



Update on The Blueprint for Maryland's Future

Celebrating Achievements Confronting Challenges, and Charting the Future

**Briefing before the Senate Education, Energy, and the Environment
Committee**

January 16, 2024



**Dorchester
County**
Mr. W. David
Bromwell



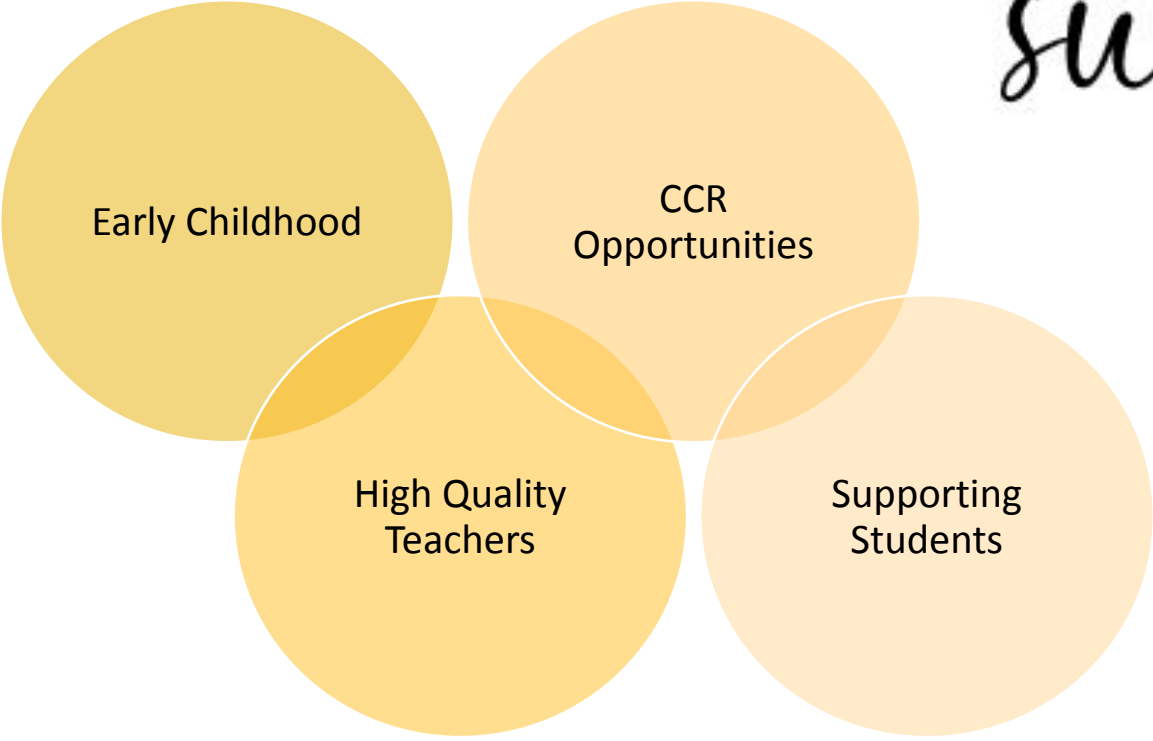
**Prince George's
County**
Mr. Millard House



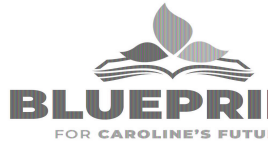
Cecil County
Dr. Jeffrey Lawson
President, PSSAM



