



Blueprint for Maryland's Future Information Session

3/14/2023

Presentation Objectives

By the end of this presentation we will have:

- Discussed additional information specific to Pillar 4: Objective 4
 - Provide supports for students attending schools with a high concentration of students from low-income households.
- Reviewed the Blueprint Implementation Timeline
- Answered any questions from the elected Board of Education specific to the school system's Initial Blueprint Implementation Plan that will be submitted on March 15, 2023.

Pillar 4: Objective 4

Provide supports for students attending schools with a high concentration of students from low-income households.

What is a Community School?

- A community school is a **whole school model** designed to promote positive, equitable outcomes by providing students, families, and communities with the **physical health, mental health, academic, and extracurricular supports needed to thrive**.
 - Community schools serve as **hubs that bring families, communities, and partners together** to remove barriers to learning. Using an asset-based approach, community schools strive to strengthen connections between home, school, and communities to generate improved student outcomes.
- Community schools work in **collaboration with community partners**, local governments, and other stakeholders to **identify and address structural and institutional barriers** to achievement.
 - **Leveraging the power of the collective** allows community schools to provide resources to students and families where they need it the most—neighborhoods that have **been historically underfunded and underserved**.
- Community schools provide a wide array of **wraparound services that enhance student's ability to be successful**.
 - These wraparound services include **safe transportation to and from school, vision and dental services, social workers and mental health counselors, extended learning time, and health and wellness services**.

Source: The Partnership for the Future of Learning. Community Schools Playbook.

Background of Community Schools in Maryland

- Community schools have been present in some of Maryland's local school systems for more than 25 years, including **Baltimore City and Montgomery County**.
 - A 2016 evaluation of Baltimore City's community schools found that community schools had **higher rates of daily attendance** in elementary and middle schools and **decreased rates of chronic absenteeism** in community schools that had been established for five or more years.¹
 - Additionally, **families of students** attending community schools were more likely to report **being connected to the school**, and students in grades 6, 9, and 10 were **less likely to transfer** to another school compared to students who did not attend community schools.
- Based on the above success, **legislation was passed in 2019** that codified community schools in Maryland.²
- **The Blueprint reinforced Maryland's commitment** to establishing and sustaining high-quality community schools that meet critical needs.
- In Maryland, a community school is any school that receives **Concentration of Poverty Grants**.

Source:

1. Durham, R. E., & Connolly, F. (2016). Baltimore Community Schools: Promise & Progress. Baltimore Education Research Consortium.

2. HB733 of 2019

Wraparound Services Identified by the Blueprint



Source: MD Code, Education §9.9–101.

What is a Concentration of Poverty Grant?

- **Concentration of Poverty Grants (CPG)** are formula-based grants awarded to schools, established by the Blueprint for Maryland's Future.
- Schools **annually receive grants** based on a calculation of the number of students living in poverty attending the school to establish and support community schools throughout the state.
- There are **two types** of Concentration of Poverty Grants: **personnel grants** and **per-pupil grants**.

Personnel grants: Used to hire a Community School Coordinator and a professional Healthcare Practitioner. After those positions are filled, the community school can use the remaining funds to provide wraparound services.

Per-pupil grants: Calculated based on the number of students living in poverty attending the school. The grants are awarded to the school based on a sliding scale and are used to provide a wide variety of wraparound services.

Source: MD Code, Education, [§5-223](#).

Concentration of Poverty Grant: Personnel Grant

- **Funding:** \$248,833 (2022 + inflation in each subsequent year) per school
- **Required Uses:**
 - Employment of a community schools coordinator.
 - Full-time coverage by at least one professional health care practitioner during school hours and any extended learning time.
- **Eligibility:** A public school, including a public charter school, with a concentration of poverty level of:
 - For fiscal year 2020, at least 80%;
 - For fiscal year 2021, at least 75%;
 - For fiscal year 2022, at least 70%;
 - For fiscal year 2023, at least 65%;
 - For fiscal year 2024, at least 60%; and
 - For fiscal year 2025, and each fiscal year thereafter, at least 55%.

