

FAVORABLE WITH AMENDMENTS
House Bill 504
Senate Bill 429
Excellence in Maryland Public Schools Act

House Ways and Means Committee
House Appropriations Committee
Senate Education, Energy, and Environment Committee
Senate Budget & Taxation Committee
February 19, 2025

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President

The Maryland State Education Association offers this Favorable with Amendments testimony to the Governor's Excellence in Maryland Public Schools Act, House Bill 504 and Senate Bill 429. This bill does a number of things to shore up the educator pipeline and address staffing shortages that MSEA supports and appreciates. But there are several significant proposals in this legislation with far-reaching yet avoidable negative ramifications that will disproportionately impact at-risk students—students from families with low incomes and students who are multilingual learners. MSEA urges amendments to those sections in order to prevent support for these students from falling behind.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents over 40 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3 million-member National Education Association (NEA).

When considering this legislation, it's important to contextualize this bill in the greater discussion of the FY26 state operating budget and the Blueprint for Maryland's Future Fund. The actions taken within this bill have no bearing on the state's FY26 budget deficit, as all of the funding changes in this bill and the Budget Reconciliation and Financing Act (HB 352/SB 321) are contained to the Blueprint for Maryland's Future Fund and do not affect the General Fund. As has been stated regularly throughout session by DLS, legislators, and advocates, the Blueprint is fully funded through FY26 and nearly through FY27.

While this bill does a variety of things, we will focus our testimony on a handful of the proposals. Overall, we are pleased with the thoughtful focus on addressing the educator shortage. This has been a focus for MSEA coming out of the pandemic, and builds on the work of the Governor and General Assembly in 2023's Maryland Educator Shortage Reduction Act (HB 1219). This year's HB 504/SB 429 along with the BRFA stand up the state's Grow Your Own (GYO) program in earnest and allocate \$33 million per year for the next 3 years. GYO is a proven strategy to support education support professionals (support staff, such as paraeducators) who want to become teachers in order to expand the teacher workforce and narrow shortages. While we have



suggested amendments to the programmatic specifications, MSEA is excited to build on last year's work.

Additionally, the bill enters Maryland in the Interstate Teacher Mobility Compact and establishes \$2,000 relocation stipends for educators who relocate to Maryland. The Compact was developed with the input of a range of public education stakeholders, including the National Education Association, the National Association of State Boards of Education, the National School Boards Association, and the National Association of Elementary School Principals. Joining the Compact is an opportunity to make teaching more accessible for committed, certified educators who may be considering a move to Maryland and helps address the state's educator shortage. MSEA supports these measures that will result in better staffing and better services for students.

While MSEA appreciates the investments and policy proposals discussed above, we are concerned about some of the other proposals that make meaningful changes to the implementation of the Blueprint and will substantially impact students who need the most support. MSEA has been a leading voice on the importance of the Blueprint for Maryland's Future. While we agree that we need to balance the Blueprint's future with implementation realities, we all need to understand both the policy and budget implications. And we need to be clear-eyed in recognizing that passing this bill as written would lead to deep and counter-productive budget cuts to expected funding levels for our most vulnerable students.

Collaborative Time

MSEA members believe collaborative time is worth the long-term investment and reflects one of the hallmarks of the Kirwan Commissions' deep study of high-ranking school systems. In fact, collaborative time is a key to the Blueprint's Pillar II, High Quality and Diverse Teachers and Leaders. Keeping a commitment to the goals of collaborative time is absolutely vital; but if any pause to the scheduled implementation occurs, it should be considered temporary and not disproportionately harm students receiving special education services, multilingual learners, and students in poverty. We must end the educator shortage and continue our progress and plans towards implementing collaborative time statewide.

Maryland teachers spend on average 80% of their workday in classroom instruction. The Kirwan Commission studied high performing schools around the world as it developed the Blueprint for Maryland's Future and found that these systems reserved more time for collaborative time for educators. The Blueprint therefore reflects this best practice and set a goal of making collaborative time up to 40% of a teacher's day. Collaborative time describes the part of the workday that teachers are not in front of a class; instead, they are enriching their pedagogy and support of students by broadening, updating, and building skills and working closely with students, families, and colleagues. The term 'collaborative time,' as currently defined under the law, includes all work activity beyond a teacher's classroom teaching responsibilities.

During collaborative time, teachers:

- Develop IEPs/504 plans, share data, and participate with colleagues and families in meetings

- Improve and plan lessons while individualizing instruction in response to specific student needs
- Post materials of instruction, lessons, and grades on student-facing web pages
- Provide constructive feedback and grades; meet with students
- Collaborate with peers to improve lesson design, student support and pedagogy
- Mentor and be mentored to improve their practice
- Develop student interventions for improved outcomes
- Communicate and consult with parents and guardians to support family engagement
- Respond to all communications from students, educators, school administrators, and families
- Write letters of recommendation for college admissions, scholarship consideration, jobs, and honor societies

In the Kirwan Commission's deliberations, they supported the goal of implementing collaborative time by adding funding to the foundation program, which is the per pupil funding a school district receives. HB 504/SB 429 pauses the goal of implementing collaborative time and the associated funding for four years.

However, we cannot responsibly just cut collaborative time from the foundation formula. Funding levels for students receiving special education services, multilingual learners, and students in poverty are determined by multiplying the foundation amount by certain weights to deliver increased funding for these students who benefit from additional support and services—importantly, services that are not at all related to the goal of collaborative time itself. Pausing collaborative time as this bill does would mean a cut to the expected increases to the foundation formula, which would disproportionately set back students in poverty, those receiving special education services, and multilingual learners. This is the opposite of the intent of the Blueprint. You can see in **Appendix 1** how this reduction in per pupil funding, as compared to current law, would affect funding in each county.

If a collaborative time delay moves forward, hold harmless grants would be a straightforward way to isolate the collaborative time pause from the rest of the formula and prevent it from negatively impacting these students. Indeed, this bill and the governor's budget holds special education students harmless from the impacts of the collaborative time pause. Yet it does not hold students in poverty (signified as compensatory education in the funding formula) or multilingual learners harmless. This amounts to a roughly \$80 million cut to expected funding levels in FY26 alone, and more in future years of a collaborative time pause.

