

Element Detail 4a

Element: Add a **concentrated poverty weight** to the funding formula to support intensive services for students and their families to enable them to succeed in school, that are coordinated and able to meet the additional needs of students in schools located in distressed communities. [Add categorical funding amounts for schools with concentrated poverty to establish community schools and school based health centers.](#)

Design Assumptions:

Overview:

1. Maryland provides substantial funding for at-risk students through its compensatory education funding formula which many schools utilize to provide wraparound services to students in need of additional supports. However, top performing systems around the world provide additional funds to provide a greater degree of services for those students that are at the highest risk of not succeeding in school.
2. Adding a concentrated poverty weight will allow Maryland to provide funds to schools with high levels of poverty to enhance or establish programs and services to support the needs of students in schools with high levels of poverty.
3. [Categorical](#) funding should be provided to schools [with high levels of poverty](#) to implement or enhance a community school model that is based on a plan developed and submitted by an eligible school to meet the specific needs of the students at that school.
- ~~3.~~4. [Categorical funding should be provided to schools with high levels of poverty to establish or enhance a school based health center.](#)

Implementation Plans:

- ~~4.~~5. Implementation plans should include but are not limited to:
 - a) A community based needs assessment process that is conducted in partnership with a local capacity building organization to develop an implementation strategy for addressing the needs of the students and their families and building on and strengthening community resources near the school;
 - b) Ensuring that an experienced and qualified community schools coordinator at a vice principal level is hired;
 - c) Inclusion of community partners in geographic proximity to the school who can assist in meeting the needs identified;
 - d) Ensuring that time is made available to train staff on the support offered, identifying the need for supports and how to engage with the community school coordinator in engaging with these supports

- e) Development of strategies to maximize external non-State or local education funding

~~5.6.~~ Broad strategies addressed in the implementation plan should include but ~~are~~ not be limited to supporting:

- a) Physical and behavioral health and wellness including providing food for in-school and out-of-school time, school based health centers, and safe transport to schools;
- b) Family and community engagement and supports including informing parents about academic course offerings, opportunities for children, and social services;
- ~~b)c)~~ Establishing or expanding community schools;
- d) Extended learning time and tutoring services;
- ~~e)e)~~ Before and after school child care;
- ~~d)f)~~ Early childhood development in elementary schools with linkages to Judy Centers serving families of children 0-5 who will attend the school;
- ~~e)g)~~ Student enrichment experiences; and
- ~~f)h)~~ Improvements to the learning environment at the school

Funding:

7. For extended learning time and safe transportation

- a) Sliding scale option – In addition to the compensatory education weight, a per pupil weight would be applied to the number of all students enrolled at a school which has at least XX% of students eligible for free or reduced price meals. ~~Tiered levels of weight should be provided beginning with schools with 50% of students eligible for free and reduced price meals~~
- b) Tiered scale option – The additional weight for the tiers could be applied as follows (Note: this is a suggestion. It was not discussed fully):
 - XX% of the weight for schools with XX% of students eligible for free or reduced price meals
 - XX% of the weight for schools with XX% of students eligible for free or reduced price meals
 - ~~6.~~▪ XX% of the weight for schools with XX% of student eligible for free or reduced price meals

~~6. The additional weight for the tiers could be applied as follows (Note: this is a suggestion. It was not discussed fully)~~

- ~~b) 50% of the weight for schools with 50% of students eligible for free and reduced price meals~~
- ~~c) 75% of the weight for schools with 67% of students eligible for free and reduced price meals~~
- ~~d) 100% of the weight for schools with 75% or more of students eligible for free and reduced price meals~~

~~6. The additional weight should be applied and made available to schools that have a concentration population of students who have experienced trauma associated with conditions of extreme poverty who may need much more intensive health and behavioral health services.~~

~~g) This additional funding would be used to support services to diagnose and coordinate the services provided these high need students, with a required implementation plan similar to that required for community schools.~~

~~h) Staff numbers and positions should be tiered in relation to school enrollment.~~

8. For community schools and school based health centers, a total of \$236,784 would be provided for each school in which at least XX% of students are eligible for free or reduced price meals. This is based on the average salary and benefit cost to provide 1 full time equivalent physician's assistant for the school based health center and 1 full time equivalent community schools coordinator.

7.9. Funding would be based on eligibility after approval of an implementation plan

8.10. Local school system must demonstrate that funds provided under the weight are being provided to the schools in which the weight is applicable and are being used for the purpose of implementing the approved community school and school based health center plans

9.11. Local governments would be expected demonstrate support through meaningful partnership and support that is supplemental to and does not supplant existing efforts.

10.12. Partner agencies such as local management boards should participate at the State level and provide necessary funding and support to enable local agencies to participate as partnering organizations.

~~11.13.~~ 13. Accountability should focus on metrics that include, but are not limited to: successful implementation of the plan, number of students served and not served, time to receive services, attendance, enrichment opportunities, reduction in disciplinary actions, teacher self-efficacy, student and principal satisfaction, meaningful family involvement.

