

**Department of Legislative Services**  
 Maryland General Assembly  
 2021 Session

**FISCAL AND POLICY NOTE**  
**First Reader**

House Bill 1376 (Delegate Washington)  
 Ways and Means

**Primary and Secondary Education - Virtual Education - Requirements**

This bill establishes a number of requirements related to virtual education for public schools. The bill establishes requirements related to (1) temporary and permanent virtual schools; (2) teacher preparation and professional development; (3) addressing and mitigating the effects of learning loss; and (4) expanding computer and Internet security infrastructure for virtual education. The bill also requires Maryland State Department of Education (MSDE) and local school systems to meet specified requirements including implementing a statewide learning management system (LMS) by July 1, 2022, for use by all public schools. In addition, the bill establishes a Flip the Classroom Pilot Program. **The bill takes effect July 1, 2021.**

**Fiscal Summary**

**State Effect:** MSDE expenditures increase by \$1.2 million in fiscal 2022, increasing to \$4.7 million in fiscal 2023 to hire staff, fund professional development, fund Flip the Classroom grants, increase computer security, and implement a statewide LMS, as discussed below. Federal COVID-19 funds can likely be used to cover these costs into fiscal 2025; general fund expenditures increase in future years. Revenues are not affected.

(\$ in millions)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Revenues	\$0	\$0	\$0	\$0	\$0
GF Expenditure	0	0	0	0	4.8
FF Expenditure	1.2	4.7	4.7	4.7	0
Net Effect	(\$1.2)	(\$4.7)	(\$4.7)	(\$4.7)	(\$4.8)

*Note:() = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate increase; (-) = indeterminate decrease*

**Local Effect:** Local school system expenditures increase by *at least* \$80,000 each beginning in FY 2024 to hire the LMS staff mandated by the bill, which is potentially offset by a decrease in local LMS expenses. State aid for professional development and Flip the Classroom pilot programs may increase. As explained below, other expenditures are likely optional or can be handled with existing resources including significant federal COVID-19 funds but cannot be reliably estimated.

**Small Business Effect:** None.

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## Analysis

### Bill Summary:

#### *Virtual Education Teacher Preparation*

Each teacher preparation program must include training in the pedagogy of virtual education including specified best practice principles. MSDE must provide *guidance* to local school systems for the periodic professional development and support for teachers to achieve the specified virtual education best practice principles. MSDE must provide *funding* to local school systems for professional development to implement this guidance.

#### *Flip the Classroom Pilot Program*

MSDE must implement and administer a Flip the Classroom Pilot Program in which a local school may choose to participate.

The purpose of the Flip the Classroom Pilot Program is to enable students to (1) learn outside temporal instruction using recorded lectures and (2) spend classroom time on individual and group exercises that apply the lessons from the recorded lectures.

The pilot program must provide teachers with the tools necessary to (1) record a classroom lecture to be viewed asynchronously by students as homework and (2) spend classroom time fostering collaborative peer-to-peer work between students based on the recorded lecture. A public school may choose to participate in the pilot program.

#### *Universal Learning Management System*

By July 1, 2022, MSDE must (1) establish a statewide universal LMS for use in all public schools in the State and (2) *hire* a dedicated employee to implement and manage the universal LMS. By July 1, 2023, each local board of education must *hire* at least

one dedicated employee to coordinate use of the universal statewide LMS within the local school system.

Beginning with the 2022-2023 school year, MSDE must make the State curriculum standards developed as part of the Blueprint for Maryland's Future (Chapter 36 of 2021) available through the universal LMS.

### *Permanent and Temporary Virtual Schools*

Subject to the approval of MSDE, in the event of a sustained event that prevents normal attendance at a school over several school days, a local board may elect to transition to virtual education. As under current law, a local board of education may also establish a permanent virtual school, including a virtual senior year. A permanent virtual school is defined to be a public school established by MSDE or by a local board in which the school consistently and permanently is engaged in virtual education.