There have been some arguments that suggest a delay in collaborative time reduces increases, but that the per pupil funding in all categories is still increasing. That is only partially true. The delay, without any hold harmless, means we spend less in the per pupil weight for multilingual learners next year than this year. It means by the fourth year of the delay in 2029, we would be funding the weight for comp ed students at a per pupil level more consistent with 2024. That is shocking. At a time when needs are growing, when 22% inflation since 2019 has handicapped the formula already, and our commitment was supposed to be increasing, we would be doing less per pupil for students in poverty.



Appendix 1 outlines the specifics associated with MSEA's analysis of the year by year, county by county impact to per pupil funding in the foundation, compensatory education, and multilingual categories with a split of both state and local money. Per pupil formulas are built as a total cost, with fiscal commitments from both state and local government partners. Therefore, these proposed cuts are a combination of state dollars and local dollars and any fair analysis must show the impact of both.

It is possible to find a balance on policy that has significant reinvestments of Blueprint funds without unnecessarily hurting students in poverty and without unnecessarily delaying supports for multilingual learners. Multilingual learners are the fastest growing segment of our student population and, as Superintendent Wright reported recently, have the largest gap in student achievement. There is no justification for reducing our efforts for these students.

The current reality is that some of our LEAs are already operationalizing collaborative time without the additional state funding promised by the Blueprint. If a delay moves forward and if the Collaborative Time Innovation Demonstration Grants proposed by this bill are retained, MSEA suggests an amendment to strike this language that would only allow the grants for new programs. School systems should be able to pay for staffing if they have already been hired to help the school system meet its collaborative time goals. Additionally, MSEA suggests stronger collective bargaining language for grant applications from LEAs.

Community Schools

Community schools are an essential strategy that provide comprehensive support and resources that are selected to meet their students' and families' needs and interests, which are rooted in the understanding and perspectives of the surrounding community. Since the design of the community school reflects the local needs, interests, assets, and priorities of that school, each model may look different. Maryland's community school expansion, one of the largest in the country, will make a huge difference for students and families in communities where poverty has erected barriers to learning and where families have few resources to supplement what schools provide. Per MSDE, in FY25 45% of schools in Maryland are identified as community schools, totaling 621 statewide.

At a recent briefing in the Joint Hearing Room, MSDE, MSEA, PSSAM, MABE, and other stakeholders identified the state's commitment to community schools as one of the Blueprint's biggest successes. So it defies both logic and best practices to delay community school supports (Concentration of Poverty grants in the language of the formula) at all, much less for two years, as proposed in this bill. This bill proposes pausing funding at FY26 levels for two years, so schools would not get FY27 funding levels until FY29. Delays would compound the harm to students in concentrated poverty, especially alongside the double cut to expected funding levels for these students due to the collaborative time delay discussed above, moving us further away from a stated goal to end childhood poverty.

This proposal is not only misguided; it would also create confusion and paralysis in a significant proportion of current community schools. When a school is designated as a community school, it receives a personnel grant for the first year. That grant allows a school to hire a community school



coordinator and a healthcare practitioner. The community school coordinator conducts a school needs assessment to determine the needs of the students and what services and programs to establish. In the second year, the school is supposed to get per-pupil concentration of poverty grant funding for programs associated with the needs assessment. A delay in the per-pupil programmatic funding will stymie the approximately 167 schools that are currently in their first year. Those schools will have the personnel grants with no programmatic funding; in other words they will be able to identify the needs of the community but then have no resources to actually address them as a community school is designed to. MSEA urges the General Assembly not to move forward with any delayed implementation of community schools as proposed in this bill.

While we strongly oppose this significant reduction in community school funding, MSEA supports the proposal of adding staff at MSDE to work on community school implementation. We also support the updated definition of wrap around services to include “highly qualified teachers.”

Academic Excellence Academy

While the Academy may have a laudable goals, we are concerned that it could be redundant to what local school systems are already doing. We are also concerned that this academy would hire away highly-qualified teachers from classrooms and exacerbate the current staffing shortage. But if the General Assembly wants to move forward with this costly proposal, we believe that these funds should come from the General Fund, and not the Blueprint for Maryland’s Future Fund.

Grow Your Own

Maryland continues to face educator shortages, high rates of teacher attrition, and a teaching workforce that is less racially and linguistically diverse than Maryland’s students. Shortages are especially pronounced in areas such as special education, early childhood and elementary education, and English to Speakers of Other Languages (ESOL).

Grow Your Own programs, which help develop future teachers from within school communities, are proven to help reduce these shortages while improving teacher retention and diversity. The Accountability and Implementation Board has identified programs like these as an essential tool to achieving the Blueprint’s goal of a high-quality and diverse teacher workforce.

Last year, MSEA worked with the General Assembly to establish a Grow Your Own educators grant program that supports education support professionals who wish to become classroom teachers (SB 937/HB 1157 of 2024), but it was passed without funding in the FY25 budget.

Studies suggest that education support professionals who become teachers are more effective and more likely to remain in the classroom than teachers prepared through other pathways. Maryland’s education support professional workforce also better reflects the racial diversity of our students and communities than the current teaching workforce. All education support professionals are essential and deserve a living wage whether or not they wish to become teachers. But those who do should have the opportunity to do so without taking on debt or losing their job and benefits while they study.



We also recognize the value in investing in licensure pathways for conditionally certified teachers, who must meet licensure requirements to continue teaching after their provisional license expires. As of 2024, there were more than 5,000 conditionally certified teachers in Maryland schools.

Investing in education support professionals and conditionally certified teachers who are interested in a career in teaching will help Maryland meet our goals of diversifying the profession and improving teacher retention.

Education support professionals and conditionally certified teachers are already committed educators who work with students every day, and they are well positioned to continue that work as fully licensed classroom teachers if they choose to do so.

To that end, we propose several amendments that would:

1. Clarify that all teacher candidates participating in Grow Your Own programs will be employees of the county board with reasonable working pay, benefits, and working conditions that allow them to focus on learning.
2. Highlight the importance of prioritizing education support professionals and conditionally certified teachers as Grow Your Own teacher candidates, especially toward our state's goal of increasing retention and diversity in the teacher workforce.
3. Ensure that data on Grow Your Own grants are transparent and available to the General Assembly to monitor progress.

Closing

MSEA stands ready to be a partner in finding the right policy path that does not jeopardize the funding support for our at-promise students or stifle the progress and intent of the Blueprint. We hope to partner with the General Assembly, the governor, the State Board of Education, the Accountability and Implementation Board, and our partners in all 24 local school systems in finding a better path forward.

MSEA urges careful consideration and significant amendments to the Excellence in Maryland Public Schools Act. Our students are counting on us to get this right.



