

A background photograph of four diverse children in a classroom. A young boy with dark, curly hair is in the center, smiling broadly. To his left, a girl with red hair is smiling. To his right, a girl with blonde hair in a ponytail is smiling. In the background, another boy is visible, also smiling. The setting appears to be a library or classroom with bookshelves.

Workgroup on English Learners (ELs)

Note to Attendees

This meeting is being recorded and livestreamed via MSDE's YouTube channel.

Presentation Outline

1. Welcome
2. Guiding Question – How can Maryland ensure that local education agencies (LEAs) best deploy their funds to support equitable, high-quality education for ELs and their families?
3. Spotlight on National Best Practices and Research
4. Leveraging Multiple Funding Sources
5. Discussion and Recommendations

Spotlight on National Best Practices and Research

- Presentation from "gold" state
 - Kelly Alvarez, Michigan Department of Education
 - English learner education consultant
 - President Elect of National Association of English Learner Program Administrators

English Learner Funding in Statute

Maryland's Blueprint formula provides for English learner funding each year that is the product of a per-pupil amount and the number of students identified as having "limited English proficiency" (5-224).

- "Limited English proficiency" is defined, in law, a non-English speaking student or one who has limited English proficiency under the reporting requirements established by the Department for the Maryland Comprehensive Assessment Program (MCAP).
- The exact per-pupil amount each year is determined by the statutory EL funding weight, where a weight is a proportion that is subsequently multiplied by a dollar amount, in this case the target per-pupil foundation amount.
- The amount of the weight is identified in law and, overall, decreases over time – in FY 23 the weight is 100%; In FY 33 and beyond, the weight is 85%.
- The FY 23 per-pupil amount is \$8,310 ($\$8,310 * 100\%$); the FY 33 per-pupil amount is \$10,510 ($\$12,365 * 85\%$).

Formula Funding for English Learners in MD

base per-pupil amount



\$7,390 in FY22

+

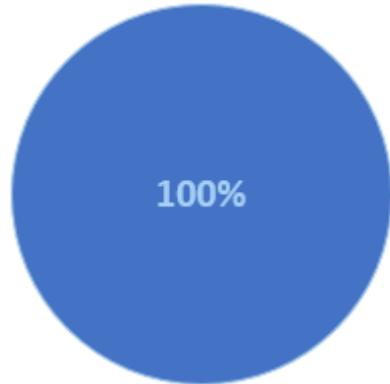
weight for English learners



+\$7,390 in FY22

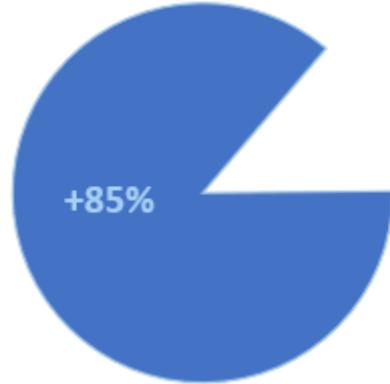
=

\$14,780 per EL student
in FY22



\$12,365 in FY33 (legislative target)

+



+\$10,510.25 in FY33 (legislative target)

=

\$22,875.25 per EL student
in FY33
(legislative target)

Leveraging Multiple Funding Sources

The Blueprint for Maryland's Future is just one fund source for EL-related spending

- Local education agencies can maximize resources for English learners with thoughtful approaches to school- and district-level budgeting
- Braided funding, for example, allows a school to plan activities using a combination of fund sources
- Braided funding can be challenging or problematic if not carefully planned and maintained
 - Different fund sources have different sets of allowable expenses
 - Different fund sources (can) have different reporting and spending deadlines
- The first step to artfully maximizing resources requires understanding all funds available, including federal title funds.

Federal Title III Funding

Title III: Language Instruction for English Learners and Immigrant Students

Part A: English Language Acquisition Language (ELA) Enhancement, and Academic Achievement Act

Purposes:

- To help ensure that English learners (ELs), including immigrant children and youth, **attain English proficiency and develop high levels of academic achievement in English**
- To assist all **ELs to achieve at high levels in academic subjects** so that all ELs can meet the same challenging state academic standards that all children are expected to meet
- To assist in **establishing, implementing, and sustaining effective language instructional educational programs**
- To develop and enhance compacity to **provide effective instructional programs designed to prepare ELs to enter all-English instructional settings**
- To promote **parental, family and community participation** in language instructional educational programs

Federal Title III Funding

Use of Funds

- Annual Title III Part A grant awarded to MSDE
 - 95% is allocated to eligible local education agencies (LEAs)
 - 10% of the funding is reserved for immigrant grant awards to eligible LEAs
 - 5% of the allotment is reserved for state activities
- Annually, 21 or 22 LEAs receive Title III Part A grants.

Supplement Not Supplant – ESSA Section 3115 (g)

- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

FY22 Title III Local Education Agency (LEA) Allocations

LEA	Total
Allegany*	\$0
Anne Arundel	\$837,031
Baltimore City	\$904,899
Baltimore County	\$2,121,497
Calvert	\$33,281
Caroline	\$55,539
Carroll	\$41,813
Cecil	\$37,874
Charles	\$115,908
Dorchester	\$22,750
Frederick	\$365,010
Garrett*	\$0

LEA	Total
Harford	\$98,878
Howard	\$427,920
Kent*	\$0
Montgomery	\$3,398,072
Prince George's	\$3,516,521
Queen Anne's	\$62,939
St. Mary's	\$37,619
Somerset	\$31,027
Talbot	\$78,993
Washington	\$131,124
Wicomico	\$350,236
Worcester	\$17,920

* No subgrants may be issued for less than \$10,000. LEAs which would receive <\$10,000 need to join a consortium with other LEAs.