In transitioning to virtual education *or* establishing a permanent virtual school, including a virtual senior year, a local board must establish:

- an equity plan to ensure that all students engage in virtual education continue to receive a thorough and free education;
- a method to accurately measure attendance;
- a process to provide a free and appropriate public education to a student with a disability enrolled in virtual education; and
- a plan to ensure that students continue to receive physical education.

MSDE must expand computer and Internet security infrastructure for virtual education, including staff to maintain security. Likewise, each local school system must dedicate at least one staff member to oversee computer and Internet security infrastructure for virtual education.

The State Board of Education (SBE) must adopt regulations to implement the provisions related to temporary and permanent virtual schools, including establishing minimum criteria for the establishment and approval of a permanent virtual school or the transition to a temporary virtual school.

### *Permanent Virtual School Requirements*

The bill makes enrollment in a permanent virtual school subject to any requirements set by MSDE or the local board of education that establishes the virtual school.

Subject to the approval of MSDE and meeting specified requirements, a local board of education may authorize a school to offer a virtual learning senior year for a public high school student's senior year.

A permanent virtual school must provide each enrolled student with specified requirements that are required for a "virtual school" under current law. Specifically, a permanent virtual school must provide each enrolled student with (1) access to a sequential curriculum approved by SBE that meets or exceeds the standards adopted by the local standards; (2) the same length of time for learning opportunities per academic year that is required for public school students, unless the virtual school can show that a student has demonstrated mastery or completion of the subject area; and (3) regular assessment in the core areas of instruction as specified. A permanent school is not required to provide instructional materials, including software and information on the closest public facility that offers access to a computer, printer, and Internet connection. Those requirements only apply to a temporary virtual school.

A teacher employed by a permanent virtual school must (1) have a Maryland teacher's certificate and (2) participate in the career ladder.

Local school systems that engage in virtual schooling must annually report specified information.

Finally, a permanent virtual school must maintain an administrative office in the State to be considered its principal place of business and be evaluated annually by its administrator as specified.

#### *Temporary Virtual School Requirements*

A temporary virtual school must, to the extent practicable, provide each student with access to the same curriculum, subject to the same standards, that the student would have had access to if the school had not transition to virtual education. It must also provide regular assessments to measure learning loss in core areas of instruction.

An administrator of a temporary virtual school must require a staff member to conduct regular check-ins with students at least once per week and struggling students multiple times per week. An administrator may assign a community school coordinator, staff member, or team of staff to conduct the check-ins.

A temporary virtual school must strive to prevent learning loss by establishing a virtual tutoring system or providing instructional time for virtual learning that is in addition to the daily and hourly attendance requirements. In addition, a temporary virtual school must

develop a plan to focus on students with the greatest need and the most learning loss, including those specified.

MSDE must establish standards for training teachers on how to prepare virtual education plans. A school providing virtual education must designate a lead digital teacher to assist students and staff with engaging in virtual learning. A local school system must provide periodic professional development and support for teachers following MSDE's guidance. MSDE must provide funding for the guidance required. During prolonged periods of school closure during which a school has elected to transition to virtual education, MSDE must provide mental health support for school personnel.

In addition to current requirements, an administrator of a temporary virtual school must develop a culturally appropriate parent engagement plan, including a specific strategy to engage with specified groups. As under current law, a temporary virtual school may not provide funds for the purchase of instructional programs or materials to a student or to a student's parent or guardian.

An administrator of a temporary virtual school must use multiple methods of communication during virtual education to ensure that students and parents receive specified information. If possible, an administrator must provide the information required in the native spoken language of the parents of each student.

If it is in accordance with public health guidance, an administrator of a temporary virtual school must establish learning centers for use during an extended school closure in suitable occupied buildings, including State buildings that are not in use. If funding is available during the extended school closure, an administrator of a temporary virtual school must establish additional learning centers prioritizing community schools eligible for concentration of poverty grants and with high absenteeism as specified. A community school must address and mitigate the effects of learning loss and chronic absenteeism caused by school closure and lack of in-person instruction.