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FY26 Calculations

COUNTY	FY26 Collab Time Cut (\$163 pp)	FY26 Collab Time Local Share Cut	FY26 Collab Time State Share Cut	FY26 Comp Ed Cut (\$139 pp)	FY26 Comp Ed Local Share Cut	FY26 Comp Ed State Share Cut	FY26 MLL Cut (\$160 pp)	FY26 MLL Local Share Cut	FY26 MLL State Share Cut	FY26 Total Cuts w/o HH from CT Pause	FY26 Total Cuts Local Share	FY26 Total Cuts State Share
Allegany	\$ (1,254,367)	(\$346,157)	(\$908,209)	\$ (663,239)	(\$133,740)	(\$529,499)	\$ (6,070)	(\$850)	(\$5,220)	\$ (1,923,675)	(\$480,748)	(\$1,442,928)
Anne Arundel	\$ (13,325,046)	(\$7,907,904)	(\$5,417,142)	\$ (4,636,853)	(\$2,833,968)	(\$1,802,885)	\$ (1,362,902)	(\$817,819)	(\$545,083)	\$ (19,324,801)	(\$11,559,691)	(\$7,765,109)
Baltimore City	\$ (11,560,857)	(\$3,781,086)	(\$7,779,771)	\$ (8,585,666)	(\$2,802,163)	(\$5,783,504)	\$ (1,549,797)	(\$425,335)	(\$1,124,463)	\$ (21,696,320)	(\$7,008,584)	(\$14,687,737)
Baltimore	\$ (17,294,830)	(\$8,273,368)	(\$9,021,462)	\$ (7,974,661)	(\$4,321,475)	(\$3,653,186)	\$ (1,947,390)	(\$986,518)	(\$960,872)	\$ (27,216,881)	(\$13,581,361)	(\$13,635,520)
Calvert	\$ (2,420,632)	(\$1,399,484)	(\$1,021,148)	\$ (606,018)	(\$368,628)	(\$237,389)	\$ (38,018)	(\$22,504)	(\$15,514)	\$ (3,064,667)	(\$1,790,616)	(\$1,274,051)
Caroline	\$ (863,615)	(\$232,952)	(\$630,663)	\$ (511,720)	(\$94,278)	(\$417,442)	\$ (86,899)	(\$10,545)	(\$76,354)	\$ (1,462,233)	(\$337,775)	(\$1,124,459)
Carroll	\$ (4,175,816)	(\$1,914,708)	(\$2,261,108)	\$ (955,302)	(\$496,291)	(\$459,011)	\$ (79,710)	(\$38,458)	(\$41,252)	\$ (5,210,828)	(\$2,449,457)	(\$2,761,371)
Cecil	\$ (2,323,402)	(\$948,732)	(\$1,374,670)	\$ (1,090,943)	(\$502,334)	(\$588,609)	\$ (62,458)	(\$26,162)	(\$36,297)	\$ (3,476,803)	(\$1,477,227)	(\$1,999,576)
Charles	\$ (4,356,746)	(\$1,667,270)	(\$2,689,476)	\$ (1,943,579)	(\$824,650)	(\$1,118,929)	\$ (203,189)	(\$77,194)	(\$125,995)	\$ (6,503,514)	(\$2,569,114)	(\$3,934,401)
Dorchester	\$ (697,966)	(\$242,952)	(\$455,014)	\$ (464,004)	(\$170,321)	(\$293,683)	\$ (39,775)	(\$12,659)	(\$27,116)	\$ (1,201,745)	(\$425,933)	(\$775,812)
Frederick	\$ (7,501,668)	(\$3,254,373)	(\$4,247,294)	\$ (2,127,851)	(\$1,047,225)	(\$1,080,626)	\$ (593,754)	(\$268,970)	(\$324,783)	\$ (10,223,272)	(\$4,570,569)	(\$5,652,703)
Garrett	\$ (529,832)	(\$339,569)	(\$205,891)	\$ (248,697)	(\$154,952)	(\$93,746)	\$ (1,118)	(\$686)	(\$432)	\$ (779,647)	(\$495,207)	(\$300,069)
Harford	\$ (6,023,095)	(\$2,689,692)	(\$3,333,403)	\$ (2,077,280)	(\$1,052,440)	(\$1,024,840)	\$ (169,804)	(\$79,572)	(\$90,232)	\$ (8,270,178)	(\$3,821,703)	(\$4,448,475)
Howard	\$ (9,113,412)	(\$5,051,660)	(\$4,061,752)	\$ (2,269,033)	(\$1,364,038)	(\$904,995)	\$ (644,231)	(\$368,680)	(\$275,551)	\$ (12,026,676)	(\$6,784,378)	(\$5,242,299)
Kent	\$ (264,019)	(\$215,176)	(\$48,844)	\$ (150,742)	(\$97,666)	(\$53,077)	\$ (16,293)	(\$10,452)	(\$5,842)	\$ (431,055)	(\$323,293)	(\$107,762)
Montgomery	\$ (25,176,084)	(\$17,289,225)	(\$7,886,859)	\$ (9,257,495)	(\$5,828,446)	(\$3,429,049)	\$ (5,064,716)	(\$3,144,832)	(\$1,919,885)	\$ (39,498,295)	(\$26,262,503)	(\$13,235,792)
Prince George's	\$ (20,443,949)	(\$8,363,956)	(\$12,079,993)	\$ (11,800,858)	(\$5,445,934)	(\$6,354,924)	\$ (5,290,749)	(\$2,221,960)	(\$3,068,788)	\$ (37,535,555)	(\$16,031,851)	(\$21,503,704)
Queen Anne's	\$ (1,165,817)	(\$732,777)	(\$433,040)	\$ (384,476)	(\$237,938)	(\$146,539)	\$ (69,167)	(\$42,108)	(\$27,059)	\$ (1,619,460)	(\$1,012,823)	(\$606,638)
St. Mary's	\$ (2,721,937)	(\$1,144,639)	(\$1,577,298)	\$ (890,184)	(\$425,381)	(\$464,803)	\$ (71,084)	(\$31,107)	(\$39,978)	\$ (3,683,205)	(\$1,601,127)	(\$2,082,078)
Somerset	\$ (424,289)	(\$119,812)	(\$304,477)	\$ (282,781)	(\$62,156)	(\$220,625)	\$ (20,606)	(\$3,290)	(\$17,317)	\$ (727,676)	(\$185,258)	(\$542,418)
Talbot	\$ (689,286)	(\$657,523)	(\$103,393)	\$ (344,158)	(\$226,405)	(\$117,753)	\$ (105,269)	(\$68,694)	(\$36,574)	\$ (1,138,713)	(\$952,622)	(\$257,721)
Washington	\$ (3,484,492)	(\$1,187,516)	(\$2,296,976)	\$ (1,789,235)	(\$632,560)	(\$1,156,675)	\$ (165,491)	(\$50,259)	(\$115,231)	\$ (5,439,217)	(\$1,870,335)	(\$3,568,882)
Wicomico	\$ (2,349,034)	(\$639,018)	(\$1,710,016)	\$ (1,171,025)	(\$222,636)	(\$948,389)	\$ (290,248)	(\$37,060)	(\$253,187)	\$ (3,810,306)	(\$898,713)	(\$2,911,593)
Worcester	\$ (1,030,853)	(\$1,081,637)	(\$154,628)	\$ (465,944)	(\$309,449)	(\$156,495)	\$ (26,677)	(\$17,594)	(\$9,083)	\$ (1,523,473)	(\$1,408,680)	(\$320,205)
Total	\$ (139,191,038)	(\$69,481,185)	(\$70,002,525)	\$ (60,691,744)	(\$29,655,073)	(\$31,036,670)	\$ (17,905,416)	(\$8,763,309)	(\$9,142,107)	\$ (217,788,198)	(\$107,899,567)	(\$110,181,302)