Federal Title III Funding

Required activities

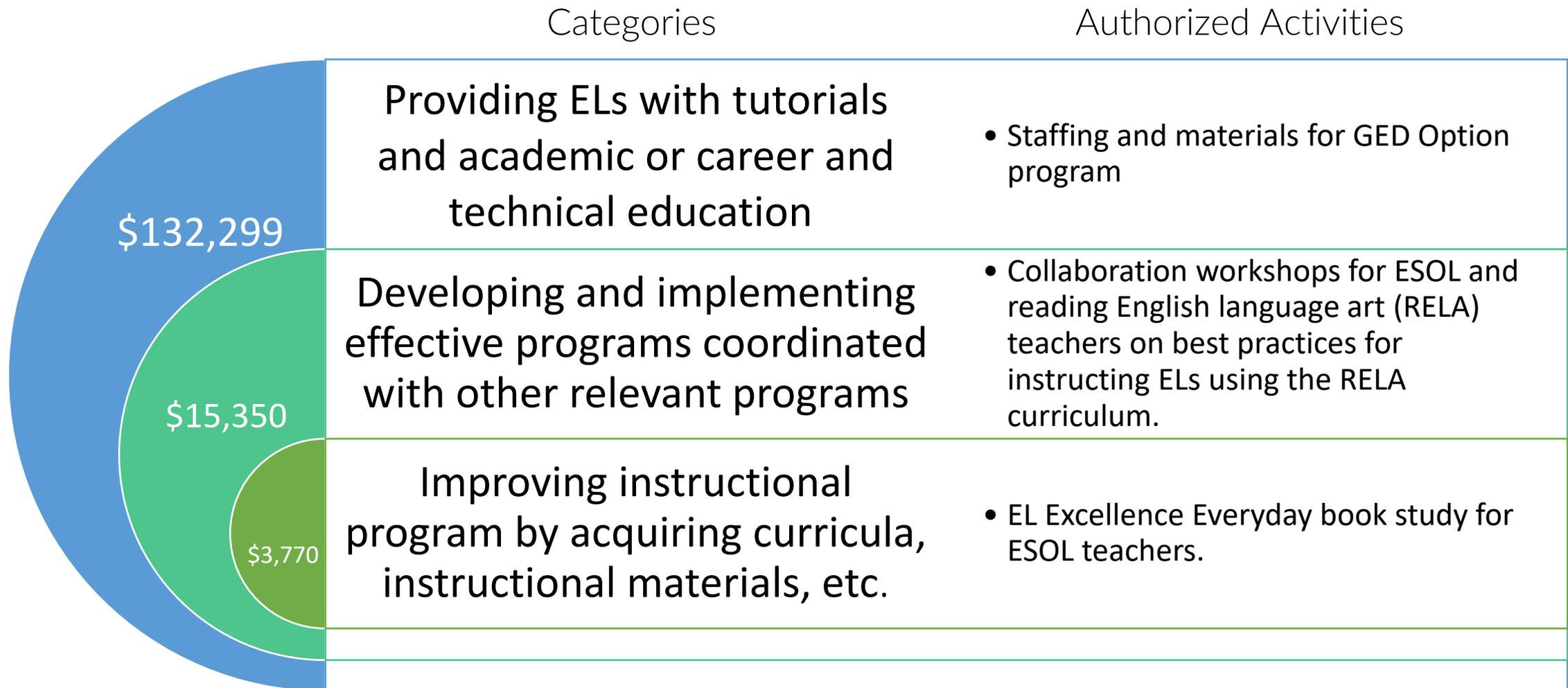
1. Increase the **English language proficiency of ELs by providing effective language instruction educational programs** that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement
2. Provide **effective professional development** to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel
3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include **parent, family, and community engagement activities** and may include strategies that serve to coordinate and align related programs

Federal Title III Funding

Examples of authorized activities include:

- Improving the instruction of ELs, which may include ELs with a disability
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education
- Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services

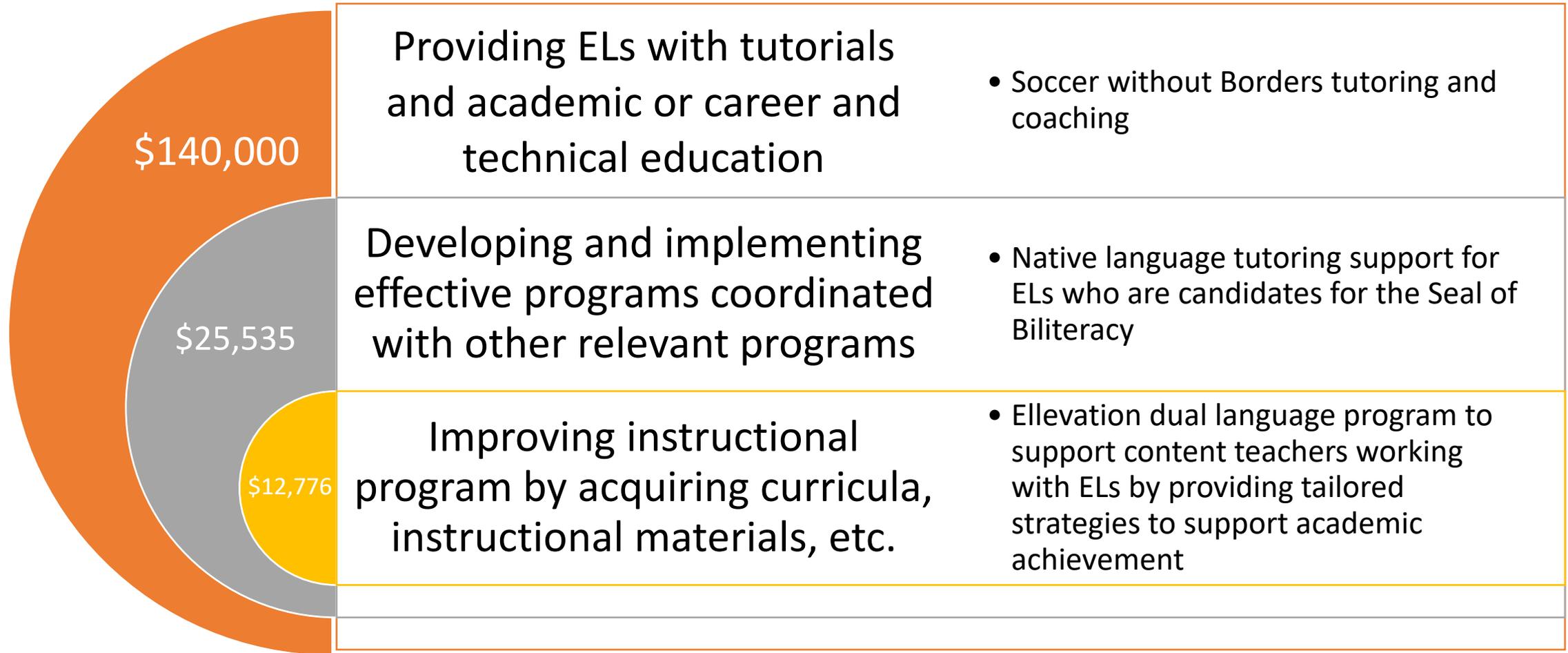
Examples: Prince George's County Public Schools



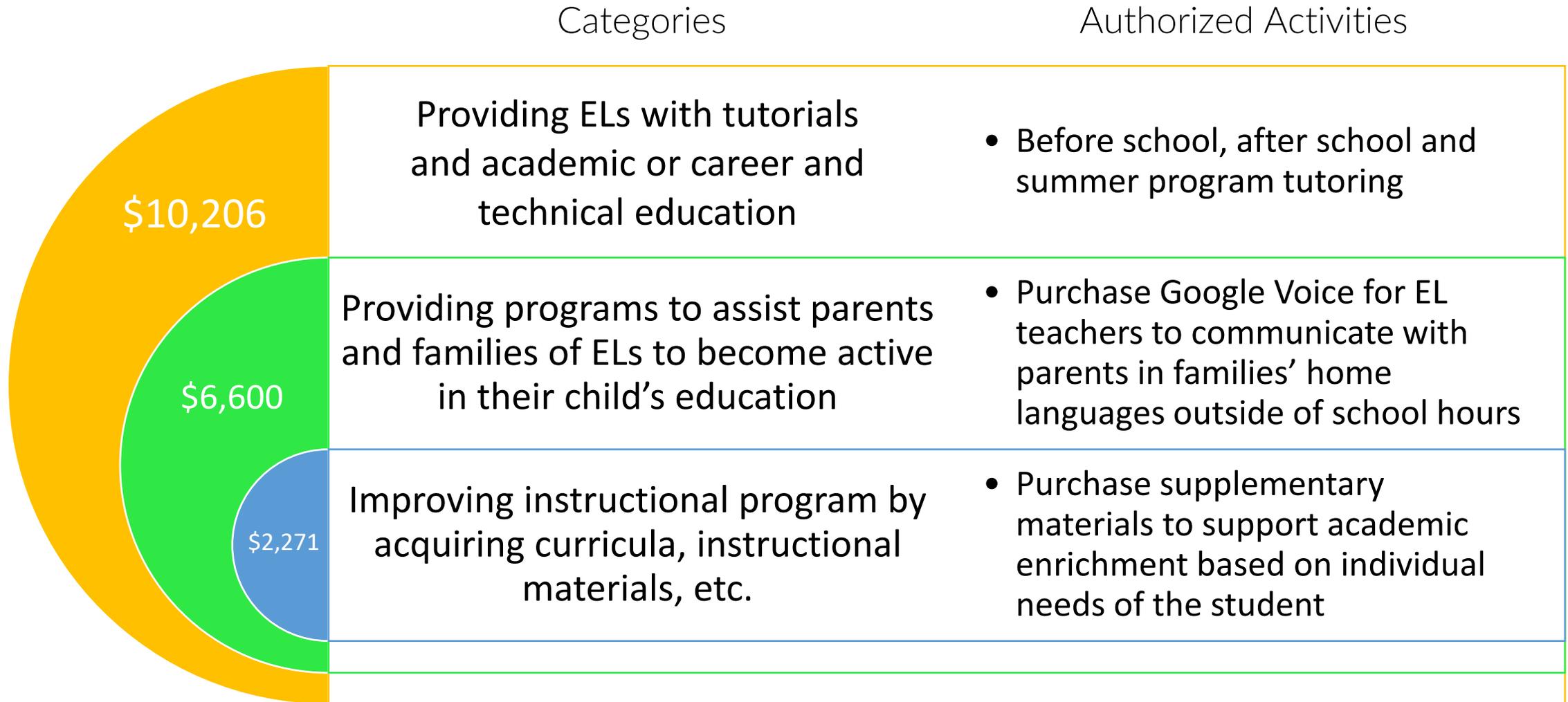
Examples: Baltimore County Public Schools

