

**American Rescue Plan  
Elementary and Secondary School  
Emergency Relief (ESSER) Fund**

**Maryland Local School System  
Application and Certification**

**June 25, 2021**



## **Purpose**

Under the federal American Rescue Plan Act of 2021, Public Law 117-2, enacted on March 11, 2020, the Department awards grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to safely reopen and sustain the safe operation of schools and to address the impact of the coronavirus pandemic on the nation's students. The American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) requires local education agencies (LEAs) to reserve a portion of the allocation to address learning loss through evidence-based interventions. The remaining allocation has the same allowable uses as the CARES Act and CRRSA Act ESSER Funds. The ARP ESSER funds **do not** have an equitable services requirement.

## **Timeline**

Local School System applications are due to MSDE by **July 30, 2021**.

## **Availability**

Funds are available for use from March 13, 2020 through September 30, 2024, including the Tydings Amendment.

## **Uses of Funds**

Local School Systems must reserve not less than 20% of its total allocation to address learning loss through the implementation of evidence-based interventions, ensure that the interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. The remaining ARP ESSER funds may be used for the same allowable purposes as the CARES and CCRSA ESSER funds, including hiring new staff and avoiding layoffs. Section 2001(e) of the ARP authorizes an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with the guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. An LEA may use ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.

## **Contact Information**

Questions should be addressed to Donna Gunning by email at [donna.gunning@maryland.gov](mailto:donna.gunning@maryland.gov) or by phone at 410-767-0757; or Steve Brooks by email at [steve.brooks@maryland.gov](mailto:steve.brooks@maryland.gov) or by telephone at 410-767-0793.

## **PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES**

### **Programmatic Assurances**

1. The Local Educational Agency (LEA) will use ARP ESSER funds for activities allowable under Section 2001(e) of the American Rescue Plan Act of 2021 (ARP). (See Appendix A.)
2. The LEA will implement evidence-based interventions as required under section 2001(e)(1) of the ARP Act.
3. The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act.

### **Reporting Assurances**

4. LEAs comply with all reporting requirements at such time, and in such manner, and containing such information as the Secretary may reasonably require, including on matters such as:
  - a. How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
  - b. Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
  - c. Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
  - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  - e. LEA uses of funds to sustain and support access to early childhood education programs;
  - f. Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  - g. Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
5. The LEA will provide the required data to ensure the LEA has met the Maintenance of Equity Requirement per Section 2004 of the American Rescue Plan Act of 2021.

### **Fiscal Assurances**

6. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized

individuals available for interview and examination, upon the request of (i) the United States Department of Education (USDE) and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

7. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
8. The LEA will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
9. The LEA will sign and return the Assurances page of the Notice of Grant Award (NOGA) which includes a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
10. To the extent applicable, a LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
11. The LEA will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP Act.
12. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the USDE in 2 CFR part 3474.

**SIGNATURE PAGE**

LEA ESSER Fund Contact/Title: Wesley Zimmerman

Contact Email: [wzimmerman@ccps.org](mailto:wzimmerman@ccps.org) Contact Phone: 410-996-5401 ext 50209

Local School System Superintendent (Printed Name): Dr. Jeffrey Lawson

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Elementary and Secondary School Emergency Relief Fund (ARP ESSER) American Rescue Plan Act of 2021**

**Maryland Local School System Application**

**Part I – Safe Return to In-person Instruction and Continuity of Services**

1. In accordance with Section 2001(i) of the ARP, please provide a link to the LEA’s Safe Return to In-person Instruction and Continuity of Services Plan. ***Link to the LEA’s Plan:*** [Cecil County Public School Reopening Plan](#)

*ARP ESSER requires that LEA plans include elements that are consistent with current, relevant guidance from the CDC related to the safe reopening of schools. These elements include: Universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials. Additionally, an LEA Plan must describe how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services. **This item will be addressed in question two below.***

- A. Please provide a description of the prevention and mitigation policies that have been implemented, including how the LEA has revised policies to ensure alignment with current Centers for Disease Control (CDC) guidance for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

***Cecil County Public Schools follows the guidelines of the Cecil County Health Department in creating policies and procedures that allow for the safe operation of all schools. The Health Department uses CDC and State Health Department guidelines in creating plans for the safe operation of Cecil County Public Schools buildings. These guidelines are reviewed weekly in meetings with the Health Department. County Covid-19 data in the schools and across Cecil County are a driving force in adjusting the safety guidelines.***

***Cecil County Public Schools has created a Reopening guide that addresses safety procedures that are used in all schools for students and staff. The guide is published and shared with the school community along with frequent public service announcements through social media and mass communication programs to keep the public apprised of all safety guidelines and the operation of all schools.***

- B. Please identify the amount of ARP ESSER funds, if any that will be used to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance. In the response, please include a general description and timeline for the planned use of the funds. A more detailed description is required in the Budget Narrative.