By August 15, 2021, and each August 15 thereafter, each local board of education must collect specified data from each school that engaged in virtual education during the previous school year. Each year, each local board of education must publish this data on its website.

When a local board of education elects to transition a school to a temporary virtual school, the local board must establish a temporary administrative office in the State that must be considered the temporary virtual school's principal place of business for as long as it continues to provide virtual education.

## **Current Law:**

### *Blueprint for Maryland's Future*

Chapter 771 of 2019 established the Blueprint for Maryland's Future (the Blueprint) as the policy goals for Maryland's education system based on the policy recommendations of the Commission on Innovation and Excellence in Education (known as the Kirwan Commission after its chair Dr. William "Brit" Kirwan). Legislation was introduced in the 2020 session, passed by the General Assembly, and vetoed by the Governor (House Bill 1300) to implement the final set of policy and funding recommendations of the commission that will encompass the Blueprint. The General Assembly overrode the veto on February 12, 2021, enacting the law as Chapter 36 of 2021.

Under the law, the Blueprint would, beginning in fiscal 2022, substantially alter State aid and State policy for public schools. It would establish in law the policies and accountability recommendations of the commission, including creation of a new Accountability and Implementation Board (AIB) to oversee implementation of the policies and funding provided under the Blueprint. Funding for existing education formulas, including the foundation program and targeted programs, is altered and new funding formulas are established for specific purposes, such as the concentration of poverty grant program and publicly funded full-day prekindergarten program.

### *Teacher Preparation Programs*

In addition, Chapter 36 of 2021 establishes requirements for teacher preparation programs at institutions of higher education and alternative teacher preparation programs, including course content, teacher training practicums, and mentor teacher selection criteria.

In addition, Chapter 36 of 2021 establishes requirements for teacher preparation programs. Specially, a teacher preparation program must (1) include specified components of instruction; (2) require program participants to demonstrate competency in each of the required components; (3) provide training in the knowledge and skills required to understand and teach the Maryland curriculum framework; and (4) on or after July 1, 2025, require passing a nationally recognized portfolio-based assessment of teaching ability as a requirement for graduation.

Further, each teacher preparation program must incorporate classroom observations in which the program participant is observed in different school settings at the beginning of the teacher preparation program to assist a program participant in determining if the program participant has the aptitude and temperament for teaching.

To further support and strengthen the profession of teaching in the State, MSDE must (1) provide technical assistance and other supports to teacher preparation programs at institutions of higher education; (2) develop a systematic method of providing feedback to teacher preparation programs to ensure that institutions of higher education have the most current information about the content, composition, and expectations for teachers of prekindergarten through grade 12 class; and (3) assist teacher preparation programs in seeking and retaining highly qualified individuals, including individuals from groups of historically underrepresented in the teaching profession.

SBE and the Professional Standards and Teacher Education Board must, in consultation with AIB, adopt regulations to implement these provisions.

### *Model Curriculum*

According to Chapter 36, MSDE, in consultation with experienced teachers, must develop specified curriculum standards and curriculum resources that include specified elements and meet specified standards, for each subject at each grade level, that build on one another in logical sequence in core subjects. MSDE must submit the curriculum resources and curriculum standards developed to SBE for adoption.

Using specified assessments in specified core subjects, the SBE must identify low-performing schools. If MSDE, based on a recommendation by the Expert Review Team, determines that a low-performing school's performance is largely due to curricular problems, then the school must use the model curriculum. Otherwise, local school systems and public schools are not required to adopt the curriculum standards and resources developed by MSDE.

### *Collective Bargaining*

A public school employee may refuse to join or participate in the activities of employee organizations.

### *Virtual Schools*

“Virtual school” is defined as a public school established by MSDE or by a local board in which the school uses technology to deliver a significant portion of instruction to its students via the Internet in a virtual or remote setting.

Subject to the approval of MSDE, a local board may establish a virtual school. A virtual school is subject to all applicable federal and State laws and regulations governing the operation of a public school. A student who is eligible for enrollment in a public school in the State may enroll in a virtual school.