Categories

Authorized Activities



Examples: Caroline County Public Schools



Federal Title I Funding

Title I: Improving the Academic Achievement of the Disadvantaged

Part A: Improving Basic Programs Operated by Local Education Agencies (LEAs)

Purpose:

- To provide financial assistance to local education agencies to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Federal Title I Funding

Use of Funds

- Annual Title I, Part A grant awarded to MSDE is a formula grant for the concentration of poverty in a local education agencies
- 95% is allocated to local education agencies
- 5% of the allotment may be reserved for grant administration
- All 24 local education agencies receive Title I funds.

Allowable School-based Strategies and Activities

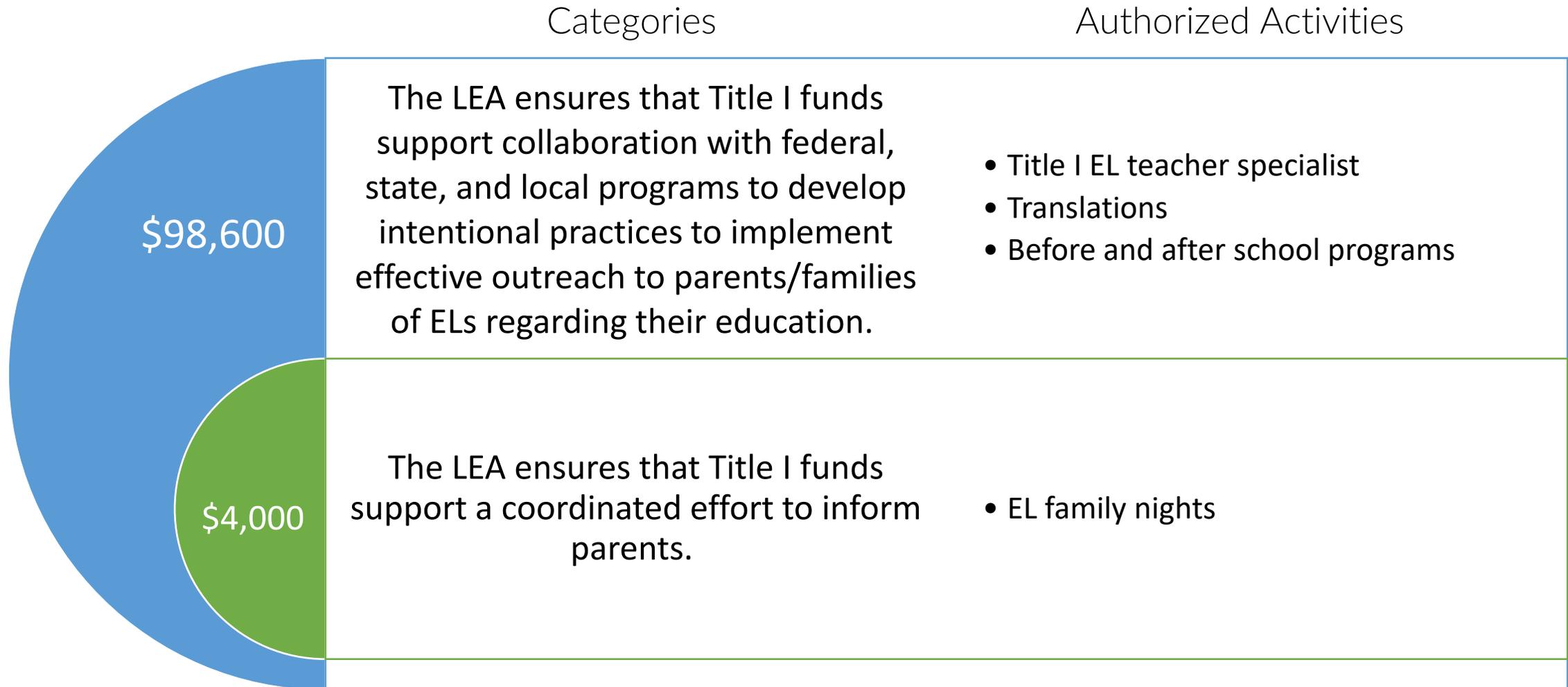
- To provide **additional academic support and learning opportunities** to help all children who attend Title I schools **master challenging curricula and meet state standards.**
- To support **interventions in reading and mathematics, additional staff, socio emotional activities, materials of instruction,** as well as **after-school and summer programs** to extend and reinforce the regular school curriculum.
- To **support parent and family engagement opportunities** to reduce barriers with attendance at school and district events.