Assumptions: Enrollment counts reflect flat from FY25; Local wealth determination for state v local share is same as FY25.

In addition to these cuts, there is a statewide formula impact to the Education Effort Adjustment (-\$10m), Comparable Wage Index (-\$5m) and Guaranteed Tax Base (+\$1.7m). **Total impact is \$234 million less than the combined state and local funds local school systems were using for their FY26 budgets.**

Note 1: The MLL per pupil amount in FY26 (\$8,882) is less than the MLL per pupil funding in FY25 (\$8,965).



FY27 Calculations												
COUNTY	FY27 Collab Time Cut (\$334 pp)	FY27 Collab Time Local Share Cut	FY27 Collab Time State Share Cut	FY27 Comp Ed Cut (\$267 pp)	FY27 Comp Ed Local Share Cut	FY27 Comp Ed State Share Cut	FY27 MLL Cut (\$314 pp)	FY27 MLL Local Share Cut	FY27 MLL State Share Cut	FY27 Total Cuts w/o HH from CT Pause	FY27 Total Cuts Local Share	FY27 Total Cuts State Share
Allegany	\$ (2,570,297)	(\$709,304)	(\$1,860,993)	\$ (1,279,086)	(\$257,924)	(\$1,021,162)	\$ (11,930)	(\$1,671)	(\$10,259)	\$ (3,861,314)	(\$968,899)	(\$2,892,415)
Anne Arundel	\$ (27,304,083)	(\$16,203,926)	(\$11,100,156)	\$ (8,942,382)	(\$5,465,437)	(\$3,476,946)	\$ (2,678,707)	(\$1,607,378)	(\$1,071,329)	\$ (38,925,172)	(\$23,276,741)	(\$15,648,431)
Baltimore City	\$ (23,689,117)	(\$7,747,747)	(\$15,941,370)	\$ (16,557,850)	(\$5,404,099)	(\$11,153,751)	\$ (3,046,040)	(\$835,972)	(\$2,210,068)	\$ (43,293,007)	(\$13,987,817)	(\$29,305,189)
Baltimore	\$ (35,438,486)	(\$16,952,790)	(\$18,485,696)	\$ (15,379,498)	(\$8,334,162)	(\$7,045,336)	\$ (3,827,486)	(\$1,938,946)	(\$1,888,540)	\$ (54,645,469)	(\$27,225,898)	(\$27,419,571)
Calvert	\$ (4,960,067)	(\$2,867,654)	(\$2,092,413)	\$ (1,168,733)	(\$710,917)	(\$457,816)	\$ (74,722)	(\$44,230)	(\$30,492)	\$ (6,203,522)	(\$3,622,801)	(\$2,580,721)
Caroline	\$ (1,769,616)	(\$477,338)	(\$1,292,278)	\$ (986,875)	(\$181,819)	(\$805,057)	\$ (170,794)	(\$20,725)	(\$150,069)	\$ (2,927,285)	(\$679,882)	(\$2,247,403)
Carroll	\$ (8,556,579)	(\$3,923,389)	(\$4,633,190)	\$ (1,842,344)	(\$957,120)	(\$885,224)	\$ (156,666)	(\$75,587)	(\$81,079)	\$ (10,555,589)	(\$4,956,096)	(\$5,599,493)
Cecil	\$ (4,760,836)	(\$1,944,027)	(\$2,816,809)	\$ (2,103,933)	(\$968,774)	(\$1,135,158)	\$ (122,758)	(\$51,419)	(\$71,339)	\$ (6,987,527)	(\$2,964,220)	(\$4,023,307)
Charles	\$ (8,927,319)	(\$3,416,369)	(\$5,510,950)	\$ (3,748,282)	(\$1,590,375)	(\$2,157,907)	\$ (399,357)	(\$51,720)	(\$247,637)	\$ (13,074,958)	(\$5,158,464)	(\$7,916,494)
Dorchester	\$ (1,430,188)	(\$497,829)	(\$932,359)	\$ (894,853)	(\$328,472)	(\$566,380)	\$ (78,176)	(\$24,881)	(\$53,295)	\$ (2,403,217)	(\$851,182)	(\$1,552,034)
Frederick	\$ (15,371,515)	(\$6,668,471)	(\$8,703,044)	\$ (4,103,658)	(\$2,019,621)	(\$2,084,037)	\$ (1,166,989)	(\$528,646)	(\$638,343)	\$ (20,642,162)	(\$9,216,738)	(\$11,425,424)
Garrett	\$ (1,085,667)	(\$695,805)	(\$421,887)	\$ (479,624)	(\$298,831)	(\$180,793)	\$ (2,198)	(\$1,348)	(\$849)	\$ (1,567,489)	(\$995,984)	(\$603,529)
Harford	\$ (12,341,801)	(\$5,511,393)	(\$6,830,408)	\$ (4,006,130)	(\$2,029,679)	(\$1,976,451)	\$ (333,739)	(\$156,393)	(\$177,346)	\$ (16,681,670)	(\$7,697,465)	(\$8,984,205)
Howard	\$ (18,674,107)	(\$10,351,254)	(\$8,322,853)	\$ (4,375,934)	(\$2,630,609)	(\$1,745,325)	\$ (1,266,201)	(\$724,620)	(\$541,581)	\$ (24,316,242)	(\$13,706,483)	(\$10,609,759)
Kent	\$ (540,997)	(\$440,912)	(\$100,084)	\$ (290,714)	(\$188,352)	(\$102,361)	\$ (32,024)	(\$20,543)	(\$11,481)	\$ (863,734)	(\$649,807)	(\$213,927)
Montgomery	\$ (51,587,803)	(\$35,427,001)	(\$16,160,802)	\$ (17,853,502)	(\$11,240,425)	(\$6,613,078)	\$ (9,954,416)	(\$6,180,990)	(\$3,773,426)	\$ (79,395,721)	(\$52,848,415)	(\$26,547,306)
Prince George's	\$ (41,891,282)	(\$17,138,414)	(\$24,752,868)	\$ (22,758,493)	(\$10,502,733)	(\$12,255,760)	\$ (10,398,669)	(\$4,367,138)	(\$6,031,531)	\$ (75,048,444)	(\$32,008,285)	(\$43,040,159)
Queen Anne's	\$ (2,388,852)	(\$1,501,518)	(\$887,334)	\$ (741,480)	(\$458,874)	(\$282,606)	\$ (135,945)	(\$82,762)	(\$53,183)	\$ (3,266,276)	(\$2,043,153)	(\$1,223,123)
St. Mary's	\$ (5,577,466)	(\$2,345,456)	(\$3,232,010)	\$ (1,716,760)	(\$820,367)	(\$896,393)	\$ (139,712)	(\$61,139)	(\$78,574)	\$ (7,433,938)	(\$3,226,962)	(\$4,206,977)
Somerset	\$ (869,402)	(\$245,505)	(\$623,897)	\$ (545,355)	(\$119,871)	(\$425,485)	\$ (40,501)	(\$6,466)	(\$34,035)	\$ (1,455,258)	(\$371,842)	(\$1,083,416)
Talbot	\$ (1,412,403)	(\$1,347,317)	(\$211,860)	\$ (663,725)	(\$436,632)	(\$227,092)	\$ (206,900)	(\$135,015)	(\$71,885)	\$ (2,283,027)	(\$1,918,964)	(\$510,838)
Washington	\$ (7,140,002)	(\$2,433,315)	(\$4,706,687)	\$ (3,450,621)	(\$1,219,921)	(\$2,230,700)	\$ (325,263)	(\$98,782)	(\$226,481)	\$ (10,915,885)	(\$3,752,017)	(\$7,163,867)
Wicomico	\$ (4,813,358)	(\$1,309,398)	(\$3,503,960)	\$ (2,258,374)	(\$429,363)	(\$1,829,011)	\$ (570,465)	(\$72,840)	(\$497,626)	\$ (7,642,197)	(\$1,811,601)	(\$5,830,597)
Worcester	\$ (2,112,300)	(\$2,216,361)	(\$316,845)	\$ (898,594)	(\$596,787)	(\$301,807)	\$ (52,431)	(\$34,580)	(\$17,851)	\$ (3,063,324)	(\$2,847,728)	(\$636,503)
Total	\$ (285,213,539)	(\$142,372,489)	(\$143,440,756)	\$ (117,046,798)	(\$57,191,163)	(\$59,855,635)	\$ (35,192,090)	(\$17,223,792)	(\$17,968,298)	\$ (437,452,427)	(\$216,787,444)	(\$221,264,690)

