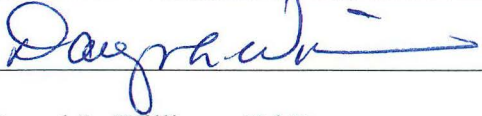


I certify that the information provided on (1) the distribution and allocation of funds under Chapter 771 of 2019, including at the school level, and (2) other counts reported on The Blueprint for Maryland's Future reporting survey, are accurate.

Local Education Agency: Baltimore County Public Schools

Superintendent of Schools: 

Darryl L. Williams, Ed.D.

Date: 11/20/19

Contact Information

In the event that any follow-up questions are necessary, please provide the following contact information.

Local School System: Baltimore

Prepared by: Whit Tantleff

Title: Director of Budget and Reporting

Phone number 443-809-7839

Email address: wtantleff@bcps.org

Date: 11/22/2019

1. Enhanced Special Education Funding Baltimore

Background

In both fiscal 2020 and 2021, an additional \$65.5 million is provided for special education services for students with disabilities, with specified allocations to each local education agency (LEA). If any of this funding is not needed to fully implement individualized education programs (IEP) and 504 plans for students with disabilities, each local board of education must use the remaining funding to implement other recommendations made in the Commission's January 2019 Interim Report.

Special Education	Total FY 2020 Allocation	Funding Allocated for IEP and 504 Plans	Funding Allocated for Other Commission Priorities
Central Office			
Schools (If applicable)	8,465,089	8,465,089	N/A
Many schools throughout the BCPS system			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
School Name			
Total	8,465,089	8,465,089	-

Narrative

1. How are the additional funds being used to implement IEP or 504 plans? Explain what services are being provided. For example, how many additional special education teachers were hired or are budgeted?

The Blueprint for Maryland's Future Students with Disabilities Grant is being used to implement IEPs by supporting additional special education positions and compensation increases. The grant will fund the following in FY2020:

- Additional 69.8 special education teachers at \$3,670,587
- Additional 18.0 paraeducators at \$497,916
- COLA of \$715,886 and step increase of \$541,104 for all 660.5 FTE special education paraeducators
- Step increase of \$1,487,821 for all 1,249.4 FTE special education teachers
- Step increase of \$401,127 for all other special education related FTEs (related services, etc.)
- Special education additional assistants hourly rate increased by \$854,541
- Extended school year (special education summer school) wages increased by \$296,197

2. If any funds were not needed to implement IEP or 504 plans, please explain why those funds were not needed for special education services.

N/A.

3. If any additional funds are not being allocated for special education, please indicate the amount and use or planned use of the funds. Be as specific as possible.

N/A.

4. Will your LEA spend at least as much State and local funds (in total) on special education in FY 2020 as in FY 2019? Explain.

Yes. BCPS' special education budget increased by \$14.0 million in FY2020 over FY2019.

2. Concentration of Poverty Baltimore

Background

This program provides grants to public schools in which at least 80% of the students were eligible for free and reduced-price meals. For both fiscal 2020 and 2021, the State must distribute a grant to each local school board equal to \$248,833 for each existing eligible school; that same amount must be distributed by the local board to each eligible school. However, if the local school system has at least 40 eligible schools, the local board may distribute the funds in accordance with a plan developed in consultation with eligible schools that ensures that each eligible school receives the required positions/coverage and services. Each of these schools must employ one community school coordinator and provide full-time coverage by at least one health care practitioner, as specified. If the funding exceeds costs and/or the school already employs individuals in such positions, resulting excess funds must only be used for specified wraparound services or for a required needs assessment. The community school coordinator must conduct a needs assessment by July 1, 2020. An eligible school that receives outside funding (e.g., from the local health department) for a school nurse, school health services, or community school services in fiscal 2019 must receive at least the same level of resources in fiscal 2020 and 2021.

