	12.0%	9.3%	4.0%	13.2%	5.3%	0.6%	1.5%	4.1%
Anne Arundel	49.3%	11.7%	12.3%	4.7%	4.9%	3.5%	2.2%	6.5%	5.0%
Baltimore City	37.6%	17.0%	19.2%	9.2%	0.0%	5.7%	2.0%	4.1%	5.2%
Baltimore	45.6%	14.2%	10.2%	3.8%	5.5%	2.9%	0.7%	6.8%	10.2%
Calvert	52.2%	8.4%	10.0%	5.6%	3.8%	3.2%	3.1%	3.9%	9.8%
Caroline	59.2%	2.6%	9.7%	2.9%	4.2%	4.5%	1.1%	10.8%	4.9%
Carroll	54.6%	7.5%	8.2%	7.2%	5.2%	3.4%	1.1%	5.4%	7.5%
Cecil	54.3%	7.9%	10.3%	3.9%	7.7%	6.6%	0.8%	4.6%	3.8%
Charles	52.9%	8.8%	15.2%	4.6%	4.9%	2.9%	1.4%	5.6%	3.7%
Dorchester	60.5%	6.1%	10.4%	4.9%	3.2%	5.7%	0.4%	2.8%	6.1%
Frederick	53.3%	9.4%	10.5%	4.5%	4.7%	4.5%	2.0%	6.0%	5.0%
Garrett	40.7%	17.1%	9.9%	5.9%	10.2%	7.5%	0.5%	1.7%	6.5%
Harford	51.8%	11.6%	10.7%	4.6%	5.5%	2.9%	1.5%	5.6%	5.8%
Howard	47.8%	10.6%	11.9%	7.2%	5.4%	3.3%	2.6%	7.2%	4.0%
Kent	42.6%	10.9%	13.6%	8.7%	2.5%	7.9%	2.5%	8.1%	3.2%
Montgomery	42.0%	12.2%	8.9%	7.8%	4.5%	4.5%	2.7%	8.5%	8.9%
Prince George's	45.4%	12.5%	15.3%	5.3%	2.8%	2.1%	4.4%	5.7%	6.3%
Queen Anne's	48.6%	9.7%	12.1%	5.7%	3.6%	5.3%	4.1%	5.9%	4.9%
St. Mary's	53.5%	8.3%	10.5%	11.3%	3.8%	3.3%	2.6%	3.1%	3.5%
Somerset	53.5%	10.8%	7.7%	6.0%	0.3%	6.4%	4.2%	6.0%	5.1%
Talbot	56.0%	9.5%	11.4%	5.5%	4.6%	5.2%	2.4%	2.3%	3.1%
Washington	60.6%	10.0%	10.0%	3.8%	7.3%	2.7%	0.9%	2.6%	2.1%
Wicomico	58.4%	6.2%	9.3%	3.2%	5.6%	7.3%	2.7%	6.2%	1.1%
Worcester	52.8%	8.1%	11.9%	6.2%	3.2%	6.0%	1.0%	4.5%	6.2%
Statewide	46.1%	12.2%	12.2%	6.2%	4.1%	3.9%	2.3%	6.2%	6.6%

Source: *Local Government Finances*, Department of Legislative Services

Local Fiscal Trends

The growth in public school expenditures remained below the average annual growth rates for the other major functions of county governments. As shown in **Exhibit 3.10**, public school expenditures increased at an average annual rate of 2.9% between fiscal 2015 and 2020, whereas public works expenditures increased by 4.0% and public safety expenditures increased by 5.0%. Total county expenditures increased by 3.6% during this period. Public schools accounted for 47.7% of total county expenditures in fiscal 2015 and 46.1% in fiscal 2020.

Exhibit 3.10
County Government Total Expenditures
Fiscal 2015-2020
(\$ in Millions)

	<u>FY 2015</u>	<u>FY 2020</u>	<u>Avg. Annual Increase</u>
Public Schools	\$13,977.8	\$16,123.7	2.9%
Public Works	\$3,524.6	\$4,279.3	4.0%
Public Safety	\$3,351.9	\$4,270.4	5.0%
Total Expenditures	\$29,275.6	\$34,953.4	3.6%
Public Schools Share of Total Expenditures	47.7%	46.1%	

Source: *Local Government Finances*, Department of Legislative Services

When focusing on county operating expenditures, the county contributions to the local boards of education increased at an average annual rate of 2.8% between fiscal 2015 and 2020, as shown in **Exhibit 3.11**. This growth rate was below that for total county operating expenditures (3.2%) and the net county operating expenditures when excluding the local board contributions (3.5%). The local board contributions account for 37.5% of total county operating expenditures in fiscal 2015 and 36.8% in fiscal 2020.

Exhibit 3.11
County Government Operating Expenditures
Fiscal 2015-2020
(\$ in Millions)

	<u>FY 2015</u>	<u>FY 2020</u>	<u>Avg. Annual Increase</u>
Governmental Operations	\$15,545.9	\$18,219.6	3.2%
Board Appropriation	\$5,835.3	\$6,695.9	2.8%
Net Amount	\$9,710.6	\$11,523.7	3.5%
 Board Appropriation Share of Governmental Operations	 37.5%	 36.8%	

Source: *Local Government Finances*, Department of Legislative Services

Appendix 1. Tax Rate Equivalents

Local Property Tax Rate Equivalents Required Increase in Local Appropriations Major Impact Jurisdictions

County	FY 2023	FY 2028	FY 2034	Property Tax Rate FY 2022
Baltimore City	\$0.1522	\$0.2362	\$0.3126	\$2.2480
Caroline	0.0346	0.0753	0.1469	0.9800
Garrett	0.0000	0.0227	0.1131	1.0560
Kent	0.0001	0.0893	0.1616	1.0120
Talbot	0.0421	0.0972	0.1675	0.6565

Local Income Tax Rate Equivalents Required Increase in Local Appropriations Major Impact Jurisdictions

County	FY 2023	FY 2028	FY 2034	Income Tax Rate CY 2022
Baltimore City	0.4912%	0.7668%	0.9958%	3.20%
Caroline	0.1416%	0.3108%	0.6116%	3.20%
Garrett	0.0000%	0.1675%	0.8183%	2.65%
Kent	0.0005%	0.4724%	0.8030%	3.20%
Talbot	0.2037%	0.4780%	0.8012%	2.40%

Source: Department of Legislative Services

Appendix 2. Property Tax Limitation Measures


Five charter counties (Anne Arundel, Montgomery, Prince George's, Talbot, and Wicomico) have amended their charters to limit property tax rates or revenues. In Anne Arundel County, the total annual increase in property tax revenues is limited to the lesser of 4.5% or the increase in the Consumer Price Index (CPI). In Montgomery County, a real property tax rate that exceeds the real property tax rate approved for the previous year may only be adopted if approved by all members of the county council. In Prince George's County, the general property tax rate is capped at \$0.96 per \$100 of assessed value. Special taxing districts, such as the Maryland-National Capital Park and Planning Commission, are not included under the tax cap. In Wicomico County, the total annual increase in property tax revenues is limited to the lesser of 2% or the increase in CPI. In Talbot County, the total annual increase in property tax revenues is limited to 2%.

Counties may exceed the charter limitations on local property taxes for the purpose of funding the approved budget of the local boards of education. If a local property tax rate is set above the charter limit, the county governing body may not reduce funding provided to the local board of education from any other local source and must appropriate to the local board of education all of the revenues generated from any increase beyond the existing charter limit. This authority was adopted at the 2012 regular session to ensure that counties have the fiscal ability to meet education maintenance of effort requirements.

In fiscal 2013, Talbot County became the first jurisdiction to exercise this new authority by establishing a \$0.026 supplemental property tax rate for the local board of education. In fiscal 2016, Prince George's County became the second county to exercise this authority by enacting a \$0.04 supplemental property tax rate to fund its schools. In fiscal 2017, Talbot County again exceeded its charter limit by establishing a \$0.0086 supplemental property tax rate for public schools, and Montgomery County exceeded its charter limit through a unanimous vote by the county council. In fiscal 2018, Talbot County exceeded its charter limit by approving a \$0.0159 supplemental property tax rate for the board of education. In fiscal 2019, Talbot County's property tax rate exceeded the charter limit by \$0.025 with the additional revenue attributable to the rate increase above the tax cap appropriated to the board of education. In fiscal 2020, Anne Arundel County exceeded its charter limit for the first time, enacting a supplemental tax rate of \$0.034 for the county board of education. Talbot County also exceeded its charter limit in fiscal 2020, enacting a \$0.023 supplemental tax rate for the board of education. For fiscal 2022, Talbot County exceeded its charter limit by enacting a \$0.0036 supplemental tax rate for the board of education.



Mohammed Choudhury
State Superintendent of Schools

TO: Local School Superintendents
FROM: Mohammed Choudhury 
DATE: January 21, 2022
RE: Preliminary State Aid Calculations

Attached for your information are the **Preliminary DRAFT Calculations** of FY 2023 Major State Aid to local school systems. These reflect the preliminary formula calculations for the Blueprint for Maryland’s Future Major State Aid Programs.

The FY 2023 Major State Aid calculations are presented as follows:

- Page 1.....January 21, 2022 Preliminary DRAFT Calculations for Major State Aid Programs-Summary
- Page 4.....Enrollment for Calculating the Foundation Program
- Page 6.....Wealth for Calculating the Foundation Program
- Page 10.....Foundation Program
- Page 11.....Guaranteed Tax Base Program
- Page 13.....Blueprint Transition Grant Program
- Page 15.....College and Career Ready Program
- Page 16.....Regional Cost Differences Program
- Page 17.....State Compensatory Education Program
- Page 19.....Concentration of Poverty Program
- Page 20.....English Learners Program
- Page 22.....Special Education Formula
- Page 24.....Transitional Supplemental Instruction Program
- Page 26.....Publicly Funded Prekindergarten Program
- Page 28.....Career Ladder for Educators
- Page 30.....Student Transportation
- Page 32.....Education Effort

Note that the FY 2023 budget includes a \$57.3 million hold-harmless for the State Compensatory Education Program and an additional \$94.6 million for the Publicly Funded Prekindergarten Program to support all four-year-old students in full-day public school programs and eligible four-year-old students attending participating private provider programs.

The Blueprint for Maryland's Future Fund mandates a Local Share of Major Aid to Education Programs except for the Concentration of Poverty Program; §5-235(a)(1) of the Education Article. The Blueprint allows for a reduction in the required Local Share if certain conditions, including education effort are met (§5-239).

Section 5-239 (b)(1)(iii) and (2)(i) define the calculation for the adjustment to the required local share. This definition requires two years of data, which will not be available until FY 2024. Therefore, the Governor's Allowance does not include funding for this program.

MSDE staff will review the preliminary Major State Aid Calculations with the local school finance officers on Thursday, January 27, 2022. MSDE staff will provide additional technical assistance to ensure local school finance officials are familiar with the calculations. If you have any questions regarding these calculations, please feel free to contact Justin Dayhoff, Assistant State Superintendent, Financial Planning, Operations, and Strategy. Justin can be reached at 410-767-0439 or via email, justin.dayhoff@maryland.gov.

Summary of Major State Aid Programs: State Share

Fiscal Year 2023		5-201	5-214	5-215	5-216	5-217	5-218
LEA ID Local Education Agency		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
		Foundation Program	Guaranteed Tax Base Program	Blueprint Transition Grant Program	Compable Wage Index	CCR Program	Transportation
01	Allegany	\$ 47,484,284	\$ 5,813,384	\$ 10,348	\$ -	\$ 256,082	\$ 5,540,492
02	Anne Arundel	\$ 269,742,082	\$ -	\$ -	\$ -	\$ 1,598,583	\$ 29,584,581
30	Baltimore City	\$ 406,358,789	\$ 15,116,719	\$ 18,669,201	\$ -	\$ 666,285	\$ 22,496,338
03	Baltimore	\$ 484,068,679	\$ -	\$ 2,953,950	\$ -	\$ 1,801,799	\$ 37,933,746
04	Calvert	\$ 71,786,178	\$ -	\$ -	\$ -	\$ 544,608	\$ 6,916,598
05	Caroline	\$ 33,363,637	\$ 2,138,478	\$ 966,820	\$ -	\$ 212,732	\$ 3,252,950
06	Carroll	\$ 109,287,285	\$ -	\$ -	\$ -	\$ 975,820	\$ 11,870,906
07	Cecil	\$ 72,890,895	\$ -	\$ 49,060	\$ -	\$ 433,501	\$ 6,294,288
08	Charles	\$ 134,164,177	\$ 2,864,668	\$ -	\$ -	\$ 650,278	\$ 13,184,502
09	Dorchester	\$ 24,776,300	\$ 1,665,384	\$ 1,321,515	\$ -	\$ 88,638	\$ 2,971,901
10	Frederick	\$ 209,240,441	\$ -	\$ -	\$ -	\$ 1,705,077	\$ 16,290,215
11	Garrett	\$ 12,615,562	\$ -	\$ 1,201,160	\$ -	\$ 70,639	\$ 3,571,654
12	Harford	\$ 169,587,553	\$ -	\$ -	\$ -	\$ 1,137,565	\$ 15,482,783
13	Howard	\$ 214,760,666	\$ -	\$ 41,743	\$ -	\$ 1,831,274	\$ 22,055,308
14	Kent	\$ 3,332,374	\$ -	\$ 1,005,090	\$ -	\$ 19,264	\$ 1,868,058
15	Montgomery	\$ 424,688,660	\$ -	\$ 7,712,745	\$ -	\$ 3,080,362	\$ 50,978,010
16	Prince George's	\$ 627,697,885	\$ -	\$ 20,505,652	\$ -	\$ 1,401,972	\$ 50,289,310
17	Queen Anne's	\$ 25,685,766	\$ -	\$ -	\$ -	\$ 202,641	\$ 4,078,227
18	St. Mary's	\$ 82,150,249	\$ -	\$ 3,251,181	\$ -	\$ 556,919	\$ 8,293,618
19	Somerset	\$ 16,024,254	\$ 1,854,443	\$ -	\$ -	\$ 52,790	\$ 2,248,257
20	Talbot	\$ 5,433,705	\$ -	\$ -	\$ -	\$ 54,996	\$ 2,043,869
21	Washington	\$ 119,869,000	\$ 8,570,703	\$ -	\$ -	\$ 785,105	\$ 8,705,192
22	Wicomico	\$ 86,463,756	\$ 7,760,081	\$ -	\$ -	\$ 439,691	\$ 6,316,701
23	Worcester	\$ 7,980,405	\$ -	\$ -	\$ -	\$ 103,345	\$ 3,697,479
Total		\$ 3,659,452,582	\$ 45,783,860	\$ 57,688,465	\$ -	\$ 18,669,966	\$ 335,964,983

Summary of Major State Aid Programs: State Share

5-219 Col. 7	5-222 Col. 8	5-223 Col. 9	5-224 Col. 10	5-225 Col. 11	5-226 Col. 12	5-229 Col. 13	6-1009 Col. 14
Regional Cost Differences	Compensatory Education	Concentration of Poverty	English Learners	Special Education	Transitional Supplemental Instruction	Prekindergarten	Teacher Salary
\$ -	\$ 21,323,797	\$ 2,329,254	\$ 197,696	\$ 6,848,612	\$ 678,126	\$ 3,452,883	\$ 104,634
\$ 11,648,498	\$ 74,813,850	\$ 4,750,247	\$ 25,089,552	\$ 27,355,857	\$ 3,197,364	\$ 7,799,860	\$ 1,075,978
\$ 23,399,130	\$ 298,098,000	\$ 82,429,273	\$ 48,570,811	\$ 57,649,382	\$ 8,704,176	\$ 25,858,417	\$ 442,842
\$ 6,903,262	\$ 143,874,641	\$ 12,200,186	\$ 43,300,364	\$ 52,837,282	\$ 6,455,137	\$ 17,071,365	\$ 354,134
\$ 2,468,678	\$ 9,824,705	\$ -	\$ 921,677	\$ 6,271,128	\$ 566,611	\$ 1,963,745	\$ 68,005
\$ -	\$ 16,876,692	\$ 661,255	\$ 3,462,600	\$ 3,375,487	\$ 481,717	\$ 2,360,915	\$ 66,165
\$ 2,626,795	\$ 11,723,661	\$ -	\$ 1,676,238	\$ 10,903,437	\$ 1,000,731	\$ 2,070,059	\$ 316,330
\$ -	\$ 20,477,144	\$ 1,182,721	\$ 1,610,835	\$ 9,920,376	\$ 919,760	\$ 3,422,726	\$ 275,192
\$ 4,119,541	\$ 39,368,144	\$ 519,662	\$ 5,315,435	\$ 12,371,756	\$ 1,635,311	\$ 5,063,961	\$ 205,359
\$ -	\$ 13,932,346	\$ 3,685,076	\$ 1,199,846	\$ 2,171,007	\$ 437,062	\$ 1,500,997	\$ 12,790
\$ 7,829,066	\$ 39,748,185	\$ 1,771,112	\$ 15,105,361	\$ 20,170,217	\$ 2,056,559	\$ 6,833,704	\$ 254,826
\$ -	\$ 4,406,886	\$ -	\$ 33,240	\$ 914,816	\$ 177,555	\$ 556,630	\$ 25,149
\$ -	\$ 35,891,466	\$ 2,895,639	\$ 3,809,240	\$ 19,755,081	\$ 1,738,748	\$ 4,901,199	\$ 615,199
\$ 6,781,197	\$ 36,181,232	\$ -	\$ 14,493,962	\$ 18,012,732	\$ 1,989,743	\$ 5,358,992	\$ 874,297
\$ 137,449	\$ 2,508,800	\$ 519,662	\$ 275,892	\$ 766,158	\$ 58,659	\$ 220,302	\$ 6,342
\$ 42,290,391	\$ 133,783,552	\$ 8,657,336	\$ 94,674,168	\$ 58,396,708	\$ 4,954,845	\$ 12,549,473	\$ 1,889,170
\$ 48,807,990	\$ 254,469,286	\$ 54,717,361	\$ 143,635,489	\$ 56,217,745	\$ 10,110,645	\$ 22,680,915	\$ 1,699,590
\$ 630,307	\$ 4,793,958	\$ -	\$ 1,189,298	\$ 2,361,369	\$ 244,879	\$ 1,168,989	\$ 109,710
\$ 267,347	\$ 16,435,249	\$ 734,535	\$ 1,514,037	\$ 7,382,835	\$ 937,792	\$ 3,710,537	\$ 177,988
\$ -	\$ 10,688,659	\$ 3,477,826	\$ 802,960	\$ 2,452,087	\$ 296,981	\$ 1,380,954	\$ -
\$ -	\$ 5,709,712	\$ 259,831	\$ 1,884,708	\$ 1,455,129	\$ 113,576	\$ 709,646	\$ 2,754
\$ -	\$ 45,142,612	\$ 3,412,554	\$ 3,630,904	\$ 12,322,865	\$ 1,583,841	\$ 6,963,041	\$ 220,212
\$ -	\$ 45,917,914	\$ 4,603,823	\$ 9,649,499	\$ 9,231,409	\$ 1,509,953	\$ 5,528,009	\$ 222,057
\$ -	\$ 7,993,597	\$ 779,493	\$ 448,740	\$ 2,166,970	\$ 102,042	\$ 936,033	\$ 14,782
\$ 157,909,651	\$ 1,293,984,088	\$ 189,586,846	\$ 422,492,552	\$ 401,310,445	\$ 49,951,813	\$ 144,063,352	\$ 9,033,505

Summary of Major State Aid Programs: State Share

5-239				
Col. 15	Col. 16	Col. 17	Col. 18	
Education Effort Adjustment	TOTAL	Prior Year Total	Prior Year Change	
\$ -	\$ 94,039,592	\$ 88,922,589	\$	5,117,003
\$ -	\$ 456,656,452	\$ 415,227,773	\$	41,428,679
\$ -	\$ 1,008,459,363	\$ 951,216,092	\$	57,243,271
\$ -	\$ 809,754,545	\$ 756,837,614	\$	52,916,931
\$ -	\$ 101,331,933	\$ 93,658,578	\$	7,673,355
\$ -	\$ 67,219,448	\$ 64,530,863	\$	2,688,585
\$ -	\$ 152,451,262	\$ 142,195,948	\$	10,255,314
\$ -	\$ 117,476,498	\$ 113,951,308	\$	3,525,190
\$ -	\$ 219,462,794	\$ 207,696,408	\$	11,766,386
\$ -	\$ 53,762,862	\$ 51,744,457	\$	2,018,405
\$ -	\$ 321,004,763	\$ 280,313,292	\$	40,691,471
\$ -	\$ 23,573,291	\$ 23,720,529	\$	(147,238)
\$ -	\$ 255,814,473	\$ 234,400,088	\$	21,414,385
\$ -	\$ 322,381,146	\$ 292,671,329	\$	29,709,817
\$ -	\$ 10,718,050	\$ 10,357,724	\$	360,326
\$ -	\$ 843,655,420	\$ 806,876,649	\$	36,778,771
\$ -	\$ 1,292,233,840	\$ 1,298,839,906	\$	(6,606,066)
\$ -	\$ 40,465,144	\$ 38,063,350	\$	2,401,794
\$ -	\$ 125,412,287	\$ 118,293,367	\$	7,118,920
\$ -	\$ 39,279,211	\$ 37,286,568	\$	1,992,643
\$ -	\$ 17,667,926	\$ 16,810,211	\$	857,715
\$ -	\$ 211,206,029	\$ 202,751,783	\$	8,454,246
\$ -	\$ 177,642,893	\$ 170,779,990	\$	6,862,903
\$ -	\$ 24,222,886	\$ 22,101,025	\$	2,121,861
\$ -	\$ 6,785,892,108	\$ 6,439,247,442	\$	346,644,666

**Foundation Program Enrollment
State Aid Calculations for Fiscal Year 2022-2023**

Fiscal Year 2023		Final Enrollment Calculation							
LEA ID	Local Education Agency	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
		FTE Total Enrollment Second Prior Year 9/30/2018	FTE Total Enrollment Prior Year 9/30/2019	FTE Total Enrollment 9/30/2021	FTE Three-Year Moving Average	Greater of Previous Year Enroll/3-Yr Avg	Total Enrollment	Seed School Enrollment	P-Tech Enrollment
01	Allegany	8,048.25	7,955.25	7,661.50	7,888.33	7,888.33	8,132.00	2.00	3.50
02	Anne Arundel	80,859.75	82,486.25	80,867.50	81,404.50	81,404.50	83,169.00	12.00	0.00
30	Baltimore City	73,580.25	73,532.50	71,358.00	72,823.58	72,823.58	77,807.00	195.00	24.75
03	Baltimore	109,668.75	110,654.75	107,114.75	109,146.08	109,146.08	111,148.00	79.00	0.00
04	Calvert	15,473.50	15,577.25	14,949.25	15,333.33	15,333.33	15,407.00	0.00	0.00
05	Caroline	5,515.25	5,506.50	5,259.00	5,426.92	5,426.92	5,551.00	0.00	0.00
06	Carroll	24,822.75	24,968.25	24,608.00	24,799.67	24,799.67	25,054.00	0.00	0.00
07	Cecil	14,682.25	14,592.25	14,159.75	14,478.08	14,478.08	14,780.00	2.00	0.00
08	Charles	26,314.50	26,579.00	25,986.75	26,293.42	26,293.42	26,875.00	1.00	0.00
09	Dorchester	4,530.00	4,466.25	4,314.75	4,437.00	4,437.00	4,573.00	0.00	0.00
10	Frederick	41,329.00	42,253.00	43,810.50	42,464.17	43,810.50	45,220.00	1.00	0.00
11	Garrett	3,661.00	3,627.25	3,348.25	3,545.50	3,545.50	3,502.00	0.00	0.00
12	Harford	36,869.25	37,407.00	36,880.00	37,052.08	37,052.08	37,920.00	5.00	0.00
13	Howard	56,404.75	57,386.00	55,838.25	56,543.00	56,543.00	57,330.00	11.00	0.00
14	Kent	1,794.00	1,800.25	1,706.50	1,766.92	1,766.92	1,786.00	0.00	0.00
15	Montgomery	157,949.00	160,386.25	154,409.50	157,581.58	157,581.58	158,232.00	6.00	5.75
16	Prince George's	127,376.25	130,580.00	124,362.00	127,439.42	127,439.42	128,777.00	78.00	0.00
17	Queen Anne's	7,498.25	7,505.00	7,124.00	7,375.75	7,375.75	7,440.00	0.00	0.00
18	St. Mary's	17,039.75	17,138.00	16,714.00	16,963.92	16,963.92	17,480.00	0.00	0.00
19	Somerset	2,725.00	2,685.00	2,557.75	2,655.92	2,655.92	2,741.00	0.00	0.00
20	Talbot	4,396.00	4,448.75	4,232.75	4,359.17	4,359.17	4,533.00	0.00	0.00
21	Washington	21,792.00	21,830.00	21,100.00	21,574.00	21,574.00	22,171.00	0.00	0.00
22	Wicomico	14,367.75	14,482.25	13,888.00	14,246.00	14,246.00	15,264.00	5.00	0.00
23	Worcester	6,374.00	6,421.00	6,402.25	6,399.08	6,402.25	6,803.00	0.00	0.00
Total		863,071.25	874,268.00	848,653.00	861,997.42	863,346.92	881,695.00	397.00	34.00

**Foundation Program Enrollment
State Aid Calculations for Fiscal Year 2022-2023**

Enrollment SubCalculation							
Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16
Immunization- Waiver Eligible	Pre-K Enrollment	Evening High Enrollment	Part-Time Enrollment	Dual Enrollment	Multiple Enrollment (Evening/Part- Time/Dual)	Out-of-State Enrollment	Other Ineligible Enrollment
3.00	439.00	0.00	28.50	4.50	0.00	0.00	7.00
257.00	2,055.00	0.00	225.50	5.00	2.00	0.00	283.00
742.00	3,705.00	0.00	57.75	0.00	0.00	4.00	3,644.00
1,535.00	3,512.00	0.00	333.75	0.50	0.00	125.00	1,676.00
4.00	374.00	0.00	54.75	23.00	0.00	0.00	10.00
1.00	284.00	0.00	0.00	0.00	0.00	0.00	9.00
2.00	419.00	0.00	1.00	0.00	0.00	2.00	26.00
86.00	618.00	0.00	0.00	0.25	0.00	0.00	90.00
50.00	886.00	0.00	1.25	0.00	0.00	0.00	52.00
9.00	222.00	0.00	0.00	0.25	0.00	0.00	45.00
58.00	1,282.00	0.00	35.75	21.75	0.00	18.00	111.00
0.00	151.00	0.00	2.25	0.00	0.50	0.00	0.00
1.00	991.00	0.00	27.00	0.00	0.00	0.00	28.00
1,138.00	1,320.00	0.00	69.25	32.50	0.00	0.00	1,219.00
1.00	79.00	0.00	0.00	0.50	0.00	0.00	1.00
1,522.00	3,607.00	0.00	111.00	11.25	0.00	29.00	1,598.00
8,312.00	4,088.00	0.00	138.75	2.25	0.00	30.00	8,546.00
18.00	315.00	0.00	0.00	0.00	0.00	0.00	19.00
6.00	704.00	0.00	4.75	47.25	0.00	0.00	16.00
0.00	176.00	0.00	0.25	0.00	0.00	3.00	4.00
0.00	293.00	0.00	1.25	0.00	0.00	0.00	6.00
14.00	1,040.00	0.00	15.00	6.00	0.00	0.00	24.00
12.00	685.00	3.75	3.25	0.00	0.00	489.00	212.00
27.00	367.00	0.00	0.00	1.75	0.00	30.00	29.00
13,798.00	27,612.00	3.75	1,111.00	156.75	2.50	730.00	17,655.00

Fiscal Year 2023	Final Wealth Calculation					
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
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
Allegany	\$ 1,051,419,449	\$ 8,322,000	\$ 1,487,243,600	\$ 188,313,000	\$ -	\$ 2,735,298,049
Anne Arundel	\$ 21,239,801,193	\$ 63,877,000	\$ 38,851,468,000	\$ 1,420,127,500	\$ -	\$ 61,575,273,693
Baltimore City	\$ 11,332,494,808	\$ 208,748,000	\$ 17,376,432,000	\$ 1,205,789,500	\$ 26,095,322	\$ 30,097,368,986
Baltimore	\$ 25,227,856,182	\$ 158,709,000	\$ 36,803,461,600	\$ 1,838,684,000	\$ -	\$ 64,028,710,782
Calvert	\$ 3,114,819,319	\$ 12,461,000	\$ 5,145,890,800	\$ 149,300,500	\$ -	\$ 8,422,471,619
Caroline	\$ 618,453,532	\$ 6,749,000	\$ 1,113,813,600	\$ 37,419,500	\$ -	\$ 1,776,435,632
Carroll	\$ 5,804,382,547	\$ 15,323,000	\$ 8,496,651,600	\$ 338,012,500	\$ -	\$ 14,654,369,647
Cecil	\$ 2,504,470,305	\$ 19,235,000	\$ 4,410,017,200	\$ 245,547,500	\$ -	\$ 7,179,270,005
Charles	\$ 4,559,227,338	\$ 40,870,000	\$ 7,872,460,000	\$ 294,897,000	\$ -	\$ 12,767,454,338
Dorchester	\$ 569,699,705	\$ 2,302,000	\$ 1,176,607,200	\$ 82,494,500	\$ -	\$ 1,831,103,405
Frederick	\$ 8,948,448,388	\$ 31,712,000	\$ 14,252,232,800	\$ 206,734,500	\$ -	\$ 23,439,127,688
Garrett	\$ 567,989,969	\$ 36,701,000	\$ 1,842,099,200	\$ 103,781,000	\$ -	\$ 2,550,571,169
Harford	\$ 8,175,433,687	\$ 60,341,000	\$ 11,986,711,200	\$ 717,235,000	\$ -	\$ 20,939,720,887
Howard	\$ 14,955,519,988	\$ 41,291,000	\$ 22,742,170,400	\$ 882,701,500	\$ -	\$ 38,621,682,888
Kent	\$ 479,955,280	\$ 2,205,000	\$ 1,209,190,000	\$ 27,051,500	\$ -	\$ 1,718,401,780
Montgomery	\$ 50,435,192,969	\$ 128,281,000	\$ 81,303,685,600	\$ 2,086,010,500	\$ -	\$ 133,953,170,069
Prince George's	\$ 20,402,649,238	\$ 78,170,000	\$ 43,172,975,600	\$ 1,695,114,000	\$ 50,259,954	\$ 65,298,648,884
Queen Anne's	\$ 1,776,965,801	\$ 7,127,000	\$ 3,547,774,800	\$ 58,679,000	\$ -	\$ 5,390,546,601
St. Mary's	\$ 3,404,424,317	\$ 7,240,000	\$ 5,336,232,400	\$ 156,927,500	\$ -	\$ 8,904,824,217
Somerset	\$ 270,405,821	\$ 1,794,000	\$ 557,691,200	\$ 85,487,500	\$ -	\$ 915,378,521
Talbot	\$ 1,359,925,916	\$ 3,883,000	\$ 3,506,118,800	\$ 37,534,500	\$ -	\$ 4,907,462,216
Washington	\$ 3,255,856,760	\$ 13,320,000	\$ 5,412,570,800	\$ 312,551,000	\$ -	\$ 8,994,298,560
Wicomico	\$ 1,918,794,401	\$ 18,568,000	\$ 2,701,953,200	\$ 193,170,500	\$ -	\$ 4,832,486,101
Worcester	\$ 1,429,101,191	\$ 7,584,000	\$ 6,650,966,800	\$ 209,594,000	\$ -	\$ 8,297,245,991
Total	\$ 193,403,288,104	\$ 974,813,000	\$ 326,956,418,400	\$ 12,573,157,500	\$ 76,355,276	\$ 533,831,321,728

						Wealth SubCalculation
Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	
Total Wealth Per-Pupil	Personal Property: Railroad Operating	Personal Property: Utility Operating	Personal Property: Business	Personal Property Subtotal	Real Property: Full Year	
\$ 357,019	\$ 19,154,000.00	\$ 187,472,000.00	\$ 170,000,000.00	\$ 376,626,000.00	\$ 3,697,103,000.00	
\$ 761,434	\$ 1,717,000.00	\$ 1,238,538,000.00	\$ 1,600,000,000.00	\$ 2,840,255,000.00	\$ 96,877,708,000.00	
\$ 421,780	\$ 38,882,000.00	\$ 1,122,697,000.00	\$ 1,250,000,000.00	\$ 2,411,579,000.00	\$ 43,054,191,000.00	
\$ 597,758	\$ 11,488,000.00	\$ 1,715,880,000.00	\$ 1,950,000,000.00	\$ 3,677,368,000.00	\$ 91,791,449,000.00	
\$ 563,404	\$ -	\$ 173,601,000.00	\$ 125,000,000.00	\$ 298,601,000.00	\$ 12,839,727,000.00	
\$ 337,790	\$ -	\$ 74,839,000.00	\$ -	\$ 74,839,000.00	\$ 2,781,784,000.00	
\$ 595,512	\$ 5,462,000.00	\$ 340,563,000.00	\$ 330,000,000.00	\$ 676,025,000.00	\$ 21,191,040,000.00	
\$ 507,020	\$ 5,862,000.00	\$ 235,233,000.00	\$ 250,000,000.00	\$ 491,095,000.00	\$ 10,974,332,000.00	
\$ 491,306	\$ 3,359,000.00	\$ 346,435,000.00	\$ 240,000,000.00	\$ 589,794,000.00	\$ 19,601,202,000.00	
\$ 424,382	\$ -	\$ 158,489,000.00	\$ 6,500,000.00	\$ 164,989,000.00	\$ 2,934,018,000.00	
\$ 535,012	\$ -	\$ 407,469,000.00	\$ 6,000,000.00	\$ 413,469,000.00	\$ 35,464,555,000.00	
\$ 761,762	\$ -	\$ 84,562,000.00	\$ 123,000,000.00	\$ 207,562,000.00	\$ 4,595,079,000.00	
\$ 567,780	\$ 2,958,000.00	\$ 711,512,000.00	\$ 720,000,000.00	\$ 1,434,470,000.00	\$ 29,873,944,000.00	
\$ 691,671	\$ 8,241,000.00	\$ 747,162,000.00	\$ 1,010,000,000.00	\$ 1,765,403,000.00	\$ 56,678,891,000.00	
\$ 1,006,974	\$ -	\$ 54,103,000.00	\$ -	\$ 54,103,000.00	\$ 3,020,475,000.00	
\$ 867,519	\$ 7,882,000.00	\$ 1,914,139,000.00	\$ 2,250,000,000.00	\$ 4,172,021,000.00	\$ 202,922,220,000.00	
\$ 525,069	\$ 10,897,000.00	\$ 1,629,331,000.00	\$ 1,750,000,000.00	\$ 3,390,228,000.00	\$ 107,731,963,000.00	
\$ 756,674	\$ -	\$ 97,858,000.00	\$ 19,500,000.00	\$ 117,358,000.00	\$ 8,849,437,000.00	
\$ 532,776	\$ -	\$ 130,855,000.00	\$ 183,000,000.00	\$ 313,855,000.00	\$ 13,295,581,000.00	
\$ 357,884	\$ 694,000.00	\$ 50,281,000.00	\$ 120,000,000.00	\$ 170,975,000.00	\$ 1,385,014,000.00	
\$ 1,159,403	\$ -	\$ 75,069,000.00	\$ -	\$ 75,069,000.00	\$ 8,751,297,000.00	
\$ 426,270	\$ 17,090,000.00	\$ 178,012,000.00	\$ 430,000,000.00	\$ 625,102,000.00	\$ 13,468,220,000.00	
\$ 347,961	\$ 913,000.00	\$ 185,428,000.00	\$ 200,000,000.00	\$ 386,341,000.00	\$ 6,736,786,000.00	
\$ 1,295,989	\$ 395,000.00	\$ 197,653,000.00	\$ 221,140,000.00	\$ 419,188,000.00	\$ 16,608,614,000.00	
\$ 629,034	\$ 134,994,000	\$ 12,057,181,000	\$ 12,954,140,000	\$ 25,146,315,000	\$ 815,124,630,000	

Col. 13	Col. 14	Col. 15	Col. 16
Real Property: New Construction	Real Property: Railroad Operating	Real Property: 40% Subtotal	Qualified TIF Adjustment
\$ 1,750,000.00	\$ 19,256,000.00	\$ 3,718,109,000.00	\$ -
\$ 250,000,000.00	\$ 962,000.00	\$ 97,128,670,000.00	\$ -
\$ 133,280,000.00	\$ 253,609,000.00	\$ 43,441,080,000.00	\$ 65,238,306.00
\$ 195,410,000.00	\$ 21,795,000.00	\$ 92,008,654,000.00	\$ -
\$ 25,000,000.00	\$ -	\$ 12,864,727,000.00	\$ -
\$ 2,750,000.00	\$ -	\$ 2,784,534,000.00	\$ -
\$ 40,000,000.00	\$ 10,589,000.00	\$ 21,241,629,000.00	\$ -
\$ 42,500,000.00	\$ 8,211,000.00	\$ 11,025,043,000.00	\$ -
\$ 78,549,000.00	\$ 1,399,000.00	\$ 19,681,150,000.00	\$ -
\$ 7,500,000.00	\$ -	\$ 2,941,518,000.00	\$ -
\$ 150,000,000.00	\$ 16,027,000.00	\$ 35,630,582,000.00	\$ -
\$ 9,000,000.00	\$ 1,169,000.00	\$ 4,605,248,000.00	\$ -
\$ 90,000,000.00	\$ 2,834,000.00	\$ 29,966,778,000.00	\$ -
\$ 145,007,000.00	\$ 31,528,000.00	\$ 56,855,426,000.00	\$ -
\$ 2,500,000.00	\$ -	\$ 3,022,975,000.00	\$ -
\$ 323,829,000.00	\$ 13,165,000.00	\$ 203,259,214,000.00	\$ -
\$ 191,304,000.00	\$ 9,172,000.00	\$ 107,932,439,000.00	\$ 125,649,884.00
\$ 20,000,000.00	\$ -	\$ 8,869,437,000.00	\$ -
\$ 45,000,000.00	\$ -	\$ 13,340,581,000.00	\$ -
\$ 4,400,000.00	\$ 4,814,000.00	\$ 1,394,228,000.00	\$ -
\$ 14,000,000.00	\$ -	\$ 8,765,297,000.00	\$ -
\$ 20,000,000.00	\$ 43,207,000.00	\$ 13,531,427,000.00	\$ -
\$ 12,000,000.00	\$ 6,097,000.00	\$ 6,754,883,000.00	\$ -
\$ 18,500,000.00	\$ 303,000.00	\$ 16,627,417,000.00	\$ -
\$ 1,822,279,000	\$ 444,137,000	\$ 817,391,046,000	\$ 190,888,190

Local Contribution Rate				
Statewide FTE	Target Per-Pupil Amount	Total Wealth	Local Contribution Rate	
848,653.00	\$ 8,310	\$ 533,831,321,728	0.66054%	
LCR = ((Statewide FTE) * (Target Per-Pupil Amount) * (0.50))/Total Wealth				

State Aid Formula Foundation Program Calculations						
Fiscal Year 2023		Tgt PP = \$8,310				
LEA ID	Local Education Agency	Col.1	Col.2	Col.3	Col.4	Col.5
		Total Foundation Program Amount	Local Share of the Foundation Amount	Total Program - Local Share	15% of Total Program	State Share of the Foundation Program
01	Allegany	\$ 65,552,022	\$ 18,067,738	\$ 47,484,284	\$ 9,832,803	\$ 47,484,284
02	Anne Arundel	\$ 676,471,395	\$ 406,729,313	\$ 269,742,082	\$ 101,470,709	\$ 269,742,082
30	Baltimore City	\$ 605,163,950	\$ 198,805,161	\$ 406,358,789	\$ 90,774,593	\$ 406,358,789
03	Baltimore	\$ 907,003,925	\$ 422,935,246	\$ 484,068,679	\$ 136,050,589	\$ 484,068,679
04	Calvert	\$ 127,419,972	\$ 55,633,794	\$ 71,786,178	\$ 19,112,996	\$ 71,786,178
05	Caroline	\$ 45,097,705	\$ 11,734,068	\$ 33,363,637	\$ 6,764,656	\$ 33,363,637
06	Carroll	\$ 206,085,258	\$ 96,797,973	\$ 109,287,285	\$ 30,912,789	\$ 109,287,285
07	Cecil	\$ 120,312,845	\$ 47,421,950	\$ 72,890,895	\$ 18,046,927	\$ 72,890,895
08	Charles	\$ 218,498,320	\$ 84,334,143	\$ 134,164,177	\$ 32,774,748	\$ 134,164,177
09	Dorchester	\$ 36,871,470	\$ 12,095,170	\$ 24,776,300	\$ 5,530,721	\$ 24,776,300
10	Frederick	\$ 364,065,255	\$ 154,824,814	\$ 209,240,441	\$ 54,609,788	\$ 209,240,441
11	Garrett	\$ 29,463,105	\$ 16,847,543	\$ 12,615,562	\$ 4,419,466	\$ 12,615,562
12	Harford	\$ 307,902,785	\$ 138,315,232	\$ 169,587,553	\$ 46,185,418	\$ 169,587,553
13	Howard	\$ 469,872,330	\$ 255,111,664	\$ 214,760,666	\$ 70,480,850	\$ 214,760,666
14	Kent	\$ 14,683,105	\$ 11,350,731	\$ 3,332,374	\$ 2,202,466	\$ 3,332,374
15	Montgomery	\$ 1,309,502,930	\$ 884,814,270	\$ 424,688,660	\$ 196,425,440	\$ 424,688,660
16	Prince George's	\$ 1,059,021,580	\$ 431,323,695	\$ 627,697,885	\$ 158,853,237	\$ 627,697,885
17	Queen Anne's	\$ 61,292,483	\$ 35,606,717	\$ 25,685,766	\$ 9,193,872	\$ 25,685,766
18	St. Mary's	\$ 140,970,175	\$ 58,819,926	\$ 82,150,249	\$ 21,145,526	\$ 82,150,249
19	Somerset	\$ 22,070,695	\$ 6,046,441	\$ 16,024,254	\$ 3,310,604	\$ 16,024,254
20	Talbot	\$ 36,224,703	\$ 32,415,751	\$ 3,808,952	\$ 5,433,705	\$ 5,433,705
21	Washington	\$ 179,279,940	\$ 59,410,940	\$ 119,869,000	\$ 26,891,991	\$ 119,869,000
22	Wicomico	\$ 118,384,260	\$ 31,920,504	\$ 86,463,756	\$ 17,757,639	\$ 86,463,756
23	Worcester	\$ 53,202,698	\$ 54,806,629	\$ (1,603,931)	\$ 7,980,405	\$ 7,980,405
Total		\$ 7,174,412,906	\$ 3,526,169,413	\$ 3,648,243,493	\$ 1,076,161,938	\$ 3,659,452,582

State Aid Formula Guaranteed Tax Base Program Calculations

Fiscal Year 2023		Col.1	Col.2	Col.3	Col.4
LEA ID	Local Education Agency	Prior Year Local Appropriation	Additional Education Appropriation	Additional Education Effort	20% Per-Pupil Foundation Amount
01	Allegany	\$ 31,854,912.00	\$ 13,787,174.00	0.0050405	\$ 1,662.00
02	Anne Arundel	\$ 784,741,000.00	\$ 378,011,687.00	0.0061390	\$ 1,662.00
30	Baltimore City	\$ 275,513,758.00	\$ 76,708,597.00	0.0025487	\$ 1,662.00
03	Baltimore	\$ 889,311,619.00	\$ 466,376,373.00	0.0072839	\$ 1,662.00
04	Calvert	\$ 134,705,250.00	\$ 79,071,456.00	0.0093882	\$ 1,662.00
05	Caroline	\$ 15,965,381.00	\$ 4,231,313.00	0.0023819	\$ 1,662.00
06	Carroll	\$ 205,617,860.00	\$ 108,819,887.00	0.0074258	\$ 1,662.00
07	Cecil	\$ 88,527,026.00	\$ 41,105,076.00	0.0057255	\$ 1,662.00
08	Charles	\$ 201,023,664.00	\$ 116,689,521.00	0.0091396	\$ 1,662.00
09	Dorchester	\$ 20,812,142.00	\$ 8,716,972.00	0.0047605	\$ 1,662.00
10	Frederick	\$ 316,598,012.00	\$ 161,773,198.00	0.0069018	\$ 1,662.00
11	Garrett	\$ 28,705,313.00	\$ 11,857,770.00	0.0046491	\$ 1,662.00
12	Harford	\$ 293,812,984.00	\$ 155,497,752.00	0.0074260	\$ 1,662.00
13	Howard	\$ 640,800,000.00	\$ 385,688,336.00	0.0099863	\$ 1,662.00
14	Kent	\$ 18,559,629.00	\$ 7,208,898.00	0.0041951	\$ 1,662.00
15	Montgomery	\$ 1,752,662,235.00	\$ 867,847,965.00	0.0064787	\$ 1,662.00
16	Prince George's	\$ 816,947,300.00	\$ 385,623,605.00	0.0059055	\$ 1,662.00
17	Queen Anne's	\$ 62,559,389.00	\$ 26,952,672.00	0.0050000	\$ 1,662.00
18	St. Mary's	\$ 114,540,490.00	\$ 55,720,564.00	0.0062573	\$ 1,662.00
19	Somerset	\$ 10,443,965.00	\$ 4,397,524.00	0.0048040	\$ 1,662.00
20	Talbot	\$ 43,949,871.00	\$ 11,534,120.00	0.0023503	\$ 1,662.00
21	Washington	\$ 105,841,710.00	\$ 46,430,770.00	0.0051622	\$ 1,662.00
22	Wicomico	\$ 48,874,552.00	\$ 16,954,048.00	0.0035083	\$ 1,662.00
23	Worcester	\$ 96,341,968.00	\$ 41,535,339.00	0.0050059	\$ 1,662.00
Total		\$ 6,998,710,030.00	\$ 3,472,540,617.00	0.0065049	

State Aid Formula Guaranteed Tax Base Program Calculations				
Col.5	Col.6	Col.7	Col.8	
Guaranteed Wealth Per-Pupil - Local Wealth Per-Pupil	Ed Effort * Col. 5	GTB Per-Pupil Amount	GTB State Grant	
\$ 146,208.00	\$ 736.96	\$ 736.96	\$ 5,813,384	
\$ -	\$ -	\$ -	\$ -	
\$ 81,447.00	\$ 207.58	\$ 207.58	\$ 15,116,719	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ 165,437.00	\$ 394.05	\$ 394.05	\$ 2,138,478	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ 11,921.00	\$ 108.95	\$ 108.95	\$ 2,864,668	
\$ 78,845.00	\$ 375.34	\$ 375.34	\$ 1,665,384	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	
\$ 145,343.00	\$ 698.23	\$ 698.23	\$ 1,854,443	
\$ -	\$ -	\$ -	\$ -	
\$ 76,957.00	\$ 397.27	\$ 397.27	\$ 8,570,703	
\$ 155,266.00	\$ 544.72	\$ 544.72	\$ 7,760,081	
\$ -	\$ -	\$ -	\$ -	
\$ 861,424.00	\$ 3,463.11	\$ 3,463.10	\$ 45,783,860.00	

State Aid Formula Transition Grant Calculations							
LEA ID	Fiscal Year 2023 Local Education Agency	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
		Fiscal Year 22	Fiscal Year 23	Fiscal Year 24	Fiscal Year 25	Fiscal Year 26	Fiscal Year 27
01	Allegany	\$ 10,348.00	\$ 10,348.00	\$ 10,348.00	\$ 8,795.80	\$ 6,726.20	\$ 5,174.00
02	Anne Arundel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
30	Baltimore City	\$ 18,669,201.00	\$ 18,669,201.00	\$ 18,669,201.00	\$ 15,868,820.85	\$ 12,134,980.65	\$ 9,334,600.50
03	Baltimore	\$ 2,953,950.00	\$ 2,953,950.00	\$ 2,953,950.00	\$ 2,510,857.50	\$ 1,920,067.50	\$ 1,476,975.00
04	Calvert	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
05	Caroline	\$ 966,820.00	\$ 966,820.00	\$ 966,820.00	\$ 821,797.00	\$ 628,433.00	\$ 483,410.00
06	Carroll	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
07	Cecil	\$ 49,060.00	\$ 49,060.00	\$ 49,060.00	\$ 41,701.00	\$ 31,889.00	\$ 24,530.00
08	Charles	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
09	Dorchester	\$ 1,321,515.00	\$ 1,321,515.00	\$ 1,321,515.00	\$ 1,123,287.75	\$ 858,984.75	\$ 660,757.50
10	Frederick	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11	Garrett	\$ 1,201,160.00	\$ 1,201,160.00	\$ 1,201,160.00	\$ 1,020,986.00	\$ 780,754.00	\$ 600,580.00
12	Harford	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
13	Howard	\$ 41,743.00	\$ 41,743.00	\$ 41,743.00	\$ 35,481.55	\$ 27,132.95	\$ 20,871.50
14	Kent	\$ 1,005,090.00	\$ 1,005,090.00	\$ 1,005,090.00	\$ 854,326.50	\$ 653,308.50	\$ 502,545.00
15	Montgomery	\$ 7,712,745.00	\$ 7,712,745.00	\$ 7,712,745.00	\$ 6,555,833.25	\$ 5,013,284.25	\$ 3,856,372.50
16	Prince George's	\$ 20,505,652.00	\$ 20,505,652.00	\$ 20,505,652.00	\$ 17,429,804.20	\$ 13,328,673.80	\$ 10,252,826.00
17	Queen Anne's	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
18	St. Mary's	\$ 3,251,181.00	\$ 3,251,181.00	\$ 3,251,181.00	\$ 2,763,503.85	\$ 2,113,267.65	\$ 1,625,590.50
19	Somerset	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
20	Talbot	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
21	Washington	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22	Wicomico	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
23	Worcester	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total		\$ 57,688,465.00	\$ 57,688,465.00	\$ 57,688,465.00	\$ 49,035,195.25	\$ 37,497,502.25	\$ 28,844,232.50

State Aid Formula Transition Grant Calculations

State Aid Formula Transition Grant Calculations		
Col. 7	Col. 8	Col. 9
Fiscal Year 28	Fiscal Year 29	Fiscal Year 30
\$ 3,621.80	\$ 2,069.60	\$ -
\$ -	\$ -	\$ -
\$ 6,534,220.35	\$ 3,733,840.20	\$ -
\$ 1,033,882.50	\$ 590,790.00	\$ -
\$ -	\$ -	\$ -
\$ 338,387.00	\$ 193,364.00	\$ -
\$ -	\$ -	\$ -
\$ 17,171.00	\$ 9,812.00	\$ -
\$ -	\$ -	\$ -
\$ 462,530.25	\$ 264,303.00	\$ -
\$ -	\$ -	\$ -
\$ 420,406.00	\$ 240,232.00	\$ -
\$ -	\$ -	\$ -
\$ 14,610.05	\$ 8,348.60	\$ -
\$ 351,781.50	\$ 201,018.00	\$ -
\$ 2,699,460.75	\$ 1,542,549.00	\$ -
\$ 7,176,978.20	\$ 4,101,130.40	\$ -
\$ -	\$ -	\$ -
\$ 1,137,913.35	\$ 650,236.20	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ 20,190,962.75	\$ 11,537,693.00	\$ -