Source: MD Code, Education, §5-223.

Concentration of Poverty Grant: Per-Pupil Grant (1 of 2)

- **Concentration of Poverty Level:** The sum of the percentage of eligible students of school's enrollment for the 4 prior school years minus the 2020–2021 school year percentage of eligible students; divided by three; and rounded to the nearest whole percent.
- **Per-pupil Amount:** Determined by looking at the concentration of poverty level and the year of eligibility:
 - For schools with a concentration of poverty level less than or equal to 55%, the per pupil amount is \$0.
 - For schools with a concentration of poverty level greater than 55% but less than 80%, the per pupil amount is equal to the product of the concentration of poverty level and the sliding scale upper limit (\$13,495.13) minus the sliding scale adjustment factor (\$7,422.33).
 - For schools with a concentration of poverty level equal to or greater than 80% the per pupil amount is the maximum per pupil amount (\$3,374.48).
- **Program Amount:** Multiplying the per pupil amount by the number of eligible students and adjusted based on the proportions below:
 - For the 1st year of eligibility, 16%;
 - For the 2nd year of eligibility, 32%;
 - For the 3rd year of eligibility, 37%;
 - For the 4th year of eligibility, 55%;
 - For the 5th year of eligibility, 66%;
 - For the 6th year of eligibility, 75%; and
 - For the 7th year of eligibility and each year of eligibility thereafter, 100%.
 - Beginning in fiscal year 2030, each eligible school shall receive 100% of the per pupil grant rounded to the nearest whole dollar.

Source: MD Code, Education, 5-5-223. Note: funding amounts listed on this slide reflect requirements for FY22 – these numbers should be adjusted for inflation for subsequent years

Concentration of Poverty Grant: Per-Pupil Grant (2 of 2)

- Eligible schools with a **concentration of poverty level of at least 80% shall receive a per-pupil grant beginning in fiscal year 2022.**
 - All other eligible schools shall receive **the per-pupil grant one year after becoming eligible** and upon completion of the needs assessment.
- **Eligibility:** A public school, including a public charter school, with a concentration of poverty level of:
 - For fiscal year 2022, at least 80%;
 - For fiscal year 2023, at least 75%;
 - For fiscal year 2024, at least 70%;
 - For fiscal year 2025, at least 65%;
 - For fiscal year 2026, at least 60%; and
 - For fiscal year 2027, and each fiscal year thereafter, at least 55%.