Dr. Jeffrey Lawson,
President, PSSAM



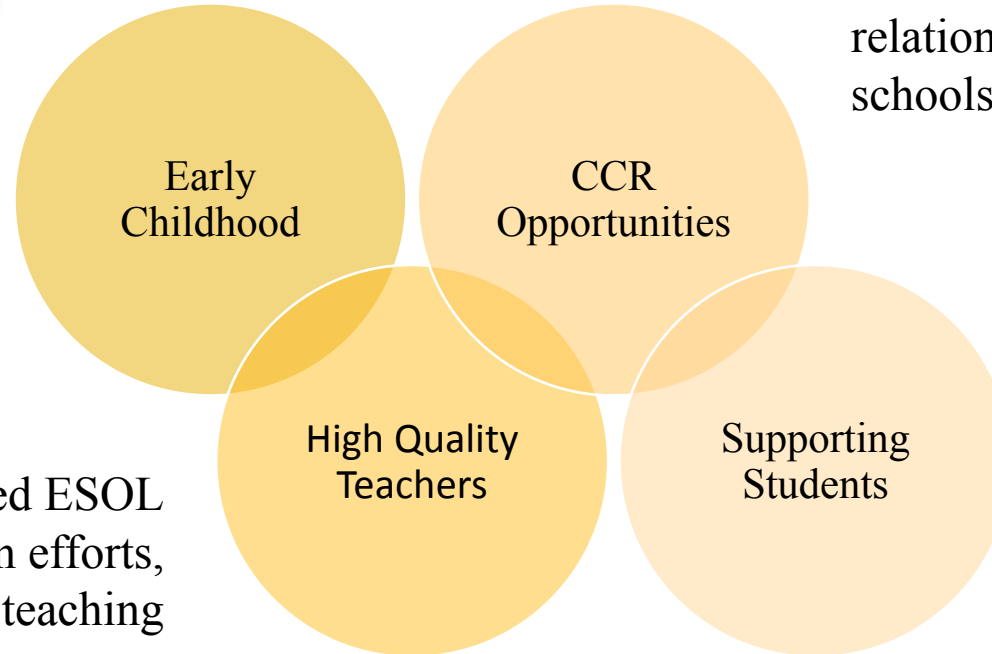
successes!



successes!

Increased seats & opportunities for full-day PreK, amazing Judy Center efforts, KRA score increases, partnerships with Head Start

Increased NBC teachers, increased ESOL dual certifications, grow-our-own efforts, elevating and diversifying the teaching profession, well-deserved salary increases



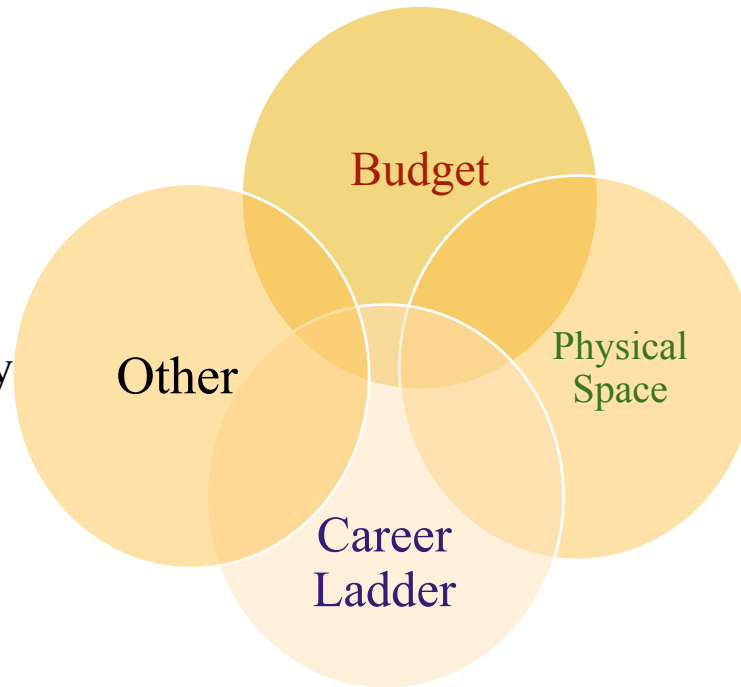
Increased dual enrollment, apprenticeships, new and improved community college relationships, career coaches in middle schools, and new partnerships with WIBs

New community schools and concentration of poverty funding, increased SEL integration, increased nurses & psychologists, integrated tiers of support

****Success in these areas are not universal for all districts, but these are some common successes****

Challenges

Communication with all stakeholders; mixed delivery system with private PreK providers is hard to attain