State Aid Formula CCR Program Calculations								
LEA ID	Fiscal Year 2023 Local Education Agency	CCR Program Per-Pu \$ 540						
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	
		Eligible Students	CCR Program Amount	Unadjusted State Share	Adjusted State Share	Total State Share	Total Local Share	
01	Allegany	542.00	\$ 292,680	\$ 515,675	\$ 512,164	\$ 256,082	\$ 36,598	
02	Anne Arundel	7216.00	\$ 3,896,640	\$ 3,219,083	\$ 3,197,165	\$ 1,598,583	\$ 2,298,057	
30	Baltimore City	1666.00	\$ 899,640	\$ 1,341,705	\$ 1,332,570	\$ 666,285	\$ 233,355	
03	Baltimore	6385.00	\$ 3,447,900	\$ 3,628,302	\$ 3,603,598	\$ 1,801,799	\$ 1,646,101	
04	Calvert	1819.00	\$ 982,260	\$ 1,096,682	\$ 1,089,215	\$ 544,608	\$ 437,652	
05	Caroline	426.00	\$ 230,040	\$ 428,381	\$ 425,464	\$ 212,732	\$ 17,308	
06	Carroll	3445.00	\$ 1,860,300	\$ 1,965,018	\$ 1,951,639	\$ 975,820	\$ 884,480	
07	Cecil	1303.00	\$ 703,620	\$ 872,946	\$ 867,002	\$ 433,501	\$ 270,119	
08	Charles	1894.00	\$ 1,022,760	\$ 1,309,471	\$ 1,300,555	\$ 650,278	\$ 372,482	
09	Dorchester	223.00	\$ 120,420	\$ 178,491	\$ 177,276	\$ 88,638	\$ 31,782	
10	Frederick	5408.00	\$ 2,920,320	\$ 3,433,532	\$ 3,410,154	\$ 1,705,077	\$ 1,215,243	
11	Garrett	319.00	\$ 172,260	\$ 142,246	\$ 141,277	\$ 70,639	\$ 101,621	
12	Harford	3829.00	\$ 2,067,660	\$ 2,290,726	\$ 2,275,129	\$ 1,137,565	\$ 930,095	
13	Howard	7509.00	\$ 4,054,860	\$ 3,687,656	\$ 3,662,547	\$ 1,831,274	\$ 2,223,586	
14	Kent	115.00	\$ 62,100	\$ 38,792	\$ 38,528	\$ 19,264	\$ 42,836	
15	Montgomery	15842.00	\$ 8,554,680	\$ 6,202,959	\$ 6,160,724	\$ 3,080,362	\$ 5,474,318	
16	Prince George's	4364.00	\$ 2,356,560	\$ 2,823,165	\$ 2,803,943	\$ 1,401,972	\$ 954,588	
17	Queen Anne's	909.00	\$ 490,860	\$ 408,059	\$ 405,281	\$ 202,641	\$ 288,219	
18	St. Mary's	1759.00	\$ 949,860	\$ 1,121,474	\$ 1,113,838	\$ 556,919	\$ 392,941	
19	Somerset	112.00	\$ 60,480	\$ 106,303	\$ 105,579	\$ 52,790	\$ 7,690	
20	Talbot	378.00	\$ 204,120	\$ 110,745	\$ 109,991	\$ 54,996	\$ 149,124	
21	Washington	1984.00	\$ 1,071,360	\$ 1,580,974	\$ 1,570,209	\$ 785,105	\$ 286,255	
22	Wicomico	907.00	\$ 489,780	\$ 885,410	\$ 879,381	\$ 439,691	\$ 50,089	
23	Worcester	794.00	\$ 428,760	\$ 208,107	\$ 206,690	\$ 103,345	\$ 325,415	
Total		69148.00	\$ 37,339,920	\$ 37,595,902	\$ 37,339,919	\$ 18,669,966	\$ 18,669,954	

State Aid Formula Regional Cost Difference Calculations				
LEA ID	Fiscal Year	Col. 1		Col. 2
	2023			
	Local Education Agency	Fiscal Year 22	Fiscal Year 23	
01	Allegany	\$ -	\$ -	
02	Anne Arundel	\$ 11,279,907	\$ 11,648,498	
30	Baltimore City	\$ 23,001,580	\$ 23,399,130	
03	Baltimore	\$ 6,714,151	\$ 6,903,262	
04	Calvert	\$ 2,441,896	\$ 2,468,678	
05	Caroline	\$ -	\$ -	
06	Carroll	\$ 2,581,183	\$ 2,626,795	
07	Cecil	\$ -	\$ -	
08	Charles	\$ 4,008,206	\$ 4,119,541	
09	Dorchester	\$ -	\$ -	
10	Frederick	\$ 7,629,055	\$ 7,829,066	
11	Garrett	\$ -	\$ -	
12	Harford	\$ -	\$ -	
13	Howard	\$ 6,541,811	\$ 6,781,197	
14	Kent	\$ 136,228	\$ 137,449	
15	Montgomery	\$ 41,131,349	\$ 42,290,391	
16	Prince George's	\$ 47,196,798	\$ 48,807,990	
17	Queen Anne's	\$ 615,392	\$ 630,307	
18	St. Mary's	\$ 259,366	\$ 267,347	
19	Somerset	\$ -	\$ -	
20	Talbot	\$ -	\$ -	
21	Washington	\$ -	\$ -	
22	Wicomico	\$ -	\$ -	
23	Worcester	\$ -	\$ -	
Total		\$ 153,536,922	\$ 157,909,651	

State Aid Formula Compensatory Education Calculations						
Fiscal Year 2023		Comp Ed Per-Pupil \$ 7,396		Col. 3	Col. 4.1	Col. 4.2
LEA ID	Local Education Agency	Col. 1	Col. 2	FARM-Eligible Students	FARM-Eligible Students + SEED	FY 22 Comp Ed for Hold Harmless Calculation
		State Share	Local Share	October 31, 2021	October 31, 2021	
01	Allegany	\$ 21,323,797	\$ 6,914,131	3,816	3,818	\$ 20,880,568.00
02	Anne Arundel	\$ 74,813,850	\$ 106,022,361	22,181	22,193	\$ 74,813,850.00
30	Baltimore City	\$ 298,098,000.00	\$ 168,262,763.00	62,861	63,056	\$ 297,507,050.00
03	Baltimore	\$ 143,874,641.00	\$ 171,778,981.00	42,229	42,308	\$ 143,874,641.00
04	Calvert	\$ 9,824,705.00	\$ 10,706,591.00	2,776	2,776	\$ 9,400,834.00
05	Caroline	\$ 16,876,692.00	\$ 4,268,472.00	2,859	2,859	\$ 14,614,173.00
06	Carroll	\$ 11,723,661.00	\$ 13,960,383.00	3,449	3,449	\$ 11,723,661.00
07	Cecil	\$ 20,477,144.00	\$ 17,440,995.00	5,034	5,036	\$ 20,477,144.00
08	Charles	\$ 39,368,144.00	\$ 31,108,634.00	9,320	9,321	\$ 39,368,144.00
09	Dorchester	\$ 13,932,346.00	\$ 7,775,527.00	2,883	2,883	\$ 13,932,346.00
10	Frederick	\$ 39,748,185.00	\$ 39,130,155.00	10,664	10,665	\$ 37,153,558.00
11	Garrett	\$ 4,406,886.00	\$ 6,971,709.00	1,459	1,459	\$ 4,406,886.00
12	Harford	\$ 35,891,466.00	\$ 37,998,330.00	9,778	9,783	\$ 35,891,466.00
13	Howard	\$ 36,181,232.00	\$ 55,195,960.00	12,219	12,230	\$ 35,840,000.00
14	Kent	\$ 2,508,800.00	\$ 4,132,281.00	763	763	\$ 2,508,800.00
15	Montgomery	\$ 133,783,552.00	\$ 199,088,698.00	39,050	39,056	\$ 133,783,552.00
16	Prince George's	\$ 254,469,286.00	\$ 223,521,293.00	62,038	62,116	\$ 254,469,286.00
17	Queen Anne's	\$ 4,793,958.00	\$ 6,707,988.00	1,409	1,409	\$ 4,793,958.00
18	St. Mary's	\$ 16,435,249.00	\$ 14,087,448.00	3,856	3,856	\$ 16,435,249.00
19	Somerset	\$ 10,688,659.00	\$ 3,387,138.00	1,857	1,857	\$ 10,688,659.00
20	Talbot	\$ 5,709,712.00	\$ 10,955,008.00	1,930	1,930	\$ 5,413,274.00
21	Washington	\$ 45,142,612.00	\$ 26,232,761.00	9,651	9,651	\$ 44,942,463.00
22	Wicomico	\$ 45,917,914.00	\$ 13,079,539.00	7,848	7,853	\$ 45,917,914.00
23	Worcester	\$ 7,993,597.00	\$ 15,826,763.00	2,702	2,702	\$ 7,827,456.00
Total		\$ 1,293,984,088	\$ 1,194,553,909	322,630	323,027	\$ 1,286,664,932.00

State Aid Formula Compensatory Education Calculations

Col. 5		Col. 6		Col. 7		Col. 8		Col. 9		Col. 10	
Eligible Students * CompEd Per-Pupil		Unadjusted Share		Share Method 1: (Ratio of Ttl Progrm Amt/Ttl Unadjusted Share) * 0.5				Share Method 2: (CompEd PP * CompEd Enrollment * 0.8) * 0.5			
\$ 28,237,928	\$ 49,752,581	\$ 42,647,594	\$ 21,323,797.00	\$ 22,590,342.40	\$ 11,295,171.00						
\$ 164,139,428	\$ 135,598,461	\$ 116,234,133	\$ 58,117,067.00	\$ 131,311,542.40	\$ 65,655,771.00						
\$ 466,360,763	\$ 695,520,825	\$ 596,196,000	\$ 298,098,000.00	\$ 373,088,610.69	\$ 186,544,305.00						
\$ 312,906,816	\$ 329,278,788	\$ 282,255,670	\$ 141,127,835.00	\$ 250,325,452.82	\$ 125,162,726.00						
\$ 20,531,296	\$ 22,922,953	\$ 19,649,409	\$ 9,824,705.00	\$ 16,425,036.80	\$ 8,212,518.00						
\$ 21,145,164	\$ 39,376,616	\$ 33,753,383	\$ 16,876,692.00	\$ 16,916,131.20	\$ 8,458,066.00						
\$ 25,508,804	\$ 26,944,720	\$ 23,096,842	\$ 11,548,421.00	\$ 20,407,043.20	\$ 10,203,522.00						
\$ 37,246,256	\$ 46,209,539	\$ 39,610,521	\$ 19,805,261.00	\$ 29,797,004.80	\$ 14,898,502.00						
\$ 68,938,116	\$ 88,263,565	\$ 75,658,963	\$ 37,829,482.00	\$ 55,150,492.80	\$ 27,575,246.00						
\$ 21,319,247	\$ 31,600,141	\$ 27,087,439	\$ 13,543,720.00	\$ 17,055,397.88	\$ 8,527,699.00						
\$ 78,878,340	\$ 92,740,275	\$ 79,496,370	\$ 39,748,185.00	\$ 63,102,672.00	\$ 31,551,336.00						
\$ 10,790,764	\$ 8,910,601	\$ 7,638,110	\$ 3,819,055.00	\$ 8,632,611.20	\$ 4,316,306.00						
\$ 72,355,068	\$ 80,160,975	\$ 68,713,475	\$ 34,356,738.00	\$ 57,884,054.40	\$ 28,942,027.00						
\$ 90,453,080	\$ 82,261,743	\$ 70,514,240	\$ 35,257,120.00	\$ 72,362,464.00	\$ 36,181,232.00						
\$ 5,643,148	\$ 3,525,148	\$ 3,021,734	\$ 1,510,867.00	\$ 4,514,518.40	\$ 2,257,259.00						
\$ 288,858,176	\$ 209,449,715	\$ 179,538,955	\$ 89,769,478.00	\$ 231,086,540.80	\$ 115,543,270.00						
\$ 459,409,936	\$ 550,374,251	\$ 471,777,286	\$ 235,888,643.00	\$ 367,527,948.80	\$ 183,763,974.00						
\$ 10,420,964	\$ 8,663,098	\$ 7,425,952	\$ 3,712,976.00	\$ 8,336,771.20	\$ 4,168,386.00						
\$ 28,518,976	\$ 33,671,572	\$ 28,863,056	\$ 14,431,528.00	\$ 22,815,180.80	\$ 11,407,590.00						
\$ 13,731,022	\$ 24,134,300	\$ 20,687,768	\$ 10,343,884.00	\$ 10,984,817.29	\$ 5,492,409.00						
\$ 14,274,280	\$ 7,744,509	\$ 6,638,544	\$ 3,319,272.00	\$ 11,419,424.00	\$ 5,709,712.00						
\$ 71,375,373	\$ 105,326,525	\$ 90,285,223	\$ 45,142,612.00	\$ 57,100,298.50	\$ 28,550,149.00						
\$ 58,080,992	\$ 104,997,173	\$ 90,002,905	\$ 45,001,453.00	\$ 46,464,793.70	\$ 23,232,397.00						
\$ 19,983,992	\$ 9,699,627	\$ 8,314,458	\$ 4,157,229.00	\$ 15,987,193.60	\$ 7,993,597.00						
\$ 2,389,107,929	\$ 2,787,127,701	\$ 2,389,108,030	\$ 1,194,554,020	\$ 1,911,286,344	\$ 955,643,170						

State Aid Formula Concentration of Poverty Calculations

Fiscal Year 2023	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
	Local Education Agency	Total Personnel Grant	Total Per-Pupil Grant	Unadjusted Share	Share Method 1: (Ratio of Ttl Progm Amt/Ttl Unadjusted Share) * 0.5	Locally Funded (Yes/No)	State-Share of Per-Pupil Grant Adjusted for State-Funded Counties	State Share of Poverty Concentration Grant	Local Share of Poverty Concentration Grant
Allegany	\$ 1,039,324	\$ 1,289,930	\$ 2,272,736	\$ 1,707,074	\$ 853,537	No	\$ 1,289,930	\$ 2,329,254	\$ -
Anne Arundel	\$ 3,897,465	\$ 2,748,672	\$ 2,270,726	\$ 1,705,564	\$ 852,782	Yes	\$ 852,782	\$ 4,750,247	\$ 1,895,890
Baltimore City	\$ 31,699,382	\$ 50,729,891	\$ 75,657,513	\$ 56,827,092	\$ 28,413,546	No	\$ 50,729,891	\$ 82,429,273	\$ -
Baltimore	\$ 9,873,578	\$ 2,326,608	\$ 2,448,341	\$ 1,838,973	\$ 919,487	No	\$ 2,326,608	\$ 12,200,186	\$ -
Calvert	\$ -	\$ -	\$ -	\$ -	\$ -	No	\$ -	\$ -	\$ -
Caroline	\$ 519,662	\$ 141,593	\$ 263,675	\$ 198,049	\$ 99,025	No	\$ 141,593	\$ 661,255	\$ -
Carroll	\$ -	\$ -	\$ -	\$ -	\$ -	No	\$ -	\$ -	\$ -
Cecil	\$ 1,039,324	\$ 143,397	\$ 177,905	\$ 133,626	\$ 66,813	No	\$ 143,397	\$ 1,182,721	\$ -
Charles	\$ 519,662	\$ -	\$ -	\$ -	\$ -	No	\$ -	\$ 519,662	\$ -
Dorchester	\$ 1,299,155	\$ 2,385,921	\$ 3,536,496	\$ 2,656,296	\$ 1,328,148	No	\$ 2,385,921	\$ 3,685,076	\$ -
Frederick	\$ 1,039,324	\$ 731,788	\$ 860,391	\$ 646,248	\$ 323,124	No	\$ 731,788	\$ 1,771,112	\$ -
Garrett	\$ -	\$ -	\$ -	\$ -	\$ -	Yes	\$ -	\$ -	\$ -
Harford	\$ 1,818,817	\$ 1,076,822	\$ 1,192,993	\$ 896,069	\$ 448,035	No	\$ 1,076,822	\$ 2,895,639	\$ -
Howard	\$ -	\$ -	\$ -	\$ -	\$ -	Yes	\$ -	\$ -	\$ -
Kent	\$ 519,662	\$ -	\$ -	\$ -	\$ -	Yes	\$ -	\$ 519,662	\$ -
Montgomery	\$ 6,755,606	\$ 6,983,615	\$ 5,063,787	\$ 3,803,460	\$ 1,901,730	Yes	\$ 1,901,730	\$ 8,657,336	\$ 5,081,885
Prince George's	\$ 25,463,438	\$ 29,253,923	\$ 35,046,273	\$ 26,323,596	\$ 13,161,798	No	\$ 29,253,923	\$ 54,717,361	\$ -
Queen Anne's	\$ -	\$ -	\$ -	\$ -	\$ -	Yes	\$ -	\$ -	\$ -
St. Mary's	\$ 259,831	\$ 474,704	\$ 560,470	\$ 420,974	\$ 210,487	No	\$ 474,704	\$ 734,535	\$ -
Somerset	\$ 1,558,986	\$ 1,918,840	\$ 3,372,645	\$ 2,533,226	\$ 1,266,613	No	\$ 1,918,840	\$ 3,477,826	\$ -
Talbot	\$ 259,831	\$ -	\$ -	\$ -	\$ -	Yes	\$ -	\$ 259,831	\$ -
Washington	\$ 2,078,648	\$ 1,333,906	\$ 1,968,406	\$ 1,478,489	\$ 739,245	No	\$ 1,333,906	\$ 3,412,554	\$ -
Wicomico	\$ 2,338,479	\$ 2,265,344	\$ 4,095,225	\$ 3,075,963	\$ 1,537,982	No	\$ 2,265,344	\$ 4,603,823	\$ -
Worcester	\$ 779,493	\$ -	\$ -	\$ -	\$ -	Yes	\$ -	\$ 779,493	\$ -
SEED School of MD	\$ 259,831	\$ 439,749	\$ -	\$ -	\$ 439,749		\$ 439,749	\$ 699,580	\$ -
Total	\$ 93,019,498	\$ 104,244,703	\$ 138,787,582	\$ 104,244,699	\$ 52,562,101	\$ -	\$ 97,266,928	\$ 190,286,426	\$ 6,977,775

State Aid Formula English Learner Calculations						
Fiscal Year		English Learner PF \$ 8,310				
2023		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
LEA ID	Local Education Agency	State Share	Local Share	October 31, 2021 English Learners	Eligible Students * English Learner Per-Pupil	Unadjusted Share
01	Allegany	\$ 197,696	\$ 34,984	28.00	\$ 232,680	\$ 409,960
02	Anne Arundel	\$ 25,089,552	\$ 37,735,926	7,548.00	\$ 62,723,880	\$ 51,817,297
30	Baltimore City	\$ 48,570,811	\$ 18,964,559	8,127.00	\$ 67,535,370	\$ 100,720,858
03	Baltimore	\$ 43,300,364	\$ 42,026,716	10,268.00	\$ 85,327,080	\$ 89,791,580
04	Calvert	\$ 921,677	\$ 790,183	206.00	\$ 1,711,860	\$ 1,911,272
05	Caroline	\$ 3,462,600	\$ 393,240	464.00	\$ 3,855,840	\$ 7,180,362
06	Carroll	\$ 1,676,238	\$ 1,614,522	396.00	\$ 3,290,760	\$ 3,476,000
07	Cecil	\$ 1,610,835	\$ 1,081,605	324.00	\$ 2,692,440	\$ 3,340,374
08	Charles	\$ 5,315,435	\$ 3,293,725	1,036.00	\$ 8,609,160	\$ 11,022,569
09	Dorchester	\$ 1,199,846	\$ 478,774	202.00	\$ 1,678,620	\$ 2,488,110
10	Frederick	\$ 15,105,361	\$ 11,536,499	3,206.00	\$ 26,641,860	\$ 31,323,852
11	Garrett	\$ 33,240	\$ 50,009	10.00	\$ 83,100	\$ 68,621
12	Harford	\$ 3,809,240	\$ 3,320,740	858.00	\$ 7,129,980	\$ 7,899,186
13	Howard	\$ 14,493,962	\$ 18,554,908	3,977.00	\$ 33,048,870	\$ 30,055,999
14	Kent	\$ 275,892	\$ 481,956	83.00	\$ 689,730	\$ 430,859
15	Montgomery	\$ 94,674,168	\$ 153,925,026	28,482.00	\$ 236,685,420	\$ 171,619,493
16	Prince George's	\$ 143,635,489	\$ 104,991,401	29,919.00	\$ 248,626,890	\$ 297,855,635
17	Queen Anne's	\$ 1,189,298	\$ 1,777,372	357.00	\$ 2,966,670	\$ 2,466,236
18	St. Mary's	\$ 1,514,037	\$ 1,145,163	320.00	\$ 2,659,200	\$ 3,139,644
19	Somerset	\$ 802,960	\$ 144,380	114.00	\$ 947,340	\$ 1,665,090
20	Talbot	\$ 1,884,708	\$ 3,479,007	567.00	\$ 4,711,770	\$ 2,556,370
21	Washington	\$ 3,630,904	\$ 1,471,436	614.00	\$ 5,102,340	\$ 7,529,372
22	Wicomico	\$ 9,649,499	\$ 1,419,421	1,332.00	\$ 11,068,920	\$ 20,010,080
23	Worcester	\$ 448,740	\$ 859,269	135.00	\$ 1,121,850	\$ 544,512
Total		\$ 422,492,552	\$ 409,570,821	98,573.00	\$ 819,141,630	\$ 849,323,331

State Aid Formula English Learner Calculations

Col. 6		Col. 7		Col. 8		Col. 9	
Share Method 1: (Ratio of Ttl Progm Amt/Ttl Unadjusted Share) * 0.5				Share Method 2: (Eng Learner PP *Eng Learner Enrollment * 0.8) * 0.5			
\$	395,392	\$	197,696	\$	186,144	\$	93,072
\$	49,975,907	\$	24,987,954	\$	50,179,104	\$	25,089,552
\$	97,141,621	\$	48,570,811	\$	54,028,296	\$	27,014,148
\$	86,600,728	\$	43,300,364	\$	68,261,664	\$	34,130,832
\$	1,843,353	\$	921,677	\$	1,369,488	\$	684,744
\$	6,925,199	\$	3,462,600	\$	3,084,672	\$	1,542,336
\$	3,352,476	\$	1,676,238	\$	2,632,608	\$	1,316,304
\$	3,221,670	\$	1,610,835	\$	2,153,952	\$	1,076,976
\$	10,630,869	\$	5,315,435	\$	6,887,328	\$	3,443,664
\$	2,399,692	\$	1,199,846	\$	1,342,896	\$	671,448
\$	30,210,721	\$	15,105,361	\$	21,313,488	\$	10,656,744
\$	66,182	\$	33,091	\$	66,480	\$	33,240
\$	7,618,479	\$	3,809,240	\$	5,703,984	\$	2,851,992
\$	28,987,923	\$	14,493,962	\$	26,439,096	\$	13,219,548
\$	415,548	\$	207,774	\$	551,784	\$	275,892
\$	165,520,788	\$	82,760,394	\$	189,348,336	\$	94,674,168
\$	287,270,978	\$	143,635,489	\$	198,901,512	\$	99,450,756
\$	2,378,595	\$	1,189,298	\$	2,373,336	\$	1,186,668
\$	3,028,073	\$	1,514,037	\$	2,127,360	\$	1,063,680
\$	1,605,919	\$	802,960	\$	757,872	\$	378,936
\$	2,465,526	\$	1,232,763	\$	3,769,416	\$	1,884,708
\$	7,261,807	\$	3,630,904	\$	4,081,872	\$	2,040,936
\$	19,298,998	\$	9,649,499	\$	8,855,136	\$	4,427,568
\$	525,162	\$	262,581	\$	897,480	\$	448,740
\$	819,141,606	\$	409,570,809	\$	655,313,304	\$	327,656,652

State Aid Formula Special Education Calculations					
Fiscal Year	Special Education PP:	\$	7,147		
2023	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
Local Education Agency	State Share	Local Share	October 2021 Special Education Enrollment	October 2021 Special Education Enrollment + SEED School	Eligible Students *SPED Per-Pupil
Allegany	\$ 6,848,612	\$ 1,534,819	1,173.00	1,173.00	\$ 8,383,431
Anne Arundel	\$ 27,355,857	\$ 42,193,933	9,569.00	9,569.00	\$ 68,389,643
Baltimore City	\$ 57,649,382	\$ 25,720,373	11,632.00	11,665.00	\$ 83,369,755
Baltimore	\$ 52,837,282	\$ 55,454,062	15,140.00	15,152.00	\$ 108,291,344
Calvert	\$ 6,271,128	\$ 5,843,037	1,695.00	1,695.00	\$ 12,114,165
Caroline	\$ 3,375,487	\$ 533,922	547.00	547.00	\$ 3,909,409
Carroll	\$ 10,903,437	\$ 11,359,468	3,115.00	3,115.00	\$ 22,262,905
Cecil	\$ 9,920,376	\$ 7,325,335	2,413.00	2,413.00	\$ 17,245,711
Charles	\$ 12,371,756	\$ 8,468,896	2,916.00	2,916.00	\$ 20,840,652
Dorchester	\$ 2,171,007	\$ 987,967	442.00	442.00	\$ 3,158,974
Frederick	\$ 20,170,217	\$ 16,829,802	5,177.00	5,177.00	\$ 37,000,019
Garrett	\$ 914,816	\$ 1,411,398	320.00	320.00	\$ 2,287,040
Harford	\$ 19,755,081	\$ 18,702,926	5,381.00	5,381.00	\$ 38,458,007
Howard	\$ 18,012,732	\$ 24,704,887	5,975.00	5,977.00	\$ 42,717,619
Kent	\$ 766,158	\$ 1,360,626	268.00	268.00	\$ 1,915,396
Montgomery	\$ 58,396,708	\$ 96,909,857	20,426.00	20,427.00	\$ 145,991,769
Prince George's	\$ 56,217,745	\$ 44,990,922	14,151.00	14,161.00	\$ 101,208,667
Queen Anne's	\$ 2,361,369	\$ 3,627,973	826.00	826.00	\$ 5,903,422
St. Mary's	\$ 7,382,835	\$ 6,103,554	1,887.00	1,887.00	\$ 13,486,389
Somerset	\$ 2,452,087	\$ 556,800	421.00	421.00	\$ 3,008,887
Talbot	\$ 1,455,129	\$ 2,722,700	509.00	509.00	\$ 3,637,823
Washington	\$ 12,322,865	\$ 5,687,575	2,520.00	2,520.00	\$ 18,010,440
Wicomico	\$ 9,231,409	\$ 1,782,118	1,541.00	1,541.00	\$ 11,013,527
Worcester	\$ 2,166,970	\$ 4,198,257	758.00	758.00	\$ 5,417,426
Total	\$ 401,310,445	\$ 389,011,207	108,802.00	108,860.00	\$ 778,022,420

* Medicaid match is paid through Department of Health as part of the inter-governmental transfers. The transfers have not been removed from this schedule.

State Aid Formula Special Education Calculations

Col. 6	Col. 7	Col. 8	Col. 9
Unadjusted Share	Share Method 1: (Ratio of Ttl Progm Amt/Ttl Unadjusted Share) * 0.5	Share Method 2: (SPED Learner PP *SPED Enrollment * 0.8) * 0.5	
\$ 14,770,819	\$ 13,697,224	\$ 6,848,612	\$ 6,706,745 \$ 3,353,372
\$ 56,497,884	\$ 52,391,420	\$ 26,195,710	\$ 54,711,714 \$ 27,355,857
\$ 124,335,934	\$ 115,298,763	\$ 57,649,382	\$ 66,695,804 \$ 33,347,902
\$ 113,957,385	\$ 105,674,563	\$ 52,837,282	\$ 86,633,075 \$ 43,316,538
\$ 13,525,324	\$ 12,542,256	\$ 6,271,128	\$ 9,691,332 \$ 4,845,666
\$ 7,280,118	\$ 6,750,974	\$ 3,375,487	\$ 3,127,527 \$ 1,563,764
\$ 23,516,107	\$ 21,806,874	\$ 10,903,437	\$ 17,810,324 \$ 8,905,162
\$ 21,395,878	\$ 19,840,751	\$ 9,920,376	\$ 13,796,569 \$ 6,898,284
\$ 26,682,920	\$ 24,743,512	\$ 12,371,756	\$ 16,672,522 \$ 8,336,261
\$ 4,682,343	\$ 4,342,014	\$ 2,171,007	\$ 2,527,179 \$ 1,263,590
\$ 43,502,335	\$ 40,340,433	\$ 20,170,217	\$ 29,600,015 \$ 14,800,008
\$ 1,888,550	\$ 1,751,284	\$ 875,642	\$ 1,829,632 \$ 914,816
\$ 42,606,986	\$ 39,510,161	\$ 19,755,081	\$ 30,766,406 \$ 15,383,203
\$ 38,849,156	\$ 36,025,463	\$ 18,012,732	\$ 34,174,095 \$ 17,087,048
\$ 1,196,505	\$ 1,109,539	\$ 554,770	\$ 1,532,317 \$ 766,158
\$ 105,857,950	\$ 98,163,824	\$ 49,081,912	\$ 116,793,415 \$ 58,396,708
\$ 121,248,236	\$ 112,435,490	\$ 56,217,745	\$ 80,966,934 \$ 40,483,467
\$ 4,907,600	\$ 4,550,898	\$ 2,275,449	\$ 4,722,738 \$ 2,361,369
\$ 15,923,009	\$ 14,765,669	\$ 7,382,835	\$ 10,789,111 \$ 5,394,556
\$ 5,288,564	\$ 4,904,173	\$ 2,452,087	\$ 2,407,110 \$ 1,203,555
\$ 1,973,701	\$ 1,830,246	\$ 915,123	\$ 2,910,258 \$ 1,455,129
\$ 26,577,473	\$ 24,645,729	\$ 12,322,865	\$ 14,408,352 \$ 7,204,176
\$ 19,909,942	\$ 18,462,818	\$ 9,231,409	\$ 8,810,822 \$ 4,405,411
\$ 2,629,455	\$ 2,438,337	\$ 1,219,169	\$ 4,333,941 \$ 2,166,970
\$ 839,004,174	\$ 778,022,415	\$ 389,011,213	\$ 622,417,936 \$ 311,208,970

* Medicaid match is paid through Department of Health as part of the inter-governmental transfers. The transfers have not been removed from this schedule.

State Aid Formula Transitionl Supplemental Instruction Calculations

Fiscal Year 2023 LEA ID Local Education Agency		TSI PP: \$ 665			
		Col. 1	Col. 2	Col. 3	Col. 4
		State Share	Local Share	Struggling Learner Enrollment	Eligible Students *TSI Per-Pupil
01	Allegany	\$ 678,126	\$ 177,729	1287.00	\$ 855,855
02	Anne Arundel	\$ 3,197,364	\$ 5,409,066	12942.00	\$ 8,606,430
30	Baltimore City	\$ 8,704,176	\$ 4,273,964	19516.00	\$ 12,978,140
03	Baltimore	\$ 6,455,137	\$ 7,185,343	20512.00	\$ 13,640,480
04	Calvert	\$ 566,611	\$ 561,894	1697.00	\$ 1,128,505
05	Caroline	\$ 481,717	\$ 93,508	865.00	\$ 575,225
06	Carroll	\$ 1,000,731	\$ 1,105,989	3168.00	\$ 2,106,720
07	Cecil	\$ 919,760	\$ 728,775	2479.00	\$ 1,648,535
08	Charles	\$ 1,635,311	\$ 1,204,904	4271.00	\$ 2,840,215
09	Dorchester	\$ 437,062	\$ 218,628	986.00	\$ 655,690
10	Frederick	\$ 2,056,559	\$ 1,833,026	5849.00	\$ 3,889,585
11	Garrett	\$ 177,555	\$ 300,580	719.00	\$ 478,135
12	Harford	\$ 1,738,748	\$ 1,751,172	5248.00	\$ 3,489,920
13	Howard	\$ 1,989,743	\$ 2,875,397	7316.00	\$ 4,865,140
14	Kent	\$ 58,659	\$ 150,151	314.00	\$ 208,810
15	Montgomery	\$ 4,954,845	\$ 10,240,405	22850.00	\$ 15,195,250
16	Prince George's	\$ 10,110,645	\$ 8,656,320	28221.00	\$ 18,766,965
17	Queen Anne's	\$ 244,879	\$ 410,146	985.00	\$ 655,025
18	St. Mary's	\$ 937,792	\$ 828,448	2656.00	\$ 1,766,240
19	Somerset	\$ 296,981	\$ 78,744	565.00	\$ 375,725
20	Talbot	\$ 113,576	\$ 351,924	700.00	\$ 465,500
21	Washington	\$ 1,583,841	\$ 802,844	3589.00	\$ 2,386,685
22	Wicomico	\$ 1,509,953	\$ 347,392	2793.00	\$ 1,857,345
23	Worcester	\$ 102,042	\$ 365,453	703.00	\$ 467,495
Total		\$ 49,951,813	\$ 49,951,802	150231.00	\$ 99,903,615

State Aid Formula Transitionl Supplemental Instruction Calculations

Col. 5	Col. 6	Col. 7
Unadjusted Share	Share Method 1: (Ratio of Ttl Progm Amt/Ttl Unadjusted Share) * 0.5	
\$ 1,507,936	\$ 1,356,251	\$ 678,126
\$ 7,109,923	\$ 6,394,727	\$ 3,197,364
\$ 19,355,330	\$ 17,408,352	\$ 8,704,176
\$ 14,354,180	\$ 12,910,274	\$ 6,455,137
\$ 1,259,963	\$ 1,133,222	\$ 566,611
\$ 1,071,186	\$ 963,434	\$ 481,717
\$ 2,225,309	\$ 2,001,462	\$ 1,000,731
\$ 2,045,254	\$ 1,839,519	\$ 919,760
\$ 3,636,414	\$ 3,270,622	\$ 1,635,311
\$ 971,887	\$ 874,124	\$ 437,062
\$ 4,573,134	\$ 4,113,117	\$ 2,056,559
\$ 394,826	\$ 355,110	\$ 177,555
\$ 3,866,424	\$ 3,477,495	\$ 1,738,748
\$ 4,424,558	\$ 3,979,486	\$ 1,989,743
\$ 130,439	\$ 117,318	\$ 58,659
\$ 11,018,005	\$ 9,909,690	\$ 4,954,845
\$ 22,482,871	\$ 20,221,290	\$ 10,110,645
\$ 544,532	\$ 489,757	\$ 244,879
\$ 2,085,351	\$ 1,875,583	\$ 937,792
\$ 660,392	\$ 593,962	\$ 296,981
\$ 252,557	\$ 227,152	\$ 113,576
\$ 3,521,960	\$ 3,167,681	\$ 1,583,841
\$ 3,357,656	\$ 3,019,905	\$ 1,509,953
\$ 226,908	\$ 204,083	\$ 102,042
\$ 111,076,995	\$ 99,903,616	\$ 49,951,813

State Aid Formula Prekindergarten Calculations

Fiscal Year 2023	PreK PP: \$ 10,094							
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
Local Education Agency	State Share	Local Share	Prekinder- garten Enrollment	Prek Enhancement (300% FPL Private + All Public)	Eligible Students * PreK Per-Pupil	Unadjusted Share	State Share: (Ratio of Ttl Progm Amt/Ttl Unadjusted Share) * 0.5	
Allegany	\$ 3,452,883	\$ (2,675,645)	77.00	\$ 439.00	\$ 777,238	\$ 1,369,420	\$ 1,237,693	\$ 618,847
Anne Arundel	\$ 7,799,860	\$ 759,852	848.00	\$ 607,695.00	\$ 8,559,712	\$ 7,071,328	\$ 6,391,126	\$ 3,195,563
Baltimore City	\$ 25,858,417	\$ (22,900,875)	293.00	\$ 1,810,531.00	\$ 2,957,542	\$ 4,410,817	\$ 3,986,533	\$ 1,993,267
Baltimore	\$ 17,071,365	\$ 7,406,585	2,425.00	\$ 1,234,980.00	\$ 24,477,950	\$ 25,758,690	\$ 23,280,920	\$ 11,640,460
Calvert	\$ 1,963,745	\$ (1,570,079)	39.00	\$ 202,254.00	\$ 393,666	\$ 439,524	\$ 397,245	\$ 198,623
Caroline	\$ 2,360,915	\$ (998,225)	135.00	\$ 284.00	\$ 1,362,690	\$ 2,537,607	\$ 2,293,511	\$ 1,146,756
Carroll	\$ 2,070,059	\$ (515,583)	154.00	\$ 202,299.00	\$ 1,554,476	\$ 1,641,979	\$ 1,484,034	\$ 742,017
Cecil	\$ 3,422,726	\$ (1,615,900)	179.00	\$ 618.00	\$ 1,806,826	\$ 2,241,637	\$ 2,026,010	\$ 1,013,005
Charles	\$ 5,063,961	\$ (2,449,615)	259.00	\$ 886.00	\$ 2,614,346	\$ 3,347,227	\$ 3,025,252	\$ 1,512,626
Dorchester	\$ 1,500,997	\$ 739,871	222.00	\$ 222.00	\$ 2,240,868	\$ 3,321,494	\$ 3,001,994	\$ 1,500,997
Frederick	\$ 6,833,704	\$ (2,937,420)	386.00	\$ 203,162.00	\$ 3,896,284	\$ 4,581,010	\$ 4,140,355	\$ 2,070,178
Garrett	\$ 556,630	\$ 129,762	68.00	\$ 151.00	\$ 686,392	\$ 566,796	\$ 512,275	\$ 256,138
Harford	\$ 4,901,199	\$ (1,287,547)	358.00	\$ 991.00	\$ 3,613,652	\$ 4,003,505	\$ 3,618,401	\$ 1,809,201
Howard	\$ 5,358,992	\$ (3,976,114)	137.00	\$ 1,320.00	\$ 1,382,878	\$ 1,257,646	\$ 1,136,671	\$ 568,336
Kent	\$ 220,302	\$ (119,362)	10.00	\$ 79.00	\$ 100,940	\$ 63,055	\$ 56,990	\$ 28,495
Montgomery	\$ 12,549,473	\$ 88,215	1,252.00	\$ 2,728,987.00	\$ 12,637,688	\$ 9,163,529	\$ 8,282,074	\$ 4,141,037
Prince George's	\$ 22,680,915	\$ (5,743,183)	1,678.00	\$ 1,548,470.00	\$ 16,937,732	\$ 20,291,445	\$ 18,339,578	\$ 9,169,789
Queen Anne's	\$ 1,168,989	\$ (815,699)	35.00	\$ 315.00	\$ 353,290	\$ 293,695	\$ 265,444	\$ 132,722
St. Mary's	\$ 3,710,537	\$ (2,852,547)	85.00	\$ 704.00	\$ 857,990	\$ 1,013,005	\$ 915,562	\$ 457,781
Somerset	\$ 1,380,954	\$ (432,118)	94.00	\$ 176.00	\$ 948,836	\$ 1,667,719	\$ 1,507,298	\$ 753,649
Talbot	\$ 709,646	\$ 592,480	129.00	\$ 293.00	\$ 1,302,126	\$ 706,468	\$ 638,512	\$ 319,256
Washington	\$ 6,963,041	\$ (2,784,125)	414.00	\$ 172,638.00	\$ 4,178,916	\$ 6,166,703	\$ 5,573,518	\$ 2,786,759
Wicomico	\$ 5,528,009	\$ (1,762,947)	373.00	\$ 685.00	\$ 3,765,062	\$ 6,806,372	\$ 6,151,656	\$ 3,075,828
Worcester	\$ 936,033	\$ 588,161	151.00	\$ 656,477.00	\$ 1,524,194	\$ 739,798	\$ 668,636	\$ 334,318
Total	\$ 144,063,352	\$ (45,132,058)	9,801.00	\$ 9,374,656	\$ 98,931,294	\$ 109,460,469	\$ 98,931,288	\$ 49,465,648

State Aid Formula Prekindergarten Calculations					
FY 23 PreK Enhancement					
Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	
Prek Enhancement (300% FPL Private + All Public)	Eligible Students * PreK Per-Pupil	Unadjusted Share	State Share: (Ratio of Ttl Progm Amt/Ttl Unadjusted Share) * 0.5		
439.00	\$ 4,431,266	\$ 7,807,475	\$ 6,905,766	\$	3,452,883
2,115.00	\$ 21,348,810	\$ 17,636,626	\$ 15,599,719	\$	7,799,860
3,884.00	\$ 39,205,096	\$ 58,469,672	\$ 51,716,834	\$	25,858,417
3,634.00	\$ 36,681,596	\$ 38,600,858	\$ 34,142,729	\$	17,071,365
394.00	\$ 3,977,036	\$ 4,440,314	\$ 3,927,489	\$	1,963,745
284.00	\$ 2,866,696	\$ 5,338,374	\$ 4,721,829	\$	2,360,915
439.00	\$ 4,431,266	\$ 4,680,706	\$ 4,140,117	\$	2,070,059
618.00	\$ 6,238,092	\$ 7,739,284	\$ 6,845,451	\$	3,422,726
886.00	\$ 8,943,284	\$ 11,450,358	\$ 10,127,922	\$	5,063,961
222.00	\$ 2,240,868	\$ 3,321,494	\$ 2,937,885	\$	1,468,943
1,302.00	\$ 13,142,388	\$ 15,452,007	\$ 13,667,408	\$	6,833,704
151.00	\$ 1,524,194	\$ 1,258,621	\$ 1,113,259	\$	556,630
991.00	\$ 10,003,154	\$ 11,082,328	\$ 9,802,397	\$	4,901,199
1,320.00	\$ 13,324,080	\$ 12,117,465	\$ 10,717,983	\$	5,358,992
79.00	\$ 797,426	\$ 498,134	\$ 440,603	\$	220,302
3,877.00	\$ 39,134,438	\$ 28,376,198	\$ 25,098,946	\$	12,549,473
4,241.00	\$ 42,808,654	\$ 51,284,874	\$ 45,361,830	\$	22,680,915
315.00	\$ 3,179,610	\$ 2,643,256	\$ 2,337,978	\$	1,168,989
704.00	\$ 7,106,176	\$ 8,390,067	\$ 7,421,073	\$	3,710,537
176.00	\$ 1,776,544	\$ 3,122,539	\$ 2,761,908	\$	1,380,954
293.00	\$ 2,957,542	\$ 1,604,614	\$ 1,419,292	\$	709,646
1,057.00	\$ 10,669,358	\$ 15,744,456	\$ 13,926,082	\$	6,963,041
685.00	\$ 6,914,390	\$ 12,499,638	\$ 11,056,017	\$	5,528,009
432.00	\$ 4,360,608	\$ 2,116,508	\$ 1,872,066	\$	936,033
28,538.00	\$ 288,062,572	\$ 325,675,866	\$ 288,062,583	\$	144,031,298

State Aid Formula Nationally Board Certified Teacher Calculations						
LEA ID	Fiscal Year	NBC Salary \$ 10,000		NBC Low-Perf Salary \$ 7,000		
	2023	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
	Local Education Agency	State Share	Local Share	NBC Count	NBC Salary Total	NBC Low-Perf Count
01	Allegany	\$ 104,634	\$ 12,366	11.00	\$ 110,000	1.00
02	Anne Arundel	\$ 1,075,978	\$ 1,490,022	244.00	\$ 2,440,000	18.00
30	Baltimore City	\$ 442,842	\$ 142,158	48.00	\$ 480,000	15.00
03	Baltimore	\$ 354,134	\$ 308,866	60.00	\$ 600,000	9.00
04	Calvert	\$ 68,005	\$ 51,995	12.00	\$ 120,000	0.00
05	Caroline	\$ 66,165	\$ 3,835	7.00	\$ 70,000	0.00
06	Carroll	\$ 316,330	\$ 273,670	59.00	\$ 590,000	0.00
07	Cecil	\$ 275,192	\$ 161,808	36.00	\$ 360,000	11.00
08	Charles	\$ 205,359	\$ 110,641	26.00	\$ 260,000	8.00
09	Dorchester	\$ 12,790	\$ 4,210	1.00	\$ 10,000	1.00
10	Frederick	\$ 254,826	\$ 172,174	42.00	\$ 420,000	1.00
11	Garrett	\$ 25,149	\$ 34,851	6.00	\$ 60,000	0.00
12	Harford	\$ 615,199	\$ 478,801	94.00	\$ 940,000	22.00
13	Howard	\$ 874,297	\$ 1,019,703	181.00	\$ 1,810,000	12.00
14	Kent	\$ 6,342	\$ 13,658	2.00	\$ 20,000	0.00
15	Montgomery	\$ 1,889,170	\$ 3,243,830	507.00	\$ 5,070,000	9.00
16	Prince George's	\$ 1,699,590	\$ 1,095,410	262.00	\$ 2,620,000	25.00
17	Queen Anne's	\$ 109,710	\$ 150,290	26.00	\$ 260,000	0.00
18	St. Mary's	\$ 177,988	\$ 119,012	29.00	\$ 290,000	1.00
19	Somerset	\$ -	\$ -	0.00	\$ -	0.00
20	Talbot	\$ 2,754	\$ 7,246	1.00	\$ 10,000	0.00
21	Washington	\$ 220,212	\$ 73,788	28.00	\$ 280,000	2.00
22	Wicomico	\$ 222,057	\$ 19,943	20.00	\$ 200,000	6.00
23	Worcester	\$ 14,782	\$ 45,218	6.00	\$ 60,000	0.00
Total		\$ 9,033,505	\$ 9,033,495	1708.00	\$ 17,080,000	141.00

State Aid Formula Nationally Board Certified Teacher Calculations				
Col. 6	Col. 7	Col. 8	Col. 9	
NBC Low-Perf Total	Unadjusted Share	State Share: (Ratio of Ttl Progm Amt/Ttl Unadjusted Share) * 0.5		
\$ 7,000	\$ 206,143	\$ 209,268	\$ 104,634	
\$ 126,000	\$ 2,119,818	\$ 2,151,955	\$ 1,075,978	
\$ 105,000	\$ 872,457	\$ 885,684	\$ 442,842	
\$ 63,000	\$ 697,690	\$ 708,267	\$ 354,134	
\$ -	\$ 133,979	\$ 136,010	\$ 68,005	
\$ -	\$ 130,354	\$ 132,330	\$ 66,165	
\$ -	\$ 623,212	\$ 632,660	\$ 316,330	
\$ 77,000	\$ 542,164	\$ 550,383	\$ 275,192	
\$ 56,000	\$ 404,584	\$ 410,718	\$ 205,359	
\$ 7,000	\$ 25,198	\$ 25,580	\$ 12,790	
\$ 7,000	\$ 502,040	\$ 509,651	\$ 254,826	
\$ -	\$ 49,546	\$ 50,297	\$ 25,149	
\$ 154,000	\$ 1,212,024	\$ 1,230,398	\$ 615,199	
\$ 84,000	\$ 1,722,481	\$ 1,748,594	\$ 874,297	
\$ -	\$ 12,494	\$ 12,683	\$ 6,342	
\$ 63,000	\$ 3,721,914	\$ 3,778,339	\$ 1,889,170	
\$ 175,000	\$ 3,348,417	\$ 3,399,179	\$ 1,699,590	
\$ -	\$ 216,142	\$ 219,419	\$ 109,710	
\$ 7,000	\$ 350,660	\$ 355,976	\$ 177,988	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ 5,425	\$ 5,507	\$ 2,754	
\$ 14,000	\$ 433,847	\$ 440,424	\$ 220,212	
\$ 42,000	\$ 437,481	\$ 444,113	\$ 222,057	
\$ -	\$ 29,122	\$ 29,563	\$ 14,782	
\$ 987,000	\$ 17,797,192	\$ 18,066,998	\$ 9,033,505	

State Aid Formula Transportation Grant Calculations						
Fiscal Year 2023		Disabled Student Grant		Col. 3	Col. 4	Col. 5
LEA ID	Local Education Agency	Col. 1 Number of Students Transported	Col. 2 Students * Per-Student Amount (\$1,000)	Prior Year FY 2022	Prior Year * CPI	FTE Previous Year
01	Allegany	229.00	\$ 229,000	\$ 4,918,048	\$ 5,311,492	7,715.75
02	Anne Arundel	1978.00	\$ 1,978,000	\$ 25,561,649	\$ 27,606,581	81,016.75
30	Baltimore City	2501.00	\$ 2,501,000	\$ 18,514,202	\$ 19,995,338	73,067.25
03	Baltimore	3914.00	\$ 3,914,000	\$ 31,499,765	\$ 34,019,746	107,733.25
04	Calvert	308.00	\$ 308,000	\$ 6,102,705	\$ 6,590,921	14,896.25
05	Caroline	102.00	\$ 102,000	\$ 2,917,546	\$ 3,150,950	5,303.00
06	Carroll	458.00	\$ 458,000	\$ 10,438,726	\$ 11,273,824	24,191.00
07	Cecil	335.00	\$ 335,000	\$ 5,517,859	\$ 5,959,288	14,216.75
08	Charles	838.00	\$ 838,000	\$ 11,431,946	\$ 12,346,502	26,029.25
09	Dorchester	82.00	\$ 82,000	\$ 2,675,834	\$ 2,889,901	4,487.00
10	Frederick	1053.00	\$ 1,053,000	\$ 13,562,763	\$ 14,647,784	42,043.25
11	Garrett	41.00	\$ 41,000	\$ 3,269,124	\$ 3,530,654	3,489.75
12	Harford	1044.00	\$ 1,044,000	\$ 13,258,298	\$ 14,318,962	36,520.75
13	Howard	1821.00	\$ 1,821,000	\$ 18,709,838	\$ 20,206,625	55,755.25
14	Kent	24.00	\$ 24,000	\$ 1,707,461	\$ 1,844,058	1,728.50
15	Montgomery	5488.00	\$ 5,488,000	\$ 42,120,380	\$ 45,490,010	156,738.25
16	Prince George's	5506.00	\$ 5,506,000	\$ 41,466,028	\$ 44,783,310	127,504.75
17	Queen Anne's	144.00	\$ 144,000	\$ 3,642,803	\$ 3,934,227	7,171.00
18	St. Mary's	415.00	\$ 415,000	\$ 7,295,017	\$ 7,878,618	16,723.00
19	Somerset	57.00	\$ 57,000	\$ 2,028,942	\$ 2,191,257	2,657.75
20	Talbot	77.00	\$ 77,000	\$ 1,821,175	\$ 1,966,869	4,291.50
21	Washington	546.00	\$ 546,000	\$ 7,550,869	\$ 8,154,939	21,087.25
22	Wicomico	166.00	\$ 166,000	\$ 5,687,991	\$ 6,143,030	13,865.00
23	Worcester	86.00	\$ 86,000	\$ 3,322,268	\$ 3,588,049	6,332.00
Total		27213.00	\$ 27,213,000	\$ 285,021,237	\$ 307,822,935	854,564.25

State Aid Formula Transportation Grant Calculations					
Regular Grant					Col. 10
Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	
FTE Current Year	Enrollment Increase	Increment Increase Per Pupil \$333.53	Regular Transportation Grant Total	All Transportation Grants Total	
7,661.50	0.00	\$ -	\$ 5,311,492	\$ 5,540,492	
80,867.50	0.00	\$ -	\$ 27,606,581	\$ 29,584,581	
71,358.00	0.00	\$ -	\$ 19,995,338	\$ 22,496,338	
107,114.75	0.00	\$ -	\$ 34,019,746	\$ 37,933,746	
14,949.25	53.00	\$ 17,677	\$ 6,608,598	\$ 6,916,598	
5,259.00	0.00	\$ -	\$ 3,150,950	\$ 3,252,950	
24,608.00	417.00	\$ 139,082	\$ 11,412,906	\$ 11,870,906	
14,159.75	0.00	\$ -	\$ 5,959,288	\$ 6,294,288	
25,986.75	0.00	\$ -	\$ 12,346,502	\$ 13,184,502	
4,314.75	0.00	\$ -	\$ 2,889,901	\$ 2,971,901	
43,810.50	1,767.25	\$ 589,431	\$ 15,237,215	\$ 16,290,215	
3,348.25	0.00	\$ -	\$ 3,530,654	\$ 3,571,654	
36,880.00	359.25	\$ 119,821	\$ 14,438,783	\$ 15,482,783	
55,838.25	83.00	\$ 27,683	\$ 20,234,308	\$ 22,055,308	
1,706.50	0.00	\$ -	\$ 1,844,058	\$ 1,868,058	
154,409.50	0.00	\$ -	\$ 45,490,010	\$ 50,978,010	
124,362.00	0.00	\$ -	\$ 44,783,310	\$ 50,289,310	
7,124.00	0.00	\$ -	\$ 3,934,227	\$ 4,078,227	
16,714.00	0.00	\$ -	\$ 7,878,618	\$ 8,293,618	
2,557.75	0.00	\$ -	\$ 2,191,257	\$ 2,248,257	
4,232.75	0.00	\$ -	\$ 1,966,869	\$ 2,043,869	
21,100.00	12.75	\$ 4,253	\$ 8,159,192	\$ 8,705,192	
13,888.00	23.00	\$ 7,671	\$ 6,150,701	\$ 6,316,701	
6,402.25	70.25	\$ 23,430	\$ 3,611,479	\$ 3,697,479	
848,653.00	2,785.50	\$ 929,048	\$ 308,751,983	\$ 335,964,983	

State Aid Formula Educational Effort Calculations						
Fiscal Year 2023	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Local Education Agency	Local Share	Wealth	Local Education Effort	Education Effort Index	Prior Year Education Effort Index	Eligibility
Allegany	\$ 24,102,720	\$ 2,735,298,049	0.0088117	0.85	0.00	Not Eligible
Anne Arundel	\$ 602,638,530	\$ 61,575,273,693	0.009787	0.94	0.00	Not Eligible
Baltimore City	\$ 393,501,458	\$ 30,097,368,986	0.0130743	1.26	0.00	Not Eligible
Baltimore	\$ 708,741,900	\$ 64,028,710,782	0.0110691	1.06	0.00	Not Eligible
Calvert	\$ 72,455,067	\$ 8,422,471,619	0.0086026	0.83	0.00	Not Eligible
Caroline	\$ 16,046,128	\$ 1,776,435,632	0.0090328	0.87	0.00	Not Eligible
Carroll	\$ 125,480,902	\$ 14,654,369,647	0.0085627	0.82	0.00	Not Eligible
Cecil	\$ 72,814,687	\$ 7,179,270,005	0.0101424	0.98	0.00	Not Eligible
Charles	\$ 126,443,810	\$ 12,767,454,338	0.0099036	0.95	0.00	Not Eligible
Dorchester	\$ 22,331,929	\$ 1,831,103,405	0.0121959	1.17	0.00	Not Eligible
Frederick	\$ 222,604,293	\$ 23,439,127,688	0.0094971	0.91	0.00	Not Eligible
Garrett	\$ 25,847,473	\$ 2,550,571,169	0.010134	0.97	0.00	Not Eligible
Harford	\$ 200,209,749	\$ 20,939,720,887	0.0095612	0.92	0.00	Not Eligible
Howard	\$ 355,709,991	\$ 38,621,682,888	0.0092101	0.89	0.00	Not Eligible
Kent	\$ 17,412,877	\$ 1,718,401,780	0.0101332	0.97	0.00	Not Eligible
Montgomery	\$ 1,353,784,619	\$ 133,953,170,069	0.0101064	0.97	0.00	Not Eligible
Prince George's	\$ 809,790,446	\$ 65,298,648,884	0.0124013	1.19	0.00	Not Eligible
Queen Anne's	\$ 47,753,006	\$ 5,390,546,601	0.0088587	0.85	0.00	Not Eligible
St. Mary's	\$ 78,643,945	\$ 8,904,824,217	0.0088316	0.85	0.00	Not Eligible
Somerset	\$ 9,789,075	\$ 915,378,521	0.010694	1.03	0.00	Not Eligible
Talbot	\$ 50,673,240	\$ 4,907,462,216	0.0103258	0.99	0.00	Not Eligible
Washington	\$ 91,181,474	\$ 8,994,298,560	0.0101377	0.97	0.00	Not Eligible
Wicomico	\$ 46,856,059	\$ 4,832,486,101	0.0096961	0.93	0.00	Not Eligible
Worcester	\$ 77,015,165	\$ 8,297,245,991	0.009282	0.89	0.00	Not Eligible
Total	\$ 5,551,828,543	\$ 533,831,321,728	0.0104			

State Aid Formula Educational Effort Calculations					
Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
Statute Citation for Eligibility Percentage	Eligibility Percentage	Maximum Local Share	Education Effort Adjustment	State Share	Local Share
Not Eligible	Not Eligible	\$ 28,447,100	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 640,382,846	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 313,012,637	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 665,898,592	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 87,593,705	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 18,474,931	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 152,405,444	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 74,664,408	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 132,781,525	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 19,043,475	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 243,766,928	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 26,525,940	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 217,773,097	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 401,665,502	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 17,871,379	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 1,393,112,969	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 679,105,948	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 56,061,685	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 92,610,172	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 9,519,937	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 51,037,607	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 93,540,705	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 50,257,855	\$ -	\$ -	\$ -
Not Eligible	Not Eligible	\$ 86,291,358	\$ -	\$ -	\$ -
		\$ 5,551,845,745	\$ -	\$ -	\$ -



FY 2023 Operating Budget

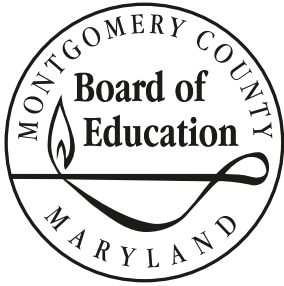
Montgomery County Public Schools, Rockville, Maryland

Tentatively Adopted by the Board of Education
February 2022

Fiscal and School Year Ending June 30, 2023

Monifa B. McKnight, Ed.D.
Interim Superintendent of Schools

www.montgomeryschoolsmd.org/budget



VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
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850 Hungerford Drive
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MONTGOMERY COUNTY BOARD OF EDUCATION

Expanding Opportunity and Unleashing Potential

850 Hungerford Drive ♦ Room 123 ♦ Rockville, Maryland 20850

March 1, 2022

The Honorable Marc Elrich, County Executive
Executive Office Building
101 Monroe Street, 2nd Floor
Rockville, Maryland 20850

The Honorable Gabe Albornoz, President,
and Members of the Montgomery County Council
Stella B. Werner Council Office Building
100 Maryland Avenue, 6th Floor
Rockville, Maryland 20850

Dear Mr. Elrich, Mr. Albornoz, and Councilmembers:

I am pleased to submit the Montgomery County Board of Education's Fiscal Year (FY) 2023 Operating Budget Request for Montgomery County Public Schools (MCPS). It is a result of internal and external feedback coupled with extensive analysis of our programs and outcomes.