Assumptions: Enrollment counts reflect flat from FY25; Local wealth determination for state v local share is same as FY25.

In addition to these cuts, there is a statewide formula impact to the Education Effort Adjustment (-\$13m), Comparable Wage Index (not calculated) and Guaranteed Tax Base (not calculated). **Total impact is at least \$450 million less than phase-in expectations for student support with the Blueprint for Maryland's Future in FY27.**

Note 1: These calculations do not reflect cuts associated with a proposed freeze in Community School funding at FY26 levels. Over two years, the Governor's Office estimates -\$473m in state aid for community schools associated with the freeze.

Note 2: The CompEd per pupil amount in FY27 (\$7,518) is almost equal to the CompEd per pupil funding in FY24 (\$7,519).

Note 3: The MLL per pupil amount in FY27 (\$8,834) is less than the MLL per pupil funding in FY25 (\$8,965).



COUNTY	FY28 Collab Time Cut (\$512 pp)	FY28 Collab Time Local Share Cut	FY28 Collab Time State Share Cut	FY28 Comp Ed Cut (\$399 pp)	FY28 Comp Ed Local Share Cut	FY28 Comp Ed State Share Cut	FY28 MLL Cut (\$471 pp)	FY28 MLL Local Share Cut	FY28 MLL State Share Cut	FY28 Total Cuts w/o HH from CT Pause	FY28 Total Cuts Local Share	FY28 Total Cuts State Share
Allegany	\$ (3,940,096)	(\$1,087,316)	(\$2,852,780)	\$ (1,911,736)	(\$385,496)	(\$1,526,240)	\$ (17,900)	(\$2,508)	(\$15,392)	\$ (5,869,732)	(\$1,475,319)	(\$4,394,412)
Anne Arundel	\$ (41,855,360)	(\$24,839,552)	(\$17,015,808)	\$ (13,365,381)	(\$8,168,701)	(\$5,196,680)	\$ (4,018,913)	(\$2,411,578)	(\$1,607,335)	\$ (59,239,654)	(\$35,419,831)	(\$23,819,824)
Baltimore City	\$ (36,313,856)	(\$11,876,785)	(\$24,437,071)	\$ (24,747,540)	(\$8,077,024)	(\$16,670,516)	\$ (4,570,030)	(\$1,254,224)	(\$3,315,806)	\$ (65,631,427)	(\$21,208,033)	(\$44,423,393)
Baltimore	\$ (54,324,864)	(\$25,987,510)	(\$28,337,354)	\$ (22,986,363)	(\$12,456,328)	(\$10,530,035)	\$ (5,742,449)	(\$2,909,037)	(\$2,833,412)	\$ (83,053,676)	(\$41,352,875)	(\$41,700,800)
Calvert	\$ (7,603,456)	(\$4,395,924)	(\$3,207,532)	\$ (1,746,801)	(\$1,062,544)	(\$684,257)	\$ (112,108)	(\$66,360)	(\$45,748)	\$ (9,462,364)	(\$5,524,828)	(\$3,937,536)
Caroline	\$ (2,712,704)	(\$731,727)	(\$1,980,977)	\$ (1,474,994)	(\$271,748)	(\$1,203,246)	\$ (256,246)	(\$31,095)	(\$225,151)	\$ (4,443,944)	(\$1,034,570)	(\$3,409,374)
Carroll	\$ (13,116,672)	(\$6,014,297)	(\$7,102,375)	\$ (2,753,587)	(\$1,430,522)	(\$1,323,065)	\$ (235,049)	(\$113,404)	(\$121,645)	\$ (16,105,308)	(\$7,558,223)	(\$8,547,085)
Cecil	\$ (7,298,048)	(\$2,980,065)	(\$4,317,983)	\$ (3,144,561)	(\$1,447,941)	(\$1,696,620)	\$ (184,177)	(\$77,145)	(\$107,032)	\$ (10,626,785)	(\$4,505,151)	(\$6,121,634)
Charles	\$ (13,684,992)	(\$5,237,068)	(\$8,447,924)	\$ (5,602,222)	(\$2,376,992)	(\$3,225,230)	\$ (599,163)	(\$227,629)	(\$371,534)	\$ (19,886,377)	(\$7,841,689)	(\$12,044,688)