***Cecil County Public Schools used funds from ESSER I and ESSER II to support the implementation and mitigation strategies to create a safe learning environment for all students and staff. Funds are still available in these two grants to continue these mitigation strategies.***

*ARP ESSER requires that LEA Plans be reviewed every six months during the grant period. LEAs must seek public input and incorporate public input when determining if revisions are necessary and in making and revisions to the Plan.*

- C. Please provide a description of the LEA's plan for periodic review and update of the plan, including a description of the LEA's inclusion of public comments in the development of the plan, as well as the inclusion of public comments in any revisions to the plan.

***The creation of the Cecil County Schools Reopening plan included a wide range of stakeholders. As Health Department strategies changed, CCPS adjusted protocols to follow the guidance of the Health Department. Revisions were made throughout the pandemic closures that aligned with safety guidance and Covid-19 data to provide a differentiated model for instruction. From a full closure with virtual learning to a hybrid model then to a full face to face model for all students and staff.***

***As we move into the 2021-22 school year, the Reopening Plan will include all procedures developed since the start of the pandemic along with a focus on creating a safe, full face to face, 5 days per week, learning environment.***

***The plan is posted to the CCPS website for review and comments. CCPS has created an email address for parents and the school community to comment on the current plan.***

***CCPS will follow the ARP ESSER requirement of reviewing the plan at least every six months or less depending on Covid-19 data in our schools and county.***

2. An LEA that receives ARP ESSER funds must reserve at least 20% of the funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. The LEA must also ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

- A. Please identify the amount of funds that will be reserved for this purpose.

*Cecil County Public Schools will use the required 20% on measuring and addressing learning loss through evidence-based programs. Cecil County Public will use at least \$5,570,006 of the total ARP ESSER allocation. A portion of the 20% evidence based funds will go towards hiring classroom teachers to reduce class sizes and meet the needs of students using an [MTSS framework for academic and behavioral interventions](#).*

*Other evidence based resources will be used at the elementary level to support ELA and math, [DreamBox Learning](#) \$316,686 for 3 years, [Read Live Naturally](#) \$267,900 for 3 years, [Do The Math](#) grade 1 and 2 intervention \$77,332 and [Imagine Learning](#) to support EL students in grades K-5, \$37,200 for 3 years. (The evidence-based research is linked to each of the above resources)*

- B. Please identify the method(s) the LEA will utilize to measure the impact of lost instructional time, and the means that will be used to address the impact of lost instructional time, including the timeline for implementation. LEAs must identify the intervention that will be implemented, include the tier rating (Tier 1, 2, 3, or 4) for the intervention, and discuss the LEA’s plan to collect and analyze data to demonstrate the impact of the intervention on student learning.

*Cecil County Schools will use different universal screening tools to provide the data needed to measure learning loss. The NWEA assessment was utilized during the last school year, and CCPS will have students complete the first assessment during the first few weeks of school in 2021-22. In addition, data from the fall MCAP assessments will provide valuable information on the present level of knowledge on the assessed subjects. CCPS uses a Multi-tiered System of Supports Framework to identify academic and behavioral strategies for students with various needs. CCPS will implement a number of learning loss measurements and interventions at different grades levels. (See chart below) Not all of the funding for these interventions will come from ESSER III. CCPS is allocating funding from various grants including, ESSER I, ESSER II, ESSER III, ARP supplemental grant and other federal and state grants.*

| Curricular Area | Measurement of learning loss     | Strategies to address learning loss   | Intervention Tier Rating (1,2,3,4) | Timeline                   |
|-----------------|----------------------------------|---|------------------------------------|----------------------------|
| Math            | High Leverage Concept Assessment | Tutoring support during the school day to address critical areas of foundational math skill development (number sense, counting & cardinality, patterns, shapes and space). | Tier 2                             | September 2021 - June 2022 |