FY 22 Title I Local Education Agency (LEA) Allocations

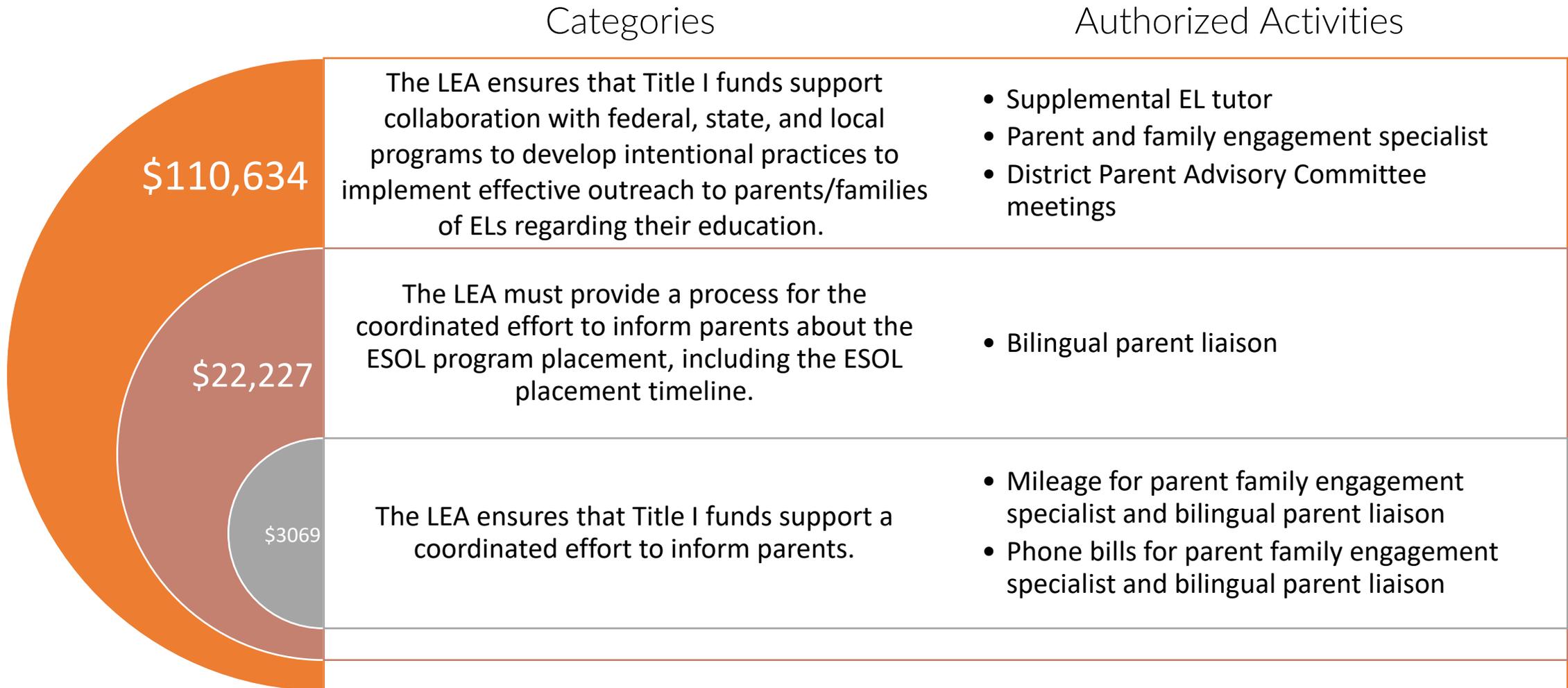
LEA	Total
Allegany	\$3,153,340
Anne Arundel	\$15,764,568
Baltimore City	\$65,608,272
Baltimore County	\$35,526,157
Calvert	\$1,754,839
Caroline	\$1,801,690
Carroll	\$1,200,124
Cecil	\$3,223,774
Charles	\$4,649,965
Dorchester	\$2,177,593
Frederick	\$4,794,323
Garrett	\$1,201,420

LEA	Total
Harford	\$6,263,816
Howard	\$5,740,120
Kent	\$652,701
Montgomery	\$36,203,937
Prince George's	\$46,112,898
Queen Anne's	\$861,869
St. Mary's	\$3,360,735
Somerset	\$1,781,824
Talbot	\$1,019,321
Washington	\$7,720,967
Wicomico	\$7,071,967
Worcester	\$1,776,870

Examples: Harford County Public Schools



Examples: Queen Anne's County Public Schools



Federal Title II Funding

Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders Part A: Supporting Effective Instruction

Purposes:

- To increase student achievement consistent with the challenging state academic standards
- To improve the quality and effectiveness of teachers, principals, and other school leaders
- To increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools
- To provide low-income and minority students greater access to effective teachers, principals, and other school leaders

ESSA defines professional development as, “activities that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.”

Federal Title II Funding

Use of Funds

- Annual Title II Part A grant awarded to MSDE based upon 80% poverty and 20% student population ages 5 through 17.
- 95% is allocated to local education agencies (LEAs)
 - The state may reserve up to 3% for principal and teacher leadership
- 5% of the allotment is reserved for state activities

Allowable School-based Strategies and Activities

- To **recruit** and **hire effective teachers** and **principals**
- To **improve** the **quality** of the **teaching force**
- To **retain** and provide **support** to **effective educators**
- To **improve equitable access** to **effective educators** to all students

FY22 Title II Local Education Agency (LEA) Allocations

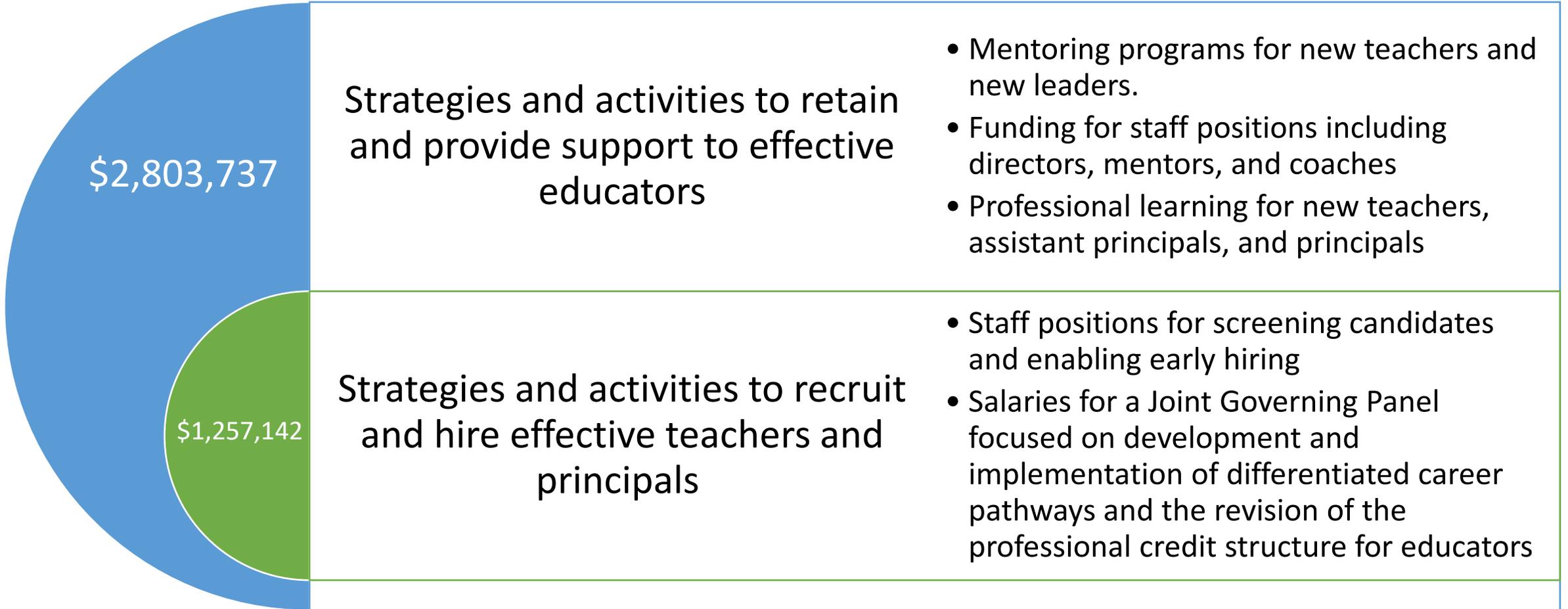
LEA	Total
Allegany	\$448,396
Anne Arundel	\$1,777,890
Baltimore City	\$5,676,636
Baltimore County	\$3,586,832
Calvert	\$253,055
Caroline	\$250,289
Carroll	\$414,391
Cecil	\$490,980
Charles	\$607,369
Dorchester	\$235,587
Frederick	\$898,582
Garrett	\$109,400