We are in extraordinary times and this results in an extraordinary operating budget for MCPS. The Board is requesting an operating budget of \$2,961,746,414 for FY 2023. This is an increase of \$179,648,591, or 6.5 percent, compared to the current FY 2022 operating budget. This budget continues our focus on students, classrooms, and schools. The budget provides the funding needed to contend with the impact that the pandemic has had on our students and staff, their teaching and learning, social emotional well-being, and safety and security.

The MCPS tax-supported operating budget (excluding grants and enterprise funds) for FY 2023 is \$2,768,095,924, an increase of \$142,161,039, or 5.5 percent, compared to the current FY 2022 tax-supported budget. This budget assumes Montgomery County will continue to fund \$27,200,000 of MCPS retiree health benefits costs from the county's Consolidated Other Post-employment Benefits Trust Fund.

State law as prescribed in House Bill 1372, *Blueprint for Maryland's Future*, passed by the state legislature in the spring 2021 requires the county to provide a minimum of \$1,721,964,276 in local funding for MCPS, based on the Maintenance of Effort law. However, the extraordinary needs we face as the largest school district in the State of Maryland are great in FY 2023, and the Board's budget request seeks \$165,542,931 more than the minimum funding level required by the state law. These additional investments are essential if we are to maintain the quality education provided by our school system and address the needs of our students and staff.

Governor Lawrence J. Hogan Jr.'s FY 2023 budget submitted to the Maryland General Assembly on January 19, 2022, reflected a total of \$863,737,957 in state aid for MCPS. This is an increase of \$41,505,165 in all combined state aid categories compared to FY 2022. This includes funding from the landmark *Blueprint for Maryland's Future* legislation. It was disappointing that MCPS received only \$252 per student in funding from the *Blueprint for Maryland's Future* when the statewide average was \$553 per student. Moreover, MCPS ranked 20th of the 24 school districts with a per pupil amount of \$6,616 when the statewide average was \$9,183. MCPS had anticipated faring better as a result of state aid and specifically *Blueprint for Maryland's Future* funding than what was included in the governor's FY 2023 state budget.

As in past years, this FY 2023 operating budget assumes that it will be partially funded by the FY 2022 end-of-year fund balance for MCPS. The amount projected to be available to fund the FY 2023 budget is \$25,000,000. This is the same amount used to fund the operating budget the past few years.

The Board's FY 2023 operating budget includes targeted investments for key bodies of work, including investments for the well-being, safety, and security of our students and staff for our most poverty impacted schools, digital learning enhancements, and funding for a new Human Capital Management System. This budget expands early childhood learning opportunities in the county. It ensures that a full-time staff development teacher is in each one of our 210 schools for FY 2023. It also ensures that there is a full-time reading specialist in all of our 136 elementary schools for the 2022–2023 school year. This budget establishes a Welcome Center for our school district so that new students and their families are welcomed and receive the services and supports they need to be successful in MCPS. The budget dedicates resources to expand our career pathways program for support staff desiring to enter the classroom as teachers and for teachers and other staff to grow and become administrators, supervisors, or department directors. This program is critical as we face difficulty filling certain positions. Finally, this budget provides funding to ensure that our employees are paid competitive wages while recognizing they have worked tirelessly during the pandemic.

As in the past, the FY 2023 operating budget request was developed through a variety of collaborations. The Board held three public hearings on January 10 and 18, 2022, and February 22, 2022, and heard testimonies from almost 100 individuals. The Board held four work sessions on the operating budget on January 11, 19, and 25, 2022, and February 14, 2022. Board members spent a great number of hours analyzing the budget and submitted numerous questions to MCPS staff, which eventually led to the Board's tentatively adopted budget request on February 24, 2022.

The top priority of this budget continues to be maintaining the high levels of achievement for many of our students and, at the same time, eliminating those opportunity gaps that most heavily impact our Black or African American students, our Hispanic/Latino students, children who live in poverty, English Language Learners, and our students who receive Individualized Education Program services. The FY 2023 Operating Budget advances equity and excellence for all students

The Honorable Marc Elrich
The Honorable Gabe Albornoz and
Members of the County Council

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March 1, 2022

in MCPS. We are committed to ensuring that all students are prepared for success in college, career, and community. One of our fundamental responsibilities is to prepare all students to lead the workforce in the future. To ensure that all students are able to achieve at the highest levels, MCPS is committed to ensuring that student outcomes are not predictable by race, ethnicity, socioeconomic status, or educational need. The Board of Education looks forward to working with you in the coming weeks and months to fund an FY 2023 operating budget for MCPS that meets the needs of all our students.

Sincerely,


Brenda Wolff
President

BW:MBM:ESD:RR:tpk


Enclosure

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

February 24, 2022

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Interim Superintendent of Schools 

Subject: Tentative Adoption of the Fiscal Year 2023 Operating Budget

Executive Summary

On January 10, January 18, and February 22, 2022, the Board of Education held three public hearings on the Interim Superintendent's Recommended Fiscal Year (FY) 2023 Operating Budget. In addition, the Board held four work sessions on January 11, 19, and 25, and February 14, 2022, on the recommended operating budget for Montgomery County Public Schools (MCPS). Today, I am submitting to the Board my amended Recommended FY 2023 Operating Budget for MCPS totaling \$2,961,746,414. This is an increase of \$179,648,591, or 6.5 percent, compared to the current FY 2022 budget. The FY 2023 tax-supported budget (excluding grants and enterprise funds) is \$2,768,095,924, an increase of \$142,161,039 or 5.5 percent compared to the current FY 2022 tax-supported budget. The amended budget of \$2,961,746,414 is an increase of \$30,928,748 compared to \$2,930,817,666 that I initially recommended to the Board on December 16, 2021.

At the time I introduced the Recommended FY 2023 Operating Budget for MCPS at Seneca Valley High School, we were uncertain of funding that would be included in the governor's FY 2023 state budget for MCPS. We did not know if the state budget would include "hold harmless" provisions similar to FY 2022 for the student enrollment decline in school districts across the state. Furthermore, it was unclear what increase we would receive from the *Blueprint for Maryland's Future* legislation. As a result of our revenue uncertainty, we identified the initial budget recommendation as a "continuing services" budget, although it was much more than just continuing the same level of services for our students. We included investment proposals such as: (1) 1.0 dedicated staff development teacher in every school; (2) 1.0 reading specialist teacher for every elementary school; (3) establishing a Welcome Center for students and families new to our district; (4) implementing the *Blueprint for Maryland's Future (Blueprint)* provision of expanding access to high-quality full-day prekindergarten programs for 3- and 4-year old children; and (5) invigorating our career pathways program. Still, we knew the needs of our students were great due to the continuing effects of the Novel Coronavirus SARS-COV-2 (COVID-19) pandemic. Once we knew the funding included in the governor's budget and heard

from our community in the three public hearings and from Board members in the four budget work sessions, it increasingly was clear that additional resources were necessary to address our students' and staff needs during these unprecedented times.

To that end, we have been reviewing and determining the services that our students deserve, and we recognize that a same or continuing services budget is insufficient to meet these needs. During the February 14, 2022, work session, we outlined a series of additional investments that I am recommending for FY 2023 to advance key bodies of work outlined in the Board's strategic plan and our District Strategic Initiatives Implementation plan.

We are grateful that you, as a Board, understand these extraordinary times call for an extraordinary operating budget for MCPS for FY 2023 to make our students whole so they fully benefit from their instructional programs. With this extraordinary operating budget request, we want to (1) rebuild trust with the community as we navigate through uncharted terrain; (2) respond to the social emotional well-being, mental health, and safety and security concerns; and (3) focus and refocus on teaching and learning that is the purpose of a school system, recognizing the transformative power that teaching and learning has for ALL of our students regardless of race, gender, ethnicity, socio-economic status, language, or zip code.

During these austere times, we have been fortunate to receive federal relief funding to pair with our local funding in order to support what the needs of our students. These federal funds were provided as temporary relief to the pandemic. Maryland Education Article 4-205(k) requires me, as interim superintendent, to seek every way to secure adequate funds from local authorities for the support and development of the public schools in our county. This amended Recommended FY 2023 Operating Budget seeks adequate funding needed for this school district.

This revision to my Recommended FY 2023 Operating Budget includes a revenue adjustment increase of \$30,928,748 compared to what was included in my December 16, 2021, budget. This reflects a decrease of \$3,377,073 in the amount of state aid included in the FY 2023 state budget for MCPS that Governor Lawrence J. Hogan Jr., presented to the General Assembly on January 19, 2022,. The district's enrollment and wealth relative to the other 22 counties and the City of Baltimore are key factors in determining state aid that we receive each year. MCPS had a decrease of 2,328.75 eligible Full-time Equivalent (FTE) students on September 30, 2021, compared to one year earlier. This was nearly 40 percent of the overall statewide decrease of 5,911.25 students. The local per pupil wealth in Montgomery County increased by 2.9 percent, or 0.2 percent more than the statewide average increase of 2.7 percent. As Montgomery County slightly is wealthier in the latest state aid calculations than the statewide average which, through wealth equalization, results in less funding for MCPS. Finally, based on the *Blueprint* legislation, MCPS received a total of \$252 per student when the statewide average was \$553 per student. As a result, an increase of \$34,305,821 in the local contribution from Montgomery County is required for this amended Recommended FY 2023 Operating Budget.

My amended FY 2023 Operating Budget reflects an increase of \$30,928,748 in funding and 75.050 FTE positions. These positions have been added for key bodies of work and for other adjustments in the budget.

Following is a summary chart that reflects the revisions to the Recommended FY 2023 Operating Budget.

Montgomery County Public Schools
FY 2023 Operating Budget

	FY 2022 <u>Current Budget</u>	FY 2023 <u>Recmd. Budget</u>	FY 2023 <u>Amended Budget</u>	FY 2023 Amended Changes from <u>FY 2022</u>
Total Expenditures	\$2,782,097,823	\$2,930,817,666	\$2,961,746,414	\$179,648,591
Local Revenue	1,754,247,868	1,853,201,386	1,887,507,207	133,259,339
State Revenue	822,232,792	867,115,030	863,737,957	41,505,165
Fund Balance	25,000,000	25,000,000	25,000,000	-
Fed/Other Revenue	<u>180,617,163</u>	<u>185,501,250</u>	<u>185,501,250</u>	<u>4,884,087</u>
Total Revenue	\$2,782,097,823	\$2,930,817,666	\$2,961,746,414	\$179,648,591

Details of the revisions to the Recommended FY 2023 Operating Budget submitted to the Board on December 16, 2021, follow.

Revenue

State Revenue

On Wednesday, January 19, 2021, Governor Hogan submitted his FY 2023 budget to the Maryland General Assembly. Based on the governor's FY 2023 state budget, a total of \$863,737,957 in state revenue is anticipated for MCPS. My recommended FY 2023 budget had included an estimate of \$867,115,030 in state revenue. In comparison, the governor's budget reflects an overall decrease of \$3,377,073 compared to the recommended budget.

Unlike in FY 2022, the governor did not fund the enrollment and transportation hold harmless grants in FY 2023. Because of the significant decrease in the number of students/families completing the Free and Reduced-price Meals System (FARMS) forms while all students have been receiving meals at no cost during the pandemic, the governor's FY 2023 state budget holds school districts harmless in Compensatory Education funding. As a result, our Compensatory Education funding for FY 2023 is the same amount as in FY 2022.

It is difficult to accurately predict the amount of state aid MCPS will receive because the formulas are not only based on our school district's enrollment compared to the rest of the school districts in the state but also on our county's wealth relative to the rest of the counties in the state. In addition, we are not privy to what initiatives the governor will include in the state education budget.

Following is a summary of the major state revenue amounts by category of aid for MCPS.

Foundation Grant: The Governor's FY 2023 budget provides \$424,688,660, an increase of \$21,711,069 compared to the recommended budget for the Foundation Grant, which is distributed on the basis of enrollment and wealth. The Foundation Grant is the largest source of state aid. The per pupil funding for the Foundation grant increased considerably from FY 2022 to FY 2023 as certain *Blueprint* funding, including the teacher salary increase funding, was moved into the Foundation grant.

Geographic Cost of Education Index (GCEI): The Governor's FY 2023 budget provides \$42,290,391 for GCEI, an increase of \$3,188,400 compared to the recommended budget. GCEI is designed to provide additional funding to school districts due to the high cost of educating students in certain counties.

English Learners: The Governor's FY 2023 budget provides \$94,674,168, an increase of \$14,178,463 compared to the recommended budget based on the number of students receiving English learner services.

Compensatory Education: The Governor's FY 2023 budget provides \$133,783,552, the same amount as FY 2022, for compensatory education revenue related to the number of students who are economically disadvantaged in the district. The *Bridge to Excellence in Public Schools Act of 2002* directs this aid according to the number of students eligible to receive FARMS services. This is a decrease of \$43,841,991 compared to the amount included in the recommended budget.

Students with Disabilities-Formula: The Governor's FY 2023 budget provides \$58,396,708, an increase of \$12,989,137 compared to the amount included in the recommended budget to support students with disabilities.

Students with Disabilities-Reimbursement: Working with the MCPS Office of Special Education, the recommended FY 2023 operating budget included estimated revenue totaling \$19,050,700 for funding that MCPS receives from the state for supporting students placed in nonpublic special education schools.

Transportation: The Governor's FY 2023 budget provides \$50,978,010, an increase of \$4,936,426 compared to the amount in the recommended budget, for the transportation of students to and from school as well as aid for transporting students with disabilities.

The Blueprint for Maryland's Future: The Governor's FY 2023 budget includes \$38,843,931 in both restricted and unrestricted state aid in support of programs that were funded from the *Blueprint* legislation. This is a decrease of \$16,538,577 compared to the estimated amount of *Blueprint* funding in the recommended budget. This \$38,843,931 in funding includes the following: Concentration of Poverty, \$8,657,336; National Board-Certified teacher salary increase, \$1,889,170; prekindergarten,

\$12,549,473; transitional supplemental instruction, \$4,954,845; college and career readiness, \$3,080,362; and transition grant, \$7,712,745. Approximately \$2,706,356 of the \$12,549,473 prekindergarten funding is earmarked for the publicly funded private prekindergarten providers in Montgomery County.

Local Revenue

Based on revenue and expenditure adjustments previously highlighted, an increase of \$34,305,821 in the local contribution is reflected in this amended budget compared to the December 16, 2021, budget recommendation. The total amount for FY 2023 from local revenue is \$1,887,507,207, an increase of \$133,259,339 compared to FY 2022. The amount of local funding for FY 2023 more than the Maintenance of Effort law prescribed in House Bill 1372, *Blueprint for Maryland's Future*, is \$165,542,931.

MCPS Fund Balance

The FY 2023 Operating Budget that I recommended to the Board of Education December 16, 2021, reflected that \$25,000,000 of the budget would be funded from the FY 2022 MCPS fund balance. We continue to include this amount of funding from FY 2022 to fund the FY 2023 Operating Budget.

Expenditure Adjustments

Adjustments to the Plan for Additional Investments

Following the submission of my recommended FY 2023 Operating Budget December 16, 2021, the three public hearings, four work sessions, and subsequent to the submission of Governor Hogan's FY 2023 state budget to the General Assembly on January 19, 2022, I am amending the recommended budget to include \$19,443,169 and 66.5 FTE positions for changes related to important investments needed in FY 2023 as follows.

- To support our most poverty impacted schools, an increase of \$859,085 and 1.0 FTE position are included. This amended budget includes an additional \$678,195 for stipends to provide testing coordinator support to our schools. We also are adding \$180,890 and 1.0 FTE position for an additional consulting principal to support high impact schools by mentoring new principals in those schools.
- For the well-being, safety, and security of our students and staff, an increase of \$2,457,001 and 17.0 FTE positions are included. Rebuilding trust and relationships with our internal and external stakeholders begins with effective communication that is timely, accurate, and clear. A comprehensive communications plan includes resources that ensure we are culturally responsive, inclusive, proactive, and when necessary, responsive to crises. An increase of \$500,000 is included to hire a communications firm to provide ongoing support to our school system. For our Department of Systemwide Safety and Emergency

Management (DSSEM), an increase of \$866,201 for 12.0 FTE security rover positions to be deployed to provide direct support to schools, especially our elementary schools. An increase of \$351,030 will support 3.0 FTE cluster security coordinators to provide support to schools in emergency situations and to provide ongoing training about critical security procedures. This amended budget adds \$245,820 and 2.0 FTE security training coordinators. One position will be assigned to DSSEM to focus entirely on staff training regarding safety and security. The second position will be assigned to the Office of Teaching, Learning, and Schools to work collaboratively with DSSEM and supervise the implementation of the comprehensive well-being, safety, and security initiative that was previewed to the Board during the February 8, 2022, meeting. Funding totaling \$243,950 will allow security staff to attend training in the summer on emergency procedures, practices on responding to simulated emergencies, and responses to common situations that arise in schools. Finally, \$250,000 is included to add approximately 100 security cameras in elementary schools in key locations. We anticipate including this amount annually until such time as all 136 elementary schools have cameras in key locations.

- To enhance digital learning and support, an increase of \$7,048,408 is included. This includes \$5,000,000 for a new Human Capital Management System. This is the last phase of a multi-year system upgrade connecting human resources systems to payroll and other systems. It will allow for the transition of paper processes to digital, including time sheets and leave forms. In addition, \$1,248,408 is included for expansion of access to courses, programs and other experiences through our digital learning platform that requires the purchase of additional courses for students and part-time salaries for teachers to teach courses or sponsor digital activities beyond the school day. Finally, \$800,000 is added to support, fortify, and enhance existing technology such as Chromebook, hotspots for students without internet access, interactive boards, and for device repair and parts.
- To support the expansion of prekindergarten classes in our district, an increase of \$3,330,199 and 41.5 FTE positions is required. Additionally, an estimated \$2,706,356 from the *Blueprint* funding for MCPS is to be allocated to the publicly funded private prekindergarten providers in Montgomery County.
- To provide the necessary funding for our 26 community schools for FY 2023, an increase of \$3,248,476 and 7.0 FTE positions is included as part of the Concentration of Poverty funding we expect to receive from the state.
- Finally, based on the requirements of the National Board Certified (NBC) teacher provisions of the *Blueprint* legislation and the number of MCPS teachers eligible to receive the increase in salary, an additional \$2,500,000 is required beyond the amount included in the governor's FY 2023 state budget to pay the \$10,000 salary increase to NBC teachers and an additional \$7,000 salary increase to NBC teachers working at two schools identified by the Maryland State Department of Education (MSDE) as low performing schools.

Change to the Budget for State Teacher Pension System Rate Increase

This amended FY 2023 Operating Budget includes an increase of \$8,779,223 for a rate increase in the state teacher pension system charged to MCPS. Following submission of the initial recommended budget in December, MCPS learned that the rate was increasing from 4.17 to 5.12 percent necessitating this addition to the FY 2023 Operating Budget.

Change to Budget in Funding for County's Publicly Funded Private School Prekindergarten Providers

According to the MSDE and based on the *Blueprint* legislation, MCPS is to provide *Blueprint* funding estimated at \$2,706,356 to certain private school prekindergarten providers in Montgomery County that receive public funds. MSDE has identified how this funding in MCPS' state aid would be distributed by MSDE to the private providers. This funding is added to the amended FY 2023 budget.

Other Technical Adjustments

Through a realignment of funding, MCPS is adding 6.0 FTE security assistants for DSSEM to high schools with the greatest enrollments and/or with increased square footage of space.

Conclusion

The amended FY 2023 Operating Budget that I am recommending to the Board for adoption is the result of extensive internal and external feedback on the operating budget since first recommended on December 16, 2021. This budget continues to be centered on our core purpose of preparing all students to thrive in their future and graduate with a deep academic knowledge and preparation for the ideas in the complex world and workplace of tomorrow. While many of our students achieve at the highest levels, not all have had the full access, opportunities, and resources to meet their potential. Most importantly, these students also have been greatly challenged by the impact that the pandemic has had on their learning and social emotional well-being. We are committed to addressing disparities in student outcomes by closing gaps in opportunity and achievement for all students. As I previously indicated, this is an extraordinary budget request in response to the extraordinary challenges we face as a school district now and in FY 2023.

Recommended Resolution

WHEREAS, The interim superintendent of schools presented the Recommended Fiscal Year 2023 Operating Budget of \$2,930,817,666 to the Board of Education on December 16, 2021; and

WHEREAS, The Recommended Fiscal Year 2023 Operating Budget includes the Fiscal Year 2023 Special Education Staffing Plan; and

WHEREAS, The Interim Superintendent's Recommended Fiscal Year 2023 Operating Budget, as amended, includes a local contribution request of \$1,887,507,207, an increase of \$34,305,821 to the Recommended Fiscal Year 2023 Operating Budget; and

WHEREAS, The Governor's Fiscal Year 2023 operating budget presented to the Maryland General Assembly reflects a decrease of \$3,377,073 in state aid to the Recommended Fiscal Year 2023 Operating Budget from December 2021; and

WHEREAS, A Montgomery County Public Schools fund balance of \$25,000,000 remains the estimated amount to be available for appropriation in Fiscal Year 2023; and

WHEREAS, Adjustments to the plan for key investments result in an increase of \$22,149,525 and 75.050 Full-time Equivalent positions; and

WHEREAS, Adjustments due to the state teacher pension system rate increase to 5.12 percent result in an increase of \$8,779,223; now therefore be it

Resolved, That the Montgomery County Board of Education approve the Fiscal Year 2023 Special Education Staffing Plan as outlined in the Interim Superintendent's Recommended Fiscal Year 2023 Operating Budget; and be it further

Resolved, That upon final approval of the Fiscal Year 2023 Operating Budget in June 2022, the Special Education Staffing Plan be submitted to the Maryland State Department of Education; and be it further

Resolved, That the Montgomery County Board of Education tentatively adopt the Interim Superintendent's Recommended Fiscal Year 2023 Operating Budget, as amended, totaling \$2961,746,414, as follows:

Montgomery County Public Schools
 FY 2023 Tentatively Adopted Budget by the Board of Education
 February 24, 2022

Category	Superintendent's Recommended FY 2023 Operating Budget	Superintendent's Amended FY 2023 Operating Budget	Change Due to Superintendent's Amendments
1 Administration	\$64,174,755	\$69,921,997	\$5,747,242
2 Mid-level Administration	167,624,896	170,062,441	2,437,545
3 Instructional Salaries	1,148,176,284	1,148,017,029	(159,255)
4 Textbooks and Instructional Supplies	37,535,200	47,689,956	10,154,756
5 Other Instructional Costs	27,687,605	28,310,628	623,023
6 Special Education	396,829,823	396,164,823	(665,000)
7 Student Personnel Services	19,202,442	21,356,604	2,154,162
8 Health Services	1,391,600	1,391,600	-
9 Student Transportation	129,828,958	129,847,974	19,016
10 Operation of Plant and Equipment	157,667,427	158,262,329	594,902
11 Maintenance of Plant	40,074,304	40,074,304	-
12 Fixed Charges	653,695,828	663,718,185	10,022,357
14 Community Services	1,069,434	1,069,434	-
Fund 5 Instructional Television Special Revenue Fund	1,769,775	1,769,775	-
Fund 11 Food Services Fund	63,411,099	63,411,099	-
Fund 12 Real Estate Fund	4,957,216	4,957,216	-
Fund 13 Field Trip Fund	3,074,182	3,074,182	-
Fund 14 Entrepreneurial Activities Fund	12,646,838	12,646,838	-
Total	\$2,930,817,666	\$2,961,746,414	\$30,928,748

MBM:ESD:RR:tk

Attachment

Montgomery County Public Schools
Racial Equity and Social Justice
Fiscal Year 2023 Operating Budget

On December 1, 2020, the Montgomery County Council unanimously approved Bill 44-20, which includes a requirement that the county executive explain how each management initiative or program that would be funded from the county executive's annual recommended operating and capital budgets for the Board of Education promotes racial equity and social justice. The following reflects a chapter-by-chapter overview how each of the 11 budget chapters in the Montgomery County Public Schools (MCPS) operating budget promotes racial equity and social justice in the school district.

Chapter 1, Schools

General education staffing allocations are based on projected enrollment and staffing guidelines, which are reviewed and applied to all positions identified in the operating budget yearly. The equity aspect of staffing is operationalized in several important ways:

- Collaboration with central partners, staff in the Office of Finance, Office of Human Resources and Development (OHRD), Office of Teaching, Learning, and Schools (OTLS), Office of Curriculum and Instructional Programs (OCIP), Office of Special Education (OSE), and Office of Student and Family Support and Engagement (OSFSE) regularly to discuss specific school and student needs. We discuss/identify anomalies, continuity of positions, and schools' unique needs.
- Yearly staffing retreats are held to conduct school-by-school analysis based on projected enrollment and potential programmatic changes to consider the impact on the school. Schools that may need staffing adjustments or reconsideration of the classroom teacher formula are identified. Recommendations are identified for chief approval based on the needs of students/staff.
- A Google survey has been developed for principals to submit staffing requests and supporting rationale. Central services partners (associates, directors, chief) meet biweekly during staffing season to holistically review the requests and make recommendations for additional staffing based on student needs.
- Special education staff conducts yearly staffing meetings to analyze special education staffing allocations and to discuss the current use of human resources, trend enrollment, facilities use, and Maryland Online Individualized Education Program data as well as information provided by principals regarding school and community needs in order to maximize staffing where it is needed.
- Federal Title I funds are allocated to schools to fund supplemental staffing such as parent community coordinators; a restorative justice teacher liaison; student support focus teacher; English for Speakers of Other Languages (ESOL) focus teacher(s); Special Education focus teacher; and Science, Technology, Engineering and Mathematics focus

teacher. Title I funding also is allocated to assign a 0.5 primary talent development (PTD) coach to each Title I school. PTDs focus on coaching teachers and modeling lessons that promote language development through divergent and critical thinking skills; enrichment and acceleration; and utilizing equitable practices that support teaching and learning for marginalized students.

Our efforts positively will impact equity in our 209 schools and service provided to students by ensuring that they are staffed to support students to level the playing field and to provide them with access to the curriculum and opportunities to learn.

Chapter 2, Teaching, Learning, and Schools

OTLS has leadership and oversight of teaching and learning, students and family support, school leadership, and data analysis and reporting. The mission of OTLS is to create the conditions necessary for every student to experience academic excellence through the development and implementation of professional learning, comprehensive and coordinated programs and services, and a focus on learning, accountability, and results. To better understand where the district and each school should focus its efforts, the district monitors performance data for specific focus groups of students who have not experienced the same level of access, opportunity, or success as other students.

The MCPS Equity Accountability Model (EAM) was designed to be more instructive and informative on how we identify students that are achieving and those that are not. Our Evidence of Learning (EOL) Framework gauges how well students are prepared to advance to the next level: primary to intermediate; intermediate to middle school; and middle school to high school.

Based on the data from EAM, EOL and other progress measures, OTLS collaborates with the Board of Education, MCPS central services and school-based staff, and key community stakeholders to develop programs that offer targeted support, equitable access, well-being of students and staff, and outreach to families.

Chapter 3, Curriculum and Instructional Programs

Primary outcomes of OCIP are to improve student achievement through culturally relevant and responsive instructional materials, provide access and opportunities to all students to engage in rigorous courses and academic programs, and provide materials, professional development, and programs that promote racial equity and social justice. OCIP staff uses report card data, district assessments, and external standardized assessments such as Measures of Academic Progress and the Scholastic Aptitude Test to monitor academic achievement and participation of students in our focus groups (African American, Latino, and all students impacted by poverty), as well as students in our monitoring groups (White and Asian students not in poverty.)

Staff in the Department of Pre-K–12 Curriculum and Districtwide Programs works with a variety of internal and external stakeholders, including students, to develop, evaluate and select curricular

resources. Our goal is for students to see themselves in the resources through gender, race, ethnicity, and orientation. Curriculum Advisory teams meet quarterly to provide the district further feedback on existing and future resources.

The Department of College and Career Readiness and Districtwide Programs develops, expands and enhances special programs in large part to positively impact marginalized students. As we work to increase equitable access to special programs and participation of all students, we also remain mindful of the potential impact on local schools and work to ensure that all local schools have a strong academic program. This allows families to have multiple options both at the home school and across the district.

The Department of English Learners and Multilingual Education provides culturally responsive pedagogy, professional learning, and materials that ensure equity for students from diverse cultural and linguistic backgrounds. Key to this work is our goal that all teachers will have the skills and confidence to serve multilingual students with an asset orientation and recognition of the impact that equitable practices have on students.

The work of OCIP to evaluate and select curricular materials that are responsive and reflective to our diverse students, to increase equitable access and opportunities for traditionally marginalized students to engage in rigorous courses and academic programs that open opportunity post-high school, and providing professional development to teachers so they have the skills and confidence to serve multilingual students equitably are essential to the promotion of racial equity and social justice.

Chapter 4, Special Education

OSE staff provides leadership, technical assistance, and monitoring of the comprehensive continuum of services for students with disabilities from birth to age 21 that prepare students for post-secondary career, college, and community opportunities regardless of race/ethnicity, English language proficiency, socioeconomic status, sexual orientation/gender identity, political affiliation, disability or impact of a disability.

Our mission is accomplished through a collaborative, coordinated, and closely monitored plan based on guidance from Maryland State Department of Education Division of Early Intervention and Special Education Services and aligned to MCPS strategic priorities of (1) academic excellence; (2) well-being and support; and (3) professional and operational excellence.

To do this important work, OSE fosters strategic partnerships with MCPS offices and community agencies and operationalizes our commitment to racial equity and social justice in the following ways:

- Proactively monitoring and dismantling the long standing national trend of overidentifying students of color as students with emotional and intellectual disabilities and the disproportionate suspensions of these students through the collaboration with OSFSE in identifying the root causes of the disproportionality and disrupting the cycle through the implementation of specific evidence-based interventions, disaggregated data

monitoring of suspensions, and the provision of ongoing professional learning opportunities (PLOs) and job-embedded coaching to a range of school-based staff members on the following topics:

- Multi-tiered Systems of Support and the Child Find processes
- nonviolent crisis intervention
- evidence based Tier II and Tier III reading and mathematics interventions
- positive behavior interventions and supports
- implicit bias
- restorative justice
- Providing ongoing PLOs and job-embedded coaching to a range of school-based staff members on the following topics:
 - best practices for instruction, assessment, and progress monitoring of students with disabilities
 - post-secondary options for students with disabilities
 - assistive technology
 - co-planning, co-teaching, and co-assessing

Chapter 5, Student Services and Engagement

The mission of OSFSE is to assure that all MCPS students attend schools equipped with physical, social, and psychological programs that support their availability and preparation for learning and leading to graduation from school, ready to succeed in their chosen college and career. Our staff, encompassing school psychologists, pupil personnel workers, parent community coordinators, school counseling and restorative justice instructional specialists, ESOL Transition counselors, admissions staff for international admissions, and administrative support staff, are all focused on providing students and their families with wide-ranging resources for academic, social emotional, and socioeconomic supports.

In a general sense, OSFSE supports every student in the school system; however, many of the needs addressed by OSFSE, including impacts of poverty, trauma of immigration, effects of disciplinary consequences, and lack of appropriate physical and mental health, disproportionately impact Black/African-American and Hispanic/Latino students, and families in less affluent conditions. On an individual student and family basis, staff and resources are directed to specific needs of students, often by collaborating with community partners such as the county's Department of Health and Human Services, Collaboration Council, local faith-based organizations, mental health and substance use organizations, and food and clothing agencies.

Psychological Services is adding a Mental Health Coordinator position, as required by the *Blueprint for Maryland's Future* legislation/Concentration of Poverty grant. This position will assist in coordinating the mental health services available to students such as the partnership with Jewish Social Service Agency (initiated in winter 2021) to provide school-based mental health services for students attending schools where other comparable services are not available. They also will implement the *Leader In Me* social-emotional curriculum, which we will enter into the second year of implementation in the 2022–2023 school year.

Student, Family, and School Services (SFSS) works directly with families in need and coordinates with community resources and agencies to address food, clothing, and health care insecurities. SFSS developed the Parent Academy (PA). During the pandemic, PA has been revised to a virtual format as the Parent Academy to Go. This provides families with information on topics such as supporting LGBTQ+ youth, improving family life while working at home, and working/studying from home, as well as multilingual technical support to families on the use of Chromebooks.

International Admissions and Enrollment (IAE) ensures the equitable and respectful enrollment of all students coming to MCPS from another country. As needed, the office assists families with acquiring the proper paperwork from their previous schools and making recommendations on proper placement and supports in MCPS; providing acculturation supports for newly enrolled students, and collaborates with Children Fleeing Violence Workgroup, a community group collaboration to support families. In the past year, IAE has enrolled a higher than average number of students, relevant to the increased number of persons immigrating to the U.S. from our southern border countries. The office has scaled up temporary staffing to serve the students and families as they enter our school district. This office also manages the McKinney-Vento Grant which funds the Homeless Student Enrollment program.

In the FY 2023 Operating Budget, MCPS will continue to manage 19 community schools funded by the Maryland State Department of Education Concentration in Poverty/Blueprint for Maryland's Future. This program has increased from an initial eight schools, as the designation for participation in the Free and Reduced-price Meals System program is adjusted by state legislation. The community schools model incorporates collaboration with the school leaders to provide school-based health centers and staffing, wrap-around services, and enhanced family engagement. OSFSE has added a coordinator and fiscal assistant to better support and manage this growing program.

The Pupil Personnel Workers under Pupil Personnel and Attendance Services analyze students' chronic absence and disciplinary consequences and the disproportionality of those consequences in the system. They collaborate with school administrators and leaders, students and families to improve student attendance and the disciplinary process.

In collaboration with OSE, OSFSE is adding a supervisor position in Student Engagement, Behavioral Health and Academics that will focus on the academic and behavioral needs of students in the alternative education programs, both in comprehensive schools and in the Blair G. Ewing school-sites. The restorative justice team in this department will continue to support students and staff across the district that experience disciplinary consequences and disagreements that require community-wide conversations to come to resolution.

OSFSE staff support all schools in the district, however, some of its most focused work is directed to meeting the intense needs of students experiencing physical, emotional, or psychological concerns.

Chapter 6, Strategic Initiatives and Districtwide Services and Supports

The Office of Strategic Initiatives (OSI) is a new office that leads and coordinates innovation and equity across MCPS that links the mission, vision, and core values with the district's strategic plan. The office supervises both the Equity Initiatives Unit (EIU) and the Office of Technology and Innovation (OTI). OTI is discussed in chapter 7.

- OSI has promoted an Equity lens throughout the district by ensuring that all leaders use the Evidence of Equity questions to develop or evaluate all policies, practices, and decisions. These questions are core in two projects that OSI leads: developing the Board of Education's new Strategic Plan and the District Strategic Initiatives Implementation Team.
 - For whom does this practice/decision serve or neglect?
 - Which racial/ethnic groups *currently* are most advantaged and most disadvantaged by the practice/decision?
 - How are they affected differently?
 - Whose voices are dominating/lacking from the conversation?
 - Who is missing and how can they be engaged?
 - How have they been informed, meaningfully involved, and authentically represented in the development of this practice/decision?
 - What adverse impacts or unintended consequences could result from this decision?
 - Which racial/ethnic groups *could* be negatively affected?
 - How could adverse impacts be prevented and what provisions will be changed or added to ensure positive impacts on racial equity and outcomes?
 - What steps are in place for ongoing data collection and reflection of the outcomes?
 - What data points are we using/not using in this decision?
 - How will results and outcomes be documented and communicated to all stakeholders?
 - How diverse are the stakeholders leading the implementation?
 - Are diverse identities and perspectives (racial, ethnically, gender, sexual orientation, socioeconomic, education level, roles/positions) represented and informing the implementation of the practice/decision?
- OSI is the lead office on the Antiracist System Audit that is a comprehensive and districtwide review of practices and policies, reviewing six areas: Workforce Diversity Analysis, Work Conditions: Progress and Barriers; Pre-K-12 Curriculum Review; Equity Achievement Framework Progress; Community Relations and Engagement; Evaluation of School Cultures. OSI is working with the consultants, Mid-Atlantic Equity Consortium; oversees the multi-stakeholder steering committee, and engages with stakeholder groups to gather input and collaborate on communication.
 - The audit currently is in the data gathering phase. A report will be finished by June 2022. All offices and schools will develop plans to engage their communities in unpacking the data and moving toward action to address the audit

results. OSI is coordinating a cross-office team to develop the structures needed to address the issues identified in the audit. This work will inform every aspect of the Strategic Plan and the work of all departments and schools.

- Through the work of the EIU, OSI promotes equity and social justice in the following ways:
 - Last summer, all ten-month employees participated in the *Bridge from Implicit Bias to Antiracism* module that was developed by EIU.
 - Equity specialists collaborate with directors and specialists in OTLS to support school improvement work at all schools. There is a specific team from EIU assigned to each OTLS area associate superintendent.
 - Publish a monthly newsletter, *Equity Matters*, disseminated all staff to provide tools and resources. The team has created special topic issues such as the *LGBTQ in MCPS* resource that provided resources to help staff better understand LGBTQ students; *An Educators Guide to This Moment* produced after George Floyd was murdered; and *Addressing Anti-Asian Hate and Bias* that was developed with community partners as anti-Asian hate and bias incidents were rising last spring.
 - EIU leads *Equity Matters Dialogues several times a month* in the evening that give staff from across the district the opportunity to learn and discuss equity issues and strategies.
 - The unit also organizes Study Circle dialogues that help students, staff, and parents build the relationships, skills, and structures to address structural racism in schools and offices.
 - Collaborated with OHRD staff to create an online module on *Bias in the Workplace* for hiring managers and interview teams.
 - The Equity team delivers HR 17 (*Ethnic Groups in American Society*) and HR 21 (*Education That is Multicultural*) that are required for all professional staff within five years of employment.

- OSI is the lead in a cross-office committee working to revise the Board of Education’s Community Engagement Policy to ensure that it promotes culturally responsive and antiracist engagement practices throughout MCPS.

The Office of Districtwide Services and Supports (ODSS) establishes and maintains productive relationships with employees and three employee associations, as well as nurtures a respectful organizational culture that strengthens the school system’s ability to ensure all students thrive and achieve at the highest levels. The primary areas of focus of ODSS include: Labor Relations; Partnerships; and Student Welfare and Compliance. ODSS promotes equity and social justice in the following ways:

- Collaboration with the three employee associations to ensure that informal complaints and grievances are addressed in a fair and equitable manner. (Labor Relations)
- Partnership with the African American Student Achievement Action Group (AASAAG), Latino American Student Achievement Action Group (LSAAG) and the Asian American Student Achievement Action Group (APASAAG) to seek valuable proactive feedback from the parent and community members from a culturally proficient lens (Partnership Unit).
- Recruit and retain diverse partners for the Summer RISE program that provides students career exploration opportunities during the summer. The program is open to all junior and senior students with an emphasis on minority students and students who will be first generation college attendees.
- Monitoring the implementation of policies and procedures (specifically, Board of Education Policy *ACA, Nondiscrimination, Equity, and Proficiency*) to ensure that all students and staff are treated equitably.
- Provide resources and support to families for Out-Of-School (OST) programming in multiple languages and across multiple platforms to meet the needs of diverse communities.
- Remove financial barriers for students to participate in OST programming by providing scholarships.

Chapter 7, Technology Support and Integration

OTI is committed to enabling all of its students and families with the tools needed in order to effectively learn both in and out of school. It provides all students with a Chromebook for use at school and home. This device, coupled with our cloud-based learning platform, enables students to obtain and use the resources that they need, regardless of any mitigating factors, such as economic or geographic limitations. Beyond this, any student and family who does not have access to home Internet, can request and is given a MiFi device, that provides unlimited, content-filtered Internet access. To date, we have provided a MiFi to all families and students requesting them, thereby ensuring that all students have equitable access to the same resources during and beyond the school day.

We strongly believe that this model has reduced the racial inequities in the county by ensuring that every student, regardless of disposition or mitigating circumstances, has the tools necessary to learn both within the school day (all students received the same Chromebook) and beyond.

We do not believe that there are any disproportionate effects from the current plan, for communities of color or low-income students, as they have the opportunity to receive equal tools and support through the Internet MiFi program.

Chapter 8, Operations

The Office of Finance and Operations provides the highest quality business operations and support services that are essential to the educational success of students. It is committed to ensuring that every student in MCPS has access to a safe and nurturing learning environment in their school

building; to safe and reliable transportation to educational opportunities; to instructional materials to support learning; and to high quality, nutritious meals. Operations departments work to provide resources equitably to sustain the operational infrastructure needed to support teaching and learning in all school communities.

The Department of Materials Management economically facilitates the delivery of approved, high quality products, meals, resources, and services, in an environment of cooperation, integrity, and excellence, that are essential to the educational success of all students in MCPS and support programs within our school communities.

- Editorial, Graphics & Publishing Services has a strong focus on working with schools to promote racial equity through student publications. Staff provide support from the initial programming ideas, to teacher and student collaboration and through newspapers, journals, literary publications and more.
- Instructional and Library Material Processing maintains a database of approved textbooks and library and instructional materials. School library media purchases are processed centrally to ensure uniformity, systematic cataloging, and equity amongst all schools. This department collaborates with staff and community stakeholders to gather input on materials and resources used in schools to promote library media collections that promote racial equity and present a diverse collection throughout our schools.
- The Division of Food and Nutrition Services provides high quality, nutritious meals in a cost-effective operation. The division supports students by providing 5 child nutrition programs. Summer meals are provided to students enrolled in summer and other educational programs. The division also provides education on nutrition and support to schools and other community groups. There is a strong emphasis on using data to identify students in need of food support in an effort to design a plan to ensure food security, thus helping create more learning opportunities. The division works with students in testing new products, helping to plan menu and involves students in the creation of recipes that represent a variety of diverse cultures and backgrounds.

The Department of Facilities Management supports student success by providing high quality learning environments through capital planning, property asset management, design and construction, operations and maintenance, and resource conservation and sustainability.

The Department of Transportation strives to achieve “Customer Delight” by providing safe, timely, and efficient transportation that contributes to the educational success of all students, including students with disabilities. It establishes efficient and effective processes for operational excellence.

Finally, the Appeals/Transfers Unit is responsible for scheduling, conducting, and documenting all hearings in cases in which students are suspended with a request for expulsion and for cases of suspension appeal.

Chapter 9, Finance

The Office of Finance promotes racial equity and social justice by supporting MCPS leadership and the school district in the formulation and submission of the annual MCPS operating budget to the county executive and County Council. In addition, the Office of Finance assists in allocating these resources each year to the schools and offices of MCPS. Equity is exhibited throughout the Prekindergarten–Grade 12 budget staffing guidelines that are included in the annual operating budget documents.

The Office of Finance oversees the reporting for many grants that aim to bring racial and social equity. There are several food grants bringing breakfasts, lunches, and summer meals to families for free or a reduced price. The Title I grants help provide additional funding for low income students. English Language Acquisition grants help English learners attain proficiency. Head Start grants assist children ages 3–5 living in poverty obtain early education, family support, and health services.

The Office of Finance completes the *Every Student Succeeds Act* Per-Pupil reporting to the State of Maryland. This is a tool that assists in monitoring spending per student by each school. This promotes transparency and can be one way to assess equity in the allocation of funding and Full-time Equivalent work among schools and students.

Chapter 10, Human Capital Management

OHRD is committed to the recruitment, hiring, and development of a diverse instructional and operational workforce in support of the success of all students. During the last year, OHRD has engaged with a workgroup composed of representatives from various community groups and employees who were charged with reimagining OHRD. Looking specifically at talent acquisition and recruitment, onboarding, talent development and recruitment, this workgroup analyzed historical data and researched best practices to develop recommendations for OHRD enhancement and improvement. Many recommendations from this workgroup have been implemented immediately and others are in the planning stages, including:

- OHRD has two staff members whose work now is focused on strategic recruitment to build the diversity of our applicants.
- Feedback tools have been developed and utilized to gather input on the hiring process from both those who chose to join the MCPS team and those who did not.
- Hiring and staffing demographic data has been analyzed by schools and offices to identify successes and opportunities for support.
- OHRD has collaborated with EIU to develop training modules accessible by all OHRD staff and hiring teams across the system focused on Recognizing and Interrupting Unconscious Bias in the Hiring Process.
- Strategies to conduct exit interviews as employees resign or retire will be used to collect feedback about each individual’s experiences throughout the employment cycle.
- The leadership development program will be expanded to support the identification and development of leaders from all employee associations.

- Professional development will be streamlined to ensure that quality learning and training opportunities are available to all employees, both novice and veteran, ensuring that professional learning is focused, meaningful, impactful, and easily accessible.

The work of OHRD will continue to evolve, focused on building a diverse workforce that is prepared to meet the unique needs of today's diverse learners. As the system's human capital leaders, OHRD is best equipped to identify how each employee fits into the organization's goals and to place each employee in position to deliver positive results in service to our students and their academic and social emotional success.