Implementation Considerations:

1. Every year, districts will be required to report on their program and submit progress on indicators.
2. Failure to successfully utilize the funding provided through the weight or categorical funding should be addressed in the Governance and Accountability Element. Schools with a lower poverty threshold could still organize community school and school based health centers programming using their 97% weight for compensatory funding.
3. Determine effect of direct certification when using FARM as the indicator for poverty.
4. Determine what should be included in accountability system for implementation (~~components listed in 6, for example, could be part of accountability measures~~).

Cost Savings:

Commission on Innovation and Excellence in Education **Conc. of Poverty**

Working Group 4 – More Resources for At-risk Students
 DRAFT DISCUSSION DOCUMENT August 9, 2018

Working Group 4 recommends:

- 808 schools at 40% conc of poverty (using FRPM)
- 642 schools at 50%
- 475 schools at 60%

- **Categorical funding of \$236,784 per school for a community school and a health center**
- **\$2,394 per pupil to provide extended day and transportation aides**

Concentration of poverty additional resources identified by Working Group 4

- Extended day available for all students
- Adds 1 hour of extended day for a total of 3 hours
- 2 FTE transportation aides per school
- Community school (1 FTE coordinator) and health center (1 FTE PA)

Compensatory Education resource assumptions from APA report.

Additional resources: (includes two hours extended time for 50% of students)

Assumes 50% are FRPM	Elementary (450 pupils)	Middle (720 pupils)	High (1,200 pupils)
Instructional	4 FTE	6 FTE	10 FTE
Pupil Support	2 FTE	3 FTE	5 FTE
Administrative	0	1 FTE	1 FTE
Other	1 FTE	0	0
Supplies/District Level	\$1,762	\$1,762	\$1,762

Per pupil base resource assumptions from APA report.

Blended evidence based and professional judgement panels

	Elementary (450 pupils)	Middle (720 pupils)	High (1,200 pupils)
Instructional	38.5 FTE (1:11.7)	46.4 FTE (1:15.5)	73 FTE (1:16.4)
Pupil Support	4 FTE (1:112.7)	7.9 FTE (1:91.1)	12.8 FTE (1:93.8)
Administrative	5 FTE (1:90)	7 FTE (1:102.9)	11 FTE (1:109.1)
Other	3 FTE (1:150)	4.5 FTE (1:266.7)	4 FTE (1:300)
Supplies/District Level	\$2,805 (\$6.23/pupil)	\$2,805 (\$3.90/pupil)	\$2,805 (\$2.34/pupil)

Background Information

Concentrations of Poverty Weight

The Working Group recommended that a concentration of poverty weight should be developed.

Assumptions

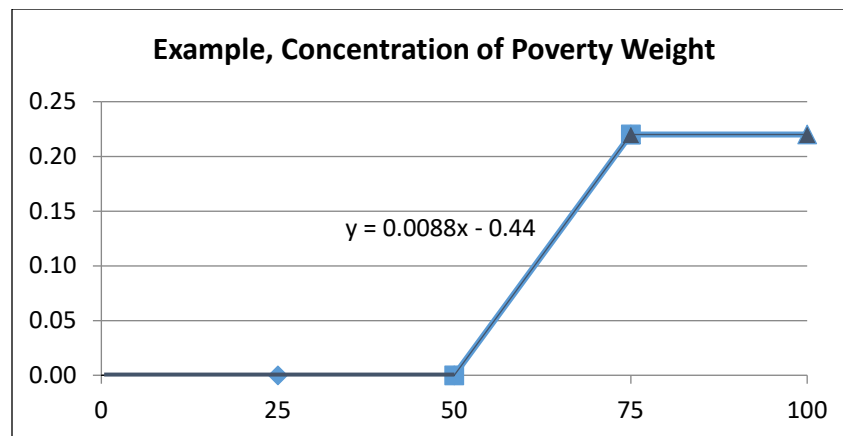
- Weight would be in addition to compensatory education weight
- Resources identified by Working Group that are included in concentration of poverty weight:
 - Increased extended learning time to provide safe space for students and provide additional time to receive supports
 - Provide three hours a day of extended time vs 2 hours currently in compensatory education weight
 - Resource to allow 100% of students to participate in extended day and summer school instead of current 50% in compensatory education weight
 - Staff to help students walk to school safely (“Walking Bus”). Need additional information on a best practice model. For costing out estimates shared today, assumed 2.0 FTE safety aides per school (note this is an FTE figure, and not a head count. Schools could use the FTE to hire a larger number of part-time staff).
- Additional resources discussed by Working Group that are expected to be addressed elsewhere:
 - Resources in the 2016 base: teaching staff to allow for small class sizes, student supports, MTSS supports.
 - These would need to be included in comp education weight if not in final Commission base.
 - Resources in compensatory education weight: additional instructional staff, additional student supports (these resources combined with base resources are at or above national recommendations for student support services), funds for student activities and enrichments, additional materials and supplies, first level of extended learning time (2 hours a day for 50% of students), and interventionists during the day.
 - If not provided in the compensatory education weight, these resources would need to be provided in the concentrations of poverty weight.
 - Feeding program resources are addressed through other legislation. Additional discussion is needed to determine if supplemental resources are also needed.
 - Resources in separate categorical: wrap around services, possibly through a community schools model, and school-based health centers.