Non-Blueprint costs are being squeezed and not recognized as imperative to operations such as school safety, transportation, maintenance; fixed costs plagued by inflation (utilities, health care); using fund balances previously reserved for emergencies, teacher salaries are affecting all pay scales; 75% expenditure reporting; \$1 billion of special education funding supported through local funds *only*

Guidance has been difficult to finalize, impacting negotiations; lower % of teaching time will have major staff implications amid existing shortages; “harmony in the building” concerns between teachers and other educational/support staff not receiving Blueprint raises (especially in high needs schools)

Space for Pre-K, CTE expansion, increased staffing and planning spaces, community school providers, wrap-around services

Pillar 1 - Early Childhood Education



**Dorchester
County**
Mr. W. David
Bromwell

The Blueprint goal of a 50/50 mixed delivery system of full-day PreK for all 3- and 4-year-olds is a serious challenge for small school systems

- Lack of private providers
- Disincentives for private providers to participate - not a model that works for many small businesses (outside of LEA control)
 - Slow approval and reimbursement from the State (affects cash flow and predictability)
 - Higher expectations than traditional child care programs (training, staffing, certification, center and home requirements)

Pillar 1 - Early Childhood Education



Mr. W. David
Bromwell

Natural “tension” of the mixed delivery system

- Do we build it.....spending time and resources outside of the PreK-12 mission?
- We know we cannot meet the need alone
 - Capital constraints (competing with longstanding building priorities)
 - Existing staffing shortages
 - Transportation (retrofit buses for littles, long bus rides)
- Do we spend the time building up a private industry.....taking time away from our mission?

Pillar 1 - Early Childhood Education

PreK mixed delivery system

Should this be the responsibility of the LEAs?

- While access to PreK for 3 and 4-year-olds is a laudable goal and has strong research linked to future academic success.....
- but.....this is a significant increase to the mission of public education without enough financial investment to date
- This is an initiative that should be lead by a strong centralized State effort



Mr. W. David
Bromwell

Pillar 2 - High Quality Teachers and Leaders



Mr. W. David
Bromwell

Successes

- Grow Your Own Initiatives

Challenges

- Starting salary of \$60K – flat mandate across the State – (Shore mostly under \$50K)
- Pressure on the entire salary scale
- Opting into the NBC
- Teacher Shortage
 - Shore competition - work together but....still in competition for staff
 - Behavioral issues compounded by pandemic
 - Fewer local university graduates

Pillar 3 - College and Career Ready



Mr. W. David
Bromwell

Progress

- Mapping out support pathways for the high school
- 3 Career coaches in place and working with the secondary level

Challenges

- Too many initiatives happening at one time making it difficult for smaller counties to make progress on anything
- Last year's mandate to open dual enrollment to all students was extremely expensive without sufficient funding from the State

Pillar 5 - Governance and Accountability

Success

- Strong relationship with the local board and the Blueprint Coordinator to ensure all initiatives and deadlines are met

Challenges

- Sustained funding for the Blueprint Coordinator (last year's State funds were for one year)
- Coordinators wear multiple hats in small districts - State finding helped provide equity with more resourced districts



Mr. W. David
Bromwell

Pillar 1 - Early Childhood Education



Prince George's
County
Mr. Millard House

Funded Full-day PreK

- The PGCPS Early Learning Office is working with the PGCPS Office of Building Services on a physical plan for **10 additional centers** that will accommodate the expansion of prekindergarten in the district by school year 2029-2030.

Expanding Family Supports through Judy Centers

PGCPS established two new [Judy Center](#) Early Learning Hubs

- The focus for Judy Center Early Learning Hubs is to enrich, enhance, and provide comprehensive early childhood programs and services for children and families, ages prenatal to five. These early intervention programs and services aim to build young children's school readiness skills.

Pillar 1 - Early Childhood Education

Each Judy Center Early Learning Hub is equipped to address the ongoing needs of children and families for kindergarten students scoring lower on the statewide **Kindergarten Readiness Assessment (KRA)**.