|                       |   |   |        |                            |
|-----------------------|---|---|--------|----------------------------|
| Math                  | Early Learning Assessment (identified math SKB's)   | Tutoring support during the school day to address critical areas of foundational math skill development (number sense, counting & cardinality, patterns, shapes and space).   | Tier 2 | September 2021 - June 2022 |
| English Language Arts | PELI Assessment, Letter/Sound Inventory, Differentiated Instruction Progress Monitoring tools | <p>Tutoring support during the school day to address critical early reading and language development skills (alphabetic principle, phoneme awareness, phonological awareness, word decoding skills, concepts about print)</p> <p>Differentiated Instruction program by Dr. Sharon Walpole</p> <p>LiPS</p> | Tier 2 | September 2021 - June 2022 |
|                       |   |   | Tier 2 | October 2021 - June 2022   |
|                       |   |   | Tier 3 | March 2022 - June 2022     |
| English Language Arts | PELI Assessment   | Tutoring support during the school day to address critical early reading and language development skills (alphabetic  | Tier 2 | September 2021 - June 2022 |

|                        |                                 |  |                             |   |
|------------------------|---------------------------------|--|-----------------------------|---|
|                        |                                 | principle, phoneme awareness, phonological awareness, concepts about print)  |                             |   |
| Elementary Mathematics | NWEA                            | <p>Provide baseline and comparative data for this year and previous years</p> <p>This will provide some guidance for teachers regarding where our students are ready to learn</p> <p>Provide professional development for teachers regarding Tier 1 Effective Teaching Strategies</p>  | Universal Screening for all | 3x a year<br>Sept 21<br>January 22<br>May 22        |
| Elementary Mathematics | High Leverage Assessments (HLA) | <p>HLAs will provide data on student strengths and weaknesses related to major content. We will analyze this data as part of our MTSS process and provide intervention aligned with learning trajectories</p> <p>Each of our schools will be provided TSI Tutors for Mathematics in grade K-2 who will focus on major content for those grades levels to accelerate learning</p> | Tier 2 and Tier 3           | Sept 21 - June 22<br><br>Tutors to begin in Oct, 21 |
| Elementary Mathematics | Dreambox                        | Using the data from Dreambox teachers will assign and monitor student work via the   | Tier 2                      | Sept - June   |

|                       |  |  |                             |  |
|-----------------------|--|--|-----------------------------|--|
|                       |  | adaptive engine part of the program  |                             |  |
| Secondary Mathematics | NWEA grades 6 -9   |  | Universal Screening for all | 3x a year<br>Sept 21<br>January 22<br>May 22 |
| Secondary Mathematics | County Formative Assessments   | Refocused effort on high quality   | Tier 1                      |  |
| Secondary Mathematics | County Summative Assessments   | Refocused effort on high quality   | Tier 1                      |  |
| Secondary Mathematics | Waggle Math  |  | Tier 1                      |  |
| Secondary Mathematics | MCAP early fall assessment   |  |                             |  |
| Secondary ELA         | NWEA- screener and benchmark   | Results used as a screener in grades 6-8 to inform Tier 2 grouping. Identified students will receive evidenced-based literacy instruction 2x per week. | Tier 2                      | NWEA administered by October 1               |
| Secondary ELA         | Oral Reading Fluency (grade 6); Curriculum based comprehension assessments (grades 7-8)- Progress Monitoring | Ensure flexible grouping and monitor effectiveness of Tier 2 intervention  | Tier 2                      | Every 3-4 weeks                              |
| Secondary ELA         | NWEA (screener)  | Results used to inform differentiation of Tier 1 instruction using evidenced based literacy practices  | Tier 1                      | September-June                               |
| Secondary ELA         | Baseline Writing Sample (SLO)  | Differentiating writing instruction (summer PD and August follow up module, provided by the  | Tier 1                      | September-June                               |

|                          |   |  |        |                  |
|--------------------------|---|--|--------|------------------|
|                          |   | Maryland Writing Project)  |        |                  |
| Secondary Social Studies | Baseline Source Analysis and Argumentative Writing Tasks (SLOs) | Utilization of days during each marking period to provide additional instruction and support in the areas of source analysis and argumentative writing.<br><br>Additionally, the reinforcement research based literacy strategies (CSET, Magnet Summary, PALs and Reciprocal Teaching) to help students navigate text and create text based responses. | Tier 1 | September - June |

3. For the remaining allocation of funds, please identify the specific programs, projects, or activities that will be implemented, including the timeline for implementation, the budgeted amount, and the expected outcome. Additionally, for each program, project, or activity, please provide a description of how the program, project, or activity will address the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic, including low-income students, students of color, English learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students.