Enrolled students must be provided with a sequential curriculum that meets or exceeds the local standards and is approved by SBE as well as regular assessments. Enrolled students must also be provided with the same length of time for learning opportunities per academic year that is required for public school students unless the virtual school can show that a student has demonstrated mastery or completion of the subject area.

A virtual school's curriculum must have an interactive program with *significant* online components.

A virtual school must provide the parents or guardians of enrolled students with instructional materials, including software, and information on the closest public facility that offers access to a computer, printer, and Internet connection. A virtual school may not provide funds for the purchase of instructional programs or materials to a student or to a student's parent or guardian.

A teacher employed by a virtual school must have a teacher's certificate issued by the State Superintendent. A virtual school must maintain an administrative office in the State that must be considered its principal place of business.

A virtual school must be evaluated each year by its sponsor based on the following criteria: (1) the extent to which the school demonstrates increases in student achievement according to local and State academic standards; and (2) the accountability and viability of the virtual school, as demonstrated by its academic, fiscal, and operational performance.

SBE must adopt regulations related to virtual schools, including establishing minimum criteria for the establishment and approval of a virtual school.

### *Community School*

As defined by Chapter 529 of 2019, a "community school" is a public school that establishes a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning conditions, and the well-being of students, families, and the community.

**State Expenditures:** As shown in **Exhibit 1**, *under one set of assumptions*, State fund expenditures increase for MSDE by an estimated \$1.2 million in fiscal 2022, increasing to \$4.7 million in fiscal 2023 and beyond. Fiscal 2022 reflects hiring six full-time computer security specialists to expand computer and Internet security for virtual education, computer security software or hardware, professional development funding, and Flip the Classroom Program grants. Federal funds from COVID-19 relief legislation in 2021 that are set-aside for MSDE, as discussed further below, can likely be used to cover some if not all of the estimated costs in fiscal 2022 through as late as fiscal 2025. To the extent federal



funds cannot be used for the bill’s purposes, general fund expenditures increase beginning in fiscal 2022 and when ARP funds are no longer available beginning in fiscal 2025 or 2026.

Fiscal 2023 reflects hiring two full-time staff dedicated to the implementation and management of the statewide LMS system as well as student and professional staff users fees for the statewide LMS.

This estimate accounts for a 90-day start-up delay following the bill’s July 1, 2021 effective date. It includes salaries, fringe benefits, one-time start-up costs, and ongoing operating expenses. The information and assumptions used in this estimate are explained in further detail below.

Future year expenditures reflect full salaries with annual increases and employee turnover, elimination of one-time costs in fiscal 2023 and 2024, and ongoing operating expenses.

**Exhibit 1**  
**Estimated State Expenditures**  
**Fiscal 2022 and 2023**

	<u><b>FY 2022</b></u>	<u><b>FY 2023</b></u>
Positions <sup>1</sup>	6	2
Salary and Fringe Benefits <sup>1</sup>	\$556,297	\$910,451
Professional Development Funding <sup>2</sup>	24,000	24,000
Flip the Classroom <sup>3</sup>	100,000	100,000
Universal Learning Management System <sup>4</sup>	0	3,645,830
Computer Security Hardware/Software <sup>5</sup>	500,000	0
Other Operating Expenses	<u>33,488</u>	<u>15,420</u>
<b>Total State Expenditures</b>	<b>\$1,213,785</b>	<b>\$4,695,701</b>

<sup>1</sup> Six full-time computer and Internet security specialists in fiscal 2022, one full-time learning management system administrator, and one full-time learning management operator in fiscal 2023.

<sup>2</sup> Reflects \$1,000 per local school system annually.

<sup>3</sup> Reflects \$1,000 for 100 teachers annually.

<sup>4</sup> User fees for all kindergarten through grade 12 students and all professional staff beginning July 1, 2022 (fiscal 2023).

<sup>5</sup> Estimated one-time costs to increase computer and Internet security.