Chapter 11, Administration and Oversight

Discrimination in any form will not be tolerated. It impedes MCPS's ability to discharge its responsibilities to all students and staff, and to achieve our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all.

The Board of Education recognizes that equity goes beyond meeting the letter of the law. Equity also requires proactive steps to identify and redress implicit biases and structural and institutional barriers that too often have resulted in identifiable groups of students and staff being unjustifiably or disproportionately excluded from or underrepresented in key educational program areas and sectors of the workforce, as well as over-identified in student discipline actions. Continued vigilance is necessary to end identified inequities that students and staff experience because of their actual or perceived personal characteristics.

Race, ethnicity, and culture play a powerful role in teaching, leading, and learning. For many years, MCPS actively has worked to provide a rigorous, meaningful education to students, but the fact remains that not all students achieve at the same high levels. A few years ago, the superintendent of schools introduced the "All Means All" approach. The MCPS equity journey claims, boldly, that a public education must serve all students and this belief is central to district values, strategic planning and budgeting. Applying an anti-racist/anti-bias lens across the administration of all of the district's programming encourages both staff and students to see themselves as part of a system that provides access to opportunity to all that it serves, and to foster the expression of new ideas and approaches offered by any stakeholder.

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FY 2023 Operating Budget Tentatively Adopted by the Board of Education on February 24, 2022

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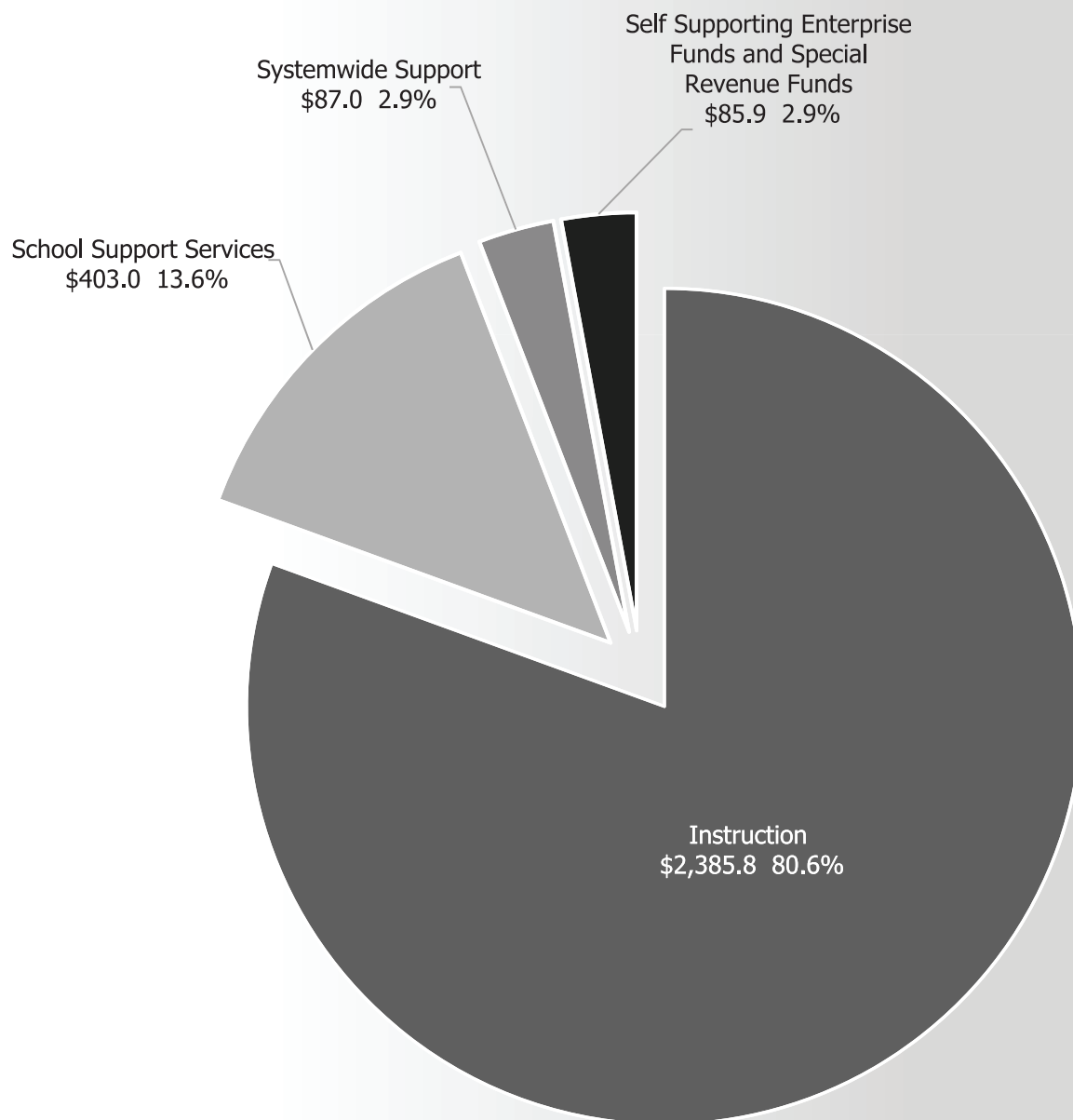
**TABLE 1
SUMMARY OF RESOURCES
BY OBJECT OF EXPENDITURE**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	777.0500	779.0500	792.2500	13.2000
Business / Operations Admin	97.5000	98.5000	98.5000	-
Professional	13,977.5980	13,986.6980	13,986.8480	0.1500
Supporting Services	8,953.3830	8,981.5080	9,098.8955	117.3875
TOTAL POSITIONS (FTE)	23,805.5310	23,845.7560	23,976.4935	130.7375
POSITIONS DOLLARS				
Administrative	110,758,928	110,965,293	112,653,397	1,688,104
Business / Operations Admin	10,141,270	10,220,971	10,342,827	121,856
Professional	1,210,692,598	1,209,500,817	1,214,733,616	5,232,799
Supporting Services	416,524,424	418,439,600	423,419,847	4,980,247
TOTAL POSITIONS DOLLARS	\$1,748,117,220	\$1,749,126,681	\$1,761,149,687	\$12,023,006
OTHER SALARIES				
Extracurricular Salary	8,987,950	8,987,950	8,992,645	4,695
Other Non Position Salaries	21,435,808	21,435,808	117,562,842	96,127,034
Professional Part time	13,452,169	13,645,044	9,010,625	(4,634,419)
Supporting Services Part-time	23,415,823	23,250,281	21,730,952	(1,519,329)
Stipends	10,761,488	10,993,722	11,601,500	607,778
Substitutes	24,472,381	24,472,381	23,697,663	(774,718)
Summer Employment	8,622,265	8,622,265	8,939,220	316,955
TOTAL OTHER SALARIES	\$111,147,884	\$111,407,451	\$201,535,447	\$90,127,996
TOTAL SALARIES & WAGES	\$1,859,265,104	\$1,860,534,132	\$1,962,685,134	\$102,151,002
CONTRACTUAL SERVICES				
Consultants	1,380,134	1,380,134	1,423,624	43,490
Other Contractual	64,839,883	64,796,533	73,335,736	8,539,203
TOTAL CONTRACTUAL SERVICES	\$66,220,017	\$66,176,667	\$74,759,360	\$8,582,693
SUPPLIES & MATERIALS				
Instructional Materials	23,047,873	23,047,873	22,425,459	(622,414)
Media	2,301,604	2,301,604	2,723,062	421,458
Other Supplies and Materials	51,272,951	51,272,951	64,652,423	13,379,472
Textbooks	5,482,563	5,482,563	6,730,946	1,248,383
TOTAL SUPPLIES & MATERIALS	\$82,104,991	\$82,104,991	\$96,531,890	\$14,426,899
OTHER COSTS				
Insurance and Employee Benefits	626,048,931	626,408,886	676,035,544	49,626,658
Extracurricular Purchases	3,185,919	3,185,919	3,624,919	439,000
Other Systemwide Activity	75,849,474	75,849,474	77,880,127	2,030,653
Travel	1,655,619	1,655,619	1,706,874	51,255
Utilities	42,890,810	42,890,810	43,459,635	568,825
TOTAL OTHER COSTS	\$749,630,753	\$749,990,708	\$802,707,099	\$52,716,391
FURNITURE & EQUIPMENT				
Equipment	3,244,421	3,244,421	6,945,696	3,701,275
Leased Equipment	20,046,904	20,046,904	18,117,235	(1,929,669)
TOTAL FURNITURE & EQUIPMENT	\$23,291,325	\$23,291,325	\$25,062,931	\$1,771,606
GRAND TOTAL AMOUNTS	\$2,780,512,190	\$2,782,097,823	\$2,961,746,414	\$179,648,591

WHERE THE MONEY GOES

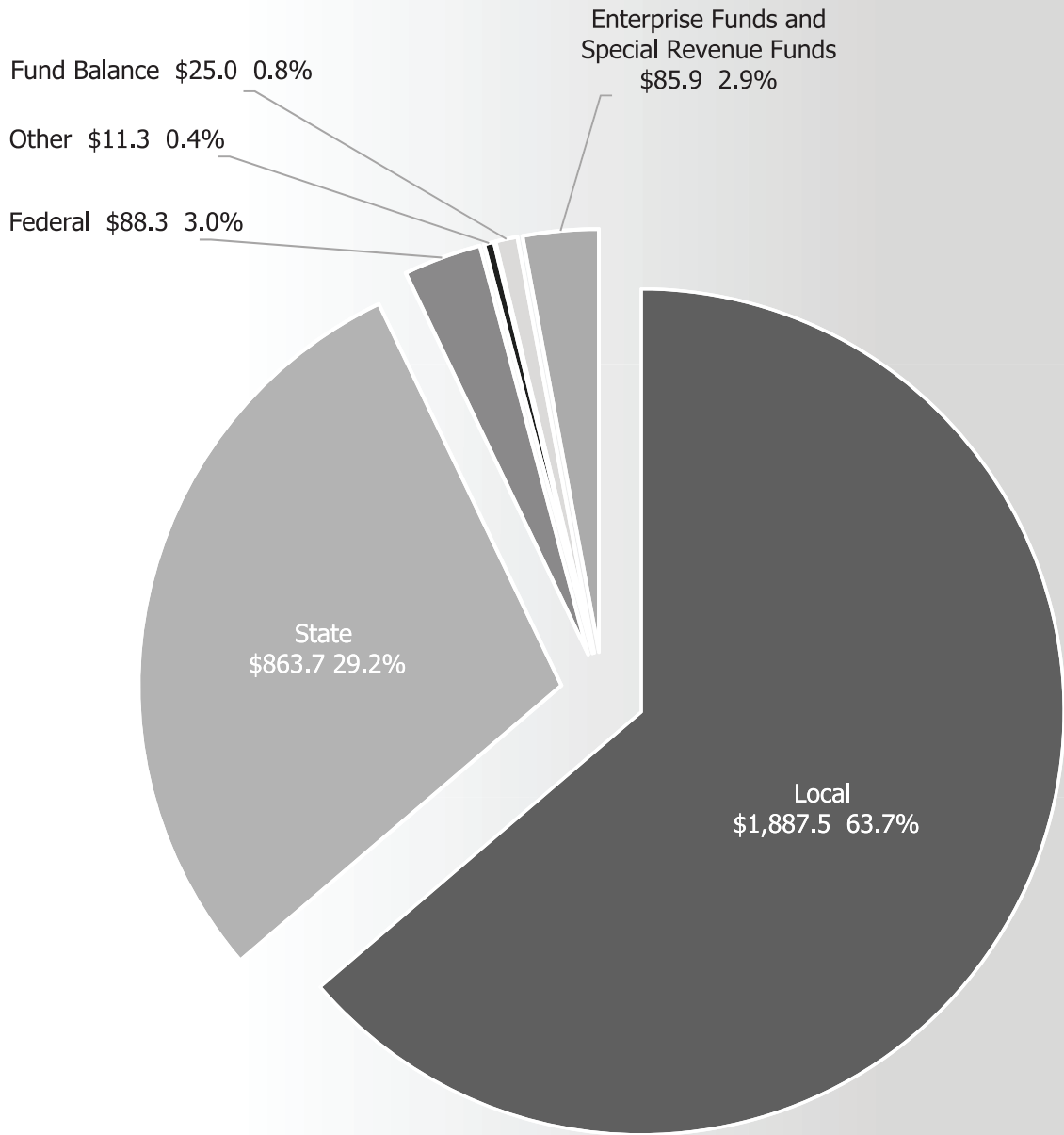
Total Expenditures = \$2,961,746,414

(Dollars in Millions on Chart)



WHERE THE MONEY COMES FROM

Total Revenue = \$2,961,746,414
(Dollars in Millions on Chart)



**TABLE 2
BUDGET REVENUE BY SOURCE**

SOURCE	FY 2021 BUDGET	FY 2022 BUDGET	FY 2022 CURRENT*	FY 2023 ESTIMATED
CURRENT FUND				
From the County:	1,752,612,120	1,752,662,235	1,754,247,868	1,887,507,207
Programs financed through local Grants				
Total from the County	1,752,612,120	1,752,662,235	1,754,247,868	1,887,507,207
From the State:				
Bridge to Excellence				
Foundation Grant	388,035,631	384,201,699	384,201,699	424,688,660
Geographic Cost of Education Index	39,976,914	39,382,053	39,382,053	42,290,391
Limited English Proficient	81,960,239	77,169,168	77,169,168	94,674,168
Compensatory Education	148,569,680	133,783,552	133,783,552	133,783,552
Students with Disabilities - Formula	44,502,835	44,369,539	45,047,571	58,396,708
Students with Disabilities - Reimbursement	19,202,127	19,050,700	19,050,700	19,050,700
Transportation	47,626,347	42,164,380	42,164,380	50,978,010
Miscellaneous	180,000	180,000	180,000	180,000
Blueprint for Maryland's Future - State Aid	11,472,106	14,622,086	23,754,954	30,186,595
Blueprint for Maryland's Future Grants	15,932,890	16,679,389	7,546,521	8,657,336
Supplemental Funding		20,070,818	20,070,818	
Hold-harmless Grants		29,701,255	29,023,223	
Programs financed through State Grants	800,853	858,153	858,153	851,837
Total from the State	798,259,622	822,232,792	822,232,792	863,737,957
From the Federal Government:				
Impact Aid	120,000	100,000	100,000	100,000
Programs financed through Federal Grants	83,686,189	83,878,035	83,878,035	88,251,003
Total from the Federal Government	83,806,189	83,978,035	83,978,035	88,351,003
From Other Sources:				
Tuition and Fees				
D.C. Welfare	250,000	150,000	150,000	150,000
Nonresident Pupils	350,000	309,933	309,933	309,933
Summer School	1,650,000	1,000,000	1,000,000	
Outdoor Education	700,000	500,000	500,000	500,000
Miscellaneous - Interest Income	900,000	300,000	300,000	300,000
Programs financed through Private Grants	10,031,204	10,031,204	10,031,204	10,031,204
Total from Other Sources	13,881,204	12,291,137	12,291,137	11,291,137
Fund Balance	25,000,000	25,000,000	25,000,000	25,000,000
Total Current Fund	2,673,559,135	2,696,164,199	2,697,749,832	2,875,887,304
ENTERPRISE & SPECIAL FUNDS				
School Food Service Fund:				
State	1,961,392	1,961,392	1,961,392	1,961,392
National School Lunch, Special Milk and Free Lunch Programs	40,852,540	41,982,540	41,982,540	41,982,540
Sale of Meals and other	17,586,048	17,956,048	17,956,048	19,467,167
Total School Food Service Fund	60,399,980	61,899,980	61,899,980	63,411,099

**TABLE 2
BUDGET REVENUE BY SOURCE**

SOURCE	FY 2021 BUDGET	FY 2022 BUDGET	FY 2022 CURRENT*	FY 2023 ESTIMATED
Real Estate Management Fund:				
Rental fees	4,967,149	4,957,216	4,957,216	4,957,216
Total Real Estate Management Fund	4,967,149	4,957,216	4,957,216	4,957,216
Field Trip Fund:				
Fees	2,914,182	3,074,182	3,074,182	3,074,182
Total Field Trip Fund	2,914,182	3,074,182	3,074,182	3,074,182
Entrepreneurial Activities Fund:				
Fees	12,646,838	12,646,838	12,646,838	12,646,838
Total Entrepreneurial Activities Fund	12,646,838	12,646,838	12,646,838	12,646,838
Total Enterprise Funds	80,928,149	82,578,216	82,578,216	84,089,335
Instructional Television Special Revenue Fund:				
Cable Television Plan	1,769,775	1,769,775	1,769,775	1,769,775
Total Instructional Special Revenue Fund	1,769,775	1,769,775	1,769,775	1,769,775
GRAND TOTAL	2,756,257,059	2,780,512,190	2,782,097,823	2,961,746,414
Tax - Supported Budget				
Grand Total	\$2,756,257,059	\$2,780,512,190	2,782,097,823	2,961,746,414
Less:				
Grants	(110,451,136)	(94,767,392)	(102,313,913)	(107,791,380)
Enterprise Funds	(80,928,149)	(82,578,216)	(82,578,216)	(84,089,335)
Special Revenue Fund	(1,769,775)	(1,769,775)	(1,769,775)	(1,769,775)
Grand Total - Tax-Supported Budget	2,563,107,999	2,601,396,807	2,595,435,919	2,768,095,924

*The FY 2022 Current Budget includes a \$1,585,633 supplemental appropriation for Newcomers approved by the County Council on July 27, 2021.

The Real Estate Management Fund was created July 1, 1992. The Field Trip Fund was created effective July 1, 1993.

The Entrepreneurial Activities Fund was created effective July 1, 1998. The Instructional Television Special Revenue Fund was created July 1, 2000.

**TABLE 3
REVENUE SUMMARY FOR GRANT PROGRAMS
BY SOURCE OF FUNDS**

Program Name and Source of Funding (Budgeted)	FY 2021 BUDGET	FY 2022 BUDGET	FY 2022 CURRENT	FY 2023 ESTIMATED
FEDERAL AID: EVERY STUDENT SUCCEEDS ACT (ESSA)				
Title I - A	\$ 28,577,342	\$ 28,577,342	\$ 28,577,342	\$ 33,035,796
Title I - D				
Neglected and Delinquent Youth	92,050	92,050	92,050	44,506
Total Title I	28,669,392	28,669,392	28,669,392	33,080,302
Title II - A				
Skillful Teaching and Leading Program	3,955,757	3,955,757	3,955,757	3,955,757
Total Title II	3,955,757	3,955,757	3,955,757	3,955,757
Title III				
English Language Acquisition	3,080,270	3,080,270	3,080,270	3,080,270
Title IV - A				
Student Support and Academic Enrichment	2,068,305	2,068,305	2,068,305	2,068,305
Title VI				
American Indian Education	21,369	25,091	25,091	24,385
SUBTOTAL	37,795,093	37,798,815	37,798,815	42,209,019
OTHER FEDERAL, STATE, AND LOCAL AID				
Blueprint for Maryland's Future - State				
Concentration of Poverty	3,981,328	-	4,727,827	8,657,336
Special Education	9,132,868	-	-	-
Transitional Supplemental Instruction	2,735,361	-	2,735,361	-
Mental Health Coordinator	83,333	-	83,333	-
Head Start Child Development				
Federal	3,870,476	4,115,900	4,115,900	4,115,900
Individuals with Disabilities Education				
Federal	34,461,038	34,461,038	34,461,038	34,381,808
Infants and Toddlers - Passthrough from Montgomery County				
Department of Health and Human Services				
Federal	662,884	605,584	605,584	612,400
State	400,853	458,153	458,153	451,837
Judith P. Hoyer Child Care Centers				
State	400,000	400,000	400,000	400,000
Medical Assistance Program				
Federal	5,117,501	5,117,501	5,117,501	5,117,501
National Institutes of Health				
Federal	298,512	298,512	298,512	309,551
Provision for Future Supported Projects				
Other	10,031,204	10,031,204	10,031,204	10,031,204
Carl D. Perkins Career & Technical Ed. Improvement				
Federal	1,480,685	1,480,685	1,480,685	1,504,824
SUBTOTAL	72,656,043	56,968,577	64,515,098	65,582,361
TOTAL	\$ 110,451,136	\$ 94,767,392	\$ 102,313,913	\$ 107,791,380
<u>Summary of Funding Sources</u>				
Federal	\$ 83,686,189	\$ 83,878,035	\$ 83,878,035	\$ 88,251,003
State	16,733,743	858,153	8,404,674	9,509,173
County				
Other	10,031,204	10,031,204	10,031,204	10,031,204
GRAND TOTAL	\$ 110,451,136	\$ 94,767,392	\$ 102,313,913	\$ 107,791,380

**TABLE 3
REVENUE SUMMARY FOR GRANT PROGRAMS
BY SOURCE OF FUNDS**

FEDERAL RELIEF FUNDING RECEIVED from FY 2021 through FY 2023*

Program Name and Source of Funding	FY 2021 BUDGET	FY 2022 BUDGET	FY 2022 CURRENT	FY 2023 ESTIMATED
<i>Coronavirus Aid, Relief, and Economic Security (CARES) Act of 2020</i>				
Coronavirus Relief Fund-Tutoring	\$ 13,241,438			
Coronavirus Relief Fund - Technology	18,344,404			
Governor's Emergency Education Relief (GEER) Fund **	1,748,276			
Broadband for Underserved Students	1,117,512			
GEER I - Competitive	374,031			
SUBTOTAL	34,825,661			
<i>Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, of 2021</i>				
Elementary and Secondary School Emergency Relief (ESSER) II	112,233,764			
GEER II - Competitive	1,000,000			
SUBTOTAL	113,233,764			
<i>American Rescue Plan (ARP) Act of 2021</i>				
ESSER III		\$ 252,242,245	252,242,245	
SUBTOTAL	-	252,242,245	252,242,245	
GRAND TOTAL	\$ 148,059,425	\$ 252,242,245	\$ 252,242,245	

* Non-budgeted one-time funding from federal government

** Includes \$141,114 provided in equitable services to county non-public schools

**TABLE 4
SUMMARY OF STUDENT ENROLLMENT
FY 2020 THROUGH FY 2023**

DESCRIPTION	(1) FY 2020 ACTUAL 9/30/2019	(2) FY 2021 ACTUAL 9/30/2020	(3) FY 2022 ACTUAL 9/30/2021	(4) FY 2022 BUDGET 9/30/2021	(5) FY 2023 PROJECTED* 9/30/2022	CHANGE COLUMN (5) LESS COLUMN (4)	
						#	%
ENROLLMENT							
PRE-KINDERGARTEN	2,326	1,670	1,787	2,326	2,034	(292)	-12.6%
HEAD START	644	406	612	641	633	(8)	-1.2%
<i>SUBTOTAL PREK AND HEAD START</i>	<i>2,970</i>	<i>2,076</i>	<i>2,399</i>	<i>2,967</i>	<i>2,667</i>	<i>(300)</i>	<i>-10.1%</i>
KINDERGARTEN	11,495	10,332	10,771	10,823	10,735	(88)	-0.8%
GRADES 1-5	60,437	58,421	56,695	59,189	57,789	(1,400)	-2.4%
<i>SUBTOTAL K-5</i>	<i>71,932</i>	<i>68,753</i>	<i>67,466</i>	<i>70,012</i>	<i>68,524</i>	<i>(1,488)</i>	<i>-2.1%</i>
SUBTOTAL ELEMENTARY	74,902	70,829	69,865	72,979	71,191	(1,788)	-2.5%
GRADES 6-8	37,637	37,299	36,306	37,729	36,210	(1,519)	
SUBTOTAL MIDDLE	37,637	37,299	36,306	37,729	36,210	(1,519)	-4.0%
GRADES 9-12	50,432	50,361	50,342	51,839	51,868	29	
SUBTOTAL HIGH	50,432	50,361	50,342	51,839	51,868	29	0.1%
ALTERNATIVE PROGRAMS	126	110	48	126	50	(76)	-60.0%
SUBTOTAL PROGRAMS	126	110	48	126	50	(76)	-60.3%
SUBTOTAL PRE-K - GRADE 12	163,097	158,599	156,561	162,673	159,319	(3,354)	-2.1%
SPECIAL EDUCATION							
PEP ITINERANT	100	40	40	140	148	8	5.7%
PRE-KINDERGARTEN (PEP)	1,610	1,480	1,200	1,628	1,358	(270)	-16.6%
SPECIAL CENTERS**	460	445	431	449	410	(39)	-8.7%
SUBTOTAL SPECIAL EDUCATION	2,170	1,965	1,671	2,217	1,916	(301)	-13.6%
GRAND TOTAL	165,267	160,564	158,232	164,890	161,235	(3,655)	-2.2%

NOTE: Grade enrollments include special education students.

*Based on initial enrollment projections

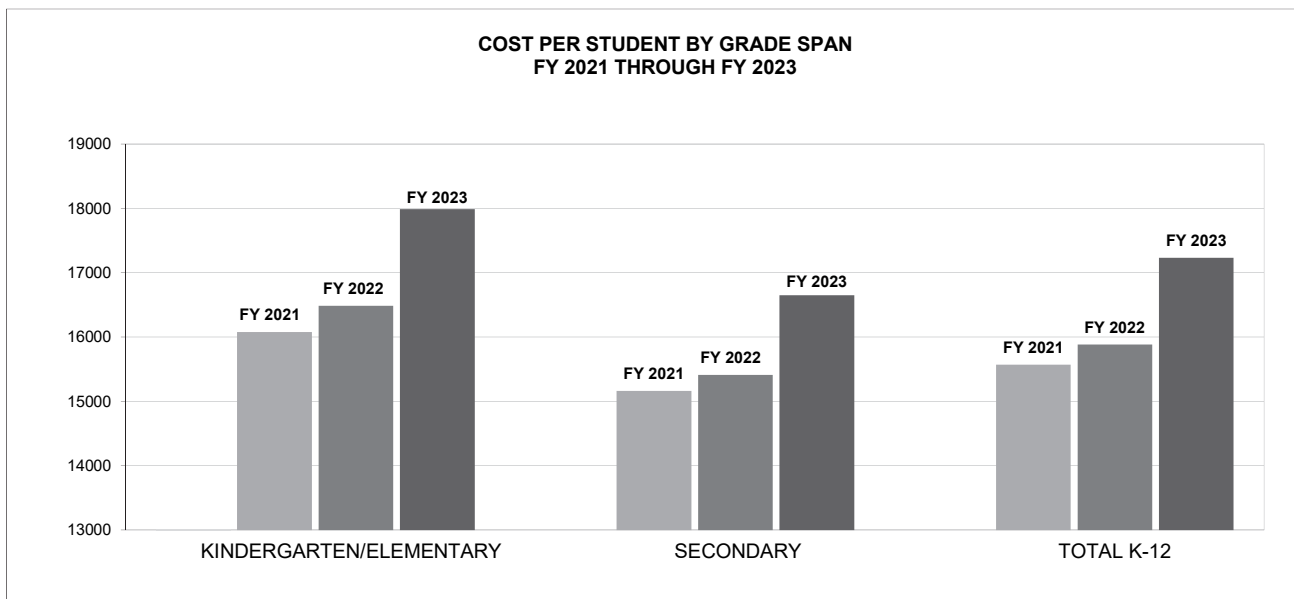
**Special centers enrollment numbers include Kindergarten through Grade 12.

**TABLE 5
ALLOCATION OF STAFFING**

	POSITIONS	BUDGET FY 2022	CURRENT FY 2022	REQUEST FY 2023	FY23-FY22 CHANGE
1	Executive	19.0000	19.0000	19.0000	-
2	Administrative (directors, supervisors, program coordinators, executive assistants)	208.5500	210.5500	219.7500	9.2000
3	Business/Operations Administrator (leadership positions supervised by directors and supervisors)	97.5000	98.5000	98.5000	-
4	Other Professional (12-month instructional/evaluation specialists)	208.4000	207.4000	215.6000	8.2000
5	Principal/Assistant Principal	549.5000	549.5000	553.5000	4.0000
6	Teacher	12,201.1140	12,212.2140	12,194.3140	(17.9000)
7	Special Education Specialist (speech pathologists, physical/occupational therapists)	547.9500	547.9500	549.6000	1.6500
8	Media Specialist	198.2000	198.2000	204.0000	5.8000
9	Counselor	582.0000	582.0000	579.9000	(2.1000)
10	Psychologist	146.0340	146.0340	147.0340	1.0000
11	Social Worker	37.0000	37.0000	40.0000	3.0000
12	Pupil Personnel Worker	55.9000	55.9000	55.4000	(0.5000)
13	Instructional Support (paraeducators, media assistants, lunch-hour aides)	3,058.0440	3,075.4190	3,108.7315	33.3125
14	Secretarial/Clerical/Data Support	995.2000	996.2000	1,007.9000	11.7000
15	IT Systems Specialist	125.0000	125.0000	128.0000	3.0000
16	Security (includes all positions except those in lines 2, 3, and 14 above)	254.6000	254.6000	275.6000	21.0000
17	Food Services (Includes all positions except those in lines 2, 3, 14, and 15 above)	579.0730	579.0730	577.9480	(1.1250)
18	Building Services (includes all positions except those in lines 2, 3, and 14 above)	1,461.5000	1,461.5000	1,494.0000	32.5000
19	Facilities Management/Maintenance (includes all positions except those in lines 2, 3, 14, and 15 above)	337.5000	337.5000	334.5000	(3.0000)
20	Supply/Property Management (includes all positions except those in lines 2, 3, 14, and 15 above)	56.5000	56.5000	56.5000	-
21	Transportation (includes all positions except those in lines 2, 3, 14, and 15 above)	1,792.3410	1,792.3410	1,807.3410	15.0000
22	Other Support Personnel (business/fiscal, technology, human resources, communications, printing, and other support staff)	294.6250	303.3750	309.3750	6.0000
	TOTAL	23,805.5310	23,845.7560	23,976.4935	130.7375

**TABLE 6
COST PER STUDENT BY GRADE SPAN**

	KINDERGARTEN/ ELEMENTARY	SECONDARY	TOTAL K-12	AMOUNT EXCLUDED	TOTAL BUDGET
FY 2021 BUDGET					
EXPENDITURES	\$1,160,305,044	1,364,674,517	2,524,979,561	231,277,498	\$2,756,257,059
STUDENTS 9/30/20	72,169	90,032	162,201		
COST PER STUDENT	\$16,078	15,158	\$15,567		
FY 2022 BUDGET					
EXPENDITURES	\$1,154,074,725	1,389,148,446	2,543,223,171	237,289,019	\$2,780,512,190
STUDENTS 9/30/21	70,012	90,143	160,155		
COST PER STUDENT	\$16,484	15,410	\$15,880		
FY 2023 BUDGET					
EXPENDITURES	\$1,232,479,368	1,473,834,347	2,706,313,715	255,432,699	\$2,961,746,414
STUDENTS 9/30/22	68,524	88,538	157,062		
COST PER STUDENT	\$17,986	16,646	\$17,231		



Notes:

- 1) Enrollment figures used to calculate cost per student excludes students in Prekindergarten/Head Start.
- 2) Operating budget funds used in the calculation excludes amounts for Summer School, Community Services, Tuition for Students with Disabilities in Private Placement, Prekindergarten/Head Start, Infants and Toddlers, and Enterprise Funds.

**TABLE 7
STATE BUDGET CATEGORIES AND SPECIAL REVENUE FUNDS SUMMARY**

STATE CATEGORY/SPECIAL REVENUE FUND	FY 2022 BUDGET	FY 2022 CURRENT	FY 2023 BUDGET	FY 2023 CHANGE
FTE				
Category 1, Administration	402.1250	404.3750	413.3750	9.0000
Category 2, Mid-level Administration	1,734.1500	1,734.1500	1,777.0500	42.9000
Category 3, Instructional Salaries	12,423.5630	12,461.0380	12,401.2880	(59.7500)
Category 4, Textbooks & Instructional Supplies	-	-	-	-
Category 5, Other Instructional Costs	-	-	-	-
Category 6, Special Education	4,522.6540	4,522.6540	4,568.8915	46.2375
Category 7, Student Personnel Services	167.7750	167.7750	185.2500	17.4750
Category 8, Health Services	-	-	-	-
Category 9, Student Transportation	1,848.8410	1,848.8410	1,863.8410	15.0000
Category 10, Operation of Plant & Equipment	1,710.1000	1,710.6000	1,777.6000	67.0000
Category 11, Maintenance of Plant	342.0000	342.0000	339.0000	(3.0000)
Category 12, Fixed Charges	-	-	-	-
Category 14, Community Service	5.7500	5.7500	5.7500	-
Fund 5, Instructional TV Special Revenue Fund	13.5000	13.5000	13.5000	-
Fund 11, Food Services Fund	607.5730	607.5730	604.4480	(3.1250)
Fund 12, Real Estate Management Fund	11.0000	11.0000	10.0000	(1.0000)
Fund 13, Field Trip Fund	4.5000	4.5000	4.5000	-
Fund 14, Entrepreneurial Activities Fund	12.0000	12.0000	12.0000	-
GRAND TOTAL, FTE	23,805.5310	23,845.7560	23,976.4935	130.7375
AMOUNT				
Category 1, Administration	\$61,083,603	\$61,083,603	\$69,921,997	\$8,838,394
Category 2, Mid-level Administration	159,551,145	159,551,145	170,062,441	10,511,296
Category 3, Instructional Salaries	1,090,778,138	1,092,003,816	1,148,017,029	56,013,213
Category 4, Textbooks & Instructional Supplies	36,833,752	36,833,752	48,214,956	11,381,204
Category 5, Other Instructional Costs	27,393,923	27,393,923	27,785,628	391,705
Category 6, Special Education	375,998,878	375,998,878	396,164,823	20,165,945
Category 7, Student Personnel Services	17,658,602	17,658,602	21,356,604	3,698,002
Category 8, Health Services	1,061,600	1,061,600	1,391,600	330,000
Category 9, Student Transportation	122,336,183	122,336,183	129,847,974	7,511,791
Category 10, Operation of Plant & Equipment	149,330,268	149,330,268	158,262,329	8,932,061
Category 11, Maintenance of Plant	39,353,868	39,353,868	40,074,304	720,436
Category 12, Fixed Charges	613,811,896	614,171,851	663,718,185	49,546,334
Category 14, Community Service	972,343	972,343	1,069,434	97,091
Fund 5, Instructional TV Special Revenue Fund	1,769,775	1,769,775	1,769,775	-
Fund 11, Food Services Fund	61,899,980	61,899,980	63,411,099	1,511,119
Fund 12, Real Estate Management Fund	4,957,216	4,957,216	4,957,216	-
Fund 13, Field Trip Fund	3,074,182	3,074,182	3,074,182	-
Fund 14, Entrepreneurial Activities Fund	12,646,838	12,646,838	12,646,838	-
GRAND TOTAL, AMOUNT	\$2,780,512,190	\$2,782,097,823	\$2,961,746,414	\$179,648,591

Montgomery County Public Schools FY 2023 Operating Budget

Summary of Negotiations

The bargaining units for MCPS are the Montgomery County Education Association (MCEA), representing certificated non-administrative employees; Service Employees International Union (SEIU) Local 500, representing supporting services employees; and the Montgomery County Association of Administrators and Principals/Montgomery County Business and Operations Administrators (MCAAP/MCBOA), representing certificated and non-certificated administrators and non-certificated supervisory employees in separate units. The two MCAAP units are covered in a single contract for both units. During FY 2021, the Board of Education reached agreements covering economic and non-economic terms with all three-employee associations. MCAAP/MCBOA and SEIU are covered under separate three-year agreements, effective July 1, 2020, through June 30, 2023. The agreement with MCEA was shorter, effective February 23, 2021, through June 30, 2022. In a memorandum of understanding, MCPS and MCEA agreed to extend the MCEA contract one fiscal year – through June 30, 2023 – with a reopener for FY 2023 on two non-economic articles to be bargained during FY 2022.

For FY 2022, based on joint compensation agreements approved by the Board of Education on October 26, 2021, and ratified by the three employee associations, employees will receive a general wage increase of 1.5 percent, step and longevity increases based on eligibility criteria, as well as a one-time recruitment and retention incentive.

Key highlights of the agreements are as follow:

Agreement between MCPS and MCAAP/MCBOA for FY 2022:

1. Salary scales will increase by 1.5 percent effective January 29, 2022.
2. All eligible employees will receive step and longevity increases effective March 12, 2022, or the date of actual eligibility, whichever is later.
3. Employees will receive a recruitment and/or retention incentive funded by the Elementary and Secondary School Emergency and Relief Fund III included in the *American Rescue Plan Act of 2021*—
 - All employees of record as of October 15, 2021 will receive an incentive payment of \$1,100.
 - Employees hired after October 15, 2021, and before February 1, 2022, will receive the incentive of \$1,100 prorated at \$110 per month for the number of remaining months they are projected to be employed for 10 or more work days.

Agreement between MCPS and MCEA for FY 2022:

1. Salary scales will increase by 1.5 percent effective January 29, 2022.
2. All eligible employees will receive step and longevity increases effective March 12, 2022, or the date of actual eligibility, whichever is later.
3. Employees will receive a recruitment and/or retention incentive funded by the Elementary and Secondary School Emergency and Relief Fund III included in the *American Rescue*

Plan Act of 2021—

- All employees of record as of October 15, 2021 will receive an incentive payment of \$1,100.
- Employees hired after October 15, 2021, and before February 1, 2022, will receive the incentive of \$1,100 prorated at \$110 per month for the number of remaining months they are projected to be employed for 10 or more work days.
- A supplemental agreement extended the recruitment and retention incentive to substitute teachers and Home and Hospital teachers, who are eligible for a \$250 or \$500 incentive depending on the number of hours worked in each semester.

Agreement between MCPS and SEIU Local 500 for FY 2022:

1. Salary scales will increase by 1.5 percent effective January 29, 2022.
2. All eligible employees will receive step and longevity increases effective March 12, 2022, or the date of actual eligibility, whichever is later.
3. Employees will receive a recruitment and/or retention incentive funded by the Elementary and Secondary School Emergency and Relief Fund III included in the *American Rescue Plan Act of 2021—*
 - All employees of record as of October 15, 2021 will receive an incentive payment of \$1,100.
 - Employees hired after October 15, 2021, and before February 1, 2022, will receive the incentive of \$1,100 prorated at \$110 per month for the number of remaining months they are projected to be employed for 10 or more work days.

It is recognized that approximately \$76.1 million in annualized costs will occur during FY 2023 as a result of the delayed implementation of the FY 2022 negotiated compensation agreements.

As part of the ratified agreements, the contracts are open for negotiations on wages for FY 2023. Those negotiations are not finalized as of this publication.

Special Education Staffing Plan Resolution

The Code of Maryland Regulations (COMAR) requires each local school system to submit an annual special education staffing plan to the Maryland State Department of Education (MSDE). The plan must demonstrate public input and be approved by the local Board of Education prior to its submission to MSDE. The locally approved staffing plan is submitted to MSDE annually by July 1 with the local application for federal funds. MSDE reviews the staffing plan and advises the local agency if there is a need for additional information or revisions. If revisions are required, the local agency must submit the revised staffing plan by September 30. The required elements of the staffing plan include the following:

- Evidence of public input
- Evidence of maintenance of effort within the meaning of 34 CFR §300.231, Maintenance of Effort, and COMAR 13A.02.05, Maintenance of Effort
- Staffing patterns of service providers of special education and related services
- The number and type of service providers needed to provide a free, appropriate public education (FAPE) for each student in the least restrictive environment (LRE)
- Local accountability and monitoring
- Evaluation of the local staffing plan for effectiveness
- Strategies to resolve concerns over staffing plans
- Evaluation of the local staffing plan for effectiveness
- Steps to secure public input in the development of the staffing plan
- Information on how the public agency will use the staffing plan to monitor the assignment of staff to ensure that personnel and other resources are available to provide FAPE to each student with a disability in the LRE.

The following resolution is recommended for your consideration:

WHEREAS, The Maryland State Department of Education (MSDE) requires each local school system to submit an annual staffing plan; and

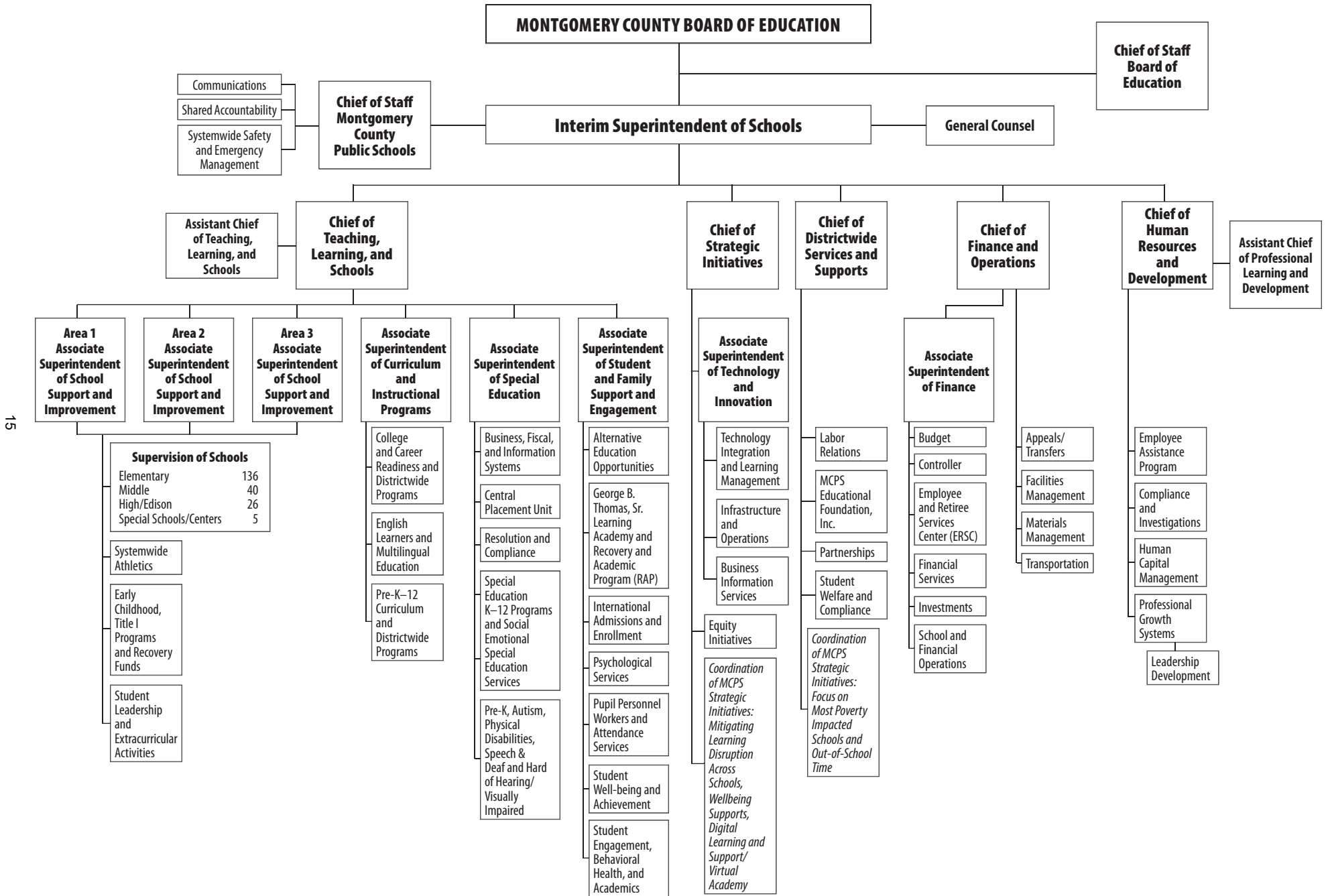
WHEREAS, The Special Education Staffing Committee composed of parents, teachers, principals, special education staff, and special education advocates held one meeting in August of 2021 and one meeting in January of 2022 with recommendations submitted to the Department of Special Education; and

WHEREAS, The FY 2023 Recommended Operating Budget includes all of the staffing plan elements required by the Maryland State Department of Education; now therefore be it

Resolved, That the Board of Education approve the FY 2023 Special Education Staffing Plan as included in the FY 2023 Recommended Operating Budget; and be it further

Resolved, That upon final approval of the FY 2023 Operating Budget in June 2022, the Special Education Staffing Plan will be submitted to MSDE.

FY 2023 MCPS STRATEGIC ORGANIZATIONAL & LEADERSHIP STRUCTURE



Note: This chart does not include every office, department, division or unit. Refer to the 2023 Superintendent Recommended Budget for a comprehensive list.

APPENDIX A

**Administrative and Supervisory
Salary Schedule** Effective July 1, 2022—June 30, 2023 (Fiscal Year Basis)

Salary Steps	N-11*	M	N	O	P	Q
1	\$100,277	\$102,140	\$108,209	\$114,644	\$121,462	\$128,693
2	\$103,259	\$105,175	\$111,427	\$118,055	\$125,078	\$132,523
3	\$106,331	\$108,299	\$114,742	\$121,565	\$128,801	\$136,470
4	\$109,494	\$111,520	\$118,155	\$125,184	\$132,635	\$140,534
5	\$112,750	\$114,836	\$121,668	\$128,910	\$136,587	\$144,722
6	\$116,107	\$118,253	\$125,291	\$132,747	\$140,654	\$149,032
7	\$119,563	\$121,769	\$129,020	\$136,701	\$144,844	\$153,477
8	\$123,122	\$125,393	\$132,860	\$140,772	\$149,161	\$158,049
9	\$126,788	\$129,128	\$136,816	\$144,965	\$153,605	\$162,760
10	\$130,566	\$132,970	\$140,893	\$146,406	\$155,132	\$164,378

*The salary of employees assigned to 11-month positions. All other salaries are for 12-month positions.

APPENDIX A

Business and Operations Administrators
Salary Schedule Effective July 1, 2022—June 30, 2023 (Fiscal Year Basis)

Salary Steps	G	H	I	J	K
1	\$73,607	\$77,963	\$82,579	\$87,478	\$92,666
2	\$75,784	\$80,272	\$85,029	\$90,073	\$95,417
3	\$78,028	\$82,650	\$87,551	\$92,747	\$98,250
4	\$80,339	\$85,100	\$90,147	\$95,498	\$101,169
5	\$82,721	\$87,624	\$92,822	\$98,335	\$104,174
6	\$85,173	\$90,222	\$95,576	\$101,254	\$107,270
7	\$87,698	\$92,902	\$98,415	\$104,264	\$110,459
8	\$90,299	\$95,658	\$101,340	\$107,363	\$113,744
9	\$92,980	\$98,500	\$104,350	\$110,554	\$117,128
10	\$95,741	\$101,424	\$107,452	\$113,839	\$120,611
11	\$98,582	\$104,437	\$110,644	\$117,226	\$124,199
12	\$101,509	\$107,539	\$113,935	\$120,712	\$127,896

APPENDIX A

**Teacher and Other Professional
Salary Schedule Effective July 1, 2022—June 30, 2023 (Fiscal Year Basis)**

Grade Step	BA	MA/MEQ	MA/MEQ+30	MA/MEQ+60
1	\$52,286	\$57,498	\$59,156	\$60,658
2	\$53,077	\$58,445	\$60,889	\$62,393
3	\$54,638	\$60,655	\$63,194	\$64,755
4	\$56,247	\$62,949	\$65,586	\$67,208
5	\$57,902	\$65,335	\$68,072	\$69,757
6	\$59,575	\$67,291	\$70,135	\$71,885
7	\$61,849	\$69,863	\$72,817	\$74,634
8	\$64,208	\$72,533	\$75,600	\$77,486
9	\$66,661	\$75,306	\$78,490	\$80,449
10	\$69,208	\$78,184	\$81,491	\$83,526
11		\$81,175	\$84,608	\$86,722
12		\$84,281	\$87,846	\$90,041
13		\$87,506	\$91,209	\$93,488
14		\$90,854	\$94,701	\$97,065
15		\$93,563	\$97,526	\$99,963
16		\$96,356	\$100,437	\$102,947
17		\$99,230	\$103,434	\$106,019
18		\$102,191	\$106,522	\$109,186
19–24		\$105,244	\$109,702	\$112,445
25		\$107,600	\$112,161	\$114,963

The salary of employees assigned to 12-month positions will be 117.5 percent of the salary of the step/grade (B/D) for which employee would qualify if employed in a 10-month position.

APPENDIX A

**Supporting Services
Hourly Rate Schedule Effective July 1, 2022—June 30, 2023 (Fiscal Year Basis)**

Grade Step	1	2	3	4	5	6	7	8	9	10-12	13-16	17
6	\$15.86	\$16.27	\$16.70	\$17.11	\$17.51	\$18.24	\$18.97	\$19.37	\$19.75	\$20.15	\$20.53	\$20.94
7	\$16.27	\$16.70	\$17.11	\$17.51	\$18.24	\$18.97	\$19.82	\$20.15	\$20.58	\$20.97	\$21.39	\$21.80
8	\$16.70	\$17.11	\$17.51	\$18.24	\$18.97	\$19.82	\$20.58	\$20.97	\$21.38	\$21.80	\$22.25	\$22.69
9	\$17.11	\$17.51	\$18.24	\$18.97	\$19.82	\$20.58	\$21.44	\$21.86	\$22.31	\$22.75	\$23.20	\$23.66
10	\$17.51	\$18.24	\$18.97	\$19.82	\$20.58	\$21.44	\$22.42	\$22.93	\$23.38	\$23.82	\$24.30	\$24.78
11	\$18.24	\$18.97	\$19.82	\$20.58	\$21.44	\$22.42	\$23.51	\$24.04	\$24.48	\$24.96	\$25.46	\$25.96
12	\$18.97	\$19.82	\$20.58	\$21.44	\$22.42	\$23.51	\$24.81	\$25.29	\$25.76	\$26.25	\$26.77	\$27.30
13	\$19.82	\$20.58	\$21.44	\$22.42	\$23.51	\$24.81	\$25.95	\$26.43	\$26.92	\$27.49	\$28.02	\$28.58
14	\$20.58	\$21.44	\$22.42	\$23.51	\$24.81	\$25.95	\$27.23	\$27.76	\$28.31	\$28.85	\$29.42	\$30.01
15	\$21.44	\$22.42	\$23.51	\$24.81	\$25.95	\$27.23	\$28.57	\$29.18	\$29.79	\$30.39	\$30.99	\$31.61
16	\$22.42	\$23.51	\$24.81	\$25.95	\$27.23	\$28.57	\$29.99	\$30.59	\$31.16	\$31.77	\$32.41	\$33.04
17	\$23.51	\$24.81	\$25.95	\$27.23	\$28.57	\$29.99	\$31.49	\$32.13	\$32.78	\$33.39	\$34.05	\$34.73
18	\$24.81	\$25.95	\$27.23	\$28.57	\$29.99	\$31.49	\$33.00	\$33.63	\$34.33	\$35.03	\$35.72	\$36.43
19	\$25.95	\$27.23	\$28.57	\$29.99	\$31.49	\$33.00	\$34.65	\$35.31	\$36.05	\$36.75	\$37.48	\$38.24
20	\$27.23	\$28.57	\$29.99	\$31.49	\$33.00	\$34.65	\$36.36	\$37.14	\$37.84	\$38.60	\$39.36	\$40.14
21	\$28.57	\$29.99	\$31.49	\$33.00	\$34.65	\$36.36	\$38.11	\$38.87	\$39.68	\$40.46	\$41.27	\$42.07
22	\$29.99	\$31.49	\$33.00	\$34.65	\$36.36	\$38.11	\$39.86	\$40.66	\$41.49	\$42.32	\$43.14	\$44.02
23	\$31.49	\$33.00	\$34.65	\$36.36	\$38.11	\$39.86	\$41.73	\$42.58	\$43.44	\$44.29	\$45.18	\$46.07
24	\$33.00	\$34.65	\$36.36	\$38.11	\$39.86	\$41.73	\$43.70	\$44.56	\$45.42	\$46.40	\$47.32	\$48.25
25	\$34.65	\$36.36	\$38.11	\$39.86	\$41.73	\$43.70	\$45.72	\$46.65	\$47.54	\$48.52	\$49.49	\$50.46
26	\$36.36	\$38.11	\$39.86	\$41.73	\$43.70	\$45.72	\$47.86	\$48.80	\$49.78	\$50.74	\$51.75	\$52.78
27	\$38.11	\$39.86	\$41.73	\$43.70	\$45.72	\$47.86	\$50.06	\$51.14	\$52.13	\$53.14	\$54.19	\$55.28
28	\$39.86	\$41.73	\$43.70	\$45.72	\$47.86	\$50.06	\$52.40	\$53.42	\$54.50	\$55.59	\$56.72	\$57.83
29	\$41.73	\$43.70	\$45.72	\$47.86	\$50.06	\$52.40	\$54.92	\$56.03	\$57.11	\$58.26	\$59.42	\$60.60
30	\$43.70	\$45.72	\$47.86	\$50.06	\$52.40	\$54.92	\$57.53	\$58.68	\$59.89	\$61.11	\$62.31	\$63.58

State Budget Categories and Special Revenue Funds

CATEGORIES

State law requires all counties and Baltimore City to appropriate and record expenditures for education in accordance with standardized state budget categories. This is so the Maryland State Department of Education may collect and compare data on local education spending from across the state. These state budget categories are based generally on broad functional classifications such as administration, instructional costs, special education, and student transportation.