*Cecil County Schools will focus the remaining portion of ESSER III grant funds to hire new staff, avoid layoffs, and recover cut positions. The staff positions will be funded for 2 or 3 years through the ESSER III grant depending on the position. (See budget narrative for a breakdown of all positions). \$22,000,000*

*An extensive summer school program will be budgeted in ESSER III. (\$2,000,000) The program will support students who need additional academic and behavior support.*

*Chromebook replacement is budgeted for 2 years to support face-to-face instruction, online evidence based interventions, learning loss measurements, and virtual learning opportunities. (\$2,000,000)*

*CCPS has budgeted \$430,000 to support schools with much needed classroom supplies that were not returned or lost during the Covid-19 school closures. A large portion will go to*

*replenishing textbooks that were not returned after the school closures along with media books that were distributed to support learning at home and were not returned. These books are needed to support normal face to face instruction.*

## **Part II – LEA Maintenance of Equity for High Poverty Schools**

Section 2004 (c) of the ARP requires local education agencies in fiscal years 2022 and 2023 to maintain per-pupil funding (combined State and local) for any high-poverty school. The maintenance of equity provisions ensure that each LEA safeguards its high-poverty schools from disproportionate cuts to funding and staffing so that students from low income families in each LEA are not disproportionately impacted by State and local cuts to vital resources. For FY 2022 and FY 2023, LEAs may not: reduce combined State and local per-pupil funding for any high-poverty school by an amount that exceeds the total reduction, if any, of combined State and local per-pupil funding for all schools in the LEA, OR reduce the number of FTE staff per-pupil in any high-poverty school by an amount that exceeds the total reduction, if any, of FTE staff per-pupil in all schools in the LEA.

MSDE will distribute guidance and templates to demonstrate FY 2022 Maintenance of Equity in August 2021. The same process will be followed for the FY 2023 Maintenance of Equity requirement. Please note, this application includes an assurance that LEAs will provide the required information to ensure Maintenance of Equity has been met for FY 2022 and FY 2023.

## **Part III – Budget Documents**

Please submit a budget narrative that includes a description of the planned use of funds, the cost basis for the activities included in the budget, and a completed C125 workbook with the application

*See attached budget narrative.*

**Section 2001 (e), American Rescue Plan Act of 2021**

(e) USES OF FUNDS. —A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 U.S.C. 6311\(b\)\(2\)\(B\)\(xi\)](#)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with

## Appendix A: Section 2001(e) of the American Rescue Plan Act of 2021

Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B: American Rescue Plan Act of 2021 LEA Allocations

**ARP ESSER Fund Allocations**

| <b>Local School System</b>            | <b>ARP ESSER</b>    |
|---------------------------------------|---------------------|
| Allegany County Public Schools        | 25,329,276          |
| Anne Arundel County Public Schools    | 108,684,942         |
| Baltimore City Public Schools         | 443,499,452         |
| Baltimore County Public Schools       | 217,036,616         |
| Calvert County Public Schools         | 11,450,432          |
| Caroline County Public Schools        | 13,690,784          |
| Carroll County Public Schools         | 16,825,388          |
| Cecil County Public Schools           | 27,830,030          |
| Charles County Public Schools         | 30,866,467          |
| Dorchester County Public Schools      | 17,463,078          |
| Frederick County Public Schools       | 37,907,980          |
| Garrett County Public Schools         | 8,953,889           |
| Harford County Public Schools         | 42,459,496          |
| Howard County Public Schools          | 43,506,702          |
| Kent County Public Schools            | 5,233,195           |
| Montgomery County Public Schools      | 252,061,089         |
| Prince George's County Public Schools | 274,521,788         |
| Queen Anne's County Public Schools    | 6,796,056           |
| St. Mary's County Public Schools      | 26,076,656          |
| Somerset County Public Schools        | 13,496,264          |
| Talbot County Public Schools          | 8,232,805           |
| Washington County Public Schools      | 55,289,352          |
| Wicomico County Public Schools        | 47,372,036          |
| Worcester County Public Schools       | 14,389,034          |
| SEED                                  | 7,050,315           |
| <b>Total</b>                          | <b>1,756,023,12</b> |