Source: Department of Legislative Services

### *Flip the Classroom Pilot Program*

*Under one set of assumptions*, beginning in fiscal 2022, expenditures increase by \$100,000 annually. This estimate reflects \$1,000 grants for 100 teachers. This is enough funding for all the teachers at two to three schools to receive a grant each year to participate in the Flip the Classroom Pilot. Although it is a pilot program, there is no end date established for the pilot; thus, it is assumed that the program does not terminate.

The bill requires the pilot program to provide teachers with the tools necessary to record a classroom lecture and to spend time fostering collaborative peer-to-peer work between students based on the recorded lecture. It is not clear what tools beyond a computer with a camera are needed to meet those requirements. Most local school systems have issued computers to cameras to their teachers and students during the COVID-19 health crisis. Therefore, it is assumed that \$1,000 per teacher is adequate to support the program.

MSDE advises that a full-time educational specialist is required to administer and implement a Flip the Classroom Program. The Department of Legislative Services (DLS) advises that while MSDE is required to administer and implement the program, it is assumed that only grants need to be distributed to interested schools; thus, the program can be administered with existing resources. To provide additional program guidance to teachers or to analyze learning outcomes from the program, MSDE would require additional staff. To provide pilot schools with student computers or student Internet service would require additional grant funding. These costs are not reflected in the estimate above.

### *Universal Learning Management System*

By July 1, 2022, MSDE must (1) establish a statewide universal LMS for use in all public schools in the State and (2) hire a dedicated employee to implement and manage the universal LMS. Thus, *under one set of assumptions*, expenditures increase by an estimated \$3.7 million annually beginning in fiscal 2023. This estimate reflects MSDE hiring a dedicated employee to implement and manage the LMS and purchasing an annual user fee for each kindergarten through grade 12 student and each teacher in the State using MSDE's existing LMS beginning fiscal 2023. The annual user fee is \$3.59 per student and \$6.79 per staff. In October 2019 (pre COVID-19) there were 859,922 public school students (excluding prekindergarten students) and 82,813 professional staff. This estimate does not reflect user fees for parents or guardians, which are a feature of some LMSs.

MSDE advises that it will need to collaborate with the Department of Information Technology (DoIT) on additional support required for the statewide LMS. It is unknown if the current technology infrastructure could support additional simultaneous users. Thus, there may be additional expenditures related to establishing a statewide LMS that cannot be reliably estimated at this time; however, any such costs could be significant.

It also reflects a full-time salary, benefits, and ongoing expenses for the dedicated LMS employee that must be hired under the bill as well as an additional full-time LMS operator to help coordinate the system.

The bill also requires that the State Model Curriculum be available in the LMS by the 2022-2023 school year (fiscal 2023), according to the fiscal and policy note for Chapter 36 of 2021; the model curriculum is not anticipated to be completed until fiscal 2024. This estimate assumes that the new State Model Curriculum will be made available through the LMS as soon as it is completed and that the existing curriculum standards will be made available through the LMS by the 2022-2023 school year.

#### *Permanent and Temporary Virtual Schools and Computer Security*

The bill requires MSDE expand computer and Internet security infrastructure for virtual education, including staff and to provide funding to achieve the virtual education best practice principles. *Under one set of assumptions*, expenditures increase by an estimated \$1.1 million in fiscal 2022, which reflects MSDE hiring six full-time computer security specialists, \$500,000 in one-time computer security software or hardware, and \$24,000 in annual professional development funding.

MSDE advises that six full-time computer security specialists are required to increase computer and Internet security for virtual learning. DLS cannot independently verify or disprove this claim. MSDE was unable to provide a cost estimate for computer security software or hardware. DLS estimates costs of approximately \$500,000 in fiscal 2022 with no ongoing costs. An in-depth needs assessment by DoIT is necessary for a more accurate cost estimate.

This assumption reflects \$1,000 per each of the 24 jurisdictions. Funding for more extensive training, for example, \$25 for each of the State's 62,040 public school teachers would cost an estimated \$1.6 million annually.