Dorchester	\$ (2,192,384)	(\$763,138)	(\$1,429,246)	\$ (1,337,457)	(\$490,938)	(\$846,518)	\$ (117,289)	(\$37,330)	(\$79,959)	\$ (3,647,130)	(\$1,291,407)	(\$2,355,723)
Frederick	\$ (23,563,520)	(\$10,222,326)	(\$13,341,194)	\$ (6,133,371)	(\$3,018,547)	(\$3,114,824)	\$ (1,750,856)	(\$793,138)	(\$957,718)	\$ (31,447,747)	(\$14,034,011)	(\$17,413,735)
Garrett	\$ (1,664,256)	(\$1,066,622)	(\$646,726)	\$ (716,851)	(\$446,637)	(\$270,215)	\$ (3,297)	(\$2,023)	(\$1,274)	\$ (2,384,404)	(\$1,515,282)	(\$918,214)
Harford	\$ (18,919,168)	(\$8,448,603)	(\$10,470,565)	\$ (5,987,604)	(\$3,033,580)	(\$2,954,025)	\$ (500,716)	(\$234,640)	(\$266,076)	\$ (25,407,488)	(\$11,716,822)	(\$13,690,666)
Howard	\$ (28,626,176)	(\$15,867,790)	(\$12,758,386)	\$ (6,540,319)	(\$3,931,737)	(\$2,608,581)	\$ (1,899,704)	(\$1,087,160)	(\$812,544)	\$ (37,066,199)	(\$20,886,688)	(\$16,179,511)
Kent	\$ (829,312)	(\$675,889)	(\$153,423)	\$ (434,504)	(\$281,514)	(\$152,990)	\$ (48,046)	(\$30,820)	(\$17,226)	\$ (1,311,862)	(\$988,223)	(\$323,638)
Montgomery	\$ (79,080,704)	(\$54,307,258)	(\$24,773,446)	\$ (26,684,037)	(\$16,800,060)	(\$9,883,977)	\$ (14,934,794)	(\$9,273,454)	(\$5,661,340)	\$ (120,699,535)	(\$80,380,772)	(\$40,318,763)
Prince George's	\$ (64,216,576)	(\$26,272,059)	(\$37,944,517)	\$ (34,015,089)	(\$15,697,497)	(\$18,317,591)	\$ (15,601,316)	(\$6,552,099)	(\$9,049,217)	\$ (113,832,980)	(\$48,521,655)	(\$65,311,325)
Queen Anne's	\$ (3,661,952)	(\$2,301,727)	(\$1,360,225)	\$ (1,108,224)	(\$685,838)	(\$422,386)	\$ (203,960)	(\$124,169)	(\$79,792)	\$ (4,974,136)	(\$3,111,734)	(\$1,862,402)
St. Mary's	\$ (8,549,888)	(\$3,595,430)	(\$4,954,458)	\$ (2,565,888)	(\$1,226,129)	(\$1,339,759)	\$ (209,613)	(\$91,727)	(\$117,885)	\$ (11,325,389)	(\$4,913,286)	(\$6,412,102)
Somerset	\$ (1,332,736)	(\$376,343)	(\$956,393)	\$ (815,094)	(\$179,160)	(\$635,934)	\$ (60,764)	(\$9,701)	(\$51,063)	\$ (2,208,594)	(\$565,204)	(\$1,643,390)
Talbot	\$ (2,165,120)	(\$2,065,348)	(\$324,768)	\$ (992,010)	(\$652,596)	(\$339,415)	\$ (310,415)	(\$202,565)	(\$107,850)	\$ (3,467,546)	(\$2,920,509)	(\$772,033)
Washington	\$ (10,945,152)	(\$3,730,111)	(\$7,215,041)	\$ (5,157,335)	(\$1,823,307)	(\$3,334,028)	\$ (487,997)	(\$148,204)	(\$339,793)	\$ (16,590,484)	(\$5,701,622)	(\$10,888,862)
Wicomico	\$ (7,378,560)	(\$2,007,221)	(\$5,371,339)	\$ (3,375,391)	(\$641,730)	(\$2,733,660)	\$ (855,880)	(\$109,283)	(\$746,597)	\$ (11,609,830)	(\$2,758,234)	(\$8,851,596)
Worcester	\$ (3,238,016)	(\$3,397,536)	(\$485,702)	\$ (1,343,048)	(\$891,964)	(\$451,084)	\$ (78,664)	(\$51,881)	(\$26,783)	\$ (4,659,727)	(\$4,341,380)	(\$963,569)
Total	\$ (437,213,568)	(\$218,247,648)	(\$219,885,231)	\$ (174,939,406)	(\$85,478,529)	(\$89,460,878)	\$ (52,799,345)	(\$25,841,174)	(\$26,958,171)	\$ (664,952,319)	(\$329,567,350)	(\$336,304,279)

Assumptions: Enrollment counts reflect flat from FY25; Local wealth determination for state v local share is same as FY25.