All centers provide:

- **Literacy Learning Parties** - workshops focused on building literacy, mathematics, and social emotional skills.
- **Raising a Reader** – engaging families in reading at home, adult education and reading resources
- Other Programs/Activities:
 - science programs,
 - arts programs,
 - **health awareness** = dental, maternal, and mental health
 - **diaper and food pantry**
- **Case management** services to families to address further needs of families



Prince George's
County
Mr. Millard House

Pillar 3 - College and Career Ready

- All PGCPS students in grades 6-12 will have access to career counseling to help them determine their post-high school graduation path. (establishment of the **Career Counseling MOU with Employ Prince George's and Prince George's Community College**)
- Highly successful **system to monitor students' progress** and which will keep them on track to meet the college and career readiness standards
- Increase in the number of students graduating with a high school and an associate's degree



Prince George's
County
Mr. Millard House

Pillar 3 - College and Career Ready

Challenges

- To directly include creative and performing arts in the Blueprint
- Communicating to all stakeholders the opportunities and pathways available for students



Prince George's
County
Mr. Millard House

Pillar 4 - More Resources for All Students to Be Successful

Community Schools - 109 schools created since 2019

Community School Coordinators (CSC) – Every school has a coordinator, employed by PGCPS who acts as a liaison between the school and the community to establish and maintain partnerships that support students, families and the local community

Mental Health Support – Each school has at least one full-time mental health therapist who serves students and families and also conducts professional development for staff

Health Care Practitioners – A registered nurse (RN) is assigned to each community school



Prince George's
County
Mr. Millard House

Pillar 4 - More Resources for All Students to Be Successful



Prince George's
County
Mr. Millard House

- **Supplemental Instruction** - Primary learners (K-3) who struggle with reading and mathematics skills are provided with one-on-one and small group instruction that offers personalized instruction for increased academic achievement.
- **Wraparound Services** – Services are specific to the needs assessment of each school. Services may include:
 - Extended learning opportunities for students
 - English classes for parents/guardians
 - Language classes for staff to help communicate better with parents/guardians
 - Academic and cultural enrichment activities for families and students
 - Essential supplies - food, backpacks, school supplies

Pillar 5 - Governance and Accountability

Challenges

- Ensuring that **all populations of students** (special and education and English Language Learners) are being included and have the opportunity to participate in the various pathways
- **Communication**
 - Including all stakeholders (students, parents/guardians, teachers, administrators, partners, labor unions, central office, etc.) in the implementation process.
 - Keeping all stakeholders informed in a timely manner.



Prince George's
County
Mr. Millard House



Cecil County
Dr. Jeffrey Lawson

Funding the Blueprint for Maryland's Future

Ensuring that students and schools with the
highest needs receive the resources they
need to be *successful*





Cecil County
Dr. Jeffrey Lawson



Local Government Education Funding - Maintenance of Effort (MoE) or Local Share

- Local governments must allocate as much per pupil funding as provided in the prior fiscal year (MoE).
- The per pupil amount is based on the greater of the prior year's enrollment or the three-year moving enrollment average.
- Under the Blueprint, counties must also provide the greater of MOE or the combined Local Share of multiple major aid programs.
- This is the minimum local school funding allowed by law.

Cecil County Public Schools

Fiscal Year	Maintenance of Effort	Local Share
FY 22	\$ 88,527,026	N/A
FY 23	\$ 89,196,266	\$ 75,238,965
FY 24	\$ 88,501,638	\$ 85,216,316
FY 25	\$ 87,828,080	TBD