Concentration of Poverty Grants	FY 2020 \$ Allocation	Community School Coordinator Employed (Yes/No)	Community School Coordinator Source of Funds if Not State Grant	Funds Allocated for Community School Coordinator (\$) if Applicable**	Full-Time Health Coverage (Yes/No)	Health Care Practitioner Employer	Funds Allocated for Health Coverage (\$) if Applicable**	Any Extra Funds Used for Wraparound Services (Yes/No/Unknown)	Amount of Funds Allocated for Wraparound Services (\$)
Central Office	995,332								
Schools									
Sandalwood Elementary School		Yes		116,575	Yes	School Health Services Program	37,777	Yes	94,481
Deep Creek Elementary School		Yes		116,575	Yes	School Health Services Program	37,777	Yes	94,481
Riverview Elementary School		Yes		116,575	Yes	School Health Services Program	37,777	Yes	94,481
Hawthorne Elementary School		Yes		116,575	Yes	School Health Services Program	37,776	Yes	94,481
School Name									
School Name									
School Name									
School Name									
School Name									
School Name									
School Name									
School Name									
Total	995,332			466,302			151,107		377,924

** Includes fringe benefits

Narrative

1. If you have at least 40 qualifying schools, explain how funding was distributed. Please attach your full plan.

N/A

2. If any eligible school has not hired a community school coordinator please explain why. For all other schools please provide examples of strategic partnerships that have been developed and other responsibilities of the community school coordinator.

The community school coordinator is responsible for a broad range of interrelated responsibilities, which include engaging and supporting families, securing and maintaining community partnerships, integrating eligible services into the school community and ensuring that students are participating. The community school coordinator will work with staff, students, families and community organizations to foster a school environment that is consistently welcoming to families, respects and honors student and family diversity within the school community and draws upon family and community resources to enhance teaching and learning. The community school coordinator will provide leadership in conducting a needs assessment, gathering data and developing a community schools program plan that reflects the priorities identified through the data. The community schools coordinator will work collaboratively with the principal to establish ongoing relationships with community organizations, community members, and businesses to increase their involvement and maximize community contributions for school effectiveness. BCPS' Human Resources Staffing Office is aggressively recruiting to fill all four community school coordinators.

3. Explain if any eligible school does not have full-time health coverage. Explain the implementation model to provide coverage.

All schools have full-time nurses. Each school will increase the health assistant allocation to a full-time equivalent through the grant funds.

4. Describe any wraparound services funded provided using any extra funds. Be specific by school. (If applicable. If just getting started explain plan.)

All identified schools will be completing a needs assessment to determine what additional wrap-around services will be needed to address identified needs. Schools will also use funds to expand current wrap-around services to support additional students.

5. Explain plan to complete the required needs assessments by July 1, 2020.

The following process will be followed by each identified school to ensure that each school completes the required needs assessment by July 1, 2020: Hire a community schools coordinator. Form a steering committee/governance body. Conduct staff and parent meetings. Design the needs assessment. Implement the needs assessment.

3. Transitional Supplemental Instruction Baltimore

Background:

For each of fiscal 2020 and 2021, the State must distribute to local boards of education funds totaling \$23.0 million, as allocated by the bill, for the provision of Transitional Supplemental Instruction (TSI) for struggling learners, which involves additional academic support using evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the federal Every Student Succeeds Act. TSI can include, among other approaches, one-on-one and small-group tutoring with a certified teacher, a teaching assistant, or any other trained professional; cross-age peer tutoring; and screening, identifying, and addressing literacy deficits. Struggling learners are students who perform below grade level in English/language arts or reading in kindergarten through grade 3.

If TSI funds were provided to individual schools to implement their own tutoring programs, please enter responses for each school that received direct funding. If funding was not provided directly to schools but instead the central office administered TSI programs in qualifying schools, please enter responses only in the Central Office line. If the Central Office administered some TSI programs and some individual schools administered their own programs, please enter responses in both the Central Office line and for individual schools.