In addition to these cuts, there is a statewide formula impact to the Education Effort Adjustment (-\$16m), Comparable Wage Index (not calculated) and Guaranteed Tax Base (not calculated). **Total impact is at least \$680 million less than phase-in expectations for student support with the Blueprint for Maryland's Future in FY28.**

Note 1: These calculations do not reflect cuts associated with a proposed freeze in Community School funding at FY26 levels. Over two years, the Governor's Office estimates -\$473m in state aid for community schools associated with the freeze.

Note 2: The CompEd per pupil amount in FY28 (\$7,508) is less than the CompEd per pupil funding in FY24 (\$7,519).

Note 3: The MLL per pupil amount in FY28 (\$8,856) is less than the MLL per pupil funding in FY25 (\$8,965).



FY29 Calculations

COUNTY	FY29 Collab Time Cut (\$698 pp)	FY29 Collab Time Local Share Cut	FY29 Collab Time State Share Cut	FY29 Comp Ed Cut (\$530 pp)	FY29 Comp Ed Local Share Cut	FY29 Comp Ed State Share Cut	FY29 MLL Cut (\$635 pp)	FY29 MLL Local Share Cut	FY29 MLL State Share Cut	FY29 Total Cuts w/o HH from CT Pause	FY29 Total Cuts Local Share	FY29 Total Cuts State Share
Allegany	\$ (5,371,459)	(\$1,482,317)	(\$3,889,142)	\$ (2,539,408)	(\$512,064)	(\$2,027,344)	\$ (24,137)	(\$3,382)	(\$20,755)	\$ (7,935,004)	(\$1,997,763)	(\$5,937,241)
Anne Arundel	\$ (57,060,628)	(\$33,863,295)	(\$23,197,333)	\$ (17,753,574)	(\$10,850,692)	(\$6,902,882)	\$ (5,419,356)	(\$3,251,924)	(\$2,167,432)	\$ (80,233,557)	(\$4,796,591)	(\$32,267,646)
Baltimore City	\$ (49,505,999)	(\$16,191,399)	(\$33,314,600)	\$ (32,872,785)	(\$10,728,916)	(\$22,143,869)	\$ (6,162,516)	(\$1,691,275)	(\$4,471,242)	\$ (88,541,300)	(\$28,611,589)	(\$59,929,711)
Baltimore	\$ (74,060,069)	(\$35,428,286)	(\$38,631,783)	\$ (30,533,368)	(\$16,546,056)	(\$13,987,312)	\$ (7,743,479)	(\$3,922,728)	(\$3,820,751)	\$ (112,336,916)	(\$55,897,070)	(\$56,439,846)
Calvert	\$ (10,365,649)	(\$5,992,881)	(\$4,372,768)	\$ (2,320,320)	(\$1,411,404)	(\$908,916)	\$ (151,173)	(\$89,484)	(\$61,689)	\$ (12,837,141)	(\$7,493,769)	(\$5,343,373)
Caroline	\$ (3,698,179)	(\$997,550)	(\$2,700,629)	\$ (1,959,272)	(\$360,970)	(\$1,598,302)	\$ (345,538)	(\$41,930)	(\$303,608)	\$ (6,002,988)	(\$1,400,450)	(\$4,602,539)
Carroll	\$ (17,881,713)	(\$8,199,178)	(\$9,682,535)	\$ (3,657,660)	(\$1,900,199)	(\$1,757,461)	\$ (316,955)	(\$152,921)	(\$164,034)	\$ (21,856,327)	(\$10,252,298)	(\$11,604,029)
Cecil	\$ (9,949,292)	(\$4,062,667)	(\$5,886,625)	\$ (4,177,000)	(\$1,923,336)	(\$2,253,663)	\$ (248,355)	(\$104,027)	(\$144,328)	\$ (14,374,647)	(\$6,090,030)	(\$8,284,616)
Charles	\$ (18,656,493)	(\$7,139,597)	(\$11,516,896)	\$ (7,441,573)	(\$3,157,418)	(\$4,284,155)	\$ (807,949)	(\$306,949)	(\$501,000)	\$ (26,906,015)	(\$10,603,964)	(\$16,302,051)
Dorchester	\$ (2,988,836)	(\$1,040,372)	(\$1,948,464)	\$ (1,776,578)	(\$652,126)	(\$1,124,452)	\$ (158,160)	(\$50,338)	(\$107,822)	\$ (4,923,573)	(\$1,742,836)	(\$3,180,737)
Frederick	\$ (32,123,705)	(\$13,935,906)	(\$18,187,799)	\$ (8,147,112)	(\$4,009,613)	(\$4,137,499)	\$ (2,360,964)	(\$1,069,517)	(\$1,291,447)	\$ (42,631,781)	(\$19,015,036)	(\$23,616,745)
Garrett	\$ (2,268,849)	(\$1,454,106)	(\$881,669)	\$ (952,212)	(\$593,279)	(\$358,933)	\$ (4,446)	(\$2,728)	(\$1,718)	\$ (3,225,507)	(\$2,050,113)	(\$1,242,320)
Harford	\$ (25,792,147)	(\$11,517,822)	(\$14,274,325)	\$ (7,953,487)	(\$4,029,581)	(\$3,923,906)	\$ (675,196)	(\$316,403)	(\$358,793)	\$ (34,420,830)	(\$15,863,805)	(\$18,557,025)
Howard	\$ (39,025,529)	(\$21,632,261)	(\$17,393,268)	\$ (8,687,671)	(\$5,222,626)	(\$3,465,045)	\$ (2,561,681)	(\$1,465,996)	(\$1,095,685)	\$ (50,274,881)	(\$28,320,882)	(\$21,953,999)
Kent	\$ (1,130,586)	(\$921,427)	(\$209,158)	\$ (577,162)	(\$373,942)	(\$203,221)	\$ (64,788)	(\$41,560)	(\$23,228)	\$ (1,772,536)	(\$1,336,929)	(\$435,607)
Montgomery	\$ (107,809,241)	(\$74,036,067)	(\$33,773,174)	\$ (35,445,082)	(\$22,315,945)	(\$13,129,137)	\$ (20,139,017)	(\$12,504,909)	(\$7,634,108)	\$ (163,393,340)	(\$108,856,921)	(\$54,536,419)
Prince George's	\$ (87,545,254)	(\$35,816,206)	(\$51,729,048)	\$ (45,183,104)	(\$20,851,383)	(\$24,331,720)	\$ (21,037,797)	(\$8,835,262)	(\$12,202,535)	\$ (153,766,154)	(\$65,502,851)	(\$88,263,303)
Queen Anne's	\$ (4,992,271)	(\$3,137,902)	(\$1,854,369)	\$ (1,472,082)	(\$911,015)	(\$561,067)	\$ (275,033)	(\$167,437)	(\$107,596)	\$ (6,739,385)	(\$4,216,354)	(\$2,523,031)
St. Mary's	\$ (11,655,902)	(\$4,901,582)	(\$6,754,320)	\$ (3,408,334)	(\$1,628,698)	(\$1,779,636)	\$ (282,655)	(\$123,691)	(\$158,964)	\$ (15,346,891)	(\$6,653,971)	(\$8,692,920)
Somerset	\$ (1,816,894)	(\$513,061)	(\$1,303,833)	\$ (1,082,710)	(\$237,983)	(\$844,727)	\$ (81,938)	(\$13,082)	(\$68,856)	\$ (2,981,542)	(\$764,126)	(\$2,217,416)
Talbot	\$ (2,951,668)	(\$2,815,651)	(\$442,750)	\$ (1,317,712)	(\$866,859)	(\$450,853)	\$ (418,584)	(\$273,151)	(\$145,432)	\$ (4,687,963)	(\$3,955,661)	(\$1,039,036)
Washington	\$ (14,921,321)	(\$5,085,190)	(\$9,836,130)	\$ (6,850,619)	(\$2,421,945)	(\$4,428,674)	\$ (658,046)	(\$199,848)	(\$458,198)	\$ (22,429,986)	(\$7,706,983)	(\$14,723,003)
Wicomico	\$ (10,059,053)	(\$2,736,407)	(\$7,322,646)	\$ (4,483,617)	(\$852,427)	(\$3,631,190)	\$ (1,154,122)	(\$147,364)	(\$1,006,758)	\$ (15,696,792)	(\$3,736,197)	(\$11,960,594)
Worcester	\$ (4,414,327)	(\$4,631,797)	(\$662,149)	\$ (1,784,004)	(\$1,184,818)	(\$599,186)	\$ (106,075)	(\$69,959)	(\$36,116)	\$ (6,304,406)	(\$5,886,574)	(\$1,297,451)
Total	\$ (596,045,060)	(\$297,532,926)	(\$299,765,413)	\$ (232,376,443)	(\$113,543,294)	(\$118,833,149)	\$ (71,197,961)	(\$34,845,866)	(\$36,352,095)	\$ (899,619,464)	(\$445,922,086)	(\$454,950,657)