Additionally, there also are special revenue and enterprise funds that generate/receive outside revenue which defrays the system cost.

Below are summaries of the types of expenditures in each of the state categories of expenditure and the percent of each category to the total operating budget.

Category 1—Administration (2.4 percent)

Administration includes activities associated with the general direction and control of the school district and includes such activities as establishing and administering policy, providing fiscal and business services, central information systems, and supporting each of the other instructional and supporting services programs. Administration includes expenditures for the Board of Education, executive staff units, evaluation and supporting services, administrators, supervisors, and human resources. These expenditures affect the district as a whole and are not confined to a single school building.

Category 2—Mid-level Administration (5.7 percent)

Mid-level Administration includes supervision of district-wide and school-level instructional programs and activities. It includes all school-based administration, including the office of the principal. Mid-level Administration includes school business and clerical activities, graduation expenses, curriculum development, supervision of guidance and psychological services, supervision of career and technology programs, and educational media services. Mid-level Administration also includes central district school support and improvement activities.

Category 3—Instructional Salaries (38.8 percent)

Instructional Salaries includes expenditures for teaching students in general education settings. It includes most activities that occur on a regular basis at the school level or for the benefit of the instructional program. Instructional Salaries includes all salary expenditures for providing these activities, including salaries for teachers, paraeducators, school aides, teaching specialists, resource teachers, psychologists, school counselors, media staff, part-time salaries, substitutes, and stipends but does not include employee benefits. Salaries for staff involved in professional development activities also are included in this category.

Category 4—Textbooks and Instructional Supplies (1.6 percent)

Textbooks and Instructional Supplies includes all supplies and materials used in support of instruction. This category includes books, media materials, computer materials, art and music supplies, science and laboratory supplies, and physical education supplies. This category also includes supplies used for extracurricular activities.

Category 5—Other Instructional Costs (0.9 percent)

Other Instructional Costs includes all other expenditures for instruction, including contractual services, contractual copier maintenance, reimbursement for out-of-county tuition, consultants, equipment, school furniture, local travel, facilities rental, and miscellaneous expenditures related to instruction.

Category 6—Special Education (13.4 percent)

Special Education includes instructional activities for students with disabilities. Special education includes expenditures for students in public schools and for tuition and other expenditures for students in nonpublic institutions. This category includes instructional salaries, textbooks and instructional supplies, and other instructional costs for special education students. This category also includes administrative expenditures for schools dedicated to special education and professional development activities related to special education instruction.

Category 7—Student Personnel Services (0.7 percent)

Student Personnel Services includes activities designed to improve student attendance at school and to prevent or solve student problems in the home, school, and community. This category includes pupil personnel workers and school social workers. This category also includes international student services, student affairs, and court liaison.

Category 8—Student Health Services (0.1 percent)

Student Health Services includes physical and mental health activities that are not instructional and that provide students with appropriate medical, dental, and nursing services. In Montgomery County, nearly all student health services are provided by the Department of Health and Human Services, Division of School Health Services.

Category 9—Student Transportation (4.4 percent)

Student Transportation includes activities concerned with the conveyance of students between home, school, and school activities. Included are vehicle operation services, monitoring services, vehicle servicing and maintenance services, transportation training, and other student transportation services. This category does not include vehicle operations related to other school support activities.

Category 10—Operation of Plant and Equipment (5.3 percent)

Operation of Plant and Equipment includes activities concerned with keeping the physical plant open, comfortable, and safe for use. These activities include cleaning and regular upkeep of plant and equipment in schools, grounds, and other facilities; and utilities expenditures, including telecommunications, materials management, and security services.

Category 11—Maintenance of Plant (1.4 percent)

Maintenance of Plant includes activities concerned with keeping the grounds, buildings, fixed equipment (other than student transportation assets, and furniture and movable equipment) in their original condition of completeness or efficiency through repair, scheduled and preventive maintenance, or replacement of property.

Category 12—Fixed Charges (22.3 percent)

Fixed Charges, primarily used for employee benefits expenditures, are charges of a generally recurrent nature that are not readily allocable to other expenditure categories. The following are included:

- Board contributions to employee retirement and social security
- Employee insurance benefits (health, life, accident, disability, etc.)
- Fidelity insurance, personal liability insurance, and judgments
- Interest on current loans
- Tuition reimbursement

Category 14—Community Services (0.1 percent)

Community Services are activities that are provided for the community or some segment of the community and do not include public school activities and adult education programs. These services generally are provided to adults rather than to school-aged children. These services do not include parent support or engagement activities for the benefit of school instruction.

SPECIAL REVENUE FUNDS

Below are summaries of the types of expenditures in each of the state funds of expenditure and the percent of each fund to the total operating budget.

Fund 5—MCPS Television Special Revenue Fund (0.1 percent)

Through the MCPS Television Special Revenue Fund, MCPS is receiving revenue from the Montgomery County Cable TV Fund as part of the county Cable Television Plan. The majority of the Cable TV Fund revenue comes from license fees. This revenue is used to support MCPS television services.

Fund 11—Food Service Fund (2.1 percent)

The Food Service Fund provides all food service and nutrition programs for schools and other customers as an enterprise activity. Revenue for the fund comes from federal and state food aid programs and from the sale of meals to students and other customers.

Fund 12—Real Estate Fund (0.2 percent)

The Real Estate Fund is used to manage real estate lease revenues and expenditures as an enterprise activity. Revenue for the fund comes from real estate lease rentals, mainly from former schools.

Fund 13—Field Trip Fund (0.1 percent)

The Field Trip Fund provides transportation services for school field trips and external customers on a cost-recovery basis as an enterprise activity. Revenue for the fund comes from reimbursements by students and other customers.

Fund 14—Entrepreneurial Activities Fund (0.4 percent)

The Entrepreneurial Activities Fund provides entrepreneurial activities that earn outside revenue to help defray system costs. Revenue for the fund comes from sales of goods and services to external customers, including other government agencies and non-profit organizations. Entrepreneurial activities do not compete with commercial firms or engage in any activities unrelated to the instructional program. Entrepreneurial activities include warehouse services, printing, sales of curriculum materials, sales of science kits, and other entrepreneurial development activities.

The following tables display actual, budgeted, and recommended funding by state budget category and fund.

**Category 1
Administration
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	80.7500	81.7500	86.7500	5.0000
Business / Operations Admin	19.5000	19.5000	18.5000	(1.0000)
Professional	13.5000	13.5000	14.5000	1.0000
Supporting Services	288.3750	289.6250	293.6250	4.0000
TOTAL POSITIONS (FTE)	402.1250	404.3750	413.3750	9.0000
POSITIONS DOLLARS				
Administrative	12,461,058	12,537,253	13,200,666	663,413
Business / Operations Admin	2,057,344	2,057,344	1,986,441	(70,903)
Professional	1,768,943	1,768,943	1,817,301	48,358
Supporting Services	24,366,731	24,346,536	24,479,492	132,956
TOTAL POSITIONS DOLLARS	\$40,654,076	\$40,710,076	\$41,483,900	\$773,824
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	188,301	188,301	2,535,990	2,347,689
Professional Part time	698,876	682,876	731,876	49,000
Supporting Services Part-time	1,561,672	1,521,672	1,418,003	(103,669)
Stipends	408,000	408,000	408,000	-
Substitutes	-	-	-	-
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	\$2,856,849	\$2,800,849	\$5,093,869	\$2,293,020
TOTAL SALARIES & WAGES	\$43,510,925	\$43,510,925	\$46,577,769	\$3,066,844
CONTRACTUAL SERVICES				
Consultants	734,317	734,317	774,317	40,000
Other Contractual	14,900,682	14,900,682	20,704,199	5,803,517
TOTAL CONTRACTUAL SERVICES	\$15,634,999	\$15,634,999	\$21,478,516	\$5,843,517
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	1,047,550	1,047,550	1,068,217	20,667
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$1,047,550	\$1,047,550	\$1,068,217	\$20,667
OTHER COSTS				
Insurance and Employee Benefits	-	-	-	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	610,771	610,771	470,526	(140,245)
Travel	106,961	106,961	190,914	83,953
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$717,732	\$717,732	\$661,440	(\$56,292)
FURNITURE & EQUIPMENT				
Equipment	23,204	23,204	38,117	14,913
Leased Equipment	149,193	149,193	97,938	(51,255)
TOTAL FURNITURE & EQUIPMENT	\$172,397	\$172,397	\$136,055	(\$36,342)
GRAND TOTAL AMOUNTS	\$61,083,603	\$61,083,603	\$69,921,997	\$8,838,394

**Category 2
Mid-level Administration
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	625.5000	626.5000	633.5000	7.0000
Business / Operations Admin	27.0000	27.0000	27.0000	-
Professional	70.1000	68.1000	72.3000	4.2000
Supporting Services	1,011,5500	1,012,5500	1,044,2500	31.7000
TOTAL POSITIONS (FTE)	1,734.1500	1,734.1500	1,777.0500	42.9000
POSITIONS DOLLARS				
Administrative	88,280,549	88,410,719	89,282,967	872,248
Business / Operations Admin	2,751,652	2,751,652	2,751,652	-
Professional	8,265,282	8,087,694	8,547,013	459,319
Supporting Services	54,563,590	54,611,008	56,064,064	1,453,056
TOTAL POSITIONS DOLLARS	\$153,861,073	\$153,861,073	\$156,645,696	\$2,784,623
OTHER SALARIES				
Extracurricular Salary	10,306	10,306	10,306	-
Other Non Position Salaries	1,264,707	1,264,707	7,926,758	6,662,051
Professional Part time	642,703	642,703	635,800	(6,903)
Supporting Services Part-time	1,491,567	1,491,567	1,534,417	42,850
Stipends	24,480	24,480	877,094	852,614
Substitutes	289,839	289,839	289,839	-
Summer Employment	56,575	56,575	76,575	20,000
TOTAL OTHER SALARIES	\$3,780,177	\$3,780,177	\$11,350,789	\$7,570,612
TOTAL SALARIES & WAGES	\$157,641,250	\$157,641,250	\$167,996,485	\$10,355,235
CONTRACTUAL SERVICES				
Consultants	16,408	16,408	10,500	(5,908)
Other Contractual	1,259,473	1,259,473	1,251,708	(7,765)
TOTAL CONTRACTUAL SERVICES	\$1,275,881	\$1,275,881	\$1,262,208	(\$13,673)
SUPPLIES & MATERIALS				
Instructional Materials	9,071	9,071	9,071	-
Media	-	-	-	-
Other Supplies and Materials	171,084	171,084	177,805	6,721
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$180,155	\$180,155	\$186,876	\$6,721
OTHER COSTS				
Insurance and Employee Benefits	2,500	2,500	-	(2,500)
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	313,147	313,147	481,360	168,213
Travel	138,212	138,212	135,512	(2,700)
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$453,859	\$453,859	\$616,872	\$163,013
FURNITURE & EQUIPMENT				
Equipment	-	-	-	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	-	-	-	-
GRAND TOTAL AMOUNTS	\$159,551,145	\$159,551,145	\$170,062,441	\$10,511,296

**Category 3
Instructional Salaries
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	7.0000	7.0000	7.0000	-
Business / Operations Admin	-	-	-	-
Professional	11,229.7480	11,240.8480	11,176.8480	(64.0000)
Supporting Services	1,186.8150	1,213.1900	1,217.4400	4.2500
TOTAL POSITIONS (FTE)	12,423.5630	12,461.0380	12,401.2880	(59.7500)
POSITIONS DOLLARS				
Administrative	899,132	899,132	899,132	-
Business / Operations Admin	-	-	-	-
Professional	970,678,359	969,747,499	970,694,132	946,633
Supporting Services	48,019,987	49,944,291	50,272,392	328,101
TOTAL POSITIONS DOLLARS	\$1,019,597,478	\$1,020,590,922	\$1,021,865,656	\$1,274,734
OTHER SALARIES				
Extracurricular Salary	8,969,290	8,969,290	8,973,985	4,695
Other Non Position Salaries	15,907,536	15,907,536	77,398,944	61,491,408
Professional Part time	10,009,546	10,135,088	6,103,718	(4,031,370)
Supporting Services Part-time	3,965,499	3,839,957	2,829,218	(1,010,739)
Stipends	8,705,708	8,937,942	8,040,280	(897,662)
Substitutes	18,966,774	18,966,774	18,063,966	(902,808)
Summer Employment	4,656,307	4,656,307	4,741,262	84,955
TOTAL OTHER SALARIES	\$71,180,660	\$71,412,894	\$126,151,373	\$54,738,479
TOTAL SALARIES & WAGES	\$1,090,778,138	\$1,092,003,816	\$1,148,017,029	\$56,013,213
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	-	-	-	-
TOTAL CONTRACTUAL SERVICES	-	-	-	-
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	-	-	-	-
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	-	-	-	-
OTHER COSTS				
Insurance and Employee Benefits	-	-	-	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	-	-	-	-
Travel	-	-	-	-
Utilities	-	-	-	-
TOTAL OTHER COSTS	-	-	-	-
FURNITURE & EQUIPMENT				
Equipment	-	-	-	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	-	-	-	-
GRAND TOTAL AMOUNTS	\$1,090,778,138	\$1,092,003,816	\$1,148,017,029	\$56,013,213

Category 4
Textbooks and Instructional Supplies
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	-	-	-	-
TOTAL POSITIONS (FTE)	-	-	-	-
POSITIONS DOLLARS				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	-	-	-	-
TOTAL POSITIONS DOLLARS	-	-	-	-
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	-	-
Professional Part time	-	-	-	-
Supporting Services Part-time	-	-	-	-
Stipends	-	-	-	-
Substitutes	-	-	-	-
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	-	-	-	-
TOTAL SALARIES & WAGES	-	-	-	-
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	-	-	-	-
TOTAL CONTRACTUAL SERVICES	-	-	-	-
SUPPLIES & MATERIALS				
Instructional Materials	21,937,056	21,937,056	21,344,547	(592,509)
Media	2,291,609	2,291,609	2,712,867	421,258
Other Supplies and Materials	7,381,832	7,381,832	17,691,091	10,309,259
Textbooks	5,223,255	5,223,255	6,466,451	1,243,196
TOTAL SUPPLIES & MATERIALS	\$36,833,752	\$36,833,752	\$48,214,956	\$11,381,204
OTHER COSTS				
Insurance and Employee Benefits	-	-	-	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	-	-	-	-
Travel	-	-	-	-
Utilities	-	-	-	-
TOTAL OTHER COSTS	-	-	-	-
FURNITURE & EQUIPMENT				
Equipment	-	-	-	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	-	-	-	-
GRAND TOTAL AMOUNTS	\$36,833,752	\$36,833,752	\$48,214,956	\$11,381,204

**Category 5
Other Instructional Costs
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	-	-	-	-
TOTAL POSITIONS (FTE)	-	-	-	-
POSITIONS DOLLARS				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	-	-	-	-
TOTAL POSITIONS DOLLARS	-	-	-	-
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	-	-
Professional Part time	-	-	-	-
Supporting Services Part-time	-	-	-	-
Stipends	-	-	-	-
Substitutes	-	-	-	-
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	-	-	-	-
TOTAL SALARIES & WAGES	-	-	-	-
CONTRACTUAL SERVICES				
Consultants	605,409	605,409	621,807	16,398
Other Contractual	16,795,685	16,795,685	16,829,091	33,406
TOTAL CONTRACTUAL SERVICES	\$17,401,094	\$17,401,094	\$17,450,898	\$49,804
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	-	-	-	-
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	-	-	-	-
OTHER COSTS				
Insurance and Employee Benefits	-	-	20,700	20,700
Extracurricular Purchases	2,073,275	2,073,275	2,223,643	150,368
Other Systemwide Activity	4,994,954	4,994,954	5,107,792	112,838
Travel	511,681	511,681	535,176	23,495
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$7,579,910	\$7,579,910	\$7,887,311	\$307,401
FURNITURE & EQUIPMENT				
Equipment	1,629,561	1,629,561	1,616,061	(13,500)
Leased Equipment	783,358	783,358	831,358	48,000
TOTAL FURNITURE & EQUIPMENT	\$2,412,919	\$2,412,919	\$2,447,419	\$34,500
GRAND TOTAL AMOUNTS	\$27,393,923	\$27,393,923	\$27,785,628	\$391,705

**Category 6
Special Education
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	35.8000	35.8000	37.0000	1.2000
Business / Operations Admin	1.0000	1.0000	1.0000	-
Professional	2,545.6500	2,545.6500	2,589.0000	43.3500
Supporting Services	1,940.2040	1,940.2040	1,941.8915	1.6875
TOTAL POSITIONS (FTE)	4,522.6540	4,522.6540	4,568.8915	46.2375
POSITIONS DOLLARS				
Administrative	5,258,422	5,258,422	5,407,505	149,083
Business / Operations Admin	100,009	100,009	100,009	-
Professional	217,585,973	217,585,973	220,167,279	2,581,306
Supporting Services	77,921,525	77,921,525	77,744,243	(177,282)
TOTAL POSITIONS DOLLARS	\$300,865,929	\$300,865,929	\$303,419,036	\$2,553,107
OTHER SALARIES				
Extracurricular Salary	8,354	8,354	8,354	-
Other Non Position Salaries	2,101,727	2,101,727	17,916,767	15,815,040
Professional Part time	1,620,982	1,620,982	932,256	(688,726)
Supporting Services Part-time	6,556,630	6,556,630	6,043,408	(513,222)
Stipends	548,337	548,337	1,319,463	771,126
Substitutes	4,480,535	4,480,535	4,606,778	126,243
Summer Employment	2,143,739	2,143,739	2,143,739	-
TOTAL OTHER SALARIES	\$17,460,304	\$17,460,304	\$32,970,765	\$15,510,461
TOTAL SALARIES & WAGES	\$318,326,233	\$318,326,233	\$336,389,801	\$18,063,568
CONTRACTUAL SERVICES				
Consultants	7,000	7,000	-	(7,000)
Other Contractual	3,028,030	3,028,030	3,051,030	23,000
TOTAL CONTRACTUAL SERVICES	\$3,035,030	\$3,035,030	\$3,051,030	\$16,000
SUPPLIES & MATERIALS				
Instructional Materials	882,726	882,726	874,201	(8,525)
Media	9,995	9,995	10,195	200
Other Supplies and Materials	922,194	922,194	940,884	18,690
Textbooks	259,308	259,308	264,495	5,187
TOTAL SUPPLIES & MATERIALS	\$2,074,223	\$2,074,223	\$2,089,775	\$15,552
OTHER COSTS				
Insurance and Employee Benefits	1,509	1,509	1,509	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	52,014,955	52,014,955	54,230,220	2,215,265
Travel	420,554	420,554	364,487	(56,067)
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$52,437,018	\$52,437,018	\$54,596,216	\$2,159,198
FURNITURE & EQUIPMENT				
Equipment	126,374	126,374	38,001	(88,373)
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	\$126,374	\$126,374	\$38,001	(\$88,373)
GRAND TOTAL AMOUNTS	\$375,998,878	\$375,998,878	\$396,164,823	\$20,165,945

**Category 7
Student Personnel Services
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	9.0000	9.0000	9.0000	-
Business / Operations Admin	-	-	-	-
Professional	115.6000	115.6000	131.2000	15.6000
Supporting Services	43.1750	43.1750	45.0500	1.8750
TOTAL POSITIONS (FTE)	167.7750	167.7750	185.2500	17.4750
POSITIONS DOLLARS				
Administrative	1,277,002	1,277,002	1,277,002	-
Business / Operations Admin	-	-	-	-
Professional	12,015,556	11,932,223	13,129,406	1,197,183
Supporting Services	2,464,275	2,464,275	2,516,501	52,226
TOTAL POSITIONS DOLLARS	\$15,756,833	\$15,673,500	\$16,922,909	\$1,249,409
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	545,427	545,427	1,710,258	1,164,831
Professional Part time	-	83,333	126,913	43,580
Supporting Services Part-time	101,123	101,123	97,543	(3,580)
Stipends	710,636	710,636	592,336	(118,300)
Substitutes	-	-	-	-
Summer Employment	-	-	18,000	18,000
TOTAL OTHER SALARIES	\$1,357,186	\$1,440,519	\$2,545,050	\$1,104,531
TOTAL SALARIES & WAGES	\$17,114,019	\$17,114,019	\$19,467,959	\$2,353,940
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	15,025	15,025	15,025	-
TOTAL CONTRACTUAL SERVICES	\$15,025	\$15,025	\$15,025	-
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	438,503	438,503	1,747,865	1,309,362
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$438,503	\$438,503	\$1,747,865	\$1,309,362
OTHER COSTS				
Insurance and Employee Benefits	-	-	-	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	700	700	28,870	28,170
Travel	90,355	90,355	96,885	6,530
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$91,055	\$91,055	\$125,755	\$34,700
FURNITURE & EQUIPMENT				
Equipment	-	-	-	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	-	-	-	-
GRAND TOTAL AMOUNTS	\$17,658,602	\$17,658,602	\$21,356,604	\$3,698,002

**Category 8
Health Services
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	-	-	-	-
TOTAL POSITIONS (FTE)	-	-	-	-
POSITIONS DOLLARS				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	-	-	-	-
TOTAL POSITIONS DOLLARS	-	-	-	-
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	-	-
Professional Part time	-	-	-	-
Supporting Services Part-time	-	-	-	-
Stipends	-	-	-	-
Substitutes	-	-	-	-
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	-	-	-	-
TOTAL SALARIES & WAGES	-	-	-	-
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	1,060,000	1,060,000	1,390,000	330,000
TOTAL CONTRACTUAL SERVICES	\$1,060,000	\$1,060,000	\$1,390,000	\$330,000
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	1,600	1,600	1,600	-
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$1,600	\$1,600	\$1,600	-
OTHER COSTS				
Insurance and Employee Benefits	-	-	-	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	-	-	-	-
Travel	-	-	-	-
Utilities	-	-	-	-
TOTAL OTHER COSTS	-	-	-	-
FURNITURE & EQUIPMENT				
Equipment	-	-	-	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	-	-	-	-
GRAND TOTAL AMOUNTS	\$1,061,600	\$1,061,600	\$1,391,600	\$330,000

**Category 9
Student Transportation
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	3,0000	3,0000	4,0000	1,0000
Business / Operations Admin	14,7500	14,7500	13,7500	(1,0000)
Professional	-	-	-	-
Supporting Services	1,831,0910	1,831,0910	1,846,0910	15,0000
TOTAL POSITIONS (FTE)	1,848,8410	1,848,8410	1,863,8410	15,0000
POSITIONS DOLLARS				
Administrative	423,334	423,334	536,473	113,139
Business / Operations Admin	1,671,671	1,671,671	1,569,037	(102,634)
Professional	-	-	-	-
Supporting Services	77,019,260	77,019,260	77,445,549	426,289
TOTAL POSITIONS DOLLARS	\$79,114,265	\$79,114,265	\$79,551,059	\$436,794
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	304,990	304,990	5,833,952	5,528,962
Professional Part time	-	-	-	-
Supporting Services Part-time	4,578,387	4,578,387	4,582,214	3,827
Stipends	310,086	310,086	310,086	-
Substitutes	-	-	-	-
Summer Employment	1,699,122	1,699,122	1,899,122	200,000
TOTAL OTHER SALARIES	\$6,892,585	\$6,892,585	\$12,625,374	\$5,732,789
TOTAL SALARIES & WAGES	\$86,006,850	\$86,006,850	\$92,176,433	\$6,169,583
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	1,724,859	1,724,859	1,729,499	4,640
TOTAL CONTRACTUAL SERVICES	\$1,724,859	\$1,724,859	\$1,729,499	\$4,640
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	11,509,512	11,509,512	11,702,587	193,075
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$11,509,512	\$11,509,512	\$11,702,587	\$193,075
OTHER COSTS				
Insurance and Employee Benefits	-	-	-	-
Extracurricular Purchases	1,112,644	1,112,644	1,401,276	288,632
Other Systemwide Activity	4,240,496	4,240,496	3,485,321	(755,175)
Travel	54,522	54,522	54,522	-
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$5,407,662	\$5,407,662	\$4,941,119	(\$466,543)
FURNITURE & EQUIPMENT				
Equipment	225,230	225,230	3,762,680	3,537,450
Leased Equipment	17,462,070	17,462,070	15,535,656	(1,926,414)
TOTAL FURNITURE & EQUIPMENT	\$17,687,300	\$17,687,300	\$19,298,336	\$1,611,036
GRAND TOTAL AMOUNTS	\$122,336,183	\$122,336,183	\$129,847,974	\$7,511,791

Category 10
Operation of Plant and Equipment
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	9.0000	9.0000	9.0000	-
Business / Operations Admin	15.0000	16.0000	17.0000	1.0000
Professional	-	-	-	-
Supporting Services	1,686.1000	1,685.6000	1,751.6000	66.0000
TOTAL POSITIONS (FTE)	1,710.1000	1,710.6000	1,777.6000	67.0000
POSITIONS DOLLARS				
Administrative	1,208,333	1,208,333	1,208,333	-
Business / Operations Admin	1,645,891	1,725,592	1,827,221	101,629
Professional	-	-	-	-
Supporting Services	83,917,643	83,881,292	86,979,347	3,098,055
TOTAL POSITIONS DOLLARS	\$86,771,867	\$86,815,217	\$90,014,901	\$3,199,684
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	878,003	878,003	3,446,634	2,568,631
Professional Part time	-	-	-	-
Supporting Services Part-time	1,917,654	1,917,654	1,917,654	-
Stipends	-	-	-	-
Substitutes	380,987	380,987	380,987	-
Summer Employment	34,170	34,170	-	(34,170)
TOTAL OTHER SALARIES	\$3,210,814	\$3,210,814	\$5,745,275	\$2,534,461
TOTAL SALARIES & WAGES	\$89,982,681	\$90,026,031	\$95,760,176	\$5,734,145
CONTRACTUAL SERVICES				
Consultants	17,000	17,000	17,000	-
Other Contractual	5,868,214	5,824,864	7,773,253	1,948,389
TOTAL CONTRACTUAL SERVICES	\$5,885,214	\$5,841,864	\$7,790,253	\$1,948,389
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	3,384,684	3,384,684	3,400,119	15,435
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$3,384,684	\$3,384,684	\$3,400,119	\$15,435
OTHER COSTS				
Insurance and Employee Benefits	-	-	-	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	6,475,628	6,475,628	6,890,895	415,267
Travel	78,248	78,248	78,248	-
Utilities	42,890,810	42,890,810	43,459,635	568,825
TOTAL OTHER COSTS	\$49,444,686	\$49,444,686	\$50,428,778	\$984,092
FURNITURE & EQUIPMENT				
Equipment	519,987	519,987	769,987	250,000
Leased Equipment	113,016	113,016	113,016	-
TOTAL FURNITURE & EQUIPMENT	\$633,003	\$633,003	\$883,003	\$250,000
GRAND TOTAL AMOUNTS	\$149,330,268	\$149,330,268	\$158,262,329	\$8,932,061

**Category 11
Maintenance of Plant
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	4.0000	4.0000	4.0000	-
Business / Operations Admin	6.0000	6.0000	6.0000	-
Professional	-	-	-	-
Supporting Services	332.0000	332.0000	329.0000	(3.0000)
TOTAL POSITIONS (FTE)	342.0000	342.0000	339.0000	(3.0000)
POSITIONS DOLLARS				
Administrative	552,611	552,611	552,611	-
Business / Operations Admin	638,486	638,486	638,486	-
Professional	-	-	-	-
Supporting Services	21,059,185	21,059,185	20,920,164	(139,021)
TOTAL POSITIONS DOLLARS	\$22,250,282	\$22,250,282	\$22,111,261	(\$139,021)
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	245,117	245,117	692,069	446,952
Professional Part time	-	-	-	-
Supporting Services Part-time	1,096,485	1,096,485	1,096,485	-
Stipends	-	-	-	-
Substitutes	-	-	-	-
Summer Employment	32,352	32,352	60,522	28,170
TOTAL OTHER SALARIES	\$1,373,954	\$1,373,954	\$1,849,076	\$475,122
TOTAL SALARIES & WAGES	\$23,624,236	\$23,624,236	\$23,960,337	\$336,101
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	5,378,679	5,378,679	5,763,014	384,335
TOTAL CONTRACTUAL SERVICES	\$5,378,679	\$5,378,679	\$5,763,014	\$384,335
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	4,991,341	4,991,341	4,991,341	-
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$4,991,341	\$4,991,341	\$4,991,341	-
OTHER COSTS				
Insurance and Employee Benefits	-	-	-	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	3,868,488	3,868,488	3,868,488	-
Travel	2,552	2,552	2,552	-
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$3,871,040	\$3,871,040	\$3,871,040	-
FURNITURE & EQUIPMENT				
Equipment	491,460	491,460	491,460	-
Leased Equipment	997,112	997,112	997,112	-
TOTAL FURNITURE & EQUIPMENT	\$1,488,572	\$1,488,572	\$1,488,572	-
GRAND TOTAL AMOUNTS	\$39,353,868	\$39,353,868	\$40,074,304	\$720,436

**Category 12
Fixed Charges
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	-	-	-	-
TOTAL POSITIONS (FTE)	-	-	-	-
POSITIONS DOLLARS				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	-	-	-	-
TOTAL POSITIONS DOLLARS	-	-	-	-
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	-	-
Professional Part time	-	-	-	-
Supporting Services Part-time	-	-	-	-
Stipends	-	-	-	-
Substitutes	-	-	-	-
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	-	-	-	-
TOTAL SALARIES & WAGES	-	-	-	-
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	-	-	-	-
TOTAL CONTRACTUAL SERVICES	-	-	-	-
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	-	-	-	-
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	-	-	-	-
OTHER COSTS				
Insurance and Employee Benefits	612,373,492	612,733,447	662,279,781	49,546,334
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	1,288,404	1,288,404	1,288,404	-
Travel	150,000	150,000	150,000	-
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$613,811,896	\$614,171,851	\$663,718,185	\$49,546,334
FURNITURE & EQUIPMENT				
Equipment	-	-	-	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	-	-	-	-
GRAND TOTAL AMOUNTS	\$613,811,896	\$614,171,851	\$663,718,185	\$49,546,334

**Category 14
Community Services
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	2,0000	2,0000	2,0000	-
Supporting Services	3,7500	3,7500	3,7500	-
TOTAL POSITIONS (FTE)	5,7500	5,7500	5,7500	-
POSITIONS DOLLARS				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	243,424	243,424	243,424	-
Supporting Services	186,679	186,679	186,679	-
TOTAL POSITIONS DOLLARS	\$430,103	\$430,103	\$430,103	-
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	101,470	101,470
Professional Part time	-	-	-	-
Supporting Services Part-time	31,676	31,676	86,070	54,394
Stipends	-	-	-	-
Substitutes	3,315	3,315	6,162	2,847
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	\$34,991	\$34,991	\$193,702	\$158,711
TOTAL SALARIES & WAGES	\$465,094	\$465,094	\$623,805	\$158,711
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	337,925	337,925	308,072	(29,853)
TOTAL CONTRACTUAL SERVICES	\$337,925	\$337,925	\$308,072	(\$29,853)
SUPPLIES & MATERIALS				
Instructional Materials	29,282	29,282	7,902	(21,380)
Media	-	-	-	-
Other Supplies and Materials	6,316	6,316	-	(6,316)
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$35,598	\$35,598	\$7,902	(\$27,696)
OTHER COSTS				
Insurance and Employee Benefits	-	-	-	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	128,805	128,805	128,805	-
Travel	4,921	4,921	850	(4,071)
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$133,726	\$133,726	\$129,655	(\$4,071)
FURNITURE & EQUIPMENT				
Equipment	-	-	-	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	-	-	-	-
GRAND TOTAL AMOUNTS	\$972,343	\$972,343	\$1,069,434	\$97,091

Fund 5
Instructional Television Special Revenue Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	1.0000	1.0000	1.0000	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	12,5000	12,5000	12,5000	-
TOTAL POSITIONS (FTE)	13.5000	13.5000	13.5000	-
POSITIONS DOLLARS				
Administrative	154,141	154,141	154,141	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	1,130,774	1,130,774	1,110,047	(20,727)
TOTAL POSITIONS DOLLARS	\$1,284,915	\$1,284,915	\$1,264,188	(\$20,727)
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	-	-
Professional Part time	-	-	-	-
Supporting Services Part-time	20,221	20,221	20,221	-
Stipends	-	-	-	-
Substitutes	-	-	-	-
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	\$20,221	\$20,221	\$20,221	-
TOTAL SALARIES & WAGES	\$1,305,136	\$1,305,136	\$1,284,409	(\$20,727)
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	9,180	9,180	9,180	-
TOTAL CONTRACTUAL SERVICES	\$9,180	\$9,180	\$9,180	-
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	60,526	60,526	81,253	20,727
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$60,526	\$60,526	\$81,253	\$20,727
OTHER COSTS				
Insurance and Employee Benefits	389,033	389,033	389,033	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	4,100	4,100	4,100	-
Travel	1,800	1,800	1,800	-
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$394,933	\$394,933	\$394,933	-
FURNITURE & EQUIPMENT				
Equipment	-	-	-	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	-	-	-	-
GRAND TOTAL AMOUNTS	\$1,769,775	\$1,769,775	\$1,769,775	-

Fund 11
Food Services Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	2.0000	2.0000	1.0000	(1.0000)
Business / Operations Admin	14.0000	14.0000	15.0000	1.0000
Professional	-	-	-	-
Supporting Services	591,5730	591,5730	588,4480	(3,1250)
TOTAL POSITIONS (FTE)	607.5730	607.5730	604.4480	(3.1250)
POSITIONS DOLLARS				
Administrative	244,346	244,346	134,567	(109,779)
Business / Operations Admin	1,253,373	1,253,373	1,447,137	193,764
Professional	-	-	-	-
Supporting Services	24,154,686	24,154,686	24,023,625	(131,061)
TOTAL POSITIONS DOLLARS	\$25,652,405	\$25,652,405	\$25,605,329	(\$47,076)
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	-	-
Professional Part time	-	-	-	-
Supporting Services Part-time	533,843	533,843	544,653	10,810
Stipends	-	-	-	-
Substitutes	350,931	350,931	349,931	(1,000)
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	\$884,774	\$884,774	\$894,584	\$9,810
TOTAL SALARIES & WAGES	\$26,537,179	\$26,537,179	\$26,499,913	(\$37,266)
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	1,708,313	1,708,313	1,717,847	9,534
TOTAL CONTRACTUAL SERVICES	\$1,708,313	\$1,708,313	\$1,717,847	\$9,534
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	20,151,184	20,151,184	21,582,788	1,431,604
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$20,151,184	\$20,151,184	\$21,582,788	\$1,431,604
OTHER COSTS				
Insurance and Employee Benefits	12,482,750	12,482,750	12,562,777	80,027
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	190,202	190,202	216,522	26,320
Travel	85,897	85,897	86,797	900
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$12,758,849	\$12,758,849	\$12,866,096	\$107,247
FURNITURE & EQUIPMENT				
Equipment	202,300	202,300	202,300	-
Leased Equipment	542,155	542,155	542,155	-
TOTAL FURNITURE & EQUIPMENT	\$744,455	\$744,455	\$744,455	-
GRAND TOTAL AMOUNTS	\$61,899,980	\$61,899,980	\$63,411,099	\$1,511,119

Fund 12
Real Estate Management Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	11,0000	11,0000	10,0000	(1,0000)
TOTAL POSITIONS (FTE)	11,0000	11,0000	10,0000	(1,0000)
POSITIONS DOLLARS				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	-	-	-	-
Supporting Services	624,744	624,744	582,399	(42,345)
TOTAL POSITIONS DOLLARS	\$624,744	\$624,744	\$582,399	(\$42,345)
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	-	-
Professional Part time	-	-	-	-
Supporting Services Part-time	67,601	67,601	67,601	-
Stipends	-	-	-	-
Substitutes	-	-	-	-
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	\$67,601	\$67,601	\$67,601	-
TOTAL SALARIES & WAGES	\$692,345	\$692,345	\$650,000	(\$42,345)
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	2,247,405	2,247,405	2,287,405	40,000
TOTAL CONTRACTUAL SERVICES	\$2,247,405	\$2,247,405	\$2,287,405	\$40,000
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	43,304	43,304	103,552	60,248
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$43,304	\$43,304	\$103,552	\$60,248
OTHER COSTS				
Insurance and Employee Benefits	264,444	264,444	246,541	(17,903)
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	1,703,025	1,703,025	1,663,025	(40,000)
Travel	1,993	1,993	1,993	-
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$1,969,462	\$1,969,462	\$1,911,559	(\$57,903)
FURNITURE & EQUIPMENT				
Equipment	4,700	4,700	4,700	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	\$4,700	\$4,700	\$4,700	-
GRAND TOTAL AMOUNTS	\$4,957,216	\$4,957,216	\$4,957,216	-

**Fund 13
Field Trip Fund
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	-	-	-	-
Business / Operations Admin	0.2500	0.2500	0.2500	-
Professional	-	-	-	-
Supporting Services	4.2500	4.2500	4.2500	-
TOTAL POSITIONS (FTE)	4.5000	4.5000	4.5000	-
POSITIONS DOLLARS				
Administrative	-	-	-	-
Business / Operations Admin	22,844	22,844	22,844	-
Professional	-	-	-	-
Supporting Services	305,280	305,280	305,280	-
TOTAL POSITIONS DOLLARS	\$328,124	\$328,124	\$328,124	-
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	-	-
Professional Part time	-	-	-	-
Supporting Services Part-time	1,448,409	1,448,409	1,448,409	-
Stipends	-	-	-	-
Substitutes	-	-	-	-
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	\$1,448,409	\$1,448,409	\$1,448,409	-
TOTAL SALARIES & WAGES	\$1,776,533	\$1,776,533	\$1,776,533	-
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	259,638	259,638	259,638	-
TOTAL CONTRACTUAL SERVICES	\$259,638	\$259,638	\$259,638	-
SUPPLIES & MATERIALS				
Instructional Materials	-	-	-	-
Media	-	-	-	-
Other Supplies and Materials	781,666	781,666	781,666	-
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$781,666	\$781,666	\$781,666	-
OTHER COSTS				
Insurance and Employee Benefits	254,602	254,602	254,602	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	-	-	-	-
Travel	138	138	138	-
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$254,740	\$254,740	\$254,740	-
FURNITURE & EQUIPMENT				
Equipment	1,605	1,605	1,605	-
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	\$1,605	\$1,605	\$1,605	-
GRAND TOTAL AMOUNTS	\$3,074,182	\$3,074,182	\$3,074,182	-

Fund 14
Entrepreneurial Activities Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2022	FY 2022	FY 2023	FY 2023
	BUDGET	CURRENT	BUDGET	CHANGE
POSITIONS (FTE)				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	1,0000	1,0000	1,0000	-
Supporting Services	11,0000	11,0000	11,0000	-
TOTAL POSITIONS (FTE)	12,0000	12,0000	12,0000	-
POSITIONS DOLLARS				
Administrative	-	-	-	-
Business / Operations Admin	-	-	-	-
Professional	135,061	135,061	135,061	-
Supporting Services	790,065	790,065	790,065	-
TOTAL POSITIONS DOLLARS	\$925,126	\$925,126	\$925,126	-
OTHER SALARIES				
Extracurricular Salary	-	-	-	-
Other Non Position Salaries	-	-	-	-
Professional Part time	480,062	480,062	480,062	-
Supporting Services Part-time	45,056	45,056	45,056	-
Stipends	54,241	54,241	54,241	-
Substitutes	-	-	-	-
Summer Employment	-	-	-	-
TOTAL OTHER SALARIES	\$579,359	\$579,359	\$579,359	-
TOTAL SALARIES & WAGES	\$1,504,485	\$1,504,485	\$1,504,485	-
CONTRACTUAL SERVICES				
Consultants	-	-	-	-
Other Contractual	10,246,775	10,246,775	10,246,775	-
TOTAL CONTRACTUAL SERVICES	\$10,246,775	\$10,246,775	\$10,246,775	-
SUPPLIES & MATERIALS				
Instructional Materials	189,738	189,738	189,738	-
Media	-	-	-	-
Other Supplies and Materials	381,655	381,655	381,655	-
Textbooks	-	-	-	-
TOTAL SUPPLIES & MATERIALS	\$571,393	\$571,393	\$571,393	-
OTHER COSTS				
Insurance and Employee Benefits	280,601	280,601	280,601	-
Extracurricular Purchases	-	-	-	-
Other Systemwide Activity	15,799	15,799	15,799	-
Travel	7,785	7,785	7,000	(785)
Utilities	-	-	-	-
TOTAL OTHER COSTS	\$304,185	\$304,185	\$303,400	(785)
FURNITURE & EQUIPMENT				
Equipment	20,000	20,000	20,785	785
Leased Equipment	-	-	-	-
TOTAL FURNITURE & EQUIPMENT	\$20,000	\$20,000	\$20,785	\$785
GRAND TOTAL AMOUNTS	\$12,646,838	\$12,646,838	\$12,646,838	-

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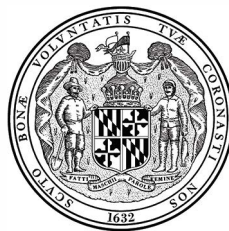
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MARYLAND COMMISSION ON
INNOVATION &
EXCELLENCE IN
EDUCATION

Blueprint for Maryland's Future



Final Report
December 2020

**Maryland Commission on
Innovation & Excellence in Education
Final Report**

**Department of Legislative Services
Office of Policy Analysis
Annapolis, Maryland**

December 2020

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Commission on Innovation and Excellence in Education

William E. Kirwan
Chair

December 22, 2020

The Honorable Lawrence J. Hogan, Jr.
Governor of Maryland

The Honorable Bill Ferguson
President of the Senate

The Honorable Adrienne A. Jones
Speaker of the House

Dear Governor, Mr. President, and Madame Speaker:

On behalf of the Commission on Innovation and Excellence in Education, I am pleased to transmit to you the final report of the Commission on Innovation and Excellence in Education.

The Commission was established pursuant to Chapters 701 and 702 of 2016. While the Commission has a comprehensive charge detailed in the law, in essence our charge has two parts:

- review and recommend any needed changes to update the current education funding formulas (known as the Thornton formulas); and
- make policy recommendations that would enable Maryland's preK-12 system to perform at the level of the best-performing school systems in the world.

In January 2018, the Commission issued a report with its preliminary policy recommendations grouped into five policy areas: (1) early childhood education; (2) high-quality teachers and leaders; (3) college and career readiness pathways, including career and technical education; (4) more resources to ensure all students are successful; and (5) governance and accountability. During the 2018 interim, the Commission determined that in order to finalize its policy recommendations, the cost of those recommendations needed to be evaluated so that they could be properly folded into funding formula recommendations.

The Honorable Lawrence J. Hogan, Jr.
The Honorable Bill Ferguson
The Honorable Adrienne A. Jones
December 22, 2020
Page 2

On January 25, 2019, the Commission issued its Interim Report, which contained the final policy recommendations adopted by the Commission as well as the cost estimates associated with those policy recommendations. Additionally, the Commission identified areas of cost savings that would result from redesigning Maryland's education system to produce a net cost estimate. The Commission also made recommendations for high priority policies and funding to "jump start" their implementation. These recommendations were the basis of Senate Bill 1030 (Chapter 771 of 2019) – Blueprint for Maryland's Future.

The Interim Report also identified the preliminary work of the Commission on revising the funding formulas. However, work remained to finalize the funding formulas. This work was done over the course of summer 2019, drawing upon the expertise of a special workgroup of preK-12 funding experts. The workgroup developed funding formula and policy recommendations to distribute the costs of the funding recommendations between the State and the local governments. The recommendations of the workgroup were presented to the full Commission and adopted by it with some modifications in late fall of 2019. With this action, the work of the Commission was complete. This final report reflects the Commission's final policy and funding recommendations for the State. As you know, these recommendations and proposed funding formulas became the basis for the development of House Bill 1300, Blueprint for Maryland's Future – Implementation, which was amended and passed by the General Assembly during the abbreviated 2020 legislative session but vetoed by Governor Hogan on May 7, 2020.

This final report brings together in a single document a synthesis of the various phases of the Commission's work and serves as a reference to the profound body of work produced by the Commission. We believe this will be an important resource for the State as discussions continue on how the performance of Maryland's schools can rise to the level called for in the original charge to the Commission. We remain convinced that if the State adopts and implements the Commission's recommendations this critically important goal can be achieved. The impact of the COVID-19 pandemic on the education of the State's children has been devastating and has brought even more urgency to the critical need for both the funding and policy reforms recommended by the Commission.

On behalf of my colleagues, I want to express our appreciation for the opportunity to serve the State through the work of the Commission.

Sincerely yours,



William E. Kirwan
Chair

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State Board of Education

The Honorable David R. Brinkley
Secretary of Budget and Management

Dr. Robert L. Caret
Chancellor, University System of Maryland

The Honorable Mary Beth Carozza
Maryland Senate

Dr. Karen M. Couch
Kent County Superintendent of Schools

Mr. Scott E. Dorsey
Chairman/CEO, Merritt Companies

The Honorable Bill Ferguson
Maryland Senate

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Executive Director, Maryland State
Education Association

Mr. Kalman B. Hettleman
Independent Education Analyst and
Advocate

The Honorable Anne R. Kaiser
Maryland House of Delegates

The Honorable Nancy J. King
Maryland Senate

Ms. Elizabeth Ysla Leight
Past President, Maryland PTA

The Honorable Eric G. Luedtke
Maryland House of Delegates

The Honorable Maggie McIntosh
Maryland House of Delegates

Ms. Leslie R. Pellegrino
Chief Financial Officer, Frederick County
Public Schools

The Honorable Paul G. Pinsky
Maryland Senate

Mr. Craig L. Rice
Montgomery County Council

The Honorable Karen B. Salmon
State Superintendent of Schools

Ms. Joy Schaefer
Frederick County Board of Education

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Marc Tucker, President Emeritus, Betsy Brown Ruzzi, and colleagues

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Message from the Chair

The Commission on Innovation and Excellence in Education was created in 2016 as a bi-partisan effort by Governor Lawrence J. Hogan, Jr. and the General Assembly. The Commission was asked to assess the current state of Maryland's PreK-12 education system and the adequacy of its funding formulas *and* to make policy and resource recommendations that would ensure Maryland children achieve at the levels of students in the world's best-performing school systems. The premise for the creation of the Commission and its charge was driven in large part by the widely accepted view that success in today's economy requires a well-educated, highly skilled workforce. The ability of Maryland enterprises, from family farms to medical technology companies, to be competitive requires their access to a workforce with world-class technical expertise and a general education that enables individuals to master ever changing, complex new skills quickly and easily. Moreover, the State's responsibility to make broadly shared prosperity for its citizens possible depends as never before on the ability of its education system and its students to meet world class education standards.

Most of the commissioners began their work assuming that Maryland already had an outstanding education system, but we quickly discovered that data do not support that conclusion. We learned that while Maryland has some fine schools and excellent teachers, it does not have nearly enough of either. Indeed, failing schools exist in every jurisdiction across the State.

The Commission's most troubling findings include the following:

- Maryland students perform at or below the median among the 50 states in the National Assessment of Educational Progress (NAEP) exams, given to fourth and eighth graders in reading and mathematics, among other grades and subjects. Since the same exams are given in every state, they are called the Nation's Report Card and offer the best comparative assessment of student performance among the 50 states. In 2019, the most recent NAEP scores, Maryland ranked 32nd in fourth grade math, 25th in fourth grade reading, 28th in eighth grade math, and 17th in eighth grade reading. Even more troubling, Maryland's scores have fallen significantly over the past decade.
- Maryland is considered a regressive state in terms of school funding, depriving the very populations in greatest need the resources required for success. One respected source of funding equity analysis is the Education Law Center (ELC) at Rutgers University, which conducts periodic surveys measuring the adequacy of states' investment in schools serving high concentrations of poverty in comparison to their investments in wealthier communities. By this measure, ELC ranks Maryland as the 11th most regressive state in the United States.
- Maryland has unacceptably large achievement gaps based on race and income. According to the most recent assessment results from Maryland State Department of Education (MSDE), roughly 50% of white students are deemed proficient in Algebra I upon

high school graduation (a distressingly low number), whereas only 12.5% of Hispanic and 11.4% of African American students achieve at this level. The gaps are similar in English language arts. Roughly 56% of white students but only 24% of African American and Hispanic students achieve the proficiency level by the time they graduate.

- Maryland has severe teacher shortage and retention problems. According to a study by MSDE, roughly half of newly minted teachers leave the profession within the first five years. This means schools cannot build stable faculties and must hire large numbers of teachers with provisional licenses to fill vacant slots. Over 50% of new teachers hired each year come from out of the State. The Commission learned that while salaries are a significant factor, working conditions in the schools also contribute to low retention rates. For too many, teaching is no longer a career path but, instead, a revolving door.
- Only about 40% of Maryland public high school graduates meet the State's college and career readiness standards. Based on this statistic, the Commission members were left to wonder what becomes of the 60% who leave school with inadequate skills to pursue college or a meaningful career. And, what are the implications of these abysmal numbers for Maryland's economy in the decades ahead as the population becomes even more diverse and there is an ever-growing need for a well-trained, highly educated workforce?

Based on these and other findings, the Commission came to the inescapable conclusion that, overall, Maryland's school system performs at a mediocre level in a nation where, based on international assessments, U.S. student performance is falling further and further behind that of students in other advanced economies. The Commission was in unanimous agreement that, if as our charge suggested, the State is serious about developing a school system where students achieve at a level comparable to students in the world's best systems, then a major transformation of the present system is required.

Since its charge asked specifically that it develop policy recommendations and cost estimates so that Maryland schools would perform at the level of the world's best-performing schools, the Commission realized that it had to study in depth the policies and practices of these leading systems. To undertake this effort, the Commission was fortunate to have the National Center for Education and the Economy (NCEE) and its founding president, Marc S. Tucker, as its primary consultant. NCEE is a highly regarded not-for-profit organization that has spent the past 30 years doing comparative analyses of school systems around the world. Through this research, NCEE developed what it calls the "framework" of high-performing systems. With NCEE's support, the Commission conducted a rigorous gap analysis, using NCEE's framework, to compare practices in four high performers (Finland; Shanghai; Singapore; and Ontario, Canada) plus three states (Massachusetts, New Jersey, and New Hampshire) with practices in Maryland.