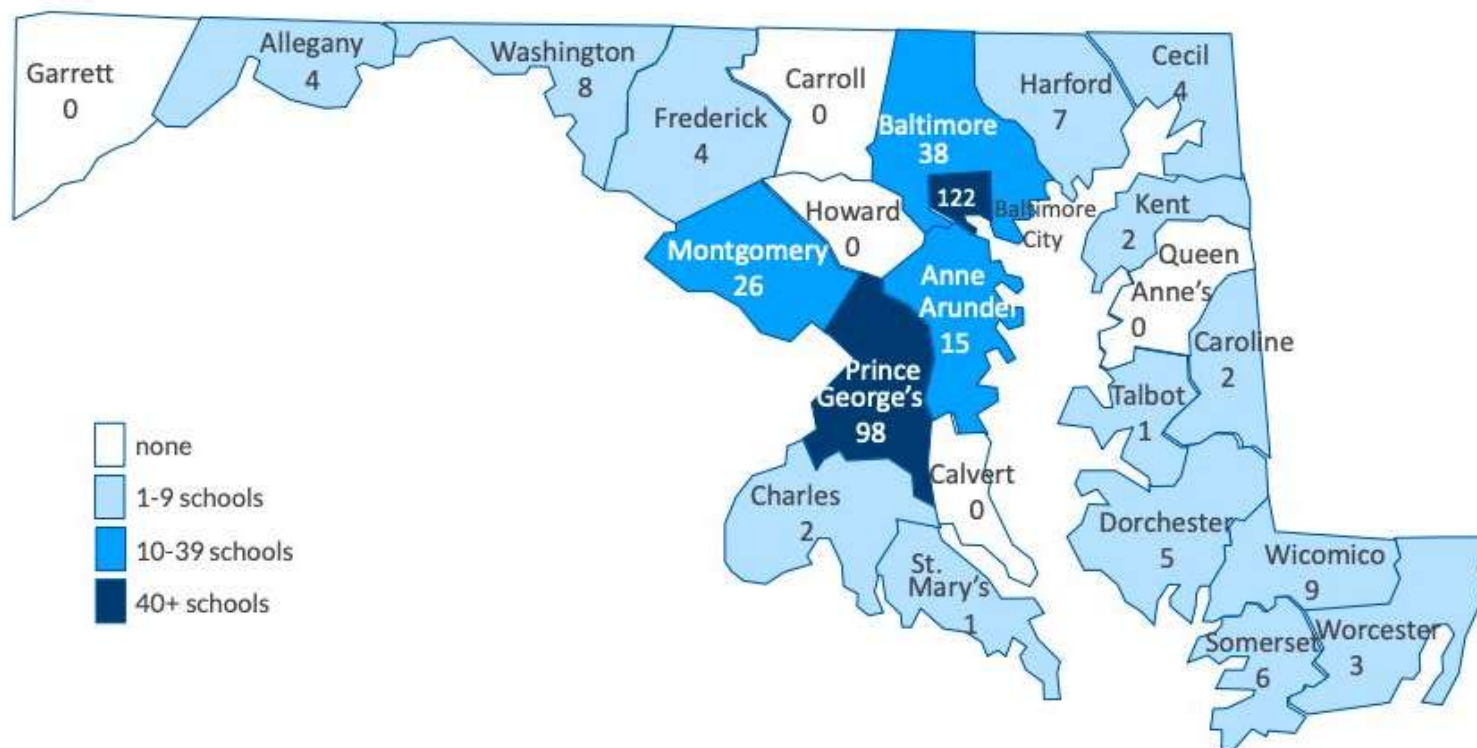
Note: funding amounts listed on this slide reflect requirements for FY22 – these numbers should be adjusted for inflation for subsequent years

Source: MD Code, Education, [§5-223](#).

Relevant Blueprint Law §5-223

Distribution of Community Schools

Currently in FY 2023, there are **358 community schools** receiving Concentration of Poverty Grants.



Source: MSDE State Aid Formula FY23

Bakerfield Elementary, Harford County

Student Demographics:

Total Enrollment: 383 (2021)

- $\geq 95\%$ * Title I, 75% FARMS, 41% Economically Disadvantaged
- 16% Students with disabilities, 8% English Learners
- 4 out of 5 Stars On the MD State Report Card (SY 2018-2019)

Needs Assessment:

- Increased awareness and accessibility of mental health/social-emotional supports
- More before/after school programs including tutoring and enrichment
- Supports for students at-risk of chronic absenteeism

CPG Funds:

- First Year of Community School: SY 2021-2022
- Average CPG level: 68%
- Personnel Grant: \$259,831 (FY23)

Implementation:

- **Staffing:** Community School Specialist (CSS) and full time ELL teacher
- **Professional Development:** Institute for Educational Leadership (IEL) Community School Conference for Principal & CSS
- **Academic Enrichment:** attendance and Positive Behavior Interventions and Supports (PBIS) awards and incentives
- **Parent & Community Engagement:** seven monthly events, community garden, English language classes
- **Resource Management:** holiday food baskets, home supplies, winter coats, care closet, home visits

Source: MSDE Early Attendance, MD Report Card

*Note: Data suppressed due to small student population

Maple Elementary, Dorchester County

Student Demographics:

Total Enrollment: 454 (2021)

- $\geq 95\%$ FARMS*, $\geq 95\%$ Title I*, 70% Economically Disadvantaged
- 6% Students with disabilities, 10% English Learners*
- 3 out of 5 Stars On the MD State Report Card (SY 2018-2019)

Needs Assessment:

- Food and clothing for families
- Mental health resources for students and families
- Parent access to assistance with reading and math skills to help their children at home