PSSAM

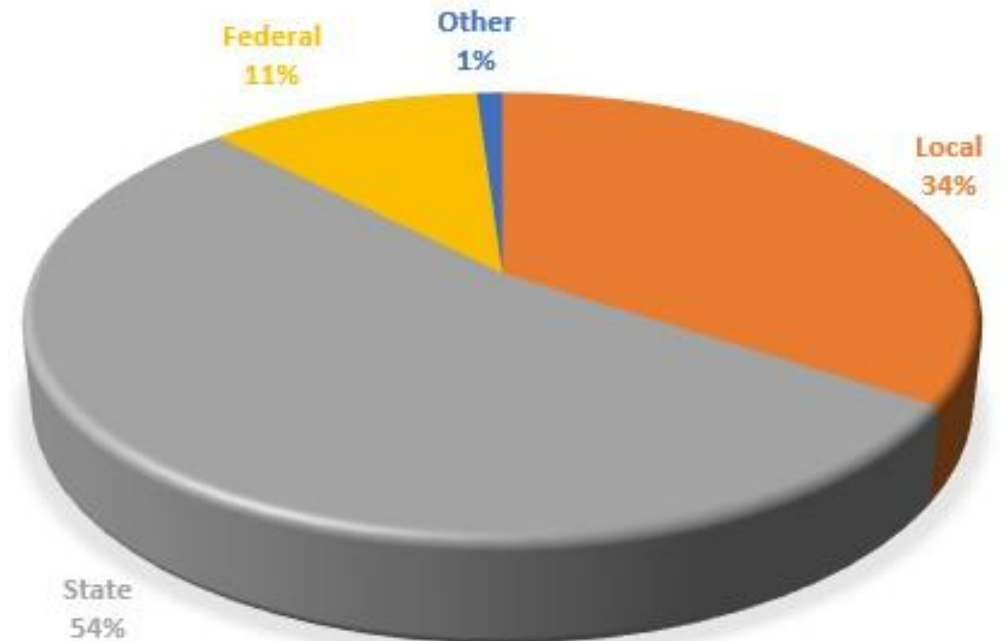
Public School Superintendents' Association
OF MARYLAND

FY24 REVENUE

FY24 Approved Budget - Revenue

Local	\$ 88,501,638	34.4%
State	137,765,144	53.5%
Federal	28,642,990	11.1%
Other	<u>2,693,821</u>	<u>1.0%</u>
Total	\$ 257,603,593	100%