LEA	Total
Harford	\$926,931
Howard	\$958,536
Kent	\$78,860
Montgomery	\$3,956,194
Prince George's	\$3,813,308
Queen Anne's	\$141,647
St. Mary's	\$512,306
Somerset	\$219,125
Talbot	\$128,841
Washington	\$916,500
Wicomico	\$679,502
Worcester	\$219,607

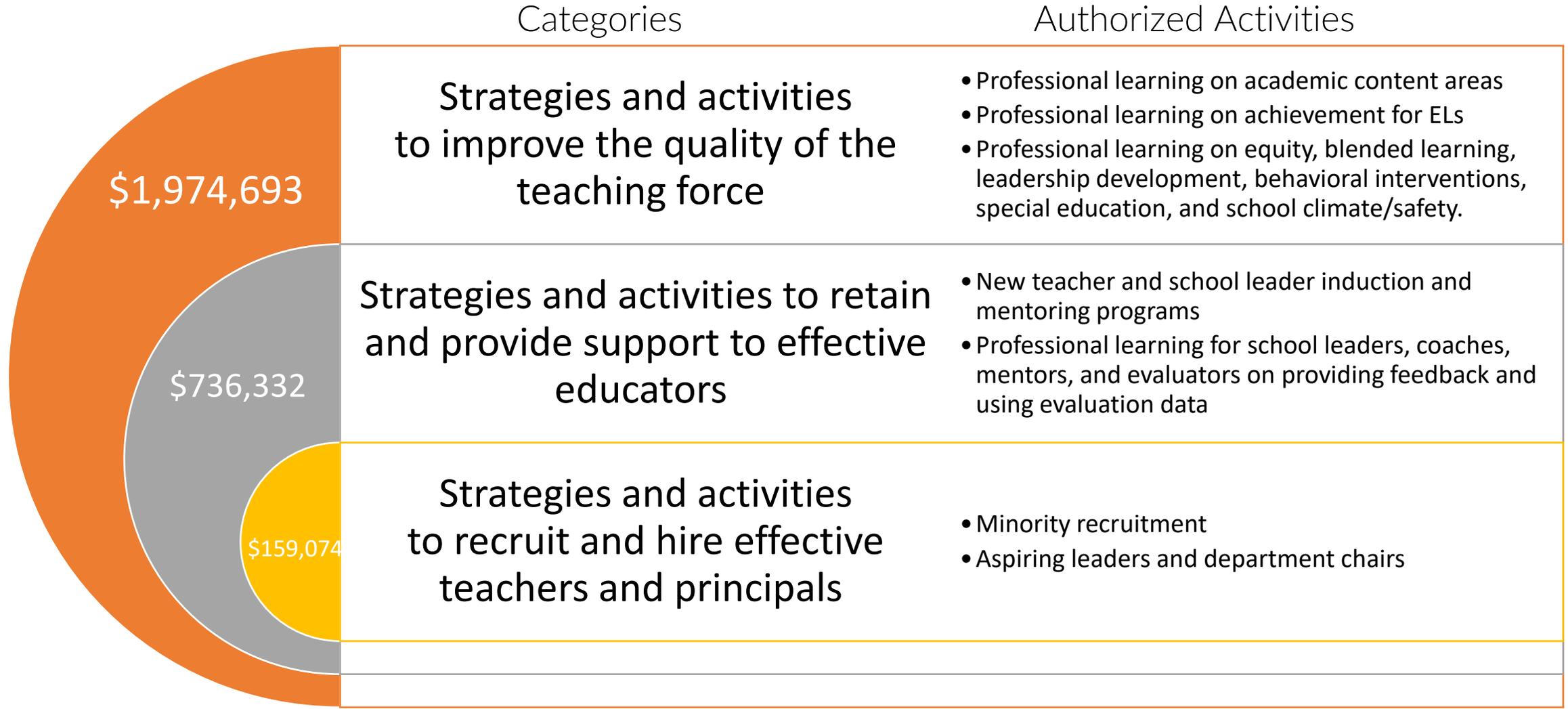
Examples: Baltimore City Public Schools

Categories

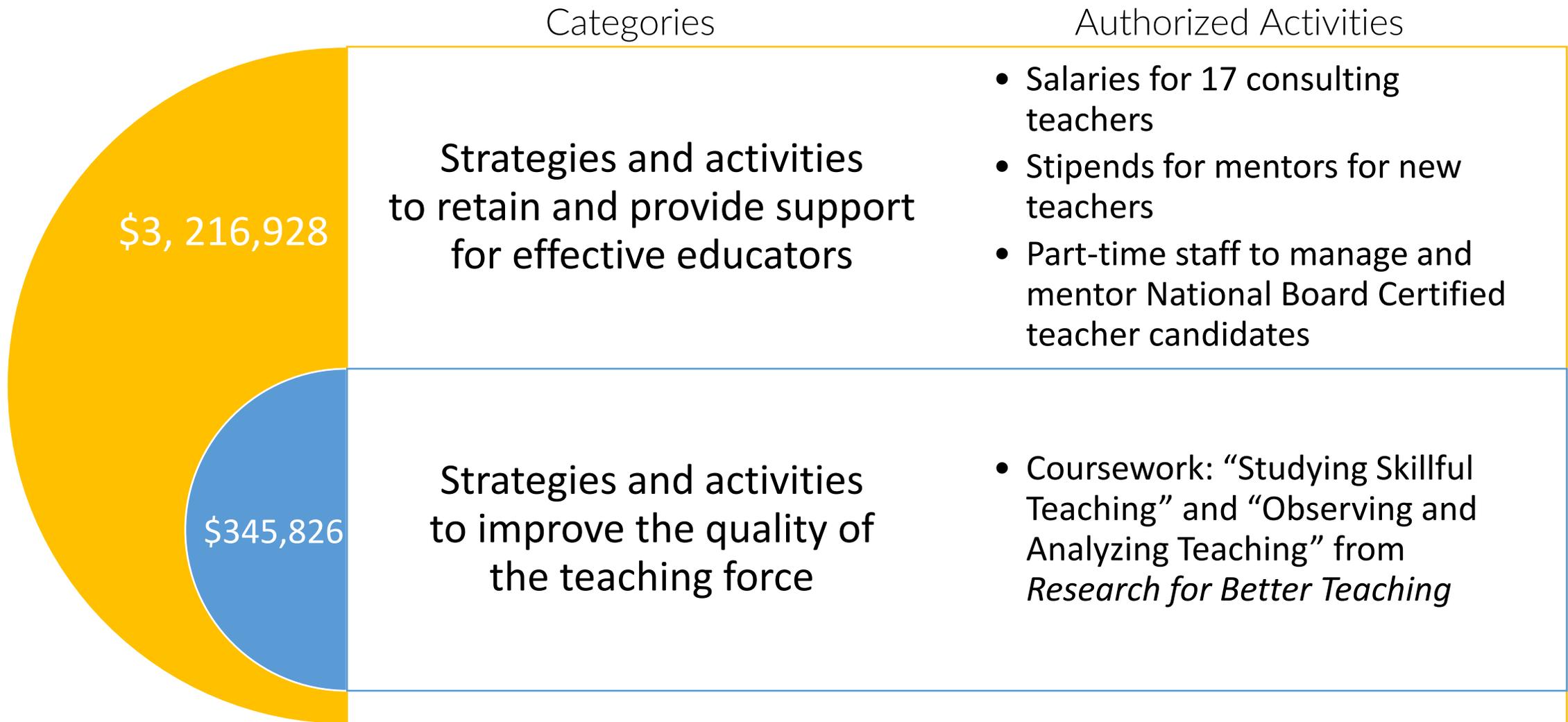
Authorized Activities



Examples: Baltimore County Public Schools



Examples: Montgomery County Public Schools



Federal Title IV Funding

Title IV: Twenty First Century Schools

Part A: Student Support and Academic Enrichment Grant (SSAE)