The Commission studied in depth the policies and practices of these high performers and thought long and hard about how to implement these strategies in Maryland, tailored to the State's needs and context. The Commission became a firm believer that just spending more on education is NOT the answer. Rather, it agreed that new funds must be invested in these strategies, coupled

with a rigorous system of accountability based on faithful implementation of policy recommendations and evidence of continuous improvement in student achievement.

Based on this analysis, the Commission identified five major policy areas that must be addressed if the state is to have a school system comparable to the world's best systems: (1) early childhood development and education; (2) preparation of high quality and diverse teachers and school leaders; (3) rigorous college and career pathways, benchmarked against those in the world's best systems; (4) equitable funding to ensure that all students are successful; and (5) effective governance and accountability.

The Commission then divided into working groups to develop detailed practices to support each of these policy areas. In this effort, the Commission invited representatives of interest groups and others from around the State to offer their ideas on how Maryland could adapt international best practices to the Maryland context. Literally hundreds of Maryland citizens participated in these sessions. The Commission also heard from scores of national experts and benefitted substantially from their expertise. Drawing upon this advice, the Commission developed a detailed, 10-year implementation plan designed to transform Maryland public schools and make it among the world's best.

In its deliberations and final recommendations, a paramount priority for the Commission was the critical need to address the issue of equity in Maryland. Its final policy and resource recommendations were driven by the belief that all students, regardless of family income, race, ethnicity, language spoken, disabilities, or other needs, must have the resources they need for success. In support of this effort, the Commission engaged Dr. Ivory A. Toldson, professor at Howard University, head of the Quality Education for Minorities Foundation, and former head of the White House Initiative on Historically Black Colleges and Universities, to serve as a consultant. He was asked to review initial versions of the report and suggest changes so that the Commission's final recommendations adequately addressed equity in all of its forms. The Commission adopted all 17 of Dr. Toldson's suggested additions and modifications to the interim report.

To complete its work, the Commission had to develop cost estimates, and then new funding formulas, to provide the resources necessary for full implementation of its policy recommendations. In this work, the Commission drew heavily on APA Consulting and one of its principals, Justin Silverstein. It also benefitted from the expertise of the Funding Formula Workgroup, a group of school finance experts in Maryland appointed by the Presiding Officers of the Maryland General Assembly to advise the Commission.

With the completion of the policy recommendations and their cost, the 10-year implementation plan, and new funding formulas to implement the recommendations at the end of 2019, the work of the Commission is complete. In subsequent pages of this report, the final policy recommendations and implementation plan and the new funding formulas are described in detail. Additional information on the development of the policy recommendations and cost to implement

the recommendations can be found in the Commission's *2019 Interim Report*, *2018 Preliminary Report*, and *2018 Technical Supplement* on the [Commission's web page](#).

As Chair of the Commission, I want to express my appreciation to the dedicated members of the Commission who committed countless hours over a three-year period to the work of the Commission; to the talented staff of the Department of Legislative Services, led by Rachel H. Hise; to our able consultants; and to the numerous citizens and experts who provided advice to the Commission. The work of the Commission simply could not have been done without all of them.

The only question that remains is what is to become of the Commission's work. Given the Maryland public school system's deficiencies, as documented by the Commission, the status quo should be acceptable to no one. Moreover, our State's and nation's struggles with COVID-19 and the growing demands for social justice that have occurred in 2020 since the Commission completed its work have only accentuated the need for better, more equitable education in our nation, not just Maryland. These two crises serve to highlight the moral imperative for the kind of transformational policies the Commission has recommended.

Based on reviews of the Commission's work by national PreK-12 experts, there is every reason to expect that if its recommendations are fully implemented, the quality of Maryland's schools would rise to a high level by international standards. As Paul Reville, former head of the Massachusetts school system, the nation's most highly regarded system, said, "If you make this happen, I think Maryland will surely become the nation's education reform and child development leader." For the sake of present and future generations of Maryland's children and its economy, the State needs to "make this happen."

To quote John F. Kennedy, "if not now, when?" Our children should not have to wait any longer for the quality of education they need and deserve.

Sincerely,

A handwritten signature in black ink that reads "WE Kirwan". The letters are cursive and somewhat stylized.

William E. "Brit" Kirwan
December 2020

Blueprint for Maryland's Future: Building a World-class Education System in Maryland

Background

The Commission on Innovation and Excellence in Education was established in 2016 to produce recommendations so that Maryland's schools would perform at the level of the world's best performing school systems. To meet this expectation, the Commission examined the policies and practices of several of the world's top-performing education systems to understand how they attained high levels of achievement and equity and how their policies and practices could be adapted to Maryland's context. The Commission studied in depth every aspect of policy and practice of these high-performing systems to ensure that it understood the keys to excellence and equity in education systems at the scale of a state. Excellence is defined as globally competitive average student performance, with gaps between the best-performing and lowest-performing students no greater than in the countries with the smallest gaps. Equity means ensuring every student, no matter their family income, race, ethnicity or physical, intellectual, and emotional challenges, has the resources to be successful.

For each area of operations of a high-performing education system, the Commission conducted a detailed gap analysis between Maryland policy and practice and the policies and practices in the chosen high-performing systems. The Commission's [2018 Preliminary Report](#) and [Technical Supplement](#) describe the research and gap analyses undertaken by the Commission that led to the policy recommendations. The final recommendations are grouped into five major policy areas: (1) Early Childhood Education; (2) High-quality and Diverse Teachers and Leaders; (3) College and Career Readiness Pathways; (4) More Resources to Ensure All Students Are Successful; and (5) Accountability and Governance. The policy recommendations, and the rationales behind them, are summarized below and are fully described in the Commission's [January 2019 Interim Report](#), including program design assumptions and implementation decisions for each recommendation (referred to as elements).

The Commission's interim report also included the estimated cost of implementing the policy recommendations and proposed a "down payment" of State funding in fiscal 2020 and 2021 to begin to implement high-priority recommendations while the Commission continued to work to finalize its funding recommendations. During the 2019 legislative session, the Governor and General Assembly approved [Chapter 771/Senate Bill 1030 – The Blueprint for Maryland's Future](#), which codified the Commission's policy recommendations as State policy and provided \$612 million in State funding in fiscal 2020 and 2021 to expand full-day prekindergarten (pre-K) for 4-year-olds, fund seed grants for teacher collaboratives, provide an increase in teacher salaries, begin new programs for Transitional Supplemental Instruction and Concentration of Poverty School Grants, increase behavioral health funding, and enhance special education funding. Chapter 771 also extended the time for the Commission to complete its work on funding recommendations to the end of 2019. **Appendix 6** provides a summary of the 2019 Blueprint legislation.

Summary of Final Policy Recommendations

While the Commission's recommendations are grouped by policy area, a fundamental premise of the Commission's work is that the recommendations are interrelated, and Maryland will only see the intended results if they are implemented in tandem. The Commission crafted an implementation strategy that weaves the recommendations together so that over time the entire education system is strengthened, resulting in improved student performance. The additional resources that will be directed to students who need them the most will help to close gaps and expand student access to high-quality educational experiences and opportunities. Investing in family supports and full-day pre-K will greatly increase the proportion of students who come to school ready to learn. A top-notch curriculum, coupled with greater resources and timely interventions and supports for students, plus a highly skilled professional teacher workforce, will ensure that the vast majority of students are on track to be college and career ready by the end of grade 10. The rigorous pathway options that follow in grade 11 and grade 12 will allow students to explore areas of interest and earn industry credentials and college credits before graduation. Overseeing it all, a new independent board will develop a fully integrated, coherent plan for the implementation of the legislation and will hold the various State and local government agencies accountable for doing their part.

Taken together, these actions will dramatically improve the quality of Maryland's education system. The final implementation timeline adopted by the Commission, which reflects the funding recommendations described in the next section, is shown in **Exhibit 1**.

Policy Area 1: Early Childhood Education

The difference between the incomes of the poorest and richest citizens is smaller in all but one of the top-performing jurisdictions studied by the Commission than it is in Maryland. Many students in Maryland live below the poverty line; concentrated poverty is on the rise; and, compared to the other jurisdictions in the Commission study, the resources made available to adults with children are much more limited. In these other countries, governments provide support to families with children that are not based on income; parental leave to take care of children is much more available; and low-cost, high-quality child care is widely provided, as is high-quality, inexpensive early childhood education.

The evidence that these policies have a big effect on children's readiness for school when they first arrive and on their ability to profit from the school curriculum thereafter is overwhelming. The Commission was not empowered to make sweeping recommendations on social policy. However, it did make recommendations on comprehensive social service provision to families living in poverty and on child care and early childhood education that it believes are essential to creating an equitable playing field for low-income children and that begins to approach what is required for these children to have a decent chance of success in school.

Specifically, the Commission recommended:

- a significant expansion of full-day prekindergarten (pre-K), to be free for all low-income 3- and 4-year-olds and available to all other 4-year-olds with fees set at a sliding scale, so that all children have the opportunity to begin kindergarten ready to learn;
- public funding for both public-school based and community-based pre-K programs, with all providers receiving public funding required to meet rigorous quality standards;
- a substantial increase in the supply of early childhood education teachers through tuition assistance and financial support for those pursuing credentials and degrees; and
- an expansion of both Family Support Centers for pre- and post-natal support and Judy Centers for early childhood education and family support; and full funding of the Infants and Toddlers Program to identify early and provide supports to young children with disabilities.

Policy Area 2: High-quality and Diverse Teachers and School Leaders

Ask any parent what makes the biggest difference in the chances of their children and they will tell you it is the quality of their teachers. Sadly, the teaching profession in America, and more specifically in Maryland, is not the high-status profession it is in the world's best-performing school systems. As a result, Maryland and most other states do not attract and retain the high volume of talented teachers that the high performers do. Virtually all of the top performers internationally get their teachers from the top half, some from the top quarter, others from the top 10%, and one from the top 5% of high school graduates. In these countries, future teachers enroll in highly rigorous teacher prep programs and must pass challenging certification exams upon graduation to become a certified teacher.

Most of the top performers offer their teachers pay comparable to the pay of other professionals who are required to get the same amount of education. Teacher pay in Maryland is far below that. The turnover rate in Maryland is much higher than in the top-performing countries, so fewer teachers are around long enough to gain the kind of valuable expertise that comes from experience. The top-performing countries have reorganized schools so that the best teachers lead teams of teachers, mentor new teachers, and research new practices, with teachers going up merit-based career ladders getting more responsibility, authority, status, and compensation as they get better and better at the work. The Commission embraced all these ideas and more that have been proven to attract a diverse group of highly capable high school graduates to teaching and keep them in teaching and to elevate the teaching profession to the status that it deserves.

Specifically, the Commission recommended:

- making teaching a high-status profession by raising the pay and status of teachers, including a performance-based career ladder, a minimum statewide salary, and salaries comparable to similarly educated professionals;
- a substantial increase the rigor of the teacher preparation curriculum with teachers completing a full year clinical experience organized and managed by teacher education and district partnerships;
- a redesign of schools to be places where teachers are treated as professionals with a system of incentives and supports – a career ladder – to continuously improve their professional practice and the performance of their students;
- creation of a leadership development system that prepares school leaders at all levels – State, district and school – to give them the vision, skills, and knowledge they need to implement the recommendations made in the Commission’s report and manage high-performing schools; and
- improved recruiting and professional development efforts to create and sustain a teaching faculty that better reflects the racial and ethnic makeup of the student body.

Policy Area 3: College and Career Readiness Pathways (Including Career and Technical Education)

When the typical Maryland student graduates from high school, that young person leaves school with about two-and-one-half years less education than their peers in a top-performing country. As a practical matter, too many high school graduates go to a college that offers pretty much the same curriculum in the first two years that the top-performing countries offer in high school. The Commission proposed a reorganization of the whole system to create a world-class instruction system that is designed to get the vast majority of Maryland students ready for success in the State’s community colleges by the end of their sophomore year in high school. Students who achieve that standard by the end of grade 10 (or sooner) get to choose the pathway(s) they want to follow after that. Many more Maryland students could choose and would succeed in a demanding college preparation program like Advanced Placement (AP) or International Baccalaureate (IB) or the equivalent program from Cambridge University, any one of which would get them into some of the finest universities in the world. Or, they could choose a program that would enable them to earn a two-year college associate degree while still in high school, at no cost to the student or parents, and be ready to transfer directly into the junior year program at a public university.

Or, they could choose a career and technical education (CTE) program, leading to an industry-certified credential and a skilled position upon graduation. Right now, Maryland counts a high school student as being in its CTE program if that student takes a sequence of

three vocational education courses in their four years in high school. That does not come close to counting as a vocational education program in the top-performing countries. And it is not recognized by most U.S. employers as signifying that the students have the skills needed to begin a rewarding career in carpentry, plumbing, specialty welding, public safety, or computer systems management. The Commission's recommendations create a whole new approach to career and technical education in the State that would have a much bigger role for employers, many more opportunities for students to learn on the job through apprenticeships and work-based experiences, and the creation of a system of skill standards that would make it much easier for students to understand and then get the skills that employers are looking for, skills that lead to exciting and rewarding careers.

Specifically, the Commission recommended:

- establishing an internationally benchmarked curriculum that enables most students to achieve “college- and career-ready” status by the end of grade 10 and then pursue pathways that include IB, AP, or Cambridge diploma programs, early college, and/or a rigorous technical education leading to industry-recognized credentials and high-paying jobs;
- a fully aligned instructional system including curriculum frameworks, syllabi, assessments, clear examples of standard-setting work, and formative assessments to keep students on track;
- setting the College and Career Readiness Standard (CCR) to global standards that certifies that those who reach it have the required literacy in English and mathematics (and when practicable science) to succeed in first-year credit bearing courses in open enrollment postsecondary institutions (mainly community colleges) in the State; and
- creation of a CTE system that produces graduates ready and qualified to work in in-demand fields that will propel Maryland's economic future.

Policy Area 4: More Resources to Ensure that All Students are Successful

The Commission was alarmed and chagrined to discover the magnitude of school funding inequities across the State, inequities that disproportionately impact students from low-income families and racial/ethnic minorities. As a result, the Commission paid special attention to the strategies used by the top-performing countries to greatly reduce the disparity in performance between their highest and lowest achieving students, comparing those strategies at every point to the way the Maryland system works now. Overall, top systems provide more resources to support students who are struggling and falling behind so that all students are successful.

A large fraction of Maryland students, disproportionately low-income students, enter school far behind the others in vocabulary, general knowledge, and the kind of social skills needed to succeed in school. They fall further behind with every year in school. As noted above, other nations provide much more support to families with young children before they begin compulsory education than Maryland does. They also provide more teachers to schools serving low-income students; some provide their best teachers to these schools; they offer full scholarships in university to top high school students who agree to serve in schools serving low-income students for some

years after they become teachers; and they work out teaching methods that enable teachers to find out while a lesson is being taught which students are getting it and which are not and correct course as they teach to help those who have misunderstood the material. If students start to fall behind, they arrange to bring the students in for extra instruction before school, after school, on Saturdays, and in the summer to catch up.

These high-performing school systems do not expect their teachers to teach as many classes a day as Maryland does, but they do expect them to spend more time during the day tutoring students one-on-one who need extra help to keep up, and they team up principals and faculties of schools that are struggling to meet the needs of their students with principals and school faculties that are succeeding with similar students.

On average, the top-performing countries have about half the proportion of their student body in special education than the United States does. That is because they do a much better job than we do of educating their youngest students, children we would be assigning to special education but who, if they are educated well in the beginning, do not need to be assigned to special education. This one feature of their system saves an enormous amount of money and, much more important, results in far better outcomes for the students who now perform the least well.

Lastly, the Commission found that the school finance systems in the top-performing countries are much effective at getting more funds to students who need more resources to ensure they can meet the high standards set for all students. All of these findings and more resulted in recommendations intended to produce a system in our state that is both much fairer than our current system and also far more effective for our low-income and minority students.

Specifically, the Commission recommended:

- broad and sustained new academic, social service, and health supports for students and schools that need them the most;
- increasing funding for special education significantly to improve outcomes;
- additional funding for English Learners (EL) students, including EL family coordinators;
- creating a new program for schools with high concentrations of students living in poverty, in addition to student-based funding through the compensatory education formula. The new Concentration of Poverty School Grants would fund community schools that coordinate needed social services, before- and after-school and summer academic programs, and expanded student access to school-based health services. In addition to a base amount for each school, the amount of additional funding would be based on the concentration of poverty in a school above 55%; and
- establishing a Transitional Supplemental Instruction for Struggling Learners program to provide additional funding for one-on-one and small-group instruction for students who

are not, or are not on track to, reading at grade level by grade 3 (secondarily students who are not proficient in math). These funds are provided over a six-year period, ultimately phasing out as other components of the new education system are implemented, including more time outside the classroom for teachers to provide personalized instruction to students who need additional supports.

Policy Area 5: Governance and Accountability

The commission that preceded the Kirwan Commission, known as the Thornton Commission, asked Maryland taxpayers to substantially increase spending on education in order to improve the outcomes for Maryland students. Unfortunately, while costs increased substantially, sustained increases in student performance did not. The Kirwan Commission was determined not to repeat this result. In the top-performing countries, there is almost always one ministry in charge of functions that, in Maryland, are widely distributed among many units of state government (*e.g.*, Maryland State Department of Education (MSDE), Maryland Higher Education Commission, Department of Labor) and between the State government and local counties and school districts. The task for the Commission was to invent a governmental mechanism for Maryland that would enable the State to coordinate the actions of all of the relevant agencies at both the state and local levels and, at the same time, make sure that the additional money approved to get Maryland students to global standards is used the way it was intended to be used. In short, a mechanism to ensure excellence for all through governance and accountability.

That mechanism is a new Independent Board, to be appointed by the Governor and the General Assembly from nominations made by a nominating committee. The board is intended to be a small entity responsible for developing a detailed implementation plan governing all aspects of the Blueprint for Maryland's Future and then, working with all the relevant agencies, to make sure that they all implement the legislation in ways that are faithful to the legislative intent and the proposals made by the Commission.

Specifically, the Commission recommended creating an Independent Board that has the authority to ensure that the Commission's recommendations are successfully implemented and produce the desired results. This board would:

- develop a comprehensive implementation plan for the Blueprint for Maryland's Future and hold all State and local agencies involved accountable for carrying out their assigned roles;
- monitor and report annually on the status of implementation in schools, districts and agencies across the State, including collecting, analyzing, and reporting disaggregated data on student performance, teacher preparation, and the use of funds to improve outcomes under the Blueprint;
- evaluate the outcomes achieved during the implementation of the Blueprint for Maryland's Future against the goals of the Blueprint and the Commission, particularly in closing

achievement gaps, and annually reporting on whether any changes should be made to ensure adequate resources and measurements for full implementation;

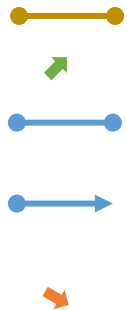
- ensure that the newly created Expert Review Teams administered by MSDE and the new CTE Committee that will conduct school visits understand the degree to which the strategies used by the top performers are being used and make recommendations for improving implementation;
- have the authority to place some new funds for a school or school district in escrow should that school or district not successfully implement the Commission's recommendations or fail to show satisfactory progress in student achievement; and
- contract for an independent evaluation of implementation of the Blueprint for Maryland's Future, assess the State's progress in implementation, and make any recommendations for changes needed to fully implement the Blueprint.

Final Implementation Timeline

The Commission's 2019 interim report included a proposed timeline for implementing the various elements and strategies associated with each of the five policy areas over a 10-year period. With the funding recommendations and phase-in of the funding formulas now completed, the Commission revised the timeline to reflect the flow of funding over the 10-year period for the policy elements and strategies. The final timeline is shown in **Exhibit 1**.

Exhibit 1
Final Timeline for Implementation of the Final Recommendations of the
Commission on Innovation and Excellence in Education

Symbols Key:ⁱ



Planning period
Phase-in period (expand access to and/or funding for the programs, services, or policies described in the recommendation).
The recommendation has reached the target level of implementation, either all at once or at the end of a phase-in period. Continue until a given end date.
The recommendation has reached the target level of implementation, either all at once or at the end of a phase-in period. Continue indefinitely.
Phase-out period (scale back access to and/or funding for the programs, services, or policies described in the recommendation).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
POLICY AREA 1: EARLY CHILDHOOD EDUCATION										
1a. Expand voluntary pre-K to provide free, full-day slots for 4-year-olds below 300% of Federal Poverty Level	↗	↗	↗	↗	↗	↗	—●————→			
1a. Expand voluntary pre-K to provide full-day slots for 4-year-olds between 300-600% of Federal Poverty Level on a sliding scale	—●————●						↗	↗	↗	↗
1a. Expand voluntary pre-K to provide free, full-day slots for 3-year-olds below 300% of Federal Poverty Level (depending on the number of 3-year-olds served each year, full phase-in of 4-year-olds below 300% may be delayed)	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗
1b. Increase funding for existing accreditation, credentialing, and other quality improvement programs by 10% each year and add new tuition assistance programs for prospective and current child care professionals	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
1c. Administer a racially and culturally unbiased assessment to all kindergarteners for diagnostic purposes, training, curriculum development, and early detection of learning challenges										
1d. Create 135 new Judy Centers and 30 new Family Support Centers and increase funding for Maryland Infants and Toddlers Program										
POLICY AREA 2: HIGH-QUALITY AND DIVERSE TEACHERS AND LEADERS										
2a. Fund collaboratives (school systems, teacher preparation programs, unions) to develop and implement rigorous teacher preparation programs and practicums; evaluate efforts in final year										
2b. Require all prospective undergraduate teachers to complete 180-day practicum										
2b. Require competency-based licensure tests of teacher skill to receive State teaching license										
2b. Require more rigorous licensure tests of teacher content knowledge (literacy and subject area tests)										
2c. Expand financial supports for highly skilled and diverse candidates to teach in high-need schools (e.g., Maryland Teaching Fellows Scholarship)										
2e. Launch statewide public relations and communications initiative to rebrand teaching as an attractive career and attract diverse candidates										
2f. Raise teacher pay to make it equitable with other highly trained professionals with the same amount of education										
2g. Implement career ladder for teachers and school leaders with gradual opt-in for existing teachers										

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	
2g. Require all new educators to opt in to teacher career ladder											
2h. Train State, local, and school leaders to enable them to implement the recommendations in the Commission's report											
2i. Increase classroom teachers' and teacher leaders' noninstructional time & for collaboration, tutoring, etc.											
3d. Teachers and leaders should develop and implement approaches for middle and early high school students who are not on track for CCR											
2i. Design training and train teachers and principals on the teacher career & ladder and effective use of collaboration time 3d.											
POLICY AREA 3: COLLEGE AND CAREER READINESS PATHWAYS											
3a. Develop a fully aligned instructional system, including curriculum frameworks, course syllabi, assessments, and clear examples of standard-setting work and formative assessments											
3b. Conduct research to establish and implement a CCR standard set to global standards (determine requirements for success in the first year of open-entry colleges, establish CCR cut scores based on those requirements on the new State test, benchmark the Maryland CCR standard to global standards, and conduct validation study)											
3c. Provide Transitional Supplemental Instruction, including tutoring, for all K-third grade students identified as struggling learners											
3e. For students who reach CCR by the end of grade 10, LEAs to offer access to post-CCR pathways for grade 11 and grade 12 students & 3f. high school graduation requirements if necessary to accommodate these pathway options											

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
3g. For students who do not reach CCR by the end of grade 10, LEAs to develop and provide tailored programs for grade 11 and grade 12 (percent of students not reaching CCR decreases each year) ⁱⁱ	↗	↗	●	→	→	→	→	→	→	→
3h. Establish a CTE Committee with dedicated staff, which will monitor and provide annual reports on the performance of the State CTE system, and a Skills Standards Advisory Committee	●	→	→	→	→	→	→	→	→	→
3i.										
3j. Create a State grant program for LEAs and/or county governments to provide career counseling for middle and high school students on CTE pathway options	●	→	●	●	→	→	→	→	→	→

POLICY AREA 4: MORE RESOURCES TO ENSURE ALL STUDENTS ARE SUCCESSFUL

4a. Add per pupil concentration of poverty weight in addition to compensatory education weight in schools with at least 55% FRPM (per pupil amount increases on sliding scale from 0% of the amount for schools with 55% FRPM to 100% of the amount for schools with 80% or more FPRM)	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	●	→
4a. Provide schools with at least 55% FPRM with funding for a community school coordinator and health services practitioner	↗	↗	↗	↗	↗	↗	●	→	→	→	→	→
4b. Train school staff in all schools to recognize mental health issues as well as other issues related to trauma and coordinate access to needed mental health and other services for students	●	→	→	→	→	→	→	→	→	→	→	→
4b. Provide State funding for MSDE and LEA behavioral health coordinators	●	→	→	→	→	→	→	→	→	→	→	→
4b. Increase and expand school-based health centers	●	→	→	→	→	→	→	→	→	→	→	→
4c. Revise funding formula weight for special education students (increase to placeholder weight until new weight determined)	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	●	→

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
4d. Revise funding formula weight for English learner students (increase to APA-recommended weight plus family liaison position/pupil supports)	➔	➔	➔	●—————→						
4e. Revise funding formula weight for compensatory education formula using FRPM eligibility as the proxy for identifying students. Use the higher of the FRPM count using Direct Certification including Medicaid (when Medicaid data is available), the statutory hold harmless provision (which expires after FY25), or the State Alternative Income Eligibility Form	➔	➔	●—————→							
POLICY AREA 5: GOVERNANCE AND ACCOUNTABILITY										
5a. Create an Independent Oversight Board with dedicated staff to develop a comprehensive plan for implementing the Commission’s recommendations and hold all State and local institutions and agencies involved in that plan accountable. Sunset oversight board at end of implementation period	➔	●—————→								●
5a. Participate in the Program for International Student Assessment (PISA) survey program as State education system conducted every 3 years	●—————→									→
5a. Evaluate implementation of Commission’s recommendations, with design of this evaluation beginning as soon as possible	●—————→			●	●——●	●—————→			●	●——●
5b. Track and report progress of students in each school regarding progress reaching CCR by end of grade 10 and closing achievement gaps	●—————→									→
5b. Establish a system of Expert Review Teams, created by and under responsibility of MSDE and the CTE Committee, to conduct reviews of 3a. approximately 10% of all schools annually (with a focus on low-performing schools) and make recommendations for improving performance	●—————→	●	●—————→							→
5c. Track and report on progress of students in CTE pathways toward achieving industry-recognized credentials and related employment or apprenticeship	●—————→									→

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
5d. Track and report on progress of the State’s teacher preparation programs regarding quality standards of their programs and student outcomes										
5f. Develop, implement, and monitor financial reporting system for school-level spending data collection										

CCR: college and career readiness

CTE: career and technical education

FRPM: free and reduced-price meal

LEA: local education agency

MSDE: Maryland State Department of Education

ⁱ Symbols show implementation of policy recommendations. Funding patterns often, but not always, mirror implementation patterns. In the first column of the table, the number indicates the policy area and the letter indicates the program element as described in the Commission’s Interim report. Not all program elements represented. Does not reflect Year 0 (FY 20).

ⁱⁱ Prior to full implementation of the Commission’s recommendations, students who have not reached CCR may pursue, and LEAs are encouraged to introduce students to, introductory courses in the post-CCR pathways to engage their interest and retain them in school. Once it has been determined that the Commission’s recommendations have been fully implemented, students must reach CCR before beginning a course sequence in a post-CCR pathway. There will be a limited number of special circumstances where the industry sponsors of CTE programs require students to start coursework earlier than grade 10.

Funding Recommendations to Implement the Blueprint for Maryland's Future

With the \$3.8 billion total estimated cost of implementing the Commission's policy recommendations in the *2019 Interim Report*, the Commission's final task is the distribution of the costs between the State and local jurisdictions. Following the 2019 legislative session, the Senate President and House Speaker appointed a workgroup of 12 State and local officials, chaired by Commission Chair Kirwan, to develop funding formula recommendations for the Commission to consider. The Blueprint for Maryland's Future Funding Formula Workgroup (Workgroup) met nine times throughout summer and early fall 2019. **Appendix 5** provides the Workgroup's roster. **Appendix 2** provides the Workgroup's and Commission's meeting dates and **Appendix 3** provides the agenda for each meeting. Meeting materials for each Workgroup and full Commission meeting are posted on the [Commission's website](#).

Working with the Department of Legislative Services (DLS) and Augenblick, Palaich and Associates (APA), with additional assistance from the National Center for Education and the Economy, the Workgroup considered, among others, issues related to enrollment, local wealth, equitable funding, and local effort, as discussed further below. It also determined how the costs to implement the Commission recommendations will be incorporated into existing and new funding formulas and whether costs will be wealth equalized and shared between the State and local jurisdictions or will be distributed as categorical programs funded by the State. DLS and APA presented preliminary formula recommendations on the allocation of costs to the Commission in December 2018; however, these figures were further reviewed and modified by DLS and APA staff and presented to the Workgroup for consideration during summer and early fall 2019.

The Workgroup presented its recommendations to the Commission in October 2019. The Commission reviewed the Workgroup's proposal over several meetings, including a public hearing. The Commission adopted the Workgroup's proposal with minor adjustments in November 2019. The final Commission vote is shown in **Appendix 1**.

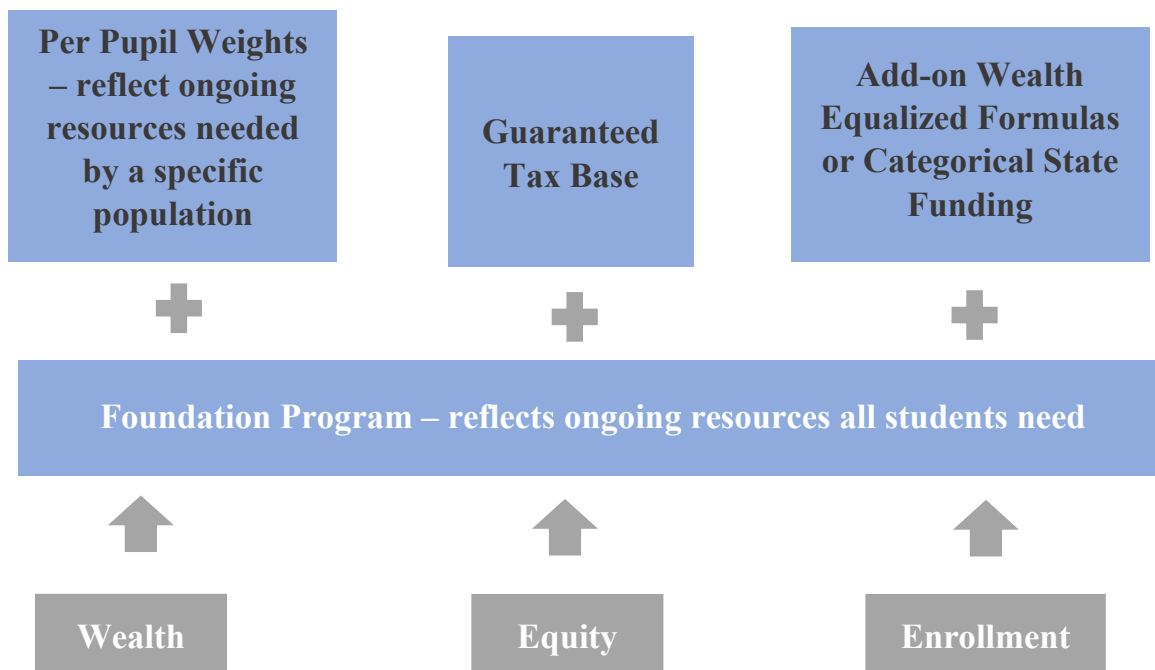
Funding Formula Considerations

Over the course of the Commission's three years of work, as a key part of the Commission's charge, the Commission reviewed and considered APA's recommendations in the *Study of Adequacy of Education Funding* that was completed in November 2016. The study was required by State law as a follow-up to the 2001 adequacy study conducted for the Commission on Education Finance, Equity, and Excellence (Thornton Commission), which formed the basis of the 2002 Bridge to Excellence in Public Education Act (Chapter 288) and the State's current funding formulas. The Bridge to Excellence legislation rewrote the State's education finance system based on the concept of "adequacy" – an empirical estimate of the amount of funding that schools and school systems would need in order to obtain the resources they need to reasonably expect that students can meet the State's academic performance standards. At the time that the

legislation was enacted, Maryland was one of the first states to adopt funding formulas based on adequacy.

The 2016 adequacy study recommended keeping the basic structure of the school finance system in Maryland, with adjustments to the base (Foundation) per pupil amount and the three targeted formulas that apply weights to the base, plus changes to calculating enrollment, regional cost differences, and local wealth. The Commission adopted APA's recommendation to keep the basic structure of the funding formulas, as shown in **Exhibit 2**. The results of the 2016 adequacy study were used as a baseline to determine the new per pupil weights for the targeted formulas and were also used to determine increases in the per pupil Foundation amount that were not directly related to or part of the estimated costs to implement the Commission's policy recommendations. The Commission also considered APA's recommendations regarding enrollment, regional cost differences, equity, and local wealth. These funding pieces are discussed in greater detail further below.

Exhibit 2
Funding Formula Framework



In essence, the Commission is using a blended approach to determine adequate funding for Maryland students to achieve a world-class education. Chapter 4 of the Commission's *2017 Preliminary Report* includes a full description of APA's adequacy study recommendations

as well as the other reports that were required, and Exhibit 4.1 of the preliminary report has links to each APA report. The full adequacy study is also posted on the Commission's website.

Funding adequacy cannot be examined without considering funding equity. The Commission also considered equitable funding, which aims to distribute State funds so that each child has a substantially similar opportunity to meet performance standards regardless of where they live. Wealth equalization is a means of equitably distributing aid based on the relative wealth of each school system on a per student basis. Wealth-equalized formulas have a State share and a local share. The State provides more aid per pupil to school systems in the less wealthy jurisdictions and less aid per pupil to school systems in the more wealthy jurisdictions. Under current law, the State must fund the State share of every formula, but local jurisdictions are only required to fund the local share of the Foundation Program (and teachers' retirement). The Commission determined that this is one of the primary reasons that Maryland's school finance system is considered regressive based on several national reports. Regressive funding means that school systems with *more students* who need additional resources to be successful receive *less funding* (State and local) per student than school systems in the State with fewer students who need additional resources. This is addressed in the Workgroup's recommendations adopted by the Commission and discussed further below.

The Commission identified many of the issues and decision points that needed to be considered by the Funding Formula Workgroup in making funding formula recommendations to the Commission. These are discussed below as context for the Workgroup's recommendations to the Commission. The Workgroup's recommendations were adopted with minor changes, which will be noted where applicable. For further information on how the State education aid formulas are calculated under current law, please see *Volume IX Education in Maryland* in the Maryland General Assembly Legislative Handbook series, Chapter 3.

Summary of Funding Formula Recommendations

The Workgroup proposed a funding plan that fully phases in the Commission's policy recommendations over a 10-year period (fiscal 2021 to 2030). The Commission adopted the Workgroup's proposal with minor changes related to National Board Certification assumptions. The Commission also approved the fiscal 2025-2030 phase-in of the formula funding and categorical funding, building off the Workgroup's proposed phase-in for fiscal 2021 through 2024. As shown in **Exhibit 3**, proposed overall direct State education aid will exceed \$10.2 billion in fiscal 2030, \$2.8 billion, or 37%, more than under current law. (Direct aid does not include retirement.) The funding plan includes projected inflation adjustments during the phase-in period. Every school system in the State will receive significantly more than under current law over the next decade. In addition, an important consideration of the phase-in plan is that each school system will receive more State funding annually based on the fall 2019 projection model.

Exhibit 3
Recommended Direct State Aid and Local Funding in Fiscal 2030
(\$ in Millions)

	Change in Direct State Aid ¹				Change in Local Appropriations ²			
	Current Law FY 2030	Proposed FY 2030	Difference	% Diff.	Current Law FY 2030	Proposed FY 2030	Difference	% Diff.
Allegany	\$108.3	\$150.5	\$42.2	39%	\$38.3	\$38.3	\$0.0	0%
Anne Arundel	509.5	683.0	173.5	34%	895.6	991.5	95.9	11%
Baltimore City	873.4	1,381.6	508.2	58%	331.8	661.2	329.4	99%
Baltimore	929.4	1,278.7	349.3	38%	993.0	1,081.4	88.4	9%
Calvert	107.6	145.2	37.6	35%	167.8	167.8	0.0	0%
Caroline	72.9	93.6	20.7	28%	18.5	23.7	5.2	28%
Carroll	157.2	212.0	54.8	35%	246.4	246.4	0.0	0%
Cecil	124.3	174.0	49.7	40%	102.9	116.9	14.0	14%
Charles	249.4	325.3	75.9	30%	254.7	254.7	0.0	0%
Dorchester	70.1	95.6	25.5	36%	26.1	26.9	0.9	3%
Frederick	327.8	442.0	114.2	35%	343.9	350.2	6.3	2%
Garrett	28.8	36.7	7.8	27%	38.9	40.5	1.5	4%
Harford	259.0	369.3	110.3	43%	302.2	311.4	9.2	3%
Howard	400.8	543.1	142.3	36%	787.1	787.1	0.0	0%
Kent	11.8	14.1	2.3	20%	21.1	29.6	8.5	40%
Montgomery	984.2	1,221.8	237.6	24%	1,945.5	2,206.6	261.1	13%
Prince George's	1,478.3	2,043.4	565.2	38%	952.7	1,313.6	360.9	38%
Queen Anne's	48.6	62.9	14.3	29%	77.6	77.6	0.0	0%
St. Mary's	152.2	203.8	51.6	34%	138.2	138.2	0.0	0%
Somerset	45.9	67.7	21.8	47%	12.9	12.9	0.0	0%
Talbot	19.2	24.5	5.3	28%	53.7	74.8	21.0	39%
Washington	237.3	324.1	86.8	37%	130.8	136.7	5.9	5%
Wicomico	193.3	268.6	75.3	39%	58.1	67.5	9.4	16%
Worcester	25.1	32.8	7.8	31%	113.7	118.9	5.2	5%
Unallocated	64.1	51.2	-13.0	-20%	0.0	0.0	0.0	n/a
	\$7,478.6	\$10,245.3	\$2,766.6	37%	\$8,051.4	\$9,274.4	\$1,223.0	15%

¹ Direct aid does not include teachers' retirement or additional State-funded categorical programs recommended by the Commission.

² Based on Department of Legislative Services projections of local appropriations under current law and the proposed required local share.

Source: Department of Legislative Services

Exhibit 3 also shows the projected 15% increase in local funding for school systems under the Commission's recommendations by county. Most counties (16) have projected amounts above zero, meaning they will need to increase local funding for their school system by that amount in fiscal 2030. Estimated annual changes in State direct aid and local funding by school system for fiscal 2022 through 2030 are provided in **Appendices 7 and 8**. Specific recommendations related to the distribution of State direct aid and local funding requirements are discussed in detail below.

Funds Dedicated to Blueprint for Maryland's Future

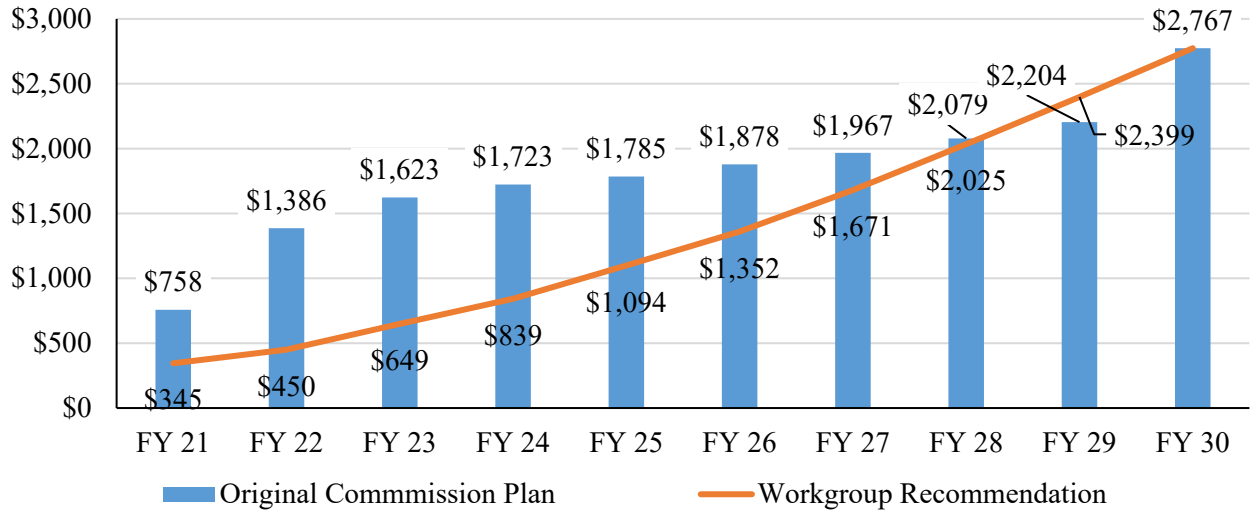
Chapter 771 of 2019 (2019 Blueprint for Maryland's Future legislation) provided start-up funding in fiscal 2020 and 2021 to begin implementing the Commission's policy recommendations. It also dedicated additional funds to the Blueprint for Maryland's Future Fund. In addition to the \$200 million that the General Assembly dedicated to the Blueprint for Maryland's Future Fund from increased State income tax revenues due to the Federal Jobs and Tax Cut of 2018, Chapter 771 dedicated sales tax revenues received from marketplace facilitators and third-party online sellers above the first \$100 million each year to the Blueprint Fund.

The proposed increases in the funding formulas and new funding formulas are aligned with the 2019 Blueprint legislation and the Commission's policy recommendations. The Workgroup incorporated the start-up funding provided in the 2019 Blueprint legislation into its funding recommendations beginning in fiscal 2022. In the first years of implementation, the amount of enhancement funding is generally aligned with the funding contemplated in the 2019 Blueprint legislation. The estimated Blueprint Fund revenues (as of the September 2019 Board of Revenue Estimates) are sufficient to fully fund the State cost of implementing the proposal for several years. The new funds are intended to be used to support implementation of the Commission's policy recommendations, regardless of whether they are distributed via formula or categorical (State-funded) programs

Modified Phase-in Schedule

The 2019 Blueprint legislation also included a request that the Commission develop a funding implementation schedule that is as even as practicable over the phase-in period. Under the Workgroup proposal, State education aid will grow at an annual rate of about 5.6% over the 10 years, which is designed to ensure the sustainability of the Commission's recommendations while more than doubling the projected current law annual *growth* in State aid. This is a slower pace than the Commission had originally proposed in the 2019 Interim Report, as shown in **Exhibit 4**.

Exhibit 4
State Education Aid – Phase-in of Additional Recommended Funding
(\$ in Millions)



Source: Department of Legislative Services

The Commission’s original plan front-loaded the phase-in, with over 60% of the full funding provided by fiscal 2024. Under the Workgroup recommendation, State aid grows at a slower pace (5.1%) in fiscal 2022 through 2024, reaching 30% of full funding in fiscal 2024. This will allow sufficient time for the State and local school systems to develop the necessary plans and systems recommended by the Commission to ensure the faithful implementation of the recommendations and use of funds for those purposes. These include the development and approval of local implementation plans and State agency implementation plans; standing up a new State accountability entity; procurement of a statewide, school-level financial reporting system; and establishment of expert review teams, among other things. Larger increases are provided in later years as funding accelerates to implement new programs, including Concentration of Poverty School Grants and Teacher Career Ladder Funding, and to increase per pupil funding in the Foundation Program and per pupil targeted formulas for special populations.

Under the proposal, fiscal 2021 is a transition year with new education formulas going into effect beginning with fiscal 2022. For fiscal 2021, in addition to the continuation of the programs funded in the 2019 Blueprint legislation, the Workgroup and Commission proposed allocating \$58 million in available Blueprint funding for specific purposes, including college and career readiness (CCR), post-CCR pathways including career and technical education (CTE), and teacher supplies and technology.

Proposed Direct State Aid Formulas

Exhibit 5 shows the proposed change in funding for direct State aid formulas in fiscal 2030 for each formula. **Appendix 9** shows these amounts by local school system for fiscal 2030 compared to current law. In some cases, funding is eliminated as the formulas are being phased out. Further explanation of the Workgroup and Commission recommendations for the funding formulas is provided below.

Exhibit 5 Direct Education State Aid in Fiscal 2030 by Program (\$ in Millions)

	Current		Difference	
	Law	Proposal	\$	%
Foundation	\$4,018.4	\$5,083.2	\$1,064.8	26%
Foundation Special Grants	0.0	0.0	0.0	
Net Taxable Income and Tax Increment Financing Add-on Grants	78.2	0.0	-78.2	-100%
Supplemental Grants	46.6	0.0	-46.6	-100%
Regional Cost of Education Index	186.1	186.1	0.0	0%
Guaranteed Tax Base	45.8	37.8	-8.0	-17%
Compensatory Education	1,682.9	1,628.8	-54.1	-3%
Concentration of Poverty ¹	0.0	731.0	731.0	n/a
Special Education	383.3	561.3	178.0	46%
English Language Learners	441.0	494.3	53.3	12%
Full-day Prekindergarten	26.6	555.6	529.0	1985%
Teacher Career Ladder	0.0	366.0	366.0	n/a
Post-college and Career Readiness Pathways	0.0	25.9	25.9	n/a
Nonpublic Placements ²	118.9	118.9	0.0	0%
Transportation ²	359.8	359.8	0.0	0%
Other ²	90.9	96.5	5.6	6%
Total	\$7,478.6	\$10,245.3	\$2,766.6	37%

n/a: not applicable

¹ Reflects the State paying the local share of Concentration of Poverty for counties that do not benefit from the Compensatory Education funding floor.

² Not part of Commission funding formula recommendations.

Note: Does not include teachers' retirement funding or State funded categorical programs recommended by the Commission.

Source: Department of Legislative Services

Foundation Program

The per pupil foundation amount to be used in the Foundation formula as well as the phase-in schedule must be determined. To that end, the Commission's recommended policy

elements and costs that will be included in the foundation amount need to be finalized. Commission staff and APA presented preliminary allocations and per pupil foundation amounts to the Commission in December 2018 for modeling purposes, which were further reviewed by DLS and APA with revised figures presented to the Workgroup in summer and fall 2019.

The Foundation Program, the largest State general education aid program for public schools, accounts for nearly half of State education aid. For each school system, a formula determines the State and local shares of a minimum per pupil funding level, or “foundation.” The total cost of the Foundation Program, which equals the per pupil foundation amount times the full-time equivalent (FTE) count, is shared equally by the local governments and the State. However, as a wealth-equalized formula, the State provides more aid per pupil to school systems in the less wealthy jurisdictions and less aid per pupil to school systems in the more wealthy jurisdictions.

The State has used some type of base funding approach since 1922 to equalize funding and provide a minimum level of support for school systems. Since fiscal 2004, the per pupil funding level in the Foundation Program is based on an estimate of the “adequate” amount of funding that is needed to provide resources sufficient for the “average” student (*i.e.*, one without any supplemental needs) to meet State standards. Since the target per pupil foundation amount recommended by the Thornton Commission was reached in fiscal 2008, the per pupil amount is adjusted each year to reflect inflationary increases, although the State has limited inflationary increases in some years due to budget constraints

The Workgroup recommended increasing the current per pupil funding formulas for the Foundation Program and the three targeted formulas. For the Foundation or base amount, which is intended to include general education funding for every student, the Workgroup specifically recommended including funding for specific Commission policy recommendations as shown in **Exhibit 6**. Funds for the principal career ladder and behavioral health coordinators are also included in the foundation amount, as well as the base CCR funding amount and additional funding for career counseling to be provided for every student. In addition, APA recommendations related to increasing funds for school maintenance and operations and teacher supplies and technology are included.

The Commission estimated that professional development and central office cost savings will result from its recommendations to provide more collaborative time for teachers and as implementation of the career ladders provide for more effective school leadership. Accordingly, the Workgroup also recommended adjusting the Foundation amount to account for these savings. The Workgroup also recommended adjusting the Foundation amount for cost savings that the Commission estimated related to professional development and central office administrative costs as the Commission’s policy recommendations to provide more collaborative time for teachers and implementation of the career ladders provide for more effective school leadership. Once the full proposed Foundation amount is phased in by fiscal 2030, which includes the projected increase in annual inflation, the per pupil Foundation amount will be adjusted each year using the current law inflation adjustment, which is the lesser of the increase in the Washington-Metro Consumer Price Index (CPI) for the second prior fiscal year or the implicit price deflator for State and local

government expenditures for the second prior fiscal year, capped at 5%. (The Commission was charged with recommending changes to the inflation adjustment for State education aid formulas. This reflects the Commission’s recommendation, discussed in Chapter 5 of the *2019 Interim Report* and codified in Chapter 771 of 2019, to use the Washington CPI.)

Exhibit 6
Proposed Per Pupil Foundation Amount

Current Base in Fiscal 2020 Dollars	\$7,244
Additions	
Increased Teacher Salary (Does Not Include Career Ladder)	\$617
Cost of Teacher Collaborative Time	1,151
Principal Career Ladder	8
Behavioral Health Increase	4
College and Career Ready (CCR)/Non-CCR Base ¹	\$73
Career Counseling ²	58
Maintenance and Operations Increase	97
Supplies and Materials for New Teachers	6
Cost Savings	
Professional Development	\$44
Central Office	63
New Base Fiscal 2020 Dollars	\$9,150
Inflation Rate to Fiscal 2030	\$23.77%
Current Base Inflated to Fiscal 2030 Dollars	\$8,966
New Base Inflated to Fiscal 2030 Dollars	\$11,326

¹Equivalent of \$500 for every student in grade 11 and grade 12.

²Equivalent of one career counselor in every middle school/high school based on median school sizes.

Note: Numbers may not sum due to rounding.

Source: Augenblick, Palaich and Associates; Department of Legislative Services

Per Pupil Weights for Targeted Formulas

Once the per pupil foundation amount is determined, then the amount of per student funding needed to provide the additional resources, over and above the base cost, to reasonably assume that students could achieve State standards must be calculated. The weights are expressed as a percentage of the per pupil foundation amount, with total formula funding calculated based

on each school system’s enrollments of compensatory education, English Learner, and special education students.

For the three targeted formulas, which provide additional funding expressed as a proportion of the per pupil foundation amount for students at risk of not succeeding in school, the Workgroup converted the Commission’s estimated costs to implement its recommendations for compensatory education, English Learner, and special education into per pupil funding amounts. These recommendations were based on APA’s recommendations from the 2016 adequacy study, except for special education, with modifications as recommended by the Commission, and are fully described in the Commission’s *2019 Interim Report* for Policy Area 4. Funds for salary increases for teachers in these three areas were also added to the per pupil amount. The per pupil amounts were then converted to weights, and adjusted for inflation through fiscal 2030, as shown in **Exhibit 7**.