	FY 20 Funding Allocation (\$)**	Type of Tutoring Services	Program Administration	Content Areas	Grade Levels	# Full-Time Equivalent Tutors	# Students Tuted	% Hours of Tutoring in Literacy	% Hours of Tutoring in Math
Central Office		Group	Individual Schools	Both	K-3				
Schools (If applicable)	2,639,455								
Baltimore Highlands E.S.		Reading				0.5	Varies	Fluctuates daily based on instructional need	
Dogwood E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Dundalk E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Hillcrest E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Johnnycake E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Joppa View E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Lyons Mill E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Mays Chapel E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
New Town E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Norwood E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Owings Mills E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Pleasant Plains E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Relay E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Stoneleigh E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Villa Cresta E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Vincent Farm E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Westowne E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Woodholme E.S.		Reading				1.0	Varies	Fluctuates daily based on instructional need	
Deep Creek E.S.		Math				1.0	Varies	Fluctuates daily based on instructional need	
Edmondson Heights E.S.		Math				0.5	Varies	Fluctuates daily based on instructional need	
Featherbed Lane E.S.		Math				0.5	Varies	Fluctuates daily based on instructional need	
Hawthorne E.S.		Math				1.0	Varies	Fluctuates daily based on instructional need	
Hernwood E.S.		Math				0.5	Varies	Fluctuates daily based on instructional need	
Johnnycake E.S.		Math				0.5	Varies	Fluctuates daily based on instructional need	
Logan E.S.		Math				1.0	Varies	Fluctuates daily based on instructional need	
Riverview E.S.		Math				1.0	Varies	Fluctuates daily based on instructional need	
White Oak Special Education School		Math				0.5	Varies	Fluctuates daily based on instructional need	
Total	2,639,455					24.0	0		

** Includes fringe benefits

1. How were schools identified for TSI services? What specific criteria or factors were used in selecting schools? Please be specific.

Schools were identified for TSI services using a variety of data points including total enrollment, achievement scores, number of new and nontenured teachers and achievement gaps between student groups. For achievement scores we used both MCAP data (% not meeting proficiency score of 4 or 5 as well as % scoring a 1) as well as MAP-R (reading schools) and MAP-M (math schools) looking specifically at growth and achievement. Once schools were prioritized based on an analysis of achievement data, additional factors such as total enrollment (schools with >600 students) and number of new and non-tenured teachers was considered since additional staffing in these buildings would allow for targeted supplemental instruction to occur on a daily basis. The number of students tutored and the percentage of hours spent tutoring varies daily, based on individual instructional needs and school schedule.

2. Were some tutors assigned to more than one school? If so, how many tutors worked in more than one school?

No.

3. Please provide information about the service model used, including the selection of students.

Students are selected to receive targeted supplemental instruction using a variety of lagging and leading data sources and both formative and summative assessments. In the fall, data from MCAP was analyzed to identify students who are performing significantly below grade level (proficiency score of 1) and to identify the specific standards-aligned evidence statements with which they struggled. Once school began, students were administered a variety of screening tools including DIBELS next, decoding surveys and running records (for reading support) and math pre-assessments aligned to standards progression to identify the appropriate students for support in small group instruction. Once students are identified, they participate in the shared learning/explicit instruction portion of the lesson with their class and then receive customized supplemental instruction, aligned to the targeted standards identified by assessments or the skills identified through screening tools, during small group instruction. As small group instruction continues, teachers utilize progress monitoring tools to ensure progress and make determinations about flexible grouping. These support teachers plan collaboratively with classroom teachers to ensure alignment of small group instruction with the standards-aligned curriculum goals.

4. Supplemental Pre-K Grants Baltimore

Background:

These grants are expanded to include State funding to a local education agency based on every four-year-old in full-day prekindergarten as of September 30 of each year, regardless of whether full-day services are available to all four-year-olds in the county's prekindergarten program. Also, the supplemental grants are extended to fiscal 2021.