Purpose:

- To provide funds to increase the capacity of state educational agencies, schools, and local communities to:
 - provide all students with access to a well-rounded education;
 - improve school conditions for student learning; and
 - improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Federal Title IV Funding

Use of Funds

- Annual Title IV, Part A grant awarded to MSDE is formula-based upon the prior year final Title I, Part A award.
- 95% is allocated to local education agencies (LEAs)
- 1% of the allotment is reserved for grant administration
- 4% of the allotment is reserved for state activities

Allowable School-based Strategies and Activities

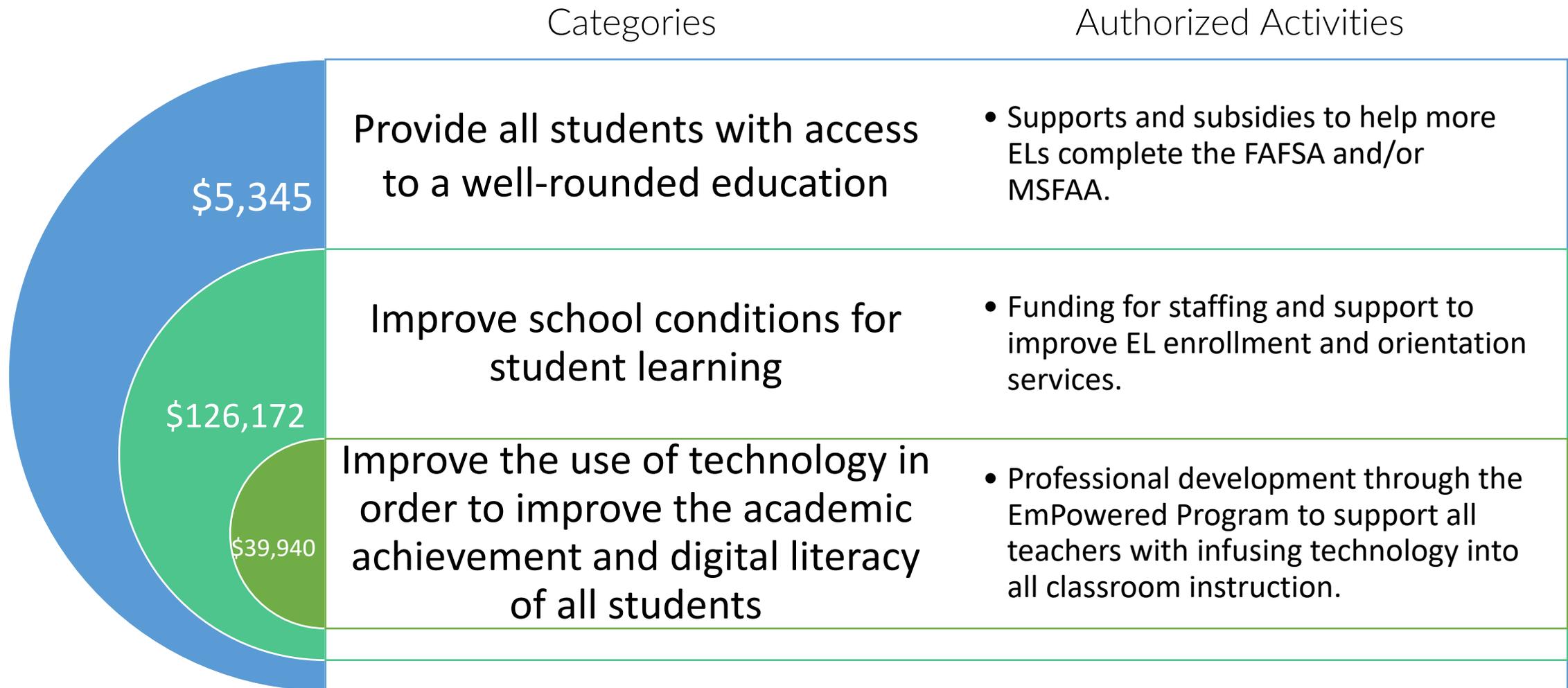
- To develop and implement **programs and activities** that support **access to a well-rounded education**
- To **develop, implement, and evaluate** comprehensive programs and activities that **support safe and healthy students and schools**
- To **improve the use of technology** to **improve the academic achievement, academic growth, and digital literacy** of all students

FY22 Title IV, Part A Local Education Agency (LEA) Allocations

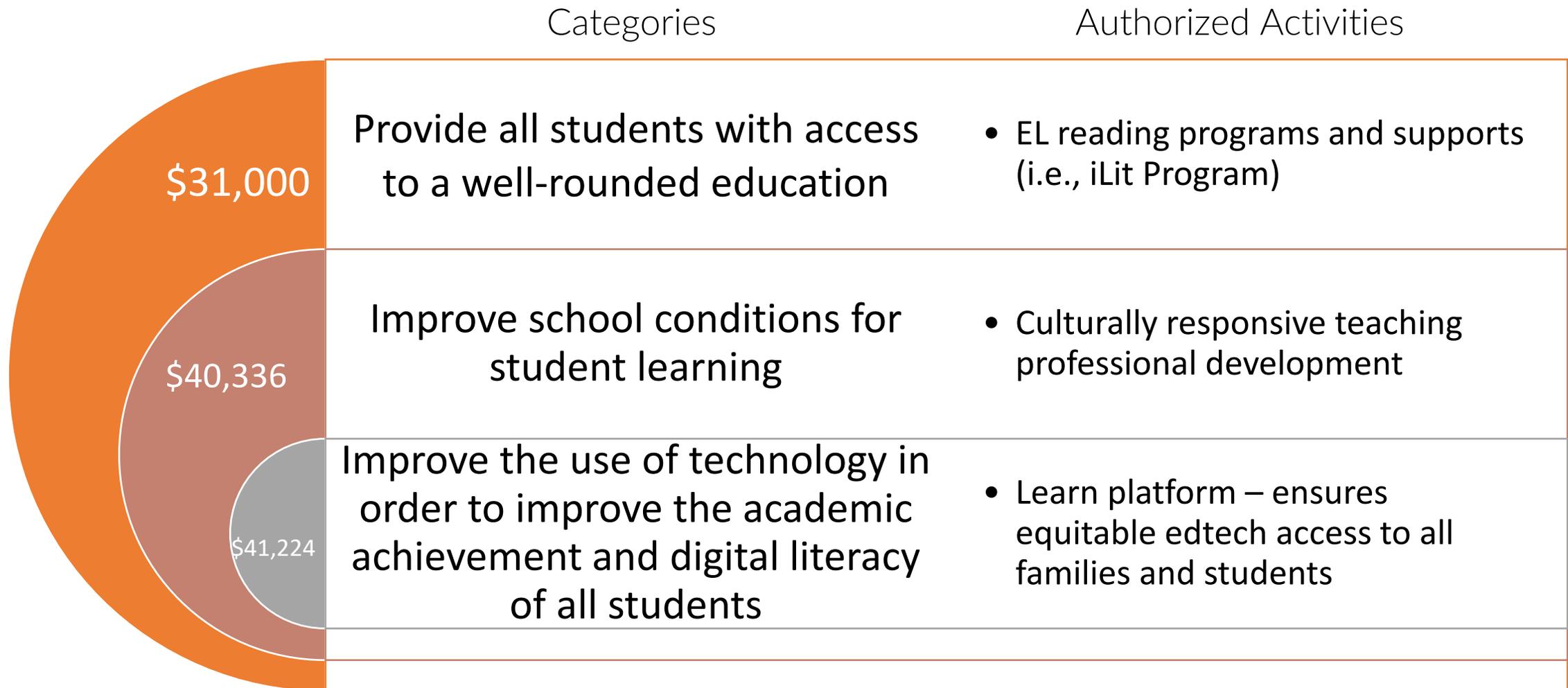
LEA	Total
Allegany	\$242,309
Anne Arundel	\$1,212,506
Baltimore City	\$4,203,478
Baltimore County	\$2,739,331
Calvert	\$110,455
Caroline	\$133,703
Carroll	\$177,024
Cecil	\$234,985
Charles	\$304,757
Dorchester	\$167,016
Frederick	\$387,761
Garrett	\$88,314