Exhibit 7
Recommended Per Pupil Weights

Compensatory Education

	<u>Compensatory Education</u>	<u>English Learners</u>
Additional Funding Per Student in Fiscal 2020 Dollars	\$6,361	\$7,740
Teacher Salary Increase Only*	\$378	\$191
New Per Student Funding in Fiscal 2020 Dollars	\$6,739	\$7,931
Weight on Recommended Base	0.74	0.87
Inflation Rate to Fiscal 2030	23.77%	23.77%
New Student Funding Inflated to Fiscal 2030 Dollars	\$8,341	\$9,816

*Teacher Career Ladder moved to separate formula

Special Education

Placeholder Per Student in Fiscal 2020 Dollars	\$13,619
Weight on Recommended Base	1.49
Inflation Rate to Fiscal 2030	23.77%
Placeholder Per Student Inflated to Fiscal 2030 Dollars	\$16,856

Source: Augenblick, Palaich and Associates; Department of Legislative Services

For compensatory education and English Learner, the Workgroup recommended changes to the Commission's 2019 interim recommendations related to the overlap between students who are eligible for both compensatory education and English Learner. The Commission had recommended increasing the English Learner weight to incorporate a prorated amount of funding (approximately 75% of English Learner students are also free and reduced-price meal (FRPM) eligible) for additional supports needed related to living in poverty as a way to address concerns that both documented and undocumented students may choose not to be counted as FRPM due to federal laws. However, after further examination, the Workgroup found that adjustment was not sufficient to address the concerns. Thus, the Workgroup recommended keeping separate weights based on FRPM eligibility and English language proficiency. This means the English Learner weight is lower than the Commission had initially recommended, but the count for FRPM and English Learner will be a duplicated count, meaning that students who qualify as FRPM and English Learner eligible will be counted in both formulas. The Commission's additional recommendations related to compensatory education proxy and FRPM count are discussed below.

For special education, the Commission recommended significantly more per pupil funding than APA recommended based on the amount of State and local funding that school systems were spending in fiscal 2015 for special education students, which was then inflated to fiscal 2020 and 2030 dollars. This weight is intended to be a placeholder until the special education study completed by WestEd in December 2019 can be fully reviewed and analyzed, and any changes in special education funding that may be appropriate are adopted by the Governor and General Assembly.

Proposed New Funding Formulas

The Commission also recommended new wealth-equalized formulas to implement several policy recommendations. These include several programs established in the 2019 Blueprint legislation, including the Concentration of Poverty School Grant and Transitional Supplemental Instruction (TSI). The 2019 Blueprint programs provide the State share (50%) of the total estimated cost for the programs and did not require local funding in fiscal 2020 and 2021. Under the Workgroup's proposal, these programs become wealth-equalized formulas with a State share and a local share. **Exhibit 8** shows the proposed total (State and local) personnel grant and per pupil funding grant for the Concentration of Poverty School Grant Program.

Exhibit 8
Proposed Concentration of Poverty School Grants

Fiscal 2020 Dollars

All schools with 55% or more concentration of poverty based on free and reduced-price meal (FRPM)¹ enrollment receive a personnel grant that funds a community school coordinator and a health practitioner.

Community School Coordinator	\$106,898
Health Services Practitioner	\$141,865

Schools above 55% concentration of poverty also receive per pupil funding on a sliding scale.

<u>Concentration</u>	<u>Per FRPM Pupil²</u>
55% FRPM	\$0
60% FRPM	653
65% FRPM	1,306
70% FRPM	1,959
75% FRPM	2,612
80% FRPM and above	3,265

Fiscal 2030 Dollars

Staffing

Community School Coordinator	\$132,308
Health Services Practitioner	\$175,586

<u>Concentration</u>	<u>Per FRPM Pupil²</u>
55% FRPM	\$0
60% FRPM	808
65% FRPM	1,617
70% FRPM	2,425
75% FRPM	3,233
80% FRPM and above	4,041

¹ The rolling three-year average FRPM concentration of poverty in each eligible school will be used to determine eligibility for this grant.

² The per pupil grant provides additional funding for *every* student in the school, which is then adjusted to a per FRPM amount. Amounts shown reflect the per pupil amount at that exact % FRPM; the per pupil formula uses a sliding scale that calculates a different per pupil amount for each percentage FRPM between 55% and 80% FRPM.

Source: Augenblick, Palaich and Associates; Department of Legislative Services

In addition to TSI, other new formulas are proposed for the Teacher Career Ladder and post-CCR pathways. The per pupil amount for each of these formulas is shown in **Exhibit 9**, for comparison with the other proposed formulas. However, the Workgroup proposed separate formulas based on a subset of the population for these formulas. For TSI, total funding is calculated based on the number of students in each school system who are not proficient in English Language Arts in kindergarten through grade 3 multiplied by an amount estimated to provide 1 full-time equivalent tutor for every 80 students who require supplemental instruction and 1 tutor coordinator for every 11 tutors, after adjusting for students receiving special education services and tutoring resources available through compensatory education. Post-CCR pathways funding is calculated based on the number of grade 11 and grade 12 students who are CCR in each school system times \$500. Finally, Teacher Career Ladder funding is to be based on the number of teachers who are National Board Certified in each school system.

Exhibit 9
Per Pupil Funding For New Wealth-equalized Targeted Formulas

All Students Fiscal 2020

Teacher Career Ladder	\$660
Post-CCR Pathways	\$47
Transitional Supplemental Instruction	\$100
Inflation Rate to Fiscal 2030	23.77%

All Students Fiscal 2030

Teacher Career Ladder	\$817
Post-CCR Pathways	\$58
Transitional Supplemental Instruction*	

CCR: college and career readiness

*No amount is shown in fiscal 2030 for Transitional Supplemental Instruction because the program phases out by fiscal 2027 as teacher collaborative time phases in and more teachers are available to provide supplemental instruction to students.

Source: Augenblick, Palaich and Associates; Department of Legislative Services

Full-day Prekindergarten

Total per student funding for full-day prekindergarten students (3- and 4-year-olds) was estimated based on the cost of quality per student determined by the Commission as described in the *2019 Interim Report*. After adjusting for inflation through fiscal 2030 and adding the cost of

increased teacher salaries and additional collaborative time for prekindergarten teachers proposed by the Commission for all teachers, the fiscal 2030 per student funding level is about \$19,500, as shown in **Exhibit 10**. This represents the total funding, including State share, local share, and family share (where applicable). The Commission recommended that full-day prekindergarten should have no family share for low-income 3- and 4-year-olds, with a sliding scale for 4-year-olds up to 600% of federal poverty level. Families with income over 600% of the federal poverty level (approximately \$150,000 for a family of four) will be responsible for the full cost.

Exhibit 10
Full-day Prekindergarten

Cost of Quality Per Student (Fiscal 2020 Dollars)	\$12,804
Additions	
Increased Salary and Staff	\$2,972
New Cost of Quality Per Student (Fiscal 2020 Dollars)	\$15,776
Inflation Rate to Fiscal 2030	23.77%
New Cost of Quality Per Student (Fiscal 2030 Dollars)	\$19,526

Source: Augenblick, Palaich and Associates; Department of Legislative Services

Comparison of Per Pupil Funding

Overall, as shown in **Exhibit 11**, the per pupil foundation amount increases \$2,360 per student or 26% over current law (in fiscal 2030 dollars) when fully phased in by fiscal 2030. For students in schools with less than 55% concentration of poverty, per student compensatory education funding increases about \$2,000, or 11%; that amount increases to nearly \$5,300, or 30% when combined with new grants for schools with 80% or more concentration of poverty. Funding for English learners increases by about \$3,300 per student or 18%. As discussed above, per pupil funding for special education students increases significantly, by over \$12,500 per student or 81%.

Exhibit 11
Comparison of Per Pupil Foundation and Targeted Funding
Fiscal 2030 Dollars

	<u>Foundation Student</u>	<u>0-55% FRPM*</u>	<u>70% FRPM*</u>	<u>80% FRPM*</u>	<u>English Learners</u>	<u>Special Education</u>
Current Law	\$8,966	\$17,663	\$17,663	\$17,663	\$17,842	\$15,601
Proposed	\$11,326	\$19,667	\$21,626	\$22,932	\$21,142	\$28,182
Dollar Difference	\$2,360	\$2,004	\$3,963	\$5,269	\$3,299	\$12,581
Percent Difference	26%	11%	22%	30%	18%	81%

FRPM: free and reduced-price meal

*Current law includes compensatory education funding only; proposed amount includes concentration of poverty per pupil funding based on percentage of FRPM students above 55%.

Source: Augenblick, Palaich, and Associates; Department of Legislative Services

Funding Formula Phase-in: Fiscal 2021 through 2024

As the transition year, fiscal 2021 recommendations continue to fund the programs created in the 2019 Blueprint legislation and funded in fiscal 2020, including Concentration of Poverty School Grants (discussed further below). In addition, the Commission is proposing that the State fund the State share of base funding for CCR and also fund the State and local share of incentive funds for each grade 11 and grade 12 student in a post-CCR/CTE pathway. Additional funding is provided for teacher supplies and technology totaling \$83 per teacher in fiscal 2021. Funding for a mental health services coordinator in every school system is provided beginning in fiscal 2020. TSI grows from \$23 million in fiscal 2020 and 2021 to \$46 million by fiscal 2023, a funding level closely aligned with the Commission’s recommendations. **Appendix 10** shows the fiscal 2021 recommended funding by school system.

Funding provided for CCR (base), teacher supplies and technology, teacher salary increases, and mental health services coordinator in fiscal 2021 are added to the Foundation per pupil amount beginning in fiscal 2022. Enhancements to the Foundation amount in fiscal 2022, 2023, and 2024 will fund mid-year teacher salary increases of 3%, 2%, and 2%, respectively. This is in addition to the 3% teacher salary increase funded in fiscal 2020, to bring the total increase to 10%.

Funding for English learner (\$60 million) and special education students (\$106.5 million) also increases significantly by fiscal 2024. Additional funding is provided for full-day prekindergarten for low-income 4-year-olds totaling \$52.9 million in fiscal 2020 and \$95.9 million

in fiscal 2024. Funds are provided in fiscal 2024 to provide at least one career counselor in every middle school and high school in the State.

The proposal assumes that the Guaranteed Tax Base formula remains as in current law. The tax increment financing (TIF) add-on grant is eliminated in fiscal 2022, due to the incorporation of the TIF adjustment in the local wealth calculation beginning in fiscal 2022. Supplemental grants are retained for fiscal 2022 through 2024. A portion of funding for counties that benefit from using September net taxable income (NTI) is also retained in those years. These funds are combined into Transition Grants, which will be phased out beginning in fiscal 2025. The phase-out of the Transition Grants ensures that every school system will receive year-over-year growth in education aid from fiscal 2022 through 2024.

Concentration of Poverty Schools will remain eligible for the two positions (community school coordinator and full-time health care coverage) provided under the grants established in the 2019 Blueprint legislation for three years, regardless of whether they meet the concentration of poverty threshold. The additional per pupil funding for wraparound services will be calculated using the rolling three-year average concentration of poverty in each eligible school. The State's total investment in funding for schools with concentrations of students eligible for FRPM will rise from \$58.7 million in fiscal 2021 to \$180.7 million by fiscal 2024. This funding level will support the hiring of staff in all schools above the 70% threshold and will provide additional per pupil funding for wraparound services for all schools above the 75% threshold.

Funding Formula Phase-in: Fiscal 2025 through 2030

The Commission adopted a phase-in schedule for the formulas in fiscal 2025 through 2030 that is built off the fiscal 2024 priorities identified by the Blueprint for Maryland's Future Funding Formula Workgroup using even annual incremental increases for each formula to reach full implementation no later than fiscal 2030. Every school system will receive more than they would receive under current law in fiscal 2025 through 2030, and each school system will receive per pupil funding growth annually.

Foundation funding incremental increases in fiscal 2025 through 2030 include new funds to provide 25% more collaborative time for classroom teachers during the school day. The Foundation amount also includes funding for the Principal Career Ladder and school operations and maintenance. During the phase-in period, projected annual inflation is incorporated into the per pupil foundation amount. Beginning in fiscal 2030, the recommendation is to adjust the fully implemented Foundation amount annually as in current law, which uses the lesser of CPI/implicit price deflator for State and local government capped at 5%.

Transition Grants are phased out beginning in fiscal 2025. TSI funding is phased out consistent with the Commission's recommendations, with the final funding in fiscal 2026.

Funding for the Teacher Career Ladder begins in fiscal 2025 and phases up evenly to fiscal 2030. The cost of the career ladder is based on revised assumptions of the proportion of teachers who will participate in the career ladder by pursuing and achieving National Board

Certification. The Workgroup had recommended that staff reexamine the assumptions for teachers earning National Board Certification and entering the career ladder that drove the initial cost estimates. The revised estimate by APA and DLS was presented to the Commission for approval, which assumes that by fiscal 2030, about 65% of teachers will pursue certification, with a 60% pass rate. **Appendix 11** shows the previous and final assumptions.

The projected savings from reducing the number of students requiring special education begins to kick in with fiscal 2024 and will grow beyond fiscal 2030 as the benefits from the commission’s proposed investments in K-12 education are realized. The Commission recommendations in the *2019 Interim Report* proposed that special education enrollment will ultimately be reduced by 50% as the Commission’s policy recommendations are fully implemented. This estimated reduction is primarily due to the early interventions provided by full-day kindergarten so that more children come to school ready to learn as well as the TSI Program and subsequent additional teacher time to identify struggling learners early and provide the necessary supports to get students back on track. This should result in many fewer students falling so far behind that they become identified as special education students (either through 504 Plans or Individualized Education Plans). Of course, students with disabilities who do require special education interventions will still be identified and receive significantly more funding per student.

Concentration of Poverty Grants are phased in with the highest Concentration of Poverty Schools receiving funding first, with the two positions fully funded in year one and the per pupil funding beginning in year two. This approach proceeds through the Concentration of Poverty brackets until every school with more than 55% concentration of poverty receives funding.

Concentration of Poverty Phase-in

<u>School Percentage</u>	<u>Year Positions Phased In</u>	<u>Year Per Pupil Phased In</u>
>=80%	FY 21	FY 22
75-<80%	FY 23	FY 24
70-<75%	FY 24	FY 25
65-<70%	FY 25	FY 26
60-<65%	FY 26	FY 27
55-<60%	FY 27	FY 28

Enrollment Counts

Student enrollment is used to determine the amount of funding to be provided for the Foundation Program and for each of the targeted formulas. In order to dampen the impact of declining enrollment in a county, one decision is whether the FTE student enrollment count should permanently be changed to be the “greater of” (1) the average of the prior three years or (2) the most recent September 30 enrollment count. Since fiscal 2018, based on a recommendation from

APA to address school systems experiencing declining enrollment by funding the greater of the rolling three-year average or September 30 FTE count, the State has been funding declining enrollment grants. The Workgroup proposed permanently using the greater of the September 30 count for the prior year or the three-year rolling average as the FTE count and eliminating the add-on Declining Enrollment Grant.

Full-day prekindergarten enrollment will be counted separately from FTE, as the Commission has recommended a separate wealth-equalized formula. The Workgroup proposed this approach since school systems will be implementing full-day pre-K at different rates, which would affect local wealth per pupil and the distribution of State aid under wealth-equalized formulas could fluctuate significantly from year to year. Once full-day pre-K is fully implemented by all school systems, pre-K enrollment may be counted in FTE for the Foundation Program and the pre-K formula may become a per student weight calculated as a proportion of the per pupil Foundation amount. The Commission left this decision to future policymakers after the Blueprint implementation period.

Another major issue the Commission is charged with determining is what count to use for the compensatory education formula, which provides additional per student funding for students who are at risk of not being successful in school. Maryland, like many other states, uses FRPM eligibility as the proxy for identifying students at risk of not being successful and uses FRPM enrollment for the compensatory education formula, which relies on families to fill out the federal form for eligibility. With the establishment of the Community Eligibility Provision (CEP) and new Direct Certification System by the federal government, which allows students and their families to be identified through other federal income-eligibility assistance programs (e.g., Supplemental Nutrition Assistance Program), which for some states includes Medicaid, the Commission recommended in the *2019 Interim Report* that Maryland move to use direct certification, including Medicaid, to identify Maryland students who are FRPM eligible. However, this does not address concerns with families who are income eligible but are reluctant to sign up or participate in federal assistance programs.

For compensatory education, the Workgroup recommended using the new greater of FTE when calculating the hold harmless for CEP systems, which terminates after fiscal 2025. The Workgroup also proposed that Medicaid eligibility be added to the Direct Certification System once the Maryland State Department of Education (MSDE) and the Maryland Department of Health have the necessary memorandum of understanding and information system. Finally, the Workgroup recommended that MSDE develop an alternative State income form that CEP systems, and other systems that choose to collect it, may use to determine FRPM eligibility for purposes of the compensatory education formula and new Concentration of Poverty formula. Once all of these pieces are implemented, the FRPM count used for the formulas would be the highest of all of the possible FRPM counts for each system.

For Concentration of Poverty School Grants, the FRPM count (whichever is the highest used for compensatory education formula) for the prior three years is averaged to determine whether a school is eligible for a grant. Even if a school becomes ineligible for a grant, it continues to receive a personnel grant for two school years after it becomes ineligible.

Regional Cost Differences and Guaranteed Tax Base

The Commission is specifically charged with determining what index should be used to adjust for regional cost differences between local school systems: the current geographic cost of education index (GCEI), which is an existing formula that accounts for the additional cost that some geographic locations bear in providing an education and where the State funds the full cost (*i.e.*, not wealth equalized); or the comparable wage index (CWI) recommended by APA. Among the issues to be addressed is whether the index should be used to adjust for below-average costs as well as above-average costs.

The Workgroup adopted APA's recommendation to use the CWI as the regional cost of education adjustment for the Foundation Program. Like the Foundation Program, and unlike the current GCEI, CWI will be a wealth-equalized formula with a State and local share. State funding for CWI is capped at the State funding level for GCEI under current law, which funds both the State and local share of GCEI. Finally, the Workgroup recommended indexing CWI at 1.0 and only making adjustments for systems with CWI greater than 1.0 (this is how GCEI currently operates). The new CWI is phased in beginning in fiscal 2025. The same FTE count used for the Foundation Program is proposed to be used for the new CWI. **Appendix 12** shows the GCEI and CWI adjustment factors.

The Guaranteed Tax Base Program was established as part of the 2002 Bridge to Excellence legislation in order to encourage less wealthy jurisdictions to maintain or increase local education tax effort, *i.e.*, local education appropriation as a percent of local tax base. The program provides additional State education aid to counties that have less than 80% of the statewide average wealth per pupil and provide local education funding above the minimum local share required by the Foundation Program. The Commission must determine whether to maintain or modify the program. Funding provided through the Guaranteed Tax Base Program is State funding *in addition to* the amount of per student funding determined to be needed for the school system. The program uses local education tax effort and wealth to determine State aid amounts for each eligible school system. After considering staff options, the Workgroup did not propose any changes to the Guaranteed Tax Base Program.

Local Wealth Calculation

Wealth is the calculation that incorporates a county's property base and the NTI in order to develop a measure of a county's per pupil wealth in relation to other counties in the State. This, in turn, results in how much of a particular formula the State is responsible for and how much is the responsibility of the local governing body, depending on whether the formula has a floor (minimum State funding amount). Under current law, wealth equals the sum of 40% of the real property assessable base, 50% of the personal property assessable base, and 100% of the NTI. The property bases are determined as of July 1 of the previous fiscal year. The NTI is computed using data from September 1 of the second preceding calendar year. Since fiscal 2014, the State has provided additional funding to school systems that receive more State aid using NTI data from November 1. Particular questions related to calculating wealth include whether:

- the proportion of local wealth that is property and income wealth should be altered;
- income wealth should be measured as of September 1 or November 1, to coincide with the deadline to file for a federal income tax extension;
- an adjustment for TIF districts should be incorporated into the wealth calculation or remain as an add-on grant as it is in current law; and
- the enrollment count used to determine wealth per pupil, which is used in the wealth equalization formula calculations, should be altered.

The Workgroup recommended using the November NTI. September NTI funding will be phased out as part of the Transition Grants, and the November NTI add-on grant in current law will be eliminated. Similarly, the Workgroup recommended eliminating the TIF add-on grant in current law and incorporating the TIF adjustment in current law into property wealth calculation. The Workgroup also recommended capping the value of any TIF adjustment to the amount pledged to outstanding bonds.

The Workgroup ultimately did not recommend any changes to the current law proportions of property wealth and income wealth in total local wealth calculation, after considering several options that increased the proportion of income wealth in the total calculation. Finally, for the local wealth per pupil calculation, the Workgroup recommended continued use of the September 30 FTE count from the prior year (not the greater of calculation adopted for the Foundation Program).

State Funding Floors

The Workgroup concluded that the current State per pupil funding floors should remain in place for the Foundation Program (15% minimum State funding) and the three targeted formulas (compensatory education, English Learner, and special education) at 40% minimum.

Teachers' Retirement

The Commission did not consider making changes to the Teachers' Retirement formula, which has a State and local share. The Workgroup did consider the potential impact of implementing the Commission's policy recommendations on State and local retirement costs. The General Assembly's consulting actuary estimated a minimal impact by fiscal 2030. The estimate is shown in **Appendix 13** but is not included in the total cost to implement the Commission's recommendations given the minimal impact.

Local Funding and Maintenance of Effort

Under the Workgroup's recommendations as adopted by the Commission, all of the additional direct State aid is allocated on a wealth-equalized basis, excluding State-only funded

categorical programs (discussed further below). No additional local share is required in fiscal 2021 under the proposal. Beginning in fiscal 2022, local governments will be expected to fund the local share of existing and new formulas that are wealth equalized, totaling \$8.9 billion in fiscal 2030.

Under current law, the State’s maintenance of effort (MOE) law dictates the minimum amount a county must provide to the school system annually. Local governments (*i.e.*, counties including Baltimore City) are required to fund the local share of the Foundation Program. (Counties/school systems also fund the local share of teachers’ retirement costs.) In addition, counties must provide at least the same amount per pupil as provided in the prior fiscal year. This is known as the MOE requirement. Chapter 6 of 2012, the most recent major revision to MOE law, required that, beginning in fiscal 2015, a county that is below the statewide five-year moving average education effort level must increase its per pupil MOE amount by the lesser of (1) the increase in local wealth per pupil; (2) the statewide average increase in local wealth per pupil; or (3) 2.5%. This is known as the MOE escalator provision. The State Board of Education may grant a county government experiencing fiscal problems a temporary or rebasing waiver of the MOE requirement, including the MOE escalator provision. MOE is discussed further in Chapter 3 of the *Education Handbook* under the “Maintenance of Effort Requirement” subheading.

The Workgroup proposal modifies the MOE requirement for local governments to require them to fund the local share of *all* wealth-equalized formulas. The current law requirement that counties maintain per pupil funding year-over-year is retained in the proposal, with counties required to fund the *higher* of the local share of all wealth-equalized formulas *or* the per pupil MOE amount using the greater of the September 30 or rolling three-year average enrollment count, *i.e.*, FTE count for the Foundation Program. However, the MOE escalator provision in current law is recommended to be eliminated after fiscal 2023.

Specifically, in addition to requiring the local share of the Foundation formula as part of the MOE, counties (including Baltimore City) will be required to fund the local share of targeted and new formulas beginning in fiscal 2022, including:

- compensatory education;
- English Learners;
- special education;
- CWI;
- per pupil concentration of poverty (there is no local share for the personnel grants), counties that do not benefit from the State funding floor for compensatory education are not required to fund the local share (State will fund);
- post-CCR pathways;

- TSI (through fiscal 2026);
- Teacher Career Ladder; and
- full-day prekindergarten

Appendix 14 shows the local share of each formula in fiscal 2030 by school system. Using the DLS projection of local appropriations for education under current law (described in **Appendix 15**), counties must increase education aid by a total of \$1.3 billion, or 15%, by fiscal 2030, although the results vary by county. The largest dollar increase is Prince George’s County with \$361 million or 38% increase. The largest percentage increase is Baltimore City at 99% or \$329.4 million. The Workgroup recognized that for some low-wealth counties, the new MOE requirement to fund the local share of all formulas will need to be phased in over a period of years. The Commission agreed with the Workgroup and recommended that the General Assembly address this issue in the legislation that will be passed to implement the final recommendations of the Commission. For the new Concentration of Poverty School Grants, the Commission recommends that the State pay the local share for all counties except those that benefit from the 40% funding floor on the amount of State aid that they will receive from the compensatory education aid formula. By fiscal 2030, the State will cover \$261 million annually of the local share.

Funding Equity (Progressivity)

One major finding of the Commission was that State and local education funding in Maryland is not progressive, or equitably distributed, across local school systems. The Commission was determined to address this surprising and distressing discovery. The Commission learned that, overall, State education aid is distributed equitably through per pupil wealth-equalized formulas that recognize the higher cost of serving students who need additional supports (including low-income, English Learner, and special education students). (State retirement aid, which is not included in direct aid but is part of progressivity calculations, is not wealth equalized.) However, local education funding is not distributed progressively across the State. This is due to several reasons, such as higher-wealth counties have more available local revenues to spend on education beyond the local share of the formulas. But, an even bigger issue is that some counties were not providing the wealth-adjusted local share of the formulas. This lack of local funding was exacerbated by the fact that many of the counties were lower-wealth systems that have a larger proportion of higher-cost students. Thus, the recommendation to require counties to provide, at a minimum, the local share of the wealth-equalized formulas, plus the addition of the State funding most of the new Concentration of Poverty Grants, will increase the progressivity of Maryland’s education finance system.

Exhibit 12 shows the DLS approximation of the calculation used by the Urban Institute to measure progressivity. The index indicates the ratio of spending on students who are from low-income families to spending on students who are not from low-income families, as indicated by FRPM eligibility. Results below 1.0 indicate regressivity; results above 1.0 indicate

progressivity. The funding difference indicates the degree to which per pupil funding for students in low-income families is above or below that for students not from low-income families aggregated at the local, state, and state and local levels. As shown in Exhibit 12, the proposed funding formula recommendations adopted by the Commission increase the progressivity index for State and local funding, with a combined (State and local) index of 1.098, 0.87 or 9% above the current law index, indicating greater progressivity. Funding for students from low-income families increases by \$1,965 per pupil (State and local) under the proposal. These improvements are based on the full implementation of the funding recommendations in fiscal 2030, as estimated by DLS.

Exhibit 12
Progressivity Index and Funding

Progressivity Index											
Local			State			State and Local					
Current	<u>Law</u>	<u>Proposal</u>	<u>% Diff.</u>	Current	<u>Law</u>	<u>Proposal</u>	<u>% Diff.</u>	Current			
	0.849	0.944	11%		1.194	1.242	4%		1.011	1.098	9%
Per Pupil Funding											
Current	<u>Law</u>	<u>Proposal</u>	<u>\$ Diff.</u>	Current	<u>Law</u>	<u>Proposal</u>	<u>\$ Diff.</u>	Current			
	-\$1,456	-\$591	\$865		\$1,648	\$2,748	\$1,100		\$192	\$2,157	\$1,965

Note: Progressivity measures are Department of Legislative Services' figures that are intended to be similar to the Urban Institute method, results of which were presented to the Commission on June 28, 2017. Under the proposal, local funding for each county is assumed to be the greater of the proposed local share of the wealth-equalized formulas and the projected local appropriation

State-funded Categorical Programs and Infrastructure, Capacity Building, and Accountability Funding

Finally, the Commission adopted the Workgroup's proposal for the State to fund categorical grant programs and infrastructure/capacity building/accountability funding. The Commission considers these programs critical to ensuring the implementation of the Blueprint for Maryland's Future with fidelity and ultimately, the success of the Commission's recommendations and the Blueprint for Maryland's Future.

State categorical grants are awarded to entities, which may include school systems, private nonprofit organizations, county governments, and higher education institutions, whereas infrastructure/capacity building/accountability funding tends to be provided to State agencies to administer programs. Some funding is one-time or short-term investments to build capacity (*e.g.*, early childhood centers and staffing credentials), while other funding is ongoing (*e.g.*, expert review teams). **Exhibit 13** shows a summary of recommended State funding in these categories. **Appendix 16** provides more detail by policy area and annually through fiscal 2030.

Grant Programs

- Family Support Centers/Judy Centers/Infants and Toddlers
- School-based Health Center Grants
- Innovation Grants – Teacher Preparation Collaboratives and CTE

Infrastructure/Capacity Building/Accountability

- Boards of Education/Superintendent/Teacher Training on the Blueprint for Maryland's Future
- Program for International Student Assessment
- New Oversight Board
- CTE Committee
- MSDE – local education agency financial reporting, expert review teams, State Model Curriculum, CCR equating study

Exhibit 13
Commission Recommended State Funding Amounts (Fiscal 2020 Dollars)

	<u>Ongoing</u>		<u>One-time</u>		<u>Short-term Funding (Funding Ends Before Full Implementation)</u>
	<u>State Administered (State Funded, State Run)</u>	<u>State Categorical (State Funded, Locally Run)</u>	<u>State Administered (State Funded, State Run)</u>	<u>State Categorical (State Funded, Locally Run)</u>	
<u>Policy Area 1</u>					
Capacity Building	\$19,000,000				
Judy Centers		\$44,550,000			
Family Support Centers		9,900,000			
Infants and Toddlers		12,300,000			
<u>Policy Area 2</u>					
Teacher Preparation/Collaboratives					\$12,500,000
Teaching Scholarships/Loans	16,000,000				
Training – Leaders	200,000		\$13,000,000		
Training – Teachers	2,000,000				
<u>Policy Area 3</u>					
Expert Review Teams	1,200,000				
State Model Curriculum	800,000		16,700,000		
CTE Committee & Skills Board	500,000				
College and Career Readiness Equating Study		100,000	500,000		
<u>Policy Area 4</u>					
School-based Health Centers	6,500,000				
Behavioral Health Staff Training	700,000				
<u>Policy Area 5</u>					
Oversight Board	1,800,000				
Financial Reporting	300,000		5,000,000		
Total	\$49,000,000	\$66,850,000	\$35,200,000	\$0	\$12,500,000

Post Script

This report reflects the Commission's final recommendations to the State at the end of 2019. Subsequently, in the 2020 legislative session, the Maryland General Assembly considered legislation to implement the recommendations and funding formulas. Ultimately, [House Bill 1300 – Blueprint for Maryland's Future – Implementation](#), was passed by both the House and the Senate shortly before the General Assembly adjourned early due to COVID-19.

While the House and Senate made numerous changes to the legislation as introduced, one of the most significant modifications was to address the Commission's recommendation that the General Assembly consider phasing in or otherwise adjusting the requirement that counties fund the local share of the wealth-equalized formulas for those low-wealth counties that would have difficulty meeting the funding requirement as proposed by the Commission. The [Fiscal and Policy Note for House Bill 1300](#) describes the provisions of the enrolled bill (with the amendments passed by both the House and Senate) and the fiscal impact of the bill and funding formulas on State and local funding, including the local funding adjustments.

On May 7, 2020, the Governor vetoed the bill citing the economic impact of the COVID-19 pandemic. Under the Maryland Constitution, the Maryland General Assembly must consider vetoed bills at the next convening of the legislature.

Appendix 1. Final Vote

COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION

VOTE TALLY SHEET

Date: 11/21/2019

Recorded by: Hise

Original Vote or Reconsideration of Prior Vote (Circle One)

MOTION: Adopt Workgroup Recommendations in Total (see attached motion)

By: McIntosh

Seconded: Luedtke

FINAL ACTION

Favorable ✓
 Favorable with amendments _____
 Unfavorable _____

Favorable _____
 Favorable with amendments _____
 Unfavorable _____

	Yea	Nay	Pass	Abstain	Absent
Gail H. Bates					✓
David R. Brinkley		✓			
Robert L. Caret (<i>Nancy Shapiro</i>)	✓				
Mary Beth Carozza		✓			
Karen Couch	✓				
Scott E. Dorsey	✓				
Senator Bill Ferguson	✓				
David E. Helfman	✓				
Kalman R. Hettleman	✓				
Delegate Anne R. Kaiser	✓				
Senator Nancy J. King					✓
Elizabeth Ysla Leight	✓				
Delegate Eric G. Luedtke	✓				
Delegate Maggie McIntosh	✓				
Leslie R. Pellegrino	✓				
Senator Paul G. Pinsky	✓				
Craig L. Rice	✓				
Karen B. Salmon	✓				
Joy Schaefer	✓				
Morgan Showalter	✓				
David M. Steiner					✓
Delegate Alonzo T. Washington	✓				
Margaret E. Williams	✓				
Jack Wilson		✓			
William E. Kirwan, Chair	✓				
Total	19	3			3

MOTION

Motion to adopt The Blueprint for Maryland's Future Funding Formula Workgroup's recommendations to the Commission in total, including funding formulas, distribution of costs between the State and local governments, and phase-in on the policy recommendations and funding.

Appendix 2. 2019 Interim Meeting Dates and Materials

Funding Formula Workgroup Meeting Dates

June 20, 2019
July 24, 2019
August 1, 2019
August 22, 2019
September 5, 2019
September 19, 2019
September 26, 2019
October 8, 2019
October 15, 2019

Full Commission Meeting Dates

October 30, 2019
November 12, 2019 (and Public Hearing)
November 21, 2019

Meeting Materials

All meeting materials are organized by date on the Commission's web page at <http://bit.ly/MDCCommission>. The agenda for each meeting follows.

**Appendix 3. Commission and Funding Formula
Workgroup Meeting Agendas**

The Blueprint for Maryland's Future Funding Formula Workgroup
William E. Kirwan, Chair

Agenda

June 20, 2019

1:00 p.m.-4:30 p.m.

120 House Office Building, Annapolis, Maryland

- 1:00 p.m. Chair's Opening Remarks**
- 1:15 p.m. Review Draft Schedule and Work Plan**
- Rachel Hise, Department of Legislative Services
- 1:45 p.m. Overview of Commission on Innovation and Excellence in Education and 2019 Interim Report**
- Brit Kirwan, Chair of Commission
- 2:30 p.m. Review of 2019 Legislation – The Blueprint for Maryland's Future**
- Kelsey Fung and Rachel Hise, Department of Legislative Services
- 3:00 p.m. Overview of Maryland Education Funding 101**
- Scott Gates and Kyle Siefering, Department of Legislative Services
- 4:00 p.m. Building the Funding Formulas and Decision Points**
- Rachel Hise, Department of Legislative Services
- 4:30 p.m. Chair's Closing Remarks and Adjournment**

The Blueprint for Maryland's Future Funding Formula Workgroup
William E. Kirwan, Chair

Agenda

July 24, 2019

10:00 a.m.-4:30 p.m.

120 House Office Building, Annapolis, Maryland

- 10:00 a.m.** **Chair's Opening Remarks**
- 10:05 a.m.** **Adequacy Analysis of Education Funding Since Fiscal 2002**
- Scott Gates, Department of Legislative Services (DLS)
- 11:00 a.m.** **Overview of 2016 Adequacy Study and Related Reports**
- Justin Silverstein, APA Consulting
- 12:00 p.m.** **Break – *Lunch available for Workgroup members in Room 180***
- 1:00 p.m.** **Local Wealth and Enrollment Issues/Options and Overview of Maintenance of Effort**
- Scott Gates and Kyle Siefering, DLS
- 3:00 p.m.** **Overview of the Geographic Cost of Education Index and A Comparable Wage Index for Maryland**
- Justin Silverstein, APA Consulting
 - Jennifer Imazeki, San Diego State University
- 4:15 p.m.** **Follow Up from Prior Meeting**
- 4:30 p.m.** **Chair's Closing Remarks and Adjournment**

The Blueprint for Maryland's Future Funding Formula Workgroup
William E. Kirwan, Chair

Agenda

August 1, 2019

10:00 a.m.-4:30 p.m.

120 House Office Building, Annapolis, Maryland

- 10:00 a.m. Chair's Opening Remarks**
- 10:05 a.m. School Funding Fairness – How Maryland Compares**
- Danielle Farrie, Research Director, Education Law Center
- 11:15 a.m. Follow Up from Prior Meeting**
- 12:00 p.m. Break – *Lunch available for Workgroup members in Room 180***
- 1:00 p.m. Local Wealth and Enrollment Issues/Options and Overview of Maintenance of Effort (Continued)**
- Scott Gates and Rachel Hise, Department of Legislative Services (DLS)
 - Justin Silverstein, CEO, APA Consulting
- 2:15 p.m. More Issues/Options: GCEI/CWI and Equity**
- Scott Gates and Rachel Hise, DLS
 - Justin Silverstein, APA Consulting
- 3:30 p.m. Overview of Kirwan Commission Recommendations Related to Teachers/School Leaders and Organization of the School Day**
- Betsy Brown Ruzzi, Vice President, National Center on Education and the Economy
- 4:30 p.m. Chair's Closing Remarks and Adjournment**

The Blueprint for Maryland's Future Funding Formula Workgroup
William E. Kirwan, Chair

Agenda

August 22, 2019

10:00 a.m.-4:30 p.m.

120 House Office Building, Annapolis, Maryland

- 10:00 a.m. Chair's Opening Remarks**
- 10:10 a.m. Review of Kirwan Commission Recommendation Cost Estimates and Potential Interaction with Education Funding Formulas**
- Rachel Hise, Department of Legislative Services
 - Justin Silverstein, APA Consulting
- 1:00 p.m. Break – *Lunch available for Workgroup members in Room 180***
- 1:45 p.m. Overview of Local Tax Rates, Tax Limitations, and Revenues**
- Hiram Burch, Department of Legislative Services
- 2:15 p.m. More Issues/Options: Wealth Calculation, Enrollment, Equity Issues (Floors/Local Funding/Guaranteed Tax Base)**
- Scott Gates and Kyle Siefering, Department of Legislative Services
 - Justin Silverstein, APA
- 3:45 p.m. Maintenance of Effort (MOE) Waivers, Local Effort, and the MOE Escalator**
- Kelsey Fung, Eric Pierce, and Scott Gates, Department of Legislative Services
- 4:30 p.m. Chair's Closing Remarks and Adjournment**

The Blueprint for Maryland’s Future Funding Formula Workgroup
William E. Kirwan, Chair

Agenda

September 5, 2019
10:00 a.m.-12:30 p.m.
120 House Office Building, Annapolis, Maryland

- 10:00 a.m. Chair’s Opening Remarks**
- 10:05 a.m. Review of the Assessable Base – Taxable and Exempt Property**
- Michael Higgs, Director, State Department of Assessments and Taxation
 - Maria Mathias, Administrator, Taxpayer Services Division
 - Zachary Grisard, Special Assistant
- 10:45 a.m. Overview of Local Tax Capacity and Effort and Follow Up on Local Income Tax**
- Hiram Burch, Department of Legislative Services (DLS)
 - Ryan Bishop, Director, Office of Policy Analysis, DLS
- 11:30 a.m. Building the Foundation**
- Justin Silverstein, APA Consulting
- 12:30 p.m. Chair’s Closing Remarks and Adjournment**
- (Lunch available for Workgroup members in Room 180)*

The Blueprint for Maryland's Future Funding Formula Workgroup
William E. Kirwan, Chair

Agenda

September 19, 2019

10:00 a.m.

120 House Office Building, Annapolis, Maryland

- 10:00 a.m. Chair's Opening Remarks**
- 10:05 a.m. Overview of State and Local Share of Teacher Retirement Costs**
- Michael Rubenstein, Department of Legislative Services
- 10:45 a.m. Review of Teacher Salary Model Cost Assumptions**
- Mark Fermanich, APA Consulting
- 11:30 a.m. Chair's Closing Remarks and Adjournment to Executive Session**
- (Lunch will be available for Workgroup members in Room 218 House Building)*

The Blueprint for Maryland's Future Funding Formula Workgroup
William E. Kirwan, Chair

Agenda

September 26, 2019

10:00 a.m.

120 House Office Building, Annapolis, Maryland

10:00 a.m. Chair's Opening Remarks

10:15 a.m. Discussion of Assumptions for Formula Modeling and Preliminary Per Pupil Amounts

- Rachel Hise and Scott Gates, Department of Legislative Services
- Justin Silverstein, APA Consulting

1:30 p.m. Chair's Closing Remarks and Adjournment

(Lunch will be available for Workgroup members in Room 121 House Building)

The Blueprint for Maryland's Future Funding Formula Workgroup
William E. Kirwan, Chair

Agenda

October 8, 2019

10:00 a.m.

120 House Office Building, Annapolis, Maryland

10:00 a.m. Chair's Opening Remarks

10:05 a.m. Items for Discussion Presented by DLS and APA:

- Revised Per Pupil Amounts and Modeling Assumptions
- State Aid Model Estimates by LEA in Fiscal 2030
- Teacher Retirement Costs
- Local Share/Appropriations in Fiscal 2030
- Maintenance of Effort Options (including local share of all formulas)
- Accountability
- Phase-in Option Over 10 Years

(Lunch will be available for Workgroup members in Room 180)

3:00 p.m. Chair's Closing Remarks and Adjournment

The Blueprint for Maryland's Future Funding Formula Workgroup
William E. Kirwan, Chair

Agenda

October 15, 2019

9:00 a.m.

130 House Office Building, Annapolis, Maryland

9:00 a.m. Chair's Opening Remarks

9:05 a.m. Items for Discussion and Voting Presented by DLS and APA

- Revised Per Pupil Amounts and Modeling Assumptions
- Revised State and Local Share Model Estimates in Fiscal 2030
- Local Share/Appropriations/Maintenance of Effort Options
- Model Phase-in Over 10 Years

(Lunch will be available for Workgroup members in Room 180)

1:30 p.m. Chair's Closing Remarks and Adjournment

Commission on Innovation and Excellence in Education
William E. Kirwan, Chair

Agenda

October 30, 2019
10:00 a.m.-4:00 p.m.
120 House Office Building, Annapolis, Maryland

- 10:00 a.m. Chair's Opening Remarks**
- 10:15 a.m. Review of 2019 Legislation – The Blueprint for Maryland's Future**
- Rachel Hise, Department of Legislative Services
- 10:35 a.m. Implementation of The Blueprint for Maryland's Future**
- Dr. Karen Salmon, State Superintendent of Schools
 - Tiffany Clark, Maryland State Department of Education
- 11:00 a.m. The Blueprint for Maryland's Future Funding Formula Workgroup Recommendations**
- Overview of Workgroup Recommendations
 - Local Wealth, Equity and Enrollment Recommendations
 - Recommended Per Pupil Funding Amounts
 - Fiscal 2030 State and Local Shares of Funding Formulas
 - Local Share/Appropriations/Maintenance of Effort
 - 10-year Phase-in Recommendations
 - Recommended Fiscal 2021-2024 Funding

(Lunch will be available for Commission members in Room 170)

- 4:00 p.m. Chair's Closing Remarks and Adjournment**

Next Meetings: *November 12 10 a.m.–4:00 p.m., Public Hearing 5:00–7:00 p.m.*
November 21 10 a.m. –3:00 p.m. Final Meeting
November 26 if necessary

Commission on Innovation and Excellence in Education
William E. Kirwan, Chair

Agenda

November 12, 2019

10:00 a.m.-4:00 p.m.

5:00 p.m.-7:00 p.m. Public Hearing

120 House Office Building, Annapolis, Maryland

- 10:00 a.m. Chair's Opening Remarks**
- 10:05 a.m. Review of State Board of Education Proposed Regulations on Teacher Preparation and Educator Licensure**
- Dr. Karen Salmon, State Superintendent of Schools
 - Sarah Spross, Assistant State Superintendent for Educator Licensure and Program Approval
 - Chris Lloyd, Chair, Professional Standards and Teacher Education Board
 - Dr. Jennifer King Rice, University of Maryland, and Dr. Gary Thrift, Notre Dame of Maryland University, Co-chairs of the Maryland Education Deans and Directors
- 11:15 a.m. Review of National Board Certification and Commission's Cost Assumptions**
- Dr. Joe Doctor, COO, National Board for Teacher Professional Standards
 - Justin Silverstein, CEO, APA Consulting
- 12:15 p.m. *Lunch will be available for Commission members in Room 170***

1:00 p.m. Further Discussion of The Blueprint for Maryland's Future Funding Formula Workgroup Recommendations

Workgroup Members (other than Commissioners):

- Matthew Gallagher, CEO, The Goldseker Foundation
- Dr. Monique Davis, Regional Assistant Superintendent, Anne Arundel County Public Schools

Workgroup/Commission Staff:

- Scott Gates and Rachel Hise, Department of Legislative Services
- Justin Silverstein, APA

4:00 p.m. Chair's Closing Remarks and Recess

5:00 p.m. Reconvene for Public Hearing (in Room 120)
*Submitted materials will also be posted on the Commission website:
<http://dls.maryland.gov/policy-areas/commission-on-innovation-and-excellence-in-education>*

7:00 p.m. Adjournment

*Next Meeting: November 21, 10:00 a.m.-3:00 p.m. Final Meeting
November 26, if necessary*

Commission on Innovation and Excellence in Education
William E. Kirwan, Chair

Agenda

November 21, 2019

10:00 a.m.-3:00 p.m.

120 House Office Building, Annapolis, Maryland

- 10:00 a.m. Chair's Opening Remarks**
- 10:05 a.m. Follow Up from Previous Meetings**
- Percent of County Expenditures on Education
 - Progressivity of Proposed Funding Formulas
 - Proposed Funding Formulas Compared to APA Adequacy Estimate
 - National Board for Professional Teaching Standards
 - MSDE Proposed Regulations on Educator Preparation and Licensure
- 11:00 a.m. Further Discussion of The Blueprint for Maryland's Future Funding Formula Workgroup Recommendations**
- Phase-in of Policy Recommendations Under Proposed Funding Formulas and Proposed Metrics
 - Phase-in of State Categorical Funding by Policy Area FY 20-30
- 12:30 p.m. *Lunch will be available for Commission members in Room 180***
- 1:15 p.m. Final Vote on The Blueprint for Maryland's Future Funding Formula Workgroup Recommendations**
- 3:00 p.m. Chair's Closing Remarks and Adjournment**

Appendix 5. Funding Formula Workgroup Roster

Dr. William E. Kirwan, Chair

David R. Brinkley
Joan Carter Conway
Dr. Monique Davis
Senator Bill Ferguson
Eloise Foster
Matt Gallagher
Barry Glassman
Sean Johnson
Richard S. Madaleno, Jr.
Delegate Maggie McIntosh
Cheryl Pasteur
Dr. Alvin Thornton

Workgroup Staff

Department of Legislative Services

Rachel H. Hise
Scott P. Gates
Eric F. Pierce
Michael C. Rubenstein
Mindy L. McConville
Valerie G. Kwiatkowski
Maureen R. Merzlk

Additional Department of Legislative Services Staff Who Assisted the Workgroup

Caroline L.B. Boice
Jennifer K. Botts
Kelsey-Anne Fung
Kyle D. Sieferring
Anne P. Wagner

Consultants

Augenblick, Palaich and Associates (APA) Consulting,
Justin R. Silverstein, President, and associates

National Center for Education and the Economy,
Betsy Brown Ruzzi, Vice President, and colleagues

Appendix 6. Summary of Senate Bill 1030 (Chapter 771) of 2019 – The Blueprint for Maryland’s Future

The law establishes The Blueprint for Maryland’s Future as the policy blueprint to transform the State’s education system into a world-class system and establishes and provides funding for several programs based on the recommendations of the Commission on Innovation and Excellence in Education (*i.e.*, Kirwan Commission) in its January 2019 Interim Report.

Achieving The Blueprint for Maryland’s Future will require a sustained and coordinated effort in **five main policy areas** as recommended by the Kirwan Commission:

- **Policy Area 1: Early support and interventions for young children and their families**, including full-day prekindergarten that is free for low-income three- and four-year-olds and expanding services and supports for birth to two-year-olds and their families;
- **Policy Area 2: High-quality and diverse teachers and school leaders**, including elevating the teaching profession comparable to other fields with the same education and with comparable compensation, establishing a career ladder so that excellent teachers remain in the classroom, and increasing the rigor of teacher preparation programs and State certification standards;
- **Policy Area 3: A college and career readiness (CCR) standard set at the level required to virtually guarantee success in the first year of a community college program**, with Maryland schools focused on getting most students to CCR by the end of tenth grade, and nearly all by the end of high school; providing supports for students who are not on track for CCR; and providing post-CCR pathways for students who achieve CCR, including early college programs that allow a student to earn an associate degree at no cost while in high school and career and technical education pathways that lead to an industry-recognized credential;
- **Policy Area 4: Additional resources, supports, and services for students who need them** to achieve the CCR standard, including English learners, students with disabilities, and students from low-income families, with particular attention on students in schools with high concentrations of poverty; and
- **Policy Area 5: A strong accountability system** with the authority to hold all entities accountable for implementing The Blueprint for Maryland’s Future effectively to ensure that all students are successful.

The Commission's deadline to submit its final report is extended to December 1, 2019, and the law extends the due date for the special education study report required under Chapter 715 of 2017, and expanded under Chapter 361 of 2018, to December 1, 2019. The law also updates references to the Consumer Price Index for the Washington Metropolitan Area for purposes of determining the annual inflation rate for certain education formulas.

The Maryland State Department of Education (MSDE) and the Maryland Department of Health must take specified steps toward the use and sharing of Medicaid data as part of the direct certification process to identify and verify student eligibility in the new information technology system that is currently under development by MSDE.

Expands/Extends Existing Grant Formulas in Current Law

- Expands full-day prekindergarten formula to include all four-year-olds being served in full-day public prekindergarten programs and extends the formula to fiscal 2021.
- Extends declining enrollment grants to fiscal 2021.
- Extends the current low-income student count methodology used for schools and school systems participating in the Community Eligibility Provision through fiscal 2025.

Establishes Programs to Increase Recruitment and Retention of High-quality Teachers

- Creates the Teacher Collaborative Grant Program for local boards, teacher preparation programs, and exclusive representatives to partner to develop model, state-of-the-art professional development programs for prospective and current teachers.
- Establishes the Teacher Salary Incentive Grant Program to increase teacher salaries for districts that provide at least 3% average salary increase for teachers in fiscal 2020, with priority given to increasing starting salaries and salaries for teachers with less than five years of experience, and level funds the grant in fiscal 2021.

Establishes Programs to Provide Additional Supports for Schools with Concentrated Poverty

- Creates a Concentration of Poverty School Grant Program to fund a community school coordinator and health practitioner coverage for schools with 80% or more students eligible for free and reduced-price meals in fiscal 2020 and 2021.

Allocates State Funding in Fiscal 2020 and 2021 for:

- local school systems to fund a mental health services coordinator that each local school system must appoint pursuant to the Safe to Learn Act (Chapter 30) of 2018;
- additional academic supports for struggling learners through Transitional Supplemental Instruction;
- additional special education services for students with disabilities; and
- training, outreach, and educational materials for elected officials, local school systems, teachers and parents on the vision, skills, and knowledge needed to implement The Blueprint for Maryland's Future.

Accountability

- Establishes the Maryland Office of the Inspector General for Education as an independent unit of State government to investigate complaints concerning, among other issues, fraud, waste, and abuse involving public funds and property and compliance with federal and State laws, contingent on the release of fiscal 2020 funding by the Governor.
- Creates the Office of Program Evaluation and Government Accountability within the Department of Legislative Services and makes local school systems subject to a performance evaluation conducted by the office.
- Creates a small workgroup to study whether MSDE and the Maryland Higher Education Commission have the capability to carry out their responsibilities and duties and to implement The Blueprint for Maryland's Future, with findings and recommendations due December 1, 2019.
- Requires local school systems to report to the General Assembly, by December 1 of 2019 and 2020, on the use of the funds allocated by The Blueprint legislation to begin to implement the Commission's recommendations.

Special Fund

- Renames the Kirwan Commission Fund to The Blueprint for Maryland's Future Fund.
- Mandates funding and dedicates additional revenues to the special fund.