Cost/Adjustment

The resources identified above for extended learning time (additional hour per day of after school extended learning time, increased participation from 50 to 100 percent) and safety (2.0 FTE safety aides per school) were added to the representative schools at the 75 percent FRL concentration level or above. Doing so produced a concentration of poverty weight of 0.22.

Guiding Questions

- What is the eligibility criteria for receiving the weight?
 - At what threshold does the factor start?
- Should the adjustment be applied using a tiered or formula-based approach to avoid “cliffs”?
 - For example, a concentration of poverty adjustment could be applied so that starting at 50 percent (or 40 percent, or state average), a school gets a portion of the factor, increasing as their percentage of students in poverty increases, until reaching the full weight level at 75 percent.



Categorical for Community Schools (Promise Heights Model) and School-Based Health Centers

In addition to the concentration of poverty weight, the Working Group suggested that there be a separate categorical fund to allow a targeted set of schools to provide wrap around services, possibly through a community schools model, and school-based health centers.

Assumptions

- Method for identification of eligible schools is still being explored, so cost estimates are per school.

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Working Group 4 – More Resources for At-risk Students

DRAFT DISCUSSION DOCUMENT August 9, 2018

- Resources identified are based upon models presented by stakeholders at the June 28th meeting, including the Promise Heights community school model.
- Resources include:
 - School-based Health Center
 - 1.0 FTE PA or Physician – using average PA salary for MD (\$109,311), benefit rate applied to other positions from 2016 study (\$134,857 with benefits)
 - Otherwise leveraging Medicaid dollars to provide service
 - Wrap around service coordination via a community schools model
 - 1.0 Community School Coordinator – using school social worker salary (\$80,815) benefit rate applied to other positions from 2016 study (\$101,927 with benefits)
 - Stakeholders also recommended that additional student support positions would need to be staffed to meet national recommendations
 - 2016 study base includes nurse and counselors staff ratios that meet national recommendations.
 - If these resources are not in the final base, would need to ensure that is available in this categorical or the compensatory education weight
 - Additional resources for compensatory education and special education meet national recommendations for social worker and psychologist.
 - If not included in either final adjustment, would need to provide these resources in this categorical.

Cost/Adjustment

To provide 1.0 PA and 1.0 Community Schools Coordinator would be \$236,784 per identified school.

Guiding Questions

1. Is there any consideration for the size of school in resource allocation?
 - a. If a school was very small would they still get full 1.0 in each?
 - b. If a school was very large would you expect more?
2. Should there be different tiers of resource provided by need?
 - a. For example, should a PA be provided in lower need settings and a physician in higher, or staffed at a part-time level vs. full-time?

State Examples (Focused on states with concentration factors)

All but four states provide additional resources for at-risk students; eight states' formulas provide multiple weights for at-risk students based on the concentration of at-risk students. It is important to note that each state has a different "base" amount, so the same weight will generate differing amounts of additional revenue in different states. Several examples of state's multiple weights based on concentration of poverty follow:

Colorado: Eligibility for participation in the federal free (but not reduced) lunch program is used as a proxy of each school district's at-risk pupil population. For each at-risk pupil, a district receives funding equal to at least 12%, but no more than 30%, of its Total Per-pupil Funding. As a district's percentage of at-risk population increases above the statewide average (roughly 36.7%), an increased amount of at-risk funding is provided.

Nebraska: Additional funding is provided by multiplying the statewide average general fund operating expenditures per formula student multiplied by the number of poverty students in the school (determined by participation in the free and reduced price lunch program), by weights designated by the concentration of students in the district:

- 0.0375 for poverty students comprising more than five percent and not more than ten percent of the formula students in the school district, plus
- 0.0750 for poverty students comprising more than ten percent and not more than 15% percent of the formula students in the school district, plus
- 0.1125 for poverty students comprising more than 15% and not more than 20% of the formula students in the school district, plus
- 0.1500 for poverty students comprising more 20% and not more than 25% of the formula students in the school district, plus
- 0.1875 for poverty students comprising more than 25% and not more than 30% of the formula students in the school district; plus
- 0.2250 for poverty students comprising more than 30% of the formula students in the school district.

New Jersey: Additional weights are provided for students enrolled in the federal free and reduced lunch program. Weight varies from .41 to .46 for at-risk students, based on the percentage of at-risk students in the district: lowest weight for those districts with less than 20% of at-risk students in the district; and .46 weight for districts with more than 40% and less than 60% of at-risk students. Due to a cap in the weight, districts with greater than 40% of at-risk students also receive the .46 weight per at-risk student.

Virginia: The "At-Risk Add On" provides 1 to 13 percent above Basic Aid per student per student eligible for the federal free (not reduced-price) lunch program (capped at 13%).