CPG Funds:

- First Year of Community School: SY 2019-2020
- Average CPG level : 93%
- Personnel Grant: \$259,831 (FY23)
- Per-Pupil Grant: \$515,296 (FY23)

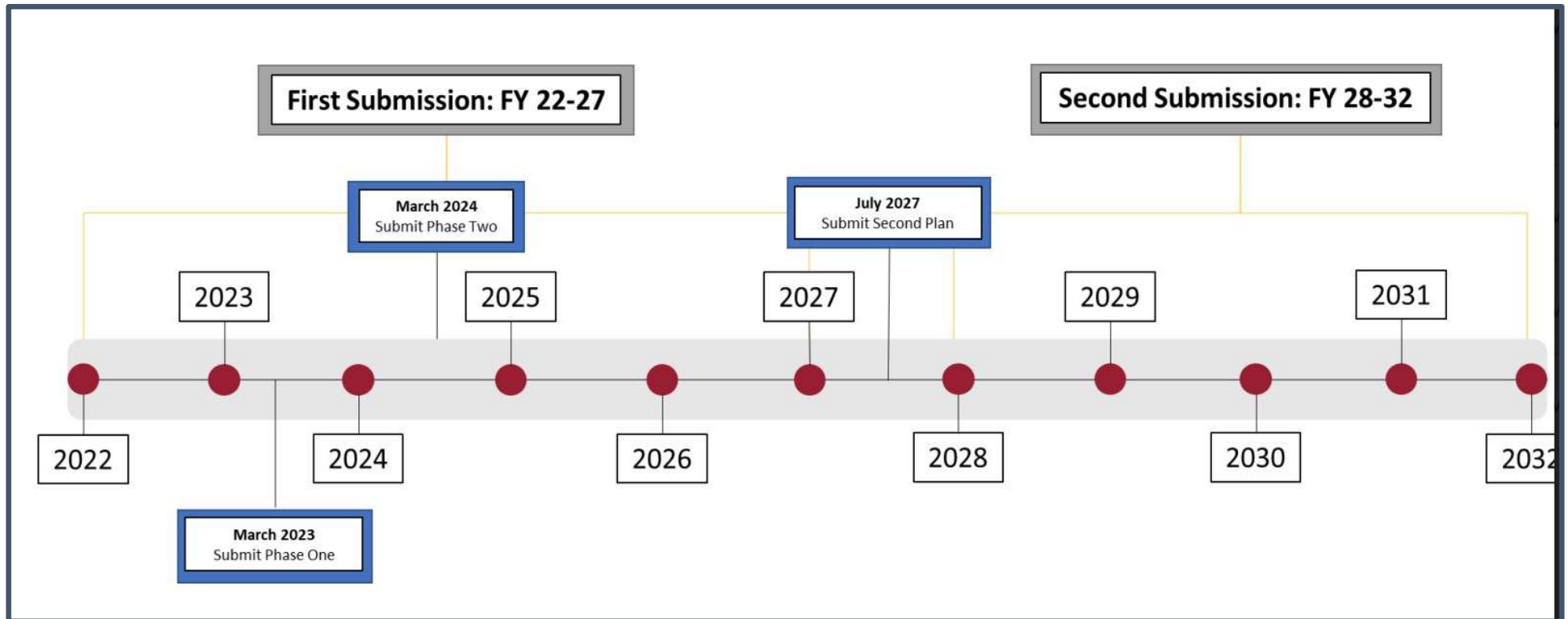
Implementation:

- **Staffing:** social worker facilitates groups and classroom lessons, works individually with students and families, additional mental health supports through two outside behavioral health providers
- **Parent & Community Engagement:** providing informational support to help parents assist students with math
- **Resource Management:** partnership with community food pantry, snacks for students through classroom teachers, cold weather supplies, onsite Maple Hygiene store for students to obtain free hygiene items for themselves and family members

Source: MSDE Early Attendance, MD Report Card

*Note: Data suppressed due to small student population

Blueprint Implementation Timeline



Blueprint Implementation Questions