Assumptions: Enrollment counts reflect flat from FY25; Local wealth determination for state v local share is same as FY25.

In addition to these cuts, there is a statewide formula impact to the Education Effort Adjustment (-\$20m), Comparable Wage Index (not calculated) and Guaranteed Tax Base (not calculated). **Total impact is at least \$920 million less than phase-in expectations for student support with the Blueprint for Maryland's Future in FY29.**

Note 1: These calculations do not reflect cuts associated with a proposed freeze in Community School funding at FY26 levels. Over two years, the Governor's Office estimates -\$473m in state aid for community schools associated with the freeze.

Note 2: The CompEd per pupil amount in FY29 (\$7,498) is less than the CompEd per pupil funding in FY24 (\$7,519).

Note 3: The MLL per pupil amount in FY29 (\$8,978) is on par with the MLL per pupil funding in FY25 (\$8,965).



TOTAL Four-Year Cuts (FY26-FY29)

COUNTY	FY26-29 Collab Time Cut	FY26-29 Collab Time Local Share Cut	FY26-29 Collab Time State Share Cut	FY26-29 Comp Ed Cut	FY26-29 Comp Ed Local Share Cut	FY26-29 Comp Ed State Share Cut	FY26-29 MLL Cut	FY26-29 MLL Local Share Cut	FY26-29 MLL State Share Cut	FY26-29 Total Cuts w/o HH from CT Pause	FY26-29 Total Cuts Local Share	FY26-29 Total Cuts State Share
Allegany	\$ (13,136,219)	\$ (3,625,094)	\$ (9,511,125)	\$ (6,393,469)	\$ (1,289,224)	\$ (5,104,245)	\$ (60,037)	\$ (8,411)	\$ (51,626)	\$ (19,589,725)	\$ (4,922,729)	\$ (14,666,996)
Anne Arundel	\$ (139,545,116)	\$ (82,814,677)	\$ (56,730,440)	\$ (44,698,191)	\$ (27,318,797)	\$ (17,379,393)	\$ (13,479,877)	\$ (8,088,699)	\$ (5,391,178)	\$ (197,723,184)	\$ (118,222,173)	\$ (79,501,011)
Baltimore City	\$ (121,069,829)	\$ (39,597,016)	\$ (81,472,812)	\$ (82,763,841)	\$ (27,012,201)	\$ (55,751,640)	\$ (15,328,384)	\$ (4,206,806)	\$ (11,121,578)	\$ (219,162,053)	\$ (70,816,023)	\$ (148,346,030)
Baltimore	\$ (181,118,248)	\$ (86,641,953)	\$ (94,476,294)	\$ (76,873,889)	\$ (41,658,021)	\$ (35,215,868)	\$ (19,260,805)	\$ (9,757,230)	\$ (9,503,575)	\$ (277,252,942)	\$ (138,057,204)	\$ (139,195,737)
Calvert	\$ (25,349,804)	\$ (14,655,943)	\$ (10,693,860)	\$ (5,841,871)	\$ (3,553,492)	\$ (2,288,379)	\$ (376,021)	\$ (222,578)	\$ (153,443)	\$ (31,567,695)	\$ (18,432,013)	\$ (13,135,682)
Caroline	\$ (9,044,113)	\$ (2,439,567)	\$ (6,604,546)	\$ (4,932,861)	\$ (908,814)	\$ (4,024,047)	\$ (859,476)	\$ (104,295)	\$ (755,181)	\$ (14,836,450)	\$ (3,452,676)	\$ (11,383,775)
Carroll	\$ (43,730,780)	\$ (20,051,571)	\$ (23,679,208)	\$ (9,208,893)	\$ (4,784,133)	\$ (4,424,760)	\$ (788,380)	\$ (380,370)	\$ (408,010)	\$ (53,728,053)	\$ (25,216,074)	\$ (28,511,979)
Cecil	\$ (24,331,578)	\$ (9,935,491)	\$ (14,396,087)	\$ (10,516,436)	\$ (4,842,386)	\$ (5,674,050)	\$ (617,749)	\$ (258,753)	\$