Revenues Currently Available for The Blueprint for Maryland's Future
(\$ in Millions)

	<u>FY 20</u>	<u>FY 21</u>	<u>FY 22</u>
Education Trust Fund (ETF) Lockbox	\$100.8	\$225.8	\$350.8
The Blueprint for Maryland's Future Fund	134.5	65.5	
Additional ETF	15.8	16.0	16.2
Teacher Induction, Retention and Advancement Pilot	4.0	4.0	4.0
Program Unused Funds			
Corporate Filing Fees		36.0	
Total	\$255.1	\$347.3	\$371.0
Marketplace Facilitators/Out-of-state Vendors ¹	40.0	60.0	66.7

Note: \$24.25 million of the first \$125 million ETF Lockbox allocation is not available for The Blueprint for Maryland's Future because it is being used to fund a portion of the 2018 Kirwan initiatives. FY 21 and FY 22 ETF revenues assume the full additional ETF Lockbox amount and additional ETF revenues are used to implement The Blueprint for Maryland's Future. Sales tax revenues from marketplace facilitators and out-of-state vendors that exceed \$100 million annually beginning in FY 20 are dedicated to The Blueprint Fund, contingent on enactment of HB 1301 (Chapter 735) of 2019.

¹September 2019 Board of Revenue Estimates report estimates \$40 million (above \$100 million) will be available for The Blueprint Fund in FY 20, \$60 million in FY 21, and \$80 million in FY 24.

Senate Bill 1030 Spending Priorities for The Blueprint for Maryland's Future
(\$ in Millions)

	<u>FY 20</u>	<u>FY 21</u>	<u>FY 22</u>
Full-day Prekindergarten for Four-year-olds	\$31.7	\$52.9	\$52.9
Teacher Salary Incentive Grants	75.0	75.0	75.0
Concentration of Poverty School Grants	54.6	58.7	58.7
Transitional Supplemental Instruction	23.0	23.0	23.0
Special Education	65.5	65.5	65.5
Mental Health Coordinators	2.0	2.0	2.0
Teacher Collaborative Grants	2.5	2.5	2.5
Outreach/training	0.3	0.3	0.3
Maryland State Department of Education IT System	0.5	0.2	0.2
Declining Enrollment Grants	-	16.7	-
The Blueprint for Maryland's Future Fund	-	58.0	90.0
Subtotal	\$255.0	\$354.8	\$370.1
The Blueprint Fund Contingent on Revenues	-	TBD	\$130.0
Inspector General for Education Office	\$0.7	\$0.8	0.8
Total	\$255.7	\$355.6	\$500.9

Note: FY 20 funding for the Inspector General for Education is in the budget contingent on enactment of SB 1030 (Chapter 771) of 2019 and the Governor's release or transfer of FY 20 funding restricted in the budget for SB 1030 priorities. FY 21 and FY 22 The Blueprint Fund revenues are contingent on enactment of HB 1301. Up to \$95 million of those available revenues in FY 21 may be used to provide additional special education funding. FY 22 amounts assume level funding for programs except declining enrollment grants, which are scheduled to terminate after FY 21. Funding above \$370 million in FY 22 is contingent on additional available revenues enacted in the 2019 (including HB 1301) and 2020 sessions.

Source: Department of Legislative Services, October 2019

Appendix 7. Increase in Direct State Aid Under the Final Recommendations Over Current Law in Fiscal 2022–2030

(\$ in Millions)

	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
Allegany	\$5.1	7.6	11.9	14.8	19.1	25.3	30.8	36.8	42.2
Anne Arundel	30.3	41.4	55.8	70.3	86.6	109.1	129.9	151.6	173.5
Baltimore City	109.7	150.0	186.2	240.5	278.9	313.5	372.5	438.0	508.2
Baltimore	45.0	66.0	94.1	122.4	160.7	209.6	256.4	302.4	349.3
Calvert	6.9	9.9	11.3	14.9	18.7	22.9	27.4	32.2	37.6
Caroline	2.2	3.5	5.3	6.7	8.7	11.9	14.7	17.5	20.7
Carroll	12.0	14.3	15.2	19.9	24.4	31.7	38.3	46.3	54.8
Cecil	8.9	11.7	14.4	18.4	23.8	30.0	36.6	42.8	49.7
Charles	13.8	18.6	19.4	26.1	33.8	44.0	54.6	64.9	75.9
Dorchester	4.5	6.7	8.5	10.7	13.0	15.1	18.6	22.4	25.5
Frederick	21.1	28.8	32.8	43.6	54.2	67.7	81.8	97.4	114.2
Garrett	1.0	1.4	1.9	2.0	2.5	4.1	5.2	6.5	7.8
Harford	17.9	23.6	36.4	46.5	58.4	71.5	85.1	97.5	110.3
Howard	20.7	28.6	44.5	56.7	69.1	86.9	104.9	123.0	142.3
Kent	0.6	0.8	0.8	0.8	0.8	1.3	1.5	1.9	2.3
Montgomery	28.4	51.7	63.7	84.6	105.8	140.4	175.6	207.6	237.6
Prince George's	94.6	139.9	171.9	228.2	281.7	342.8	412.6	487.4	565.2
Queen Anne's	1.9	2.7	2.8	4.1	5.5	7.6	9.6	11.7	14.3
St. Mary's	9.5	12.9	18.1	22.7	26.9	33.1	38.9	45.1	51.6
Somerset	3.3	5.2	6.6	8.2	10.3	13.0	15.7	18.9	21.8
Talbot	1.1	1.5	1.7	2.0	2.3	3.0	3.8	4.5	5.3
Washington	13.2	17.9	24.0	31.1	39.3	50.0	62.6	74.9	86.8
Wicomico	10.1	15.4	22.9	29.4	37.0	44.6	54.7	64.7	75.3
Worcester	1.3	1.8	2.1	2.6	3.9	5.0	5.8	6.7	7.8
Unallocated	-13.0	-13.0	-13.0	-13.0	-13.0	-13.0	-13.0	-13.0	-13.0
Total	\$450.0	648.9	839.4	1,094.2	1,352.3	1,671.1	2,024.7	2,389.8	2,766.6

Note: Direct aid does not include teachers' retirement

Source: Department of Legislative Services

Appendix 8. Comparing Projected Local Appropriations* and Local Share Required Under Final Recommendations in Fiscal 2022-2030

(\$ in Millions)

	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>
Allegany	\$4.4	\$4.1	\$3.6	\$3.7	\$2.9	\$2.6	\$2.1	\$1.4	\$0.6
Anne Arundel	175.3	165.6	128.8	101.1	69.2	31.9	-8.4	-50.2	-95.9
Baltimore City	-138.2	-151.7	-179.4	-197.8	-218.4	-240.5	-268.2	-297.8	-329.4
Baltimore	174.6	157.3	127.6	105.8	76.4	41.2	3.1	-41.7	-88.4
Calvert	65.4	64.6	64.0	62.8	61.1	59.5	57.6	55.9	54.1
Caroline	-0.2	-0.6	-0.6	-1.0	-1.6	-2.3	-3.2	-3.9	-5.2
Carroll	76.7	75.5	71.9	67.6	62.4	56.3	51.8	48.5	44.7
Cecil	11.9	9.9	7.4	4.5	1.2	-2.4	-6.3	-10.1	-14.0
Charles	79.8	79.9	78.1	75.6	72.5	68.5	64.8	61.6	58.5
Dorchester	-0.1	0.2	0.1	0.2	-0.1	-0.2	-0.4	-0.7	-0.9
Frederick	83.0	76.9	66.2	55.7	43.7	30.9	18.2	6.1	-6.3
Garrett	3.1	3.2	3.1	2.5	2.1	1.4	0.8	0.0	-1.5
Harford	68.4	66.4	55.2	47.4	36.7	25.4	13.4	2.0	-9.2
Howard	303.0	308.1	290.9	284.6	274.8	262.3	250.2	239.1	229.4
Kent	-0.5	-1.0	-1.4	-2.2	-3.5	-4.5	-6.0	-7.2	-8.5
Montgomery	394.0	355.0	234.0	166.5	92.9	11.1	-78.6	-169.8	-261.1
Prince George's	-7.5	-33.5	-88.6	-123.7	-162.9	-203.2	-250.9	-303.7	-360.9
Queen Anne's	12.6	11.7	11.0	9.4	8.2	7.0	4.8	3.2	1.5
St. Mary's	27.8	27.3	24.9	23.0	20.7	18.0	15.8	13.5	11.4
Somerset	0.9	1.1	1.1	1.0	1.1	1.3	1.1	1.2	0.9
Talbot	-6.7	-8.1	-8.9	-10.7	-12.2	-14.1	-16.4	-18.6	-21.0
Washington	12.2	10.7	9.0	7.2	5.5	2.6	0.0	-2.9	-5.9
Wicomico	1.1	1.2	0.7	0.0	-0.7	-2.8	-4.8	-7.0	-9.4
Worcester	20.6	19.7	19.1	15.7	12.7	7.8	3.8	-0.7	-5.2
Total	\$1,361.5	\$1,243.5	\$917.8	\$698.7	\$444.9	\$157.8	-\$155.8	-\$481.8	-\$821.9

*Using local appropriations under current law as projected by the Department of Legislative Services.

Note: Negative figures mean the required local share of the formulas is greater than the projected local appropriation in a year.

Source: Department of Legislative Services

Appendix 9. Fiscal 2030 Proposed Total Direct State Aid and Difference Over Current Law

(\$ in Millions)

	Foundation	Comparable Wage Index	Comp. Ed.	Conc. of Poverty*	Spec. Ed.	English Learners	Full-day PreK	Career Ladder	College and Career Readiness	Guaranteed Tax Base	Other	Total Direct	Difference Over Current Law	
													\$	%
Allegany	\$65.2	\$0.0	\$29.0	\$9.7	\$11.5	\$0.2	\$14.6	\$4.7	\$0.4	\$6.3	\$9.1	\$150.6	42.2	39.1%
Anne Arundel	385.3	18.0	91.7	14.5	37.8	26.7	34.1	27.8	2.2	0.0	\$45.0	\$683.0	173.5	34.1%
Baltimore City	486.7	13.7	301.7	277.5	69.4	40.3	103.8	34.8	1.5	2.6	\$42.1	\$1,374.0	508.2	57.3%
Baltimore	686.9	19.1	197.1	72.1	77.1	45.5	62.9	49.4	2.9	0.0	65.7	1,278.7	349.3	37.6%
Calvert	96.4	3.3	12.4	0.0	8.0	0.9	7.5	7.0	0.5	0.0	\$9.2	\$145.2	37.6	34.9%
Caroline	45.1	0.0	19.1	3.4	4.9	4.5	6.0	3.2	0.3	1.0	\$4.7	\$92.2	20.7	26.6%
Carroll	138.7	0.0	16.6	1.2	13.3	1.8	13.2	10.0	0.9	0.0	\$16.3	\$212.0	54.8	34.8%
Cecil	97.0	0.0	27.2	6.1	13.0	2.1	12.6	7.0	0.6	0.0	8.4	174.0	49.7	40.0%
Charles	194.5	4.6	46.6	5.2	20.1	5.6	14.9	14.0	1.0	4.7	\$17.5	\$328.5	75.9	31.7%
Dorchester	40.2	0.0	21.3	11.3	4.0	1.8	5.9	2.9	0.2	3.5	\$4.8	\$96.0	25.5	37.1%
Frederick	273.1	5.5	44.8	9.6	25.7	16.9	22.3	19.7	1.7	0.0	\$22.7	\$442.0	114.2	34.8%
Garrett	18.6	0.0	5.5	1.4	1.5	0.1	3.2	1.3	0.1	0.0	5.0	36.7	7.8	27.2%
Harford	217.4	6.8	41.7	15.1	23.6	4.2	20.0	15.7	1.3	0.0	\$23.5	\$369.3	110.3	42.6%
Howard	347.4	19.5	48.5	3.5	28.0	17.9	20.4	25.1	2.1	0.0	\$30.7	\$543.1	142.3	35.5%
Kent	4.0	0.0	3.3	0.8	1.0	0.3	1.4	0.3	0.0	0.0	\$3.0	\$14.1	2.3	19.7%
Montgomery	589.9	41.8	176.2	32.5	79.1	122.5	50.6	42.5	3.7	0.0	83.1	1,221.8	237.6	24.1%
Prince George's	902.6	49.8	366.3	213.6	87.6	179.7	95.1	65.1	3.4	0.0	\$80.2	\$2,043.4	565.2	38.2%
Queen Anne's	38.9	0.0	6.4	0.4	3.6	1.4	3.4	2.8	0.2	0.0	\$5.7	\$62.9	14.3	29.3%
St. Mary's	124.7	4.2	26.8	3.6	11.6	1.9	10.5	9.0	0.8	1.2	\$10.7	\$205.0	51.6	34.6%
Somerset	23.8	0.0	14.9	10.5	4.0	1.2	5.8	1.7	0.1	2.7	3.0	67.8	21.8	47.6%
Talbot	7.8	0.0	6.9	0.5	2.0	1.9	1.9	0.6	0.1	0.0	\$2.8	\$24.5	5.3	27.5%
Washington	168.6	0.0	58.8	17.2	17.0	4.8	23.6	12.2	1.0	9.8	\$12.2	\$325.2	86.8	37.0%
Wicomico	119.4	0.0	57.1	19.9	14.3	11.5	19.6	8.6	0.7	6.2	\$8.5	\$265.8	75.3	37.5%
Worcester	10.9	0.0	8.9	1.5	3.1	0.6	2.4	0.8	0.1	0.0	4.5	32.8	7.8	30.9%
Unallocated	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	\$56.8	\$56.8	-13.0	-11.5%
	\$5,083.2	\$186.1	\$1,628.8	\$731.0	\$561.3	\$494.3	\$555.6	\$366.0	\$25.9	\$37.8	\$575.2	\$10,245.3	\$2,766.6	37.0%

*Reflects the State paying the local share for counties that do not benefit from the compensatory education funding floor.

Notes: Net Taxable Income, Tax Increment Financing, and Transitional Supplemental Instruction programs are phased out by fiscal 2030. Other includes transportation, nonpublic placements, and other grants. Direct State aid does not include teachers' retirement.

Source: Department of Legislative Services

Appendix 10. Fiscal 2021 Proposed State Funding

	Blueprint Funding State Aid	CCR State Aid	Post-CCR/CTE Pathways*		Teacher Supplies and Technology*		Total Increase Over Blueprint State Aid
			State Aid	Local Share	State Aid	Local Share	
Allegany	\$4,560,296	\$424,188	\$144,660	\$20,976	\$34,742	\$13,744	\$638,310
Anne Arundel	14,847,647	2,322,406	879,805	1,298,667	188,168	303,144	4,992,190
Baltimore City	81,297,257	3,566,698	386,959	148,618	291,799	151,207	4,545,281
Baltimore	22,635,784	4,204,808	861,871	810,963	342,726	321,029	6,541,397
Calvert	2,804,677	633,648	223,386	175,837	51,709	41,516	1,126,096
Caroline	3,683,006	299,670	141,746	6,017	24,554	8,616	480,603
Carroll	5,086,436	942,766	522,904	497,131	76,842	72,149	2,111,792
Cecil	4,925,848	651,465	254,590	152,502	53,233	34,853	1,146,643
Charles	7,092,627	1,200,588	329,859	180,789	98,126	61,627	1,870,989
Dorchester	3,786,055	225,157	55,632	17,659	18,426	9,005	325,879
Frederick	8,969,701	1,728,868	908,943	690,884	141,112	110,242	3,580,049
Garrett	1,633,449	113,672	45,852	61,018	9,228	12,786	242,556
Harford	8,666,455	1,456,878	647,210	556,706	118,824	102,668	2,882,286
Howard	8,751,996	1,910,195	909,147	1,092,908	155,311	188,861	4,256,422
Kent	542,731	24,848	7,633	17,740	1,962	8,966	61,149
Montgomery	25,009,353	3,541,351	1,649,299	2,994,481	285,067	670,294	9,140,492
Prince George's	53,928,531	5,632,120	855,691	527,280	460,135	310,271	7,785,497
Queen Anne's	1,374,361	232,005	120,049	161,363	18,832	26,452	558,701
St. Mary's	4,183,468	731,516	326,171	222,273	59,739	43,082	1,382,781
Somerset	3,551,586	145,719	28,240	2,925	11,936	4,528	193,348
Talbot	667,267	48,290	30,757	85,596	3,969	24,943	193,555
Washington	10,281,666	1,063,444	414,196	144,612	87,012	44,058	1,753,322
Wicomico	8,300,281	768,669	269,753	23,538	62,969	23,400	1,148,329
Worcester	688,947	70,143	53,965	177,834	5,765	41,138	348,845
Total	\$287,269,426	\$31,939,112	\$10,068,318	\$10,068,317	\$2,602,186	\$2,628,579	\$57,306,512

CCR: college and career readiness

CTE: career and technical education

*State pays State and local share of formulas in fiscal 2021

Source: Department of Legislative Services

Appendix 11. National Board for Professional Teaching Standards Participation and Passing Rate Assumptions

<u>Participation Rate Assumptions</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>
Current Number*	3,298.8	14,530.5	17,385.5	22,819.5	25,855.0	28,836.6	32,819.5	38,998.6	42,184.8	45,170.6	52,716.1
Current %	5.5%	24.1%	28.6%	37.3%	42.0%	46.7%	53.0%	63.0%	68.2%	73.0%	85.0%
Proposed Number	2,367	4,196	6,405	9,188	12,545	15,912	19,853	24,355	29,227	34,477	40,115
Proposed %	3.9%	7.0%	10.5%	15.0%	20.4%	25.8%	32.1%	39.3%	47.3%	55.7%	64.7%
<u>NBPTS Passing Rate Assumptions</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>
Current*	45.0%	40.0%	45.0%	50.0%	55.0%	60.0%	65.0%	69.0%	73.0%	75.0%	75.0%
Proposed	48.0%	48.0%	50.0%	50.0%	50.0%	52.0%	54.0%	56.0%	58.0%	59.0%	60.0%

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NBPTS: National Board for Professional Teaching Standards

*Reflects the assumptions used in the Commission's January 2019 interim report.

Source: APA Consulting; Department of Legislative Services

Appendix 12. Comparing GCEI to CWI Adjustment Factors

County	<u>Adjustment Factors</u>		
	GCEI	CWI	Difference
Allegany	0	0	0
Anne Arundel	0.018	0.109	0.091
Baltimore City	0.042	0.066	0.024
Baltimore	0.008	0.065	0.057
Calvert	0.021	0.079	0.058
Caroline	0	0	0
Carroll	0.014	0	-0.014
Cecil	0	0	0
Charles	0.02	0.055	0.035
Dorchester	0	0	0
Frederick	0.024	0.047	0.023
Garrett	0	0	0
Harford	0	0.073	0.073
Howard	0.015	0.131	0.116
Kent	0.01	0	-0.01
Montgomery	0.034	0.166	0.132
Prince George's	0.048	0.129	0.081
Queen Anne's	0.011	0	-0.011
St. Mary's	0.002	0.079	0.077
Somerset	0	0	0
Talbot	0	0	0
Washington	0	0	0
Wicomico	0	0	0
Worcester	0	0	0
Statewide	n/a	n/a	n/a

CWI: Comparable Wage Index

GCEI: Geographic Cost of Education Index

Note: Both GCEI (current law) and CWI are truncated.

Appendix 13. Estimated Increase in Local Share of Teachers' Pension Costs at Full Implementation in Fiscal 2030

(\$ in Thousands)

Allegany	\$245
Anne Arundel	2,273
Baltimore City	2,215
Baltimore	3,273
Calvert	491
Caroline	168
Carroll	716
Cecil	474
Charles	768
Dorchester	139
Frederick	1,178
Garrett	103
Harford	1,017
Howard	2,120
Kent	61
Montgomery	5,790
Prince George's	4,102
Queen Anne's	216
St. Mary's	482
Somerset	102
Talbot	122
Washington	604
Wicomico	442
Worcester	248
Total	\$27,350

Note: This appendix is part of a presentation titled *State and Local Pension Costs* from the Funding Formula Workgroup's meeting on October 8, 2019. A complete copy of the presentation can be found on the [Commission's web page](#) with the meeting materials from October 8, 2019.

Source: Bolton; Department of Legislative Services

Appendix 14. Fiscal 2030 Proposed Required Local Share by Program

(\$ in Millions)

	Foundation	Comp. Wage Index	Comp. Ed.	Conc. of Poverty*	Spec. Ed.	English Learners	Full-day Pre-K	Career Ladder	College and Career Readiness	Total
Allegany	\$24.2	\$0.0	\$6.6	\$0.0	\$1.9	\$0.0	\$3.1	\$1.7	\$0.1	\$37.7
Anne Arundel	602.2	28.1	146.2	10.9	58.5	40.0	58.9	43.4	3.4	991.5
Baltimore City	288.0	8.2	209.4	0.0	42.4	21.4	70.1	20.8	0.9	661.2
Baltimore	606.5	16.9	221.8	0.0	78.7	41.9	69.1	43.7	2.8	1,081.4
Calvert	77.1	2.6	12.6	0.0	7.3	0.7	7.4	5.6	0.4	113.7
Caroline	16.2	0.0	4.0	0.0	0.7	0.4	1.2	1.2	0.0	23.7
Carroll	137.0	0.0	20.7	0.0	15.2	1.9	16.1	9.9	1.0	201.7
Cecil	67.0	0.0	23.1	0.0	9.9	1.4	10.4	4.8	0.4	116.9
Charles	122.0	2.9	34.7	0.0	13.2	3.2	10.8	8.8	0.6	196.2
Dorchester	16.3	0.0	6.5	0.0	1.0	0.3	1.7	1.2	0.0	26.9
Frederick	221.7	4.5	46.2	0.0	23.9	14.1	22.4	16.0	1.5	350.2
Garrett	23.2	0.0	8.3	0.2	2.1	0.1	4.8	1.7	0.1	40.5
Harford	193.0	6.0	47.1	0.0	24.2	3.9	22.1	13.9	1.2	311.4
Howard	364.8	20.4	64.0	0.0	33.7	19.6	26.3	26.3	2.4	557.7
Kent	16.2	0.0	6.0	0.5	1.8	0.6	3.5	1.2	0.1	29.6
Montgomery	1,257.8	89.3	297.6	34.3	130.3	196.3	103.5	90.7	6.8	2,206.6
Prince George's	636.6	35.1	319.8	0.0	68.4	124.5	80.9	45.9	2.4	1,313.6
Queen Anne's	50.1	0.0	9.7	0.2	5.1	1.8	5.2	3.6	0.3	76.0
St. Mary's	80.2	2.7	20.7	0.0	7.9	1.2	7.9	5.8	0.5	126.9
Somerset	8.1	0.0	2.2	0.0	0.4	0.0	0.8	0.6	0.0	12.0
Talbot	45.2	0.0	12.8	0.7	3.7	3.3	5.5	3.3	0.2	74.8
Washington	82.2	0.0	28.5	0.0	7.0	1.7	11.0	5.9	0.4	136.7
Wicomico	44.0	0.0	12.7	0.0	2.3	1.2	4.1	3.2	0.1	67.5
Worcester	77.9	0.0	17.7	1.1	6.0	1.2	9.1	5.6	0.4	118.9
Unallocated	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	\$5,057.5	\$216.7	\$1,578.7	\$47.8	\$545.5	\$480.7	\$555.6	\$364.8	\$25.9	\$8,873.4

*Local share of concentration of poverty grants only for counties that benefit from the 40% compensatory education formula funding floor.

Note: This shows the required local share of each wealth-equalized formula in fiscal 2030; the projected local appropriation may be higher or lower than this amount. Does not include Transitional Supplemental Instruction program, which phases out before fiscal 2030.

Source: Department of Legislative Services

Appendix 15. Department of Legislative Services Projections of Local Appropriations under Current Law

- Local appropriation projections are subject to considerable uncertainty.
- Local appropriations are currently projected in the upcoming year for each county by taking the highest of (1) the local share of the foundation; (2) the “base MOE” (Maintenance of Effort) amount; or (3) the per pupil appropriation trend. That amount is then multiplied by projected enrollment for the county for each year. Generally, the per pupil appropriation trend is the highest of the three.
- The projected MOE amount does not account for the projected per pupil appropriation trend amounts. Thus, the current procedure is not attempting to project a likely MOE amount in the out-years; instead it assumes a base MOE.
- The base MOE does account for the escalator provision. A county that has an education effort below the statewide five-year moving average must increase its per pupil MOE payment amounts to the local school board in years when its local wealth base is increasing. The required increase is the lesser of (1) the increase in a county’s wealth per pupil; (2) the statewide average increase in local wealth per pupil; or (3) 2.5%.
- The per pupil appropriation trend projects local appropriations using actual local funding (from fiscal 2008 through 2019). The fiscal 2020 actual appropriation is then increased by a moving percentage using this procedure to determine the fiscal 2021 per pupil amount.
- Because the procedure for base MOE does not assume that counties fund above the base MOE, it likely underestimates future MOE amounts. Therefore, the Department of Legislative Services has developed an alternative method to project a “likely MOE” amount that incorporates the per pupil appropriation trend in each county.
- Using this method, the annual projection is determined by taking the higher of the base MOE amount or the per pupil appropriation trend.
- Under the workgroup’s proposal, in any given year, the required local contribution will be the higher of the local share of wealth equalized formulas or the MOE per pupil amount.

Appendix 16. Proposed State Funding Above Current Law in Fiscal 2020-2030

(\$ in Thousands)

Element	Policy Recommendation	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	FY 30
1b	Capacity Building											
1b	Existing Programs	\$0	\$755	\$1,586	\$2,499	\$3,504	\$4,609	\$5,825	\$7,163	\$8,634	\$10,253	\$12,033
1b	Tuition Assistance	0	1,470	2,740	3,732	4,748	5,041	5,363	5,717	6,107	6,536	7,008
1d	Expand Judy Centers	0	2,970	5,940	8,910	11,880	14,850	20,790	26,730	32,670	38,610	44,550
1d	Expand Family Support Centers	0	990	1,980	2,970	3,960	4,950	5,940	6,930	7,920	8,910	9,900
1d	Fully Fund Infants and Toddlers	0	1,228	2,456	3,684	4,912	6,139	7,367	8,595	9,823	11,051	12,279
2a	Teacher Preparation Collaboratives	2,500*	2,500*	2,500	2,500	2,500	0	0	0	0	0	0
2c	Teaching Scholarships/Loans+	0	0	2,000	6,000	10,000	16,000	16,000	16,000	16,000	16,000	16,000
2h	<i>Training – Leaders</i>	250*	250*	5,172	5,172	2,100	200	200	200	200	200	200
2i	<i>Training – Teachers</i>	0	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
3a	<i>State Model Curriculum</i>	0	3,747	3,747	4,587	4,587	840	840	840	840	840	840
3b	<i>Equating Study</i>	0	150	300	0	0	0	0	100	0	0	0
3h&l	<i>CTE Committee and Skills Board</i>	0	483	470	470	470	470	470	470	470	470	470
3m	CTE Innovation Grants	-	-	-	-	-	-2,000	-2,000	-2,000	-2,000	-2,000	-2,000
4b	School-based Health Centers	0	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500
4b	Trained Staff in Each LEA	0	700	700	700	700	700	700	700	700	700	700
5a	Oversight Board	0	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750
5b/3a	Expert Review Teams	0	0	0	1,151	1,151	1,151	1,151	1,151	1,151	1,151	1,151
5e	<i>Financial Reporting</i>	0	2,500	2,500	250	250	250	250	250	250	250	250
	Total	\$2,750	\$24,242	\$42,340	\$52,874	\$61,012	\$63,451	\$73,147	\$83,096	\$93,015	\$103,220	\$113,630

CTE: career and technical education

LEA: Local education agency

* Funded in Chapter 771 of 2019 (Blueprint for Maryland's Future).

+ \$2 million annually is currently mandated for these scholarships.

Italics Items in italics are modified phase-in schedule from the Commission's original recommendation.

Source: Department of Legislative Services



Photograph of Members of the Commission and staff courtesy of the Office of the Governor taken November 21, 2019. Members not shown are Gail H. Bates, Robert L. Caret, Senator Bill Ferguson, Delegate Anne R. Kaiser, Senator Nancy J. King, Senator Paul Pinsky, David M. Steiner, and Delegate Alonzo T. Washington.

Blueprint for Maryland's Future

Montgomery County Board of Education
February 14, 2022

Blueprint Law

- Initial House Bill 1300 passed in 2020, was vetoed by the governor due to COVID funding uncertainty, and became law following the veto override in the 2021 session
- The *Blueprint for Maryland's Future Act*, House Bill 1372, passed in February 2021, and is considered by the state to be a landmark generational piece of education reform legislation
- It was derived from the work of the Kirwan Commission on Innovation in Education which spanned three years

Intent of the Blueprint

- Enhance and improve state and local investment in and school system operations of the 24 Maryland jurisdictions
- Make Maryland a high performing world class system over the next 10 years—nationally and internationally competitive
- Make policy and funding recommendations to move schools forward in a comprehensive way
- Establishes an Accountability and Implementation Board that will determine criteria for data collection by February 15, review LEA Blueprint plans due June 15, 2022, and determine if LEAs meet requirements for funding

Local Implementation

A Montgomery County Wide effort

- The work of MCPS and its partners, such as offices within the Department of Health and Human Services, colleges and universities, child care providers and business and industry leaders all are reflected in various aspects of the Blueprint policies
- Blueprint governance includes representatives from the county executive, County Council, and MCPS
- A process has been established to gather stakeholder feedback and input that will be used to develop recommendations for the Blueprint plan

Kirwan Commission Priorities

Five Blueprint Policy Areas for Mandated Reform

- High-Quality Early Childhood Education and Expansion
- High-Quality and Diverse Teachers and Leaders
- College and Career Readiness Pathways, including Career and Technical Education
- More Resources to Ensure all Students are Successful
- Governance and Accountability

Early Care and Education Expansion

Early Childhood Education and Expansion

- Expansion of access to high-quality, full-day Pre-K programs through a “mixed delivery system”
- 3- and 4 year-olds from low-income households (300% Federal Poverty Level) Tier I for FY 2023 and for 4 year-olds from families with incomes (between 300% and 600% FPL) Tier II using a sliding scale for FY 2025 can be considered
- Public Funding for both public and community-based Pre-K providers who meet rigorous standards of program quality: (Accreditation/Excels – mixed delivery system)
- 30% state funded Pre-K in community based settings required by FY 2023, and 50% required by FY 2026

Early Childhood Education and Expansion

- Pre-K programs will need to meet rigorous quality program standards (MSDE Accreditation and Maryland Excels Quality Rating System)
- By FY 2026, in all public and private Pre-K programs, instructional assistants must have a Child Development Associate® Credential™ or associate's degree
- Implement a new school readiness assessment for all students entering kindergarten
- Expansion of both Family Support Centers for pre- and post-natal support and Judy Centers for early childhood education and support

Discussion

High-Quality and Diverse Teachers and Leaders

- Makes teaching an attractive profession by raising teacher status, includes a performance-based career ladder, a minimum statewide salary, and salaries comparable to similarly educated professionals
- Creates a leadership development system preparing teachers at all levels, state, district, and school, providing them vision, and knowledge they need to manage high performing schools
- Improves recruiting and professional development efforts to create and sustain a teaching faculty that better reflects the racial and ethnic makeup of students
- A substantial increase in the rigor of teacher preparation programs to better meet the needs of diverse students, extending the length of the practicum experience from 100 days to one full year

High-Quality and Diverse Teachers and Leaders

Elevates the teaching profession to a “high status profession” and mandates the following:

- 10% teacher raises spanning 5 years to be met by FY 2024
- Starting salary for teachers \$60,000 by FY 2026
- National Board Certified Teachers (NBCT) receive a \$10,000 increase in salary in FY 2023
- NBCT teachers placed in “low performing schools” will receive an additional \$7,000 salary increase in FY 2023. Placement of these teachers is subject to authority of the superintendent of schools

“State Identified Low Performing Schools”

MSDE Definition:

- 1 STAR or 2 STAR Schools
- Lowest 10% across a district
- LEA's may, using discretion, with local criteria to add more schools
- 92 LPSs identified statewide
- 2 LPSs in MCPS per MSDE criteria

Discussion

Career Ladders

Teacher Leadership Track:

- Level 1: State certified teacher
- Level 2: Teacher pursuing a master's degree or National Board Certification
- Level 3: NBC teacher, master's degree in subject area, or assistant principal
- Level 4: "Lead Teacher" on leadership track in the following tiers: licensed principal or master distinguished principal (must meet all requirements for levels 1 through 3) will teach 60% of day and 40% leading/supporting new teachers and improving instruction, assessment and curriculum, and supporting challenging students, etc.
- Can earn salary increase when certain levels are achieved for leadership track and/or administrative track

High-Quality and Diverse Teachers and Leaders

- Salary increases starting from \$5,000 for milestones such as becoming a Level 4 “lead teacher” and or lead distinguished teacher
- Assistant principals who opt into the career ladder will be required to teach for up to 20% of their work week
- Principals are encouraged to spend 10% of their work week teaching, although it is not a requirement

Discussion

College and Career Readiness

- Requires all Local Education Agencies (LEAs) to provide students who meet the College and Career Readiness (CCR) standard with access to a set of post CCR program pathways
- Ensures a benchmarked world class system aligned from Grades Pre-K–12 to a CCR standard including: certification by Grade 10, and no later than Grade 12, students have the requisite literacy in English and math (and when practicable, science) needed to succeed in first-year college courses
- Develop alternative educational approaches for students in middle school and early high school who are not likely to meet the CCR standard by the end of Grade 10

College and Career Readiness

Beginning with FY 2024 school year, all students who meet CCR standards must have access to no-cost, post-CCR Pathways including the following:

- Competitive entry college preparation program
- Early College/Dual enrollment
- Robust CTE Programs
- Credit or non-credit certificate or license program courses or apprenticeship leading to occupational credential or post secondary certificate.

College and Career Readiness

Career and Technical Education

- Schools systems must implement a ninth grade tracker system to measure each student's progress towards graduating on time, including credit accumulation and report outcomes to MSDE and AIB.
- Blueprint expands the definition of Career and Technical Education (CTE) to include those taken through apprenticeship sponsors and expands dual enrollment to include non-credit courses leading to certificate or license.
- Blueprint creates a CTE committee within the Governor's Workforce Development Board to develop a new statewide framework and set of standards. Beginning FY 2024, CTE programs offered by public schools must be aligned with the CTE system developed by the new CTE committee.

Discussion

More Resources to Ensure All Students are Successful

- Broad and sustained new academic, social services, and health supports for students and schools with the most need
- Revises funding formulas to increase funding for ELs, special education students, and those eligible for FARMS
- Certificated personnel who have direct contact with students on a regular basis must complete training by December 1 annually, to identify professional resources to assist students, recognize behavioral health issues, recognize trauma and/or violence outside of school
- Establishes Transitional Supplemental Instruction (TSI) program for struggling learners to provide additional support. The TSI program will provide individual and small group instruction for students who are not on track and reading at grade level by third grade, and secondary students who are not proficient in mathematics

More Resources to Ensure All Students are Successful

- Creates grants through the Concentration of Poverty School Grant Program for schools with high poverty rates and funds “Community” schools with a community schools coordinator
- Through partnerships; will coordinate needed services including, but not limited to, before and after care, social services, behavioral health support, tutoring, etc.
- The governor will allocate additional funds to designate a primary contact employee at the state level to assist individuals involved in school-based health centers and provide robust support for the establishment and expansion of school-based health centers

More Resources to Ensure All Students are Successful

- Blueprint emphasizes closing the achievement gap and reducing disproportionate placement of students with particular racial, ethnic, linguistic, economic, or disability status.
- Aspects of the Blueprint directly will address equity and fiscal policies. School systems must distribute at least 75% of the per pupil funding provided under the foundation and other categorical programs to schools.
- Resource recommendations were driven by the belief that all students, regardless of family income, race, ethnicity, language spoken, disabilities, or other needs, must have the resources they need for success.

Discussion

Governance and Accountability

- Blueprint establishes an Accountability and Implementation Board (AIB) which has authority over MSDE and other state agencies in policy decisions
- For FY 2022 through FY 2026, the local governing body of each county, including school systems and local government shall jointly appoint a Blueprint coordinator responsible for the implementation of the Blueprint by all units in the county
- The AIB will develop criteria for reporting and share with LEAs by February 15, 2022, and each LEA will be required to submit a final Blueprint Implementation Plan to the AIB by June 15, 2022 (AIB Revised timeline has just been proposed)
- AIB will send expert review teams to monitor implementation progress in each of the LEAS and may withhold funds from school systems that are found to not be in compliance with the Blueprint

Governance and Accountability

The AIB will develop a leadership development training program for Board of Education members and school principals that must include:

- Building instructional leadership teams, implementing career ladders, overseeing teacher instruction and mentoring systems
- Identifying, recruiting, and retaining high-quality school leaders
- Training to provide a deep understanding of standards-aligned instructional systems and a model for strategic thinking that will assist school leaders in driving redesign efforts in their schools
- A research-based model for instructional coaching to drive equitable learning in their school and lessons in transformational leadership
- An overview of ethical leadership directly tied to the school leader's responsibility

Governance and Accountability

- New Fiscal management System to be adopted by MSDE
- Requires LEAs, schools, County government, and MSDE to submit reports and gather and disaggregate data on student achievement
- Review teacher preparation programs at colleges and universities
- Monitor FARMS concentration and diversity of students and staff in Pre-K–12 schools and full-day public and private Pre-K programs
- Ensure a sufficient number of teachers are in the career ladder

Discussion

MCPS Alignment with the Blueprint

MCPS provides a strong instructional program with rigorous learning opportunities including:

- Expanded access to Pre-K
- Adoption of culturally competent curricular materials
- Increased career readiness and related experiences and free access to SAT, ACT, and license programs
- Innovative extended year elementary schools
- A Professional Growth System developed in collaboration with employee organizations for teachers and staff which includes mentorship and professional development

MCPS Alignment with the Blueprint

- A strong accountability system, the MCPS Equity Accountability Model, which provides a detailed and focused assessment of school success to performance reporting for specific focus groups of students who have not experienced the same level of access, opportunity, or success
- The Blueprint for Maryland's Future fundamentally will improve outcomes for students in MCPS, and all public schools across the state of Maryland

Discussion



Blueprint for Maryland's Future

MARCH 10, 2022

Presentation Overview

1. Blueprint Creation Timeline
2. Five Key Policy Areas, Accountability & Implementation Board (AIB)
3. Governing Body Responsibilities
4. Blueprint Implementation Coordinator Update
5. Summary of Recent Actions in the Policy Areas
6. Fiscal Requirements
7. Early Care and Education Update (Policy Area 1)
8. Question & Answer Period



Blueprint Creation Timeline

Commission on Innovation & Excellence in Education 2016-2020

Goals

- Review and recommend any needed changes to current education funding formulas
- Make policy recommendations to enable MD's preK-12 system to perform at the level of the best performing systems in the world

Final December 2020 report

- Policy recommendations, cost estimates/savings, funding priorities, funding formulas

Five Key Policy Areas

1. High quality early childhood education & expansion
2. High-quality and diverse teachers and leaders
3. College and career readiness (CTE)
4. More resources to ensure all students are successful
5. Governance & accountability

State Action: 2019-2021 (FYs 20-22)

2019: Preliminary Blueprint bill passed- SB1030 (\$500 million in Blueprint Fund)

❖ Targeted funding in FY20, mandated funding increases in FY21 & FY22

- Full-day prekindergarten funding
- Teacher salary grants
- Concentration of poverty grants
- Special education funding
- Mental health coordinator funding
- Supplemental Instructions grants

FY20: \$24.4 million; **FY21:** \$27.4 million Blueprint Funding; **FY22** (*“Blueprint-Like” Funding*): \$31.3 million

State Action: 2019-2021 (FYs 20-22)

Blueprint for Maryland's Future Legislation: \$3.8 billion of funding for a 10-year period to support five key policy areas

2020: Official Blueprint for Maryland's Future legislation (HB1300) passed by General Assembly, Vetoed by Governor Hogan

2021: Veto Override & Revision Bill--HB1300 & Revision Bill HB1372

- HB1300: Specific policy recommendations & funding tied to five key areas
- Revisions update funding timelines/formula calculations
- FY2023 to FY2034



Five Key Policy Areas

1. High-Quality Early Childhood Education & Expansion

Goal: Create an equitable foundation for school readiness

- Mixed-delivery system (public & private)
- Prioritize 3 and 4-year-olds from low-income households
- Increased public funding (public & community providers)
- Expand Family Support Centers and Judy Centers
- Increase supply of early childhood education teachers

2. High-Quality and Diverse Teachers & Leaders

Goal: Develop, attract, and retain talented & diverse school leaders

- Elevate the teaching profession to a “high-status profession”
- Create a leadership development system
- Redesign the teacher career ladder
- Improve recruitment and professional development
- Increase the rigor of teacher preparation programs

3. College and Career Readiness

Goal: Advance student readiness for post-secondary education or career and technical education

- Establish a curriculum to be college and career ready by 10th grade
- Set college and career readiness standards to global standards in English and math
- Implement fully aligned instructional system to keep students on track
- Create a career and technical education system to produce work-ready graduates
- Develop alternative educational approaches for students not on track
- Provide access to post college and career readiness pathways

4. More Resources to Ensure all Students are Successful

Goal: Reduce disparities in performance and inequities in school funding

- Establish a Transitional Supplemental Instruction for Struggling Learners program
- Provision of Concentration of Poverty School Grants
- Revision of funding formulas for English Learners, special education, and FARMS eligible students
- Enhance training to identify student needs and connect student resources
- Increase State-level school-based health center support

5. Governance & Accountability

Goal: Create a new Independent Board to ensure the recommendations are successfully implemented and produce desired results

Feb. 21, 2021: Establishment of Accountability & Implementation Board (AIB)

- Develop a comprehensive implementation plan
- Review local implementation plans
- Withhold funding for noncompliance
- Develop a leadership development program for Board of Education members & principals
- Evaluate submitted data on success of Blueprint components

Nov. 15, 2021: First meeting (delayed start due to selection timeline)



Governing Body's Roles & Responsibilities

Governing Body's Responsibilities

- 1. Governing Body:** County Council, County Executive, MCPS
- 2. Appoint Blueprint Implementation Coordinator:**
Ms. Janine Bacquie
- 3. Develop Location Implementation Plan:** original deadline
June 15, 2022



Fiscal Requirements

Fiscal Requirements

- 1. Maintenance of Effort vs. Local Share Sum:** County must be the greater of the two options
- 2. New Local Share Requirements**
 - Compensatory education, English language learners, special education funding formulas
 - Comparable wage index (FY24), full day pre-k (FY23), college and career readiness
 - Transitional supplemental instruction, career ladder grant programs, concentration of poverty grants
- 3. FY23: MOE > Local Share**– estimated through FY28
- 4. Blueprint State Aide to MCPS:** \$38.8 million

Blueprint Program	Recommended Funding for MCPS
Concentration of Poverty Grant	\$8,657,336
National Board-Certified Teachers	\$1,889,170
Transitional Supplemental Instruction	\$4,954,845
College and Career Readiness	\$3,080,362
Transition Grant	\$7,712,745
Pre-Kindergarten*	\$12,549,473

**Approximately \$2.7 million is earmarked for publicly funded private pre-kindergarten providers in the County.*

Maryland's Blueprint for the Future House Bill 1372

County Council ED/DHHS Committee
Thursday, March 10, 2022

Kirwan Commission Priorities

Five Blueprint Policy Areas for Mandated Reform

- High-Quality Early Childhood Education and Expansion
- High-Quality and Diverse Teachers and Leaders
- College and Career Readiness Pathways, including Career and Technical Education (CCR/CTE)
- More Resources to Ensure all Students are Successful
- Governance and Accountability

Blueprint Implementation Coordinator Roles and Responsibilities

- Blueprint Coordinator is jointly appointed by the Montgomery County Government, and MCPS and its work is guided and supported by a joint steering committee, including stakeholders from county government, MCPS and other community stakeholders
- Oversees the implementation of the Blueprint for Maryland's Future and provides oversight, input and recommendations aligned with the Blueprint outcomes and ensures compliance with all criteria from the Accountability and Implementation Board (AIB)
- Establishes collaborative relationships with Montgomery County Executive, Montgomery County Council, County agencies, higher education institutions, economic development organizations, child care providers, non-profit entities, and any other state or local governmental units identified by the AIB, non-profit entities, etc
- Leads and coordinates the development and submission of the implementation plans by governing units operating in Montgomery County
- Facilitates productive communication and outcomes to further the work and progress of Blueprint Implementation

Blueprint Coordinator Roles and Responsibilities

- Reviews and analyzes MCPS student data to assess MCPS compliance with the Blueprint standards as they relate to College and Career Ready, Human Resource Metrics, Pre-K programs, wrap around support services for students with disabilities, English language learners and students living in concentrated poverty.
- Keeps abreast and informs MCPS and County of new legislation related to the Blueprint and new or updated criteria of the AIB and offers recommendations for implementation and compliance
- Provides input on MCPS Budget allocations relative to Blueprint Implementation and relevant programs and services and participates in the county's budget process to ensure proper and equitable allocation of funds (County and state) for programs and efforts that support the implementation of the Blueprint
- Facilitates productive communication and outcomes to further the work and progress Of Blueprint Implementation
- Serves as a liaison between MCPS and the county to facilitate ongoing collaborative efforts to implement the Blueprint

Accountability and Implementation Board (AIB)

- AIB Launched November 29, 2021
- Open and closed sessions: December 5, January 5, 11, February 7, 14, March 10 and March 17
- All AIB members are on board and an executive director (who formerly staffed the Kirwan Commission) began February 7
- 4 additional staff will be added in April and more after July 1, 2022
- February 14: Dr. Choudhry, State Superintendent of Schools presented to the AIB concerning Nationally Board Certified Teachers, College and Career Readiness, and Pre-K Implementation Planning, Concentration of poverty statewide, and new Strategic Plan for MSDE/"Reimagining of MSDE"
- Will provide training for all superintendents, principals and agencies as it relates to Blueprint mandates and requirements
- MSDE will provide "Playbooks" of written guidance on each Blueprint Policy Area

Accountability and Implementation Board (AIB)

- February 16, AIB letter to Governor Hogan, Senate President Honorable Bill Ferguson and Speaker of the House of Delegates, Honorable Adrienne Jones outlining a revised timeline of deadlines since the passage of the Blueprint in February 2021, sharing a preliminary plan for reaching full staffing, requesting a supplemental appropriation in FY 22, and urging full-funding in FY 23
- Proposed a new timeline for the dissemination of criteria for the Blueprint Plan reporting from February 15, 2022 to September 1, 2022 and final report submission from local jurisdictions from June 15, 2022 to March 15, 2023.
- Revised dates for College and Career Ready goals FY 23/assessment discussions
- Will develop a process to solicit feedback from “advisors” on the 5 areas of Blueprint Implementation
- Soliciting applications through MSDE for the “expert review team members” who will visit local jurisdictions and monitor and report on Blueprint Implementation.

Engagement

- Monthly Blueprint Coordinator's Meetings with PSAAM including smaller workgroups
- MSDE Monthly Coordinator's Meeting
- MSDE New Blueprint Canvass Platform
- PIO newly formed workgroup (website launch)
- Various workgroups statewide
- Local Steering Committees launch (broad based representation)
- Workgroups in process
- DHHS Forums with child care community
- Surveys
- Individual and Group Meetings
- Ongoing meetings with employee organizations
- Presentations to interested groups
- Technical Assistance Meeting for interested Private Pre-K programs

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Discussion



Blueprint Preschool and Montgomery County's Early Care and Education Programs

Adele Robinson, March 10



ECEI Progress Updates



Raised WPA eligibility to 425% Federal Poverty level (FPL)

Conducting supply and demand study

Contracting with consultant on a care of care modeling study

Blueprint Preschool Overview



Three and four year old children

Funds 6.5 hours a day/180 days
Set amount per pupil (\$10,094 first year)

Mixed delivery rises to 50% outside public schools in 5 years – *if there are providers who can meet the criteria*

Universally available, but not universally free like kindergarten

Most parents will pay a fee (public schools and community based)

Below 300% FPL – free

Between 301% -600% FPL parent copay

Above 600% FPL Parent pays entire tuition

Provider Criteria



Blueprint requires an EXCELS rating of Level 5 by SY 2025-2026. July 2021, child care centers by EXCEL rating:

Level 5 – 79;

Level IV – 23;

Level 3 - 160

Teachers must have a BA and state teacher certification OR BA and enrolled in alternative pathway to certification (same as PreK Expansion Grant – 9 providers in County in 2021)

Building Supply– Seats

Current publicly funded prek seat capacity is 4,136 children primarily in public schools (some seats part day, majority serving 4-year olds)

Using MCPS kindergarten enrollment 11,000 children for model and 40.5% of children below age 6 are in households earning less than 300% FPL

Tier I – 300% FPL

- Four year olds 40.5% of 11,000 = 4,455
- Three year olds 40.5% of 11,000 = 4,455

Tier II – 301% - 600%

- Four year olds only
- Numbers unknown – assume roughly 1600 four year olds between 301% - 400%
- Scenario creates an assumption of the percentage of children between 400% - 600% FPL

Gap of nearly 7,000 additional seats needed for eligible children in Tier I and Tier II prek

Mixed Delivery – Seats not in Public Schools



School Year	Tier enrollment	30% Blueprint child care provider	35% Blueprint child care provider	40% Blueprint child care provider	45% Blueprint child care provider	50% Blueprint child care provider
SY 2022-23	Tier 1 Four year olds – total 4,455	1,337				
SY 2023-24	Tier I Four year olds – 4,455		1,559			
SY 2024 - 25	Tier 1 Four and three year olds – 8,910			3,609		
SY 2025-26	Tier 1 Three and Four Year Olds 8,910 and Tier II Four year olds 4,455 (if 40% of 11,000 four year olds)				6,014	
SY 2026-27	Tier I Three and four year olds 8,910; Tier II four year olds 4,455					6,683



Building Supply - Teachers



Shortage of qualified teachers in child care

By 2025-2026, the number of classrooms in child care settings is 334 for Blueprint preschool = 334 lead teachers with a Bachelor's and state certification; 334 teacher assistants with CDA or Associate degree

State early childhood educator scholarship does not cover costs of Praxis, does not provide counseling for academic entry and success

At the same time, shortage of infant/toddler teachers and potential for infant/toddler teachers to earn the qualifications to shift to preschool rooms with better compensation, exacerbating lack of infant/toddler care

Child Care Rates



- June 2021 market rate survey (which is not the same as cost of care) that for an infant in a center,
 - 100th percentile, the rate should be **\$628 a week**
 - 75th percentile, the rate should be **\$354**
 - 60th percentile, the rate would be **\$300**
 - *Maryland subsidy rate a little more than 60th percentile of market rate; CCDBG federal encourages 75th percentile*

Family Scenarios



Family in both scenarios – 2 working adults, 1 infant, 1 four-year old

Tier I - earning \$42,554 a year will still have a copay of \$3,469 for the child care portion a year plus additional fees charged by provider, Blueprint free

Tier II

a) Earning between 301 – 425% FPL eligible for WPA subsidy *if provider accepts subsidy for infant and wraparound and summer child care for preschooler*, parent pays copay and fees for child care, parent pays copay for prek

b) Earning above 425% FPL not eligible for WPA, full parent pay for child care for both children, prek copay

Infants and Toddlers



Roughly 6,600 infants and toddlers served by 141 programs with capacity of 2,467 infant and toddler seats

- Supply is well below demand
- Fewer funding options – child care subsidy, parent fees, some Early Head Start
- Teachers need specialized knowledge and skills for infants/toddlers

Considerations



Conduct a cost of care model instead of market survey for setting rates; build in comparable compensation

Create more contracts based on enrollment with better rates, build in improved compensation, to stabilize and increase supply

Develop WPA scenarios to incentive serving children at the lower eligibility levels, dual language families, and special needs children

Determine higher education capacity needs and accessibility to coursework for working early childhood educators

Create a workforce registry, expand scholarships coupled with counseling, and provide paid leave and substitute pool

Provide facilities financing for start-ups and to expand existing seats for birth to kindergarten