Please answer the following questions

Enter responses below

1. How many total full-day four-year-old slots are being provided in fiscal 2020?	181
2. How many of the total four-year-old full-day slots were added in fiscal 2020 through this grant?	0
3. Of the slots that were funded in fiscal 2020 through the grant, how many were also funded through:	
a. Pre-K Expansion Grant (competitive grant through MSDE)	181
b. Head Start	0
4. How many slots were provided by a community provider (excluding Head Start) in fiscal 2020?	0
5. How many slots were converted from half day to full-day for fiscal 2020?	0

Additional Comments:

N/A.

6. Mental Health Coordinators Baltimore

	Answers	Notes
1. Has the district designated or hired a mental health services coordinator? (Yes/No)	Yes	Yes, there has been a staff person filling this role. Current efforts are underway to hire a candidate solely focused on these responsibilities.
2. If yes, did the district designate an existing staff member as the mental health services coordinator, or hire a new employee to fill that role? (Existing Employee/New Employee)	Existing employee	Currently the position is covered with an existing staff person. However, hiring is underway to fill the position created with the Blueprint grant funds.
3. If yes, does the mental health services coordinator serve full-time in that position or have other responsibilities? (Full time/Other Responsibilities)	Other responsibilities	There has been a staff person filling this role. Current efforts are underway to hire a candidate solely focused on these responsibilities on a full-time basis.

4. Briefly describe key accomplishments of the mental health services coordinator (e.g., expansion of mental health services, collaboration with community resources, training for school personnel).

The key accomplishments of the mental health services coordinator are as follows:

- Increased community mental health partnerships with schools.
- Elevated the coordination and the collaboration of the Behavior Threat Assessment Team at the school level to structure identifying and assessing students who pose a danger to themselves and others, through annual professional learning and local school monthly meetings.
- Data collection and analysis of threat management process and reporting.
- Leveraged grant funding to facilitate increased awareness of suicide prevention, intervention and postvention, to support training of staff and students on the Signs of Suicide educational tools as well as Suicide Awareness electronic training.
- Shared collaboration with internal and external resources to facilitate an annual campaign that affords opportunities for awareness of related mental health concerns.

5. Teacher Salary Incentive Grants Baltimore

Background

This program, administered by the Maryland State Department of Education (MSDE), provides grants to county boards to increase teacher salaries to improve recruitment and retention of high-quality teachers. In each of fiscal 2020 and 2021, the State must provide a grant to a local board if the local board provides a negotiated (or planned) and funded average salary increase for teachers of at least 3.0% in fiscal 2020. However, funding is dependent on local boards providing required documentation. A county that did not receive a State grant in fiscal 2020, may apply for the grant in fiscal 2021 and must submit documentation showing that the required salary increase will be funded in fiscal 2021.

Local boards of education may apply to MSDE for grants by specified dates. A State grant may be used only to provide an additional salary increase to teachers, as defined in the bill; priority should be given to increasing starting teacher salaries and salaries for teachers with less than five years of teaching experience. In each of fiscal 2020 and 2021 the State must distribute \$75.0 million to eligible counties for the grants, including specified allocations for each county.

Narrative

1. MSDE has provided copies of your approved application. If you have implemented your salary increases differently than your approved grant application, please explain.

BCPS has implemented salary increases in accordance with its approved application.

2. To continue to receive the State grant in fiscal 2021, the local board must continue to provide the 3% salary increase to teachers in fiscal 2021. Please indicate if your county board will budget to continue the 3% increase in fiscal 2021. Also if your county has completed negotiations, please indicate the negotiated teacher salary increases in fiscal 2021, in addition to the 3% increase provided in fiscal 2020 and the use of the State grant in fiscal 2020 and 2021.

BCPS is currently in collective bargaining negotiations with its teacher's union, TABCO, for FY2021. Salary increases granted in FY2021, which included an increase in excess of 3.0% in addition to Blueprint funds, will be continued in FY2021. Any additional step or COLA increases are subject to collective bargaining.