In addition, under the bill, MSDE must provide mental health supports for school personnel during prolonged periods of school closure. Mental health coverage is generally provided to teachers through their health benefits through their local school system or through their employee assistance program (EAP). For example, Prince George's County Public Schools (PGCPS) advises that it currently offers four free counseling sessions available to teachers through its EAP. It is assumed that MSDE would provide mental health supports through means that could be accomplished with existing resources such as through email newsletters with information and setting up virtual group meeting for teachers to share their experiences. Providing individual mental health support such as one-on-one counseling would increase costs significantly.

### *Teacher Preparation Programs*

Public institutions of higher education can incorporate the training in the pedagogy of virtual education into their teacher preparation programs using existing resources. Changes to the teacher programs may constitute a substantial modification to an academic program which require a payment of a fee and approval by the Maryland Higher Education Commission. However, it is assumed that these changes are done at the same time as the changes required by the Blueprint; thus, there is no impact on revenues or expenditures. Further, MSDE advises that Maryland Educator Preparation Programs are already required to incorporate technology standards and that all of them have already adopted or are in the process of adopting the International Society for Technology in Education (ISTE) Standards for Educators to meet this requirement. MSDE advises that the ISTE Standards for Educators align with the required best practice principles in the bill.

### *Federal COVID-19 Funds*

**Appendix 1** shows the amount of federal funds that each local school system and the SEED School have received in the three federal laws that have addressed the impact of COVID-19 on K-12 public education, including the American Rescue Plan Act of 2021 that was signed into law on March 11, 2021. In total, MSDE receives nearly \$303 million, including \$195 million due to ARP. Local education agencies (LEAs) directly receive approximately \$3.0 billion in additional federal funds. All of the funds must be encumbered by September 30, 2023 (fiscal 2024), but may be spent potentially into fiscal 2025.

**Local Expenditures:** Under the bill, local school systems are required to *hire* at least one dedicated employee to coordinate the use of the universal statewide LMS. In addition, a local school system that elects to establish a temporary or permanent virtual school must meet specified requirements, including dedicating at least one staff member to oversee computer and Internet security infrastructure for virtual education. Finally, a local school may elect to participate in the Flip the Classroom Pilot Program administered and implemented by MSDE.

Overall, local school system expenditures increase by at least \$80,000 each per year to hire at least one dedicated employee to coordinate the use of the universal statewide LMS. As explained below, all other fiscal impacts are generally due to local decisions or are absorbable within existing resources. As discussed above, LEAs are receiving significant amounts of federal COVID-19 funds that can likely be used for many if not all of the purposes of this bill.

### *Statewide Universal Learning Management System*

Each local school system expenditures increase by *at least* \$80,000 per year to hire at least one dedicated employee to coordinate the use of universal statewide LMS. In addition, there may be additional costs associated with training staff on the new system. Any such costs are assumed to be minimal and absorbable. To the extent that the statewide LMS replaces the need for local LMSs, local school system expenditures decrease. However, any such decrease cannot be reliably estimated.

PGCPS advise that they recently invested \$600,000 in a LMS, which they are still in the process of implementing. PGCPS further advises that all staff will need to be trained in the statewide LMS.

### *Permanent or Temporary Virtual School*

A local school system that elects to establish a permanent or temporary virtual school must meet specified requirements, including dedicating at least one staff member to oversee computer and Internet security infrastructure.

The bill requires a local school system to dedicate at least one staff member to oversee computer and Internet security infrastructure. For the purposes of this estimate, it is assumed that local school systems will only be required to dedicate a staff member to the task if it is operating a permanent or temporary virtual school. It is assumed that most local school systems have already dedicated a staff member to the task during the movement to virtual schools during the COVID-19 health crisis; thus, it is assumed that there is no immediate impact of the requirement. However, to establish permanent virtual schools in the future, local school systems may need to reallocate resources for other priorities. This requirement may hamper the development of permanent virtual schools, particularly in smaller school systems.

It is assumed that a local school system that chooses to establish a permanent virtual school will choose to do so using existing resources by reallocating resources. Therefore, revenues and expenditures are not materially affected. Further, the establishment of a permanent virtual school is primarily a local choice.