LEA	Total
Harford	\$463,227
Howard	\$431,939
Kent	\$50,060
Montgomery	\$2,475,806
Prince George's	\$2,611,176
Queen Anne's	\$66,096
St. Mary's	\$249,328
Somerset	\$134,286
Talbot	\$78,752
Washington	\$528,683
Wicomico	\$473,526
Worcester	\$142,551

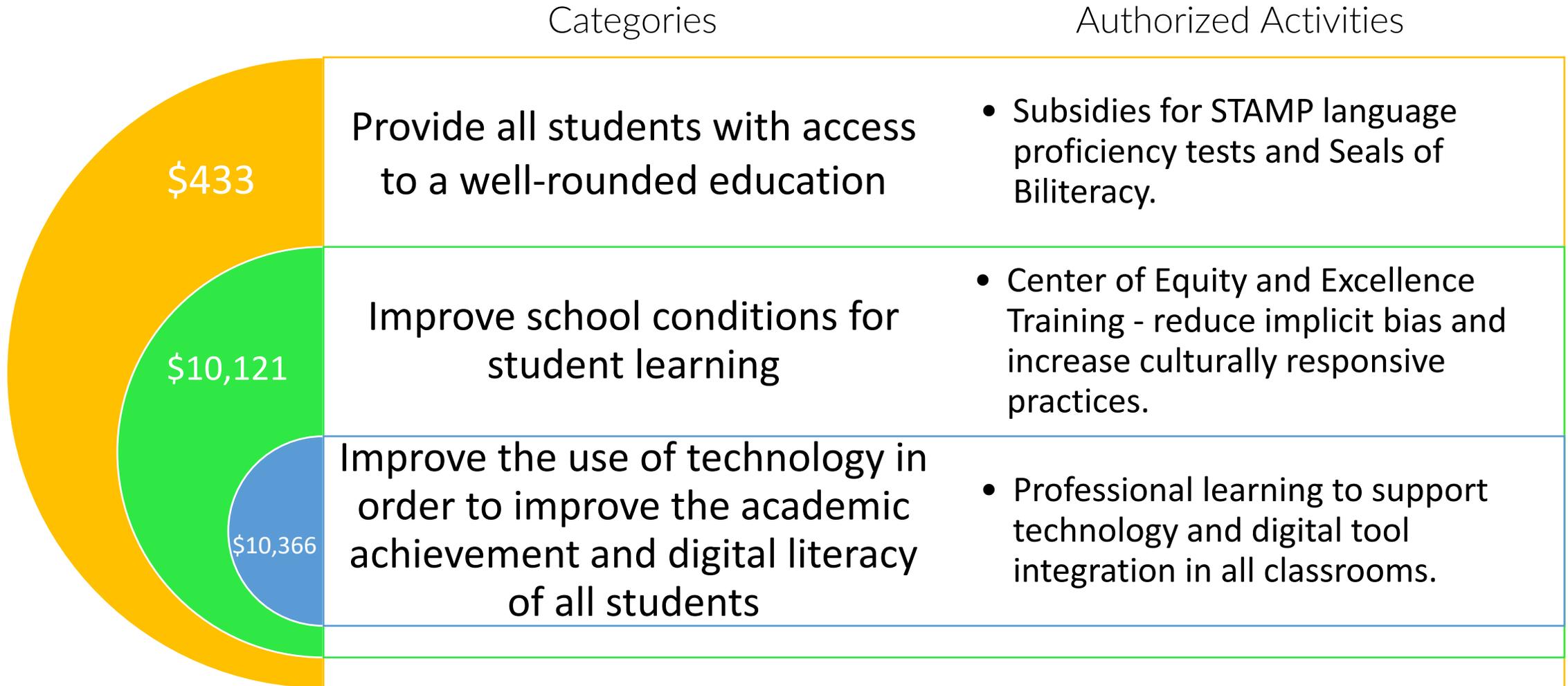
Examples: Prince George's County Public Schools



Examples: Washington County Public Schools



Examples: Kent County Public Schools



Spending Plans and Thoughtful Braiding Practices

Braiding for efficiency and resource maximization requires flipping the budget process

Common Budget Practice

1. Identification of state and federal fund allocations
2. Planning of state and locally-funded budget programs
3. Planning of federal title program budgets
4. Track spending to ensure correct budget pacing and spending compliance

Vs.

Braided Budget Practice

1. Design an EL plan
2. Identify costs associated with the EL plan
3. Assign planned costs to a respective, allowable, fund source
4. Review to ensure compliance
5. Track spending to ensure correct budget pacing and spending compliance

EL Spending Plan Activity

Assume you are a school leader in one of the schools below. Using the data below, from real Maryland school districts, identify an EL spending plan.

- Cost Assumptions:
 - 1.0 Teacher (e.g., ESOL, Bilingual) = \$105,000 (including fringe costs)
 - 1.0 Paraprofessional (e.g., ESOL, Bilingual) = \$49,600 (including fringe costs)
 - Textbooks = \$50/per book
 - Curriculum Writing = \$165 per day, per diem
 - Supplies and Materials = \$25 - \$50 per student
 - Language Learning Software Subscriptions = \$3 - \$15, per license (per student)
 - Shared District Costs, e.g., EL Coordinator(s) = User-defined
 - Other = User-defined
- School 1: Elementary School
 - Total Enrollment: 348, 80% Title I-eligible
 - EL Enrollment: 187
 - Number of Languages: 23, 30% Spanish, 10% Vietnamese, 5% Amharic, 5%, Urdu
 - Total School Budget: \$5,546,000
 - Total EL Fund Allocation: \$1,165,478
 - Title I, Part A Allocation: \$100,000
 - Title II, Part A Allocation: \$20,000
 - Title III, Part A Allocation: \$235,000