CECIL COUNTY PUBLIC SCHOOLS FY24 APPROVED BUDGET REVENUE SOURCES

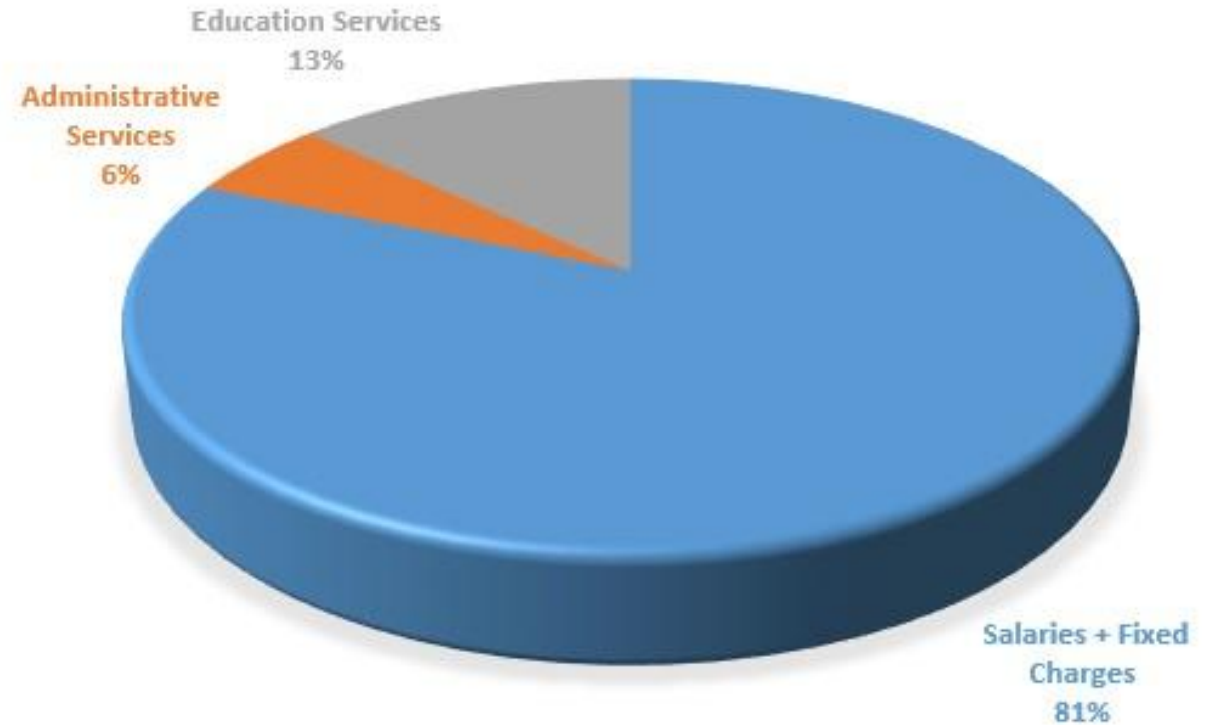


FY24 EXPENDITURES

CECIL COUNTY PUBLIC SCHOOLS FY24 APPROVED BUDGET EXPENDITURES

FY24 Approved Budget - Expenditures

Salaries + Fixed Charges	\$ 209,634,226	81.38%
Administrative Services	\$ 14,319,626	5.56%
Education Services	\$ 33,649,741	13.06%
	<u>\$ 257,603,593</u>	<u>100.00%</u>





PSSAM

Public School Superintendents' Association
OF MARYLAND

Blueprint Funding Formula-Student Enrollment

	FY24	FY25	Change	%
Foundation	14,365.33	14,256	(109.33)	(1%)
Compensatory Education	7,516	7,888	372	5%
Pre K	705	741	36	5%
English Language Learners	341	391	50	15%
Special Education	2,565	2,602	37	1%
**Transitional Supplemental Instruction	2,584	2,518	(66)	(3%)
College and Career	1,300	735	(565)	(43%)



Other Costs of Public Education (Non Blueprint Expenses)

- Arts
- Athletics
- Transportation
- Utilities (second highest expenditures after salaries)
- Special Education
 - Funding not reimbursed by the State or federal government = \$1B statewide and an additional \$500M in special education transportation
- Security - staffing and capital expenditures
- Maintenance



Cecil County
Dr. Jeffrey Lawson



What Makes The Blueprint for Maryland's Future Different?

Ensuring that students and schools with the *highest needs* receive the resources they need to be *successful*

How?

LEAs will “reimagine education” and reallocate resources

Pillar 4 - More Resources for All Students to Be Successful



Cecil County
Dr. Jeffrey Lawson

- Funding formula will impact resources and staffing based upon student needs and demographics
- Less flexibility in budgeting – funding to follow the student
 - Slow guidance on how this is to be accomplished
- The Blueprint required a new State Financial Management System and Reporting Manual, but this is almost a year behind
 - New local systems need to be created by small school budget staffs – LOTS of competing tasks and obligations

School Demographics

There is a wide variance of individual per pupil funding within each school.

Funding Source	Student A		Student B		Student C	
	Eligible	Funding Amount	Eligible	Funding Amount	Eligible	Funding Amount
Foundation (Base Amount)	✓	8,642	✓	8,642	✓	8,642
Compensatory Education		-	✓	7,519	✓	7,519
English Language Learner		-		-	✓	8,642
Special Education		-		-	✓	7,951
		<u>\$ 8,642</u>		<u>\$ 16,161</u>		<u>\$ 32,754</u>

School Demographics

School demographics vary greatly, which can result in huge differences in funding.

School A – 443 students

Small School, Medium FARMS, Low SE, Low EL

Foundation
\$3,828,406

Compensatory Ed
\$556,406

English Learner
\$43,210

Special Education
\$286,236

PreK
\$231,880

Total
\$4,946,138

School B – 433 students

Small School, High FARMS, Low SE, High EL

Foundation
\$3,741,986

Compensatory Ed
\$2,977,524

English Learner
\$2,480,254

Special Education
\$198,775

PreK
\$463,760

Total
\$9,862,299



PSSAM

Public School Superintendents' Association
OF MARYLAND

Questions?