Although the establishment of a temporary virtual school is also optional, the establishment of a temporary virtual school will be primarily determined by outside events rather than actual local choice. Under the bill, a temporary virtual school, such as those established during the COVID-19 crisis must meet specified requirements and provide specified services. However, it is assumed, in general, costs for temporary virtual schools are absorbable within currently available resources, although smaller school systems may find

any costs more difficult to absorb. In particular, the requirement to establish a tutoring system or providing additional instructional time may be challenging to absorb.

*Flip the Classroom Pilot Program*

Participation in the Flip the Classroom Pilot Program is optional; thus, any expenditures are due to local school system choices. Any costs may be offset by grants \$1,000 to teachers for equipment as explained above.

*Community Schools*

It is assumed that community schools will address and mitigate the effect of learning loss and chronic absenteeism caused by school closure and lack of in person instruction using existing and future resources directed to community schools by Chapter 36 of 2021.

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**Additional Information**

**Prior Introductions:** None.

**Designated Cross File:** None.

**Information Source(s):** Maryland Association of County Health Officers; Maryland State Department of Education; Maryland Higher Education Commission; Morgan State University; Prince George's County Public Schools; Department of Legislative Services

**Fiscal Note History:** First Reader - March 16, 2021  
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**Appendix 1**  
**Federal K-12 COVID-19 Funds Distribution by LEA and MSDE**  
**(\$ in Thousands)**

<u>LEA</u>	<u>ESSER I</u>	<u>ESSER II</u>	<u>ESSER III</u>	<u>Total</u>
Allegany	\$2,557.9	\$11,278.2	\$25,329.3	\$39,165.4
Anne Arundel	11,855.6	48,393.5	108,684.9	168,934.0
Baltimore City	48,392.8	197,474.4	443,499.4	689,366.6
Baltimore	23,741.8	96,638.6	217,036.6	337,417.0
Calvert	1,201.9	5,098.5	11,450.4	17,750.8
Caroline	1,490.1	6,096.0	13,690.8	21,276.9
Carroll	1,975.7	7,491.7	16,825.4	26,292.9
Cecil	3,128.8	12,391.7	27,830.0	43,350.6
Charles	3,127.3	13,743.7	30,866.5	47,737.5
Dorchester	1,901.2	7,775.7	17,463.1	27,139.9
Frederick	4,008.5	16,879.1	37,908.0	58,795.6
Garrett	957.2	3,986.8	8,953.9	13,897.9
Harford	4,451.8	18,905.7	42,459.5	65,817.0
Howard	4,236.7	19,372.0	43,506.7	67,115.4
Kent	522.2	2,330.2	5,233.2	8,085.5
Montgomery	24,768.2	112,233.8	252,061.1	389,063.0
Prince George's	30,031.7	122,234.7	274,521.8	426,788.2
Queen Anne's	739.9	3,026.0	6,796.1	10,562.0
St. Mary's	2,574.4	11,611.0	26,076.7	40,262.0
Somerset	1,347.2	6,009.4	13,496.3	20,852.9
Talbot	896.1	3,665.8	8,232.8	12,794.7
Washington	5,606.1	24,618.4	55,289.3	85,513.8
Wicomico	5,166.1	21,093.1	47,372.0	73,631.2
Worcester	1,566.0	6,406.9	14,389.0	22,361.9
SEED School	805.6	3,139.3	7,050.3	10,995.1
MSDE	20,783.8	86,877.1	195,114.0	302,774.9
<b>Total</b>	<b>\$207,834.5</b>	<b>\$868,771.2</b>	<b>\$1,951,137.0</b>	<b>\$3,027,742.7</b>

ESSER: Elementary and Secondary School Emergency Relief Fund

LEA: local education agency

MSDE: Maryland State Department of Education

Notes: LEA allocations are based on the proportion of Title I-A funds received in fiscal 2019 for ESSER I and in fiscal 2020 for ESSER II and III. MSDE receives a set-aside of 10% of each total allocation.

Source: Maryland State Department of Education; Congressional Research Service; Department of Legislative Services