Braiding Funds Matching Exercise

Step 1: Review Available Funds



MSDE English Learner Braided Funding Exercise

Summary Information

Number of ELs at School 1	187
EL Funding - State/Local	\$ 1,165,478.00
Available Title I, Part A Funding	\$ 100,000.00
Available Title II, Part A Funding	\$ 20,000.00
Available Title III, Part A Funding	\$ 235,000.00
Total EL Funding for School 1	\$ 1,520,478.00
Total State/Local EL Funding Allocated	\$ -
Total Title I, Part A Funding Allocated	\$ -
Total Title II, Part A Funding Allocated	\$ -
Total Title III, Part A Funding Allocated	\$ -
Total EL Funding Unallocated	\$ 1,520,478.00
Teacher:EL Ratio	N/A
Planned Personnel Allocation, Per-Pupil	\$ -
Planned Non-Personnel Allocation, Per-Pupil	\$ -

Instructions

- 1: Reference the PowerPoint presentation for additional school data/context
- 2: Plan out this school's budget by entering a quantity for a given item in the quantity (blue) cells
- 3: For supplies and materials and software subscriptions, select a value from each item's cost drop down (green cells)
- 4: If you want to allocate funding toward shared district costs or other costs, fill in quantity (blue) cells and cost (green cells)
- 5: Add a justification or reason for your choice to share out with the group in the Notes/Justification (yellow) cells
- 6: Select an allowable expense type from the drop down in column F

Note: Be careful not to overspend. The Summary information will track allocated funding as you plan.

Braiding Funds Matching Exercise

Step 2: Complete Planned Spending and Assign Costs

Planned Expense Item	Quantity	Unit Cost	Total Cost	Allowable Expense Type	Fund Source
1.0 FTE Teacher (add in intervals of 0.5)	1	\$ 105,000.00	\$ 105,000.00	Non-Federal Use Improving the instruction program for ELLs/MLLs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.	State/Local Funds
1.0 FTE Teacher (add in intervals of 0.5)	0	\$ 105,000.00	\$ -		
1.0 FTE Teacher (add in intervals of 0.5)	0	\$ 105,000.00	\$ -		
1.0 FTE Teacher (add in intervals of 0.5)	0	\$ 105,000.00	\$ -		
1.0 FTE Paraprofessional (add in intervals of 0.5)	0	\$ 49,600.00	\$ -		
1.0 FTE Paraprofessional (add in intervals of 0.5)	0	\$ 49,600.00	\$ -		
1.0 FTE Paraprofessional (add in intervals of 0.5)	0	\$ 49,600.00	\$ -		
1.0 FTE Paraprofessional (add in intervals of 0.5)	0	\$ 49,600.00	\$ -		
Curriculum Writing (quantity is per diem)	20	\$ 165.00	\$ 3,300.00		Title III, Part A
Curriculum Writing (quantity is per diem)	0	\$ 165.00	\$ -		
Curriculum Writing (quantity is per diem)	0	\$ 165.00	\$ -		
Curriculum Writing (quantity is per diem)	0	\$ 165.00	\$ -		
Textbooks	0	\$ 50.00	\$ -		
Textbooks	0	\$ 50.00	\$ -		
Textbooks	0	\$ 50.00	\$ -		
Textbooks	0	\$ 50.00	\$ -		
Supplies and Materials	0	\$ -	\$ -		
Supplies and Materials	0	\$ -	\$ -		
Supplies and Materials	0	\$ -	\$ -		
Supplies and Materials	0	\$ -	\$ -		
Language Learning Software Subscription	0	\$ -	\$ -		
Language Learning Software Subscription	0	\$ -	\$ -		
Language Learning Software Subscription	0	\$ -	\$ -		
Language Learning Software Subscription	0	\$ -	\$ -		
Shared District Costs	0	\$ -	\$ -		
Shared District Costs	0	\$ -	\$ -		
Shared District Costs	0	\$ -	\$ -		
Shared District Costs	0	\$ -	\$ -		
Total:		\$	\$ 105,000.00		



Discussion and Recommendations

Discussion and Recommendations

- How can Maryland ensure that local education agencies (LEAs) best deploy their funds to support equitable, high-quality education for ELs and their families?
- What guidance can MSDE provide to LEAs regarding braiding funding in order to ensure success for ELs?



Questions?

EL Blueprint Workgroup Website

<https://www.marylandpublicschools.org/Blueprint/Pages/ELBlueprintWorkgroup/index.aspx>

BLUEPRINT

Policy Areas + Initiatives

- Early Childhood Education
- High Quality and Diverse Teachers and Leaders
- College and Career Readiness
- More Resources to Ensure that All Students are Successful
- Governance and Accountability

Initiative Spotlight

- English Learners Blueprint Workgroup
- NBCT Program

Get Involved

- Provide Feedback

English Learners Blueprint Workgroup

The Blueprint Provides EL Programs with Data-Driven Structure and Resources

To transform Maryland's education system to a world-class model for every student, the Blueprint for Maryland's Future established the Workgroup on English Learners (ELs) in Public Schools. With a focus on those who have been historically underserved, this workgroup is charged with accelerating the academic achievement of more than 88,800 multilingual students. Serving a growing population of emerging bilingual students, MSDE is working to provide technical assistance to support local school systems in delivering high-quality English language development programs. The purpose of the workgroup is to collect data, study national and international best-in-class practices and make recommendations for implementing and scaling those practices in Maryland public schools. This work will lead to two reports that will drive and deliver on the promise of an excellent education for our multilingual students. An [interim report](#) is due by December 1, 2021 and a final report is due by December 1, 2022.

- [Interim Report: Workgroup on English Learners in Public Schools](#) 📄 December 2021
- [Interim Report: Workgroup on English Learners in Public Schools \(Spanish\)](#) 📄 December 2021

General Resources

- [Workgroup Members](#) English Learners Workgroup Laws:
- [Workgroup Requirements](#) House Bill 1300 (EL Workgroup) 📄
- [Meeting Schedule](#) House Bill 1375 (EL Workgroup) 📄

Next Meeting:
Thursday, March 24, 2022 3:00 – 5:00 p.m.

Meetings

Workgroup Meeting - February 11, 2022

Guiding Questions:

- What challenges do multilingual families face navigating the educational system in Maryland?
- How can the EL Workgroup collaborate with community organizations to establish a comprehensive language access policy?

- [Agenda](#)
- [Meeting Materials](#)
- [View the EL Workgroup Meeting](#)
(Closed captioning is available in multiple languages.)

Next Meeting
June 23, 2022
3:00 – 5:00 p.m.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Listening Session

Transforming English Learner Education in Maryland



**TRANSFORMING
ENGLISH LEARNER
EDUCATION IN MARYLAND**
LISTENING SESSION ▶

 Wednesday
June 1, 2022

 6:00 PM
EST

 **Mohammed Choudhury**
Maryland State Superintendent

JOIN English learner students and their families, ESOL educators and support staff, State Superintendent Choudhury, and Community WELL members and tune in!
REGISTER bit.ly/listeningsessionregistration

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Maryland Public School Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change. Please use this survey as an opportunity to share your thoughts.

MarylandPublicSchools.org/Survey

Connect with the MSDE Blueprint implementation team: Blueprint.MSDE@Maryland.gov

BLUEPRINT

FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

<https://www.marylandpublicschools.org/Blueprint/Pages/Overview.aspx>

To provide feedback on the EL Workgroup or Interim Report:

<https://news.maryland.gov/msde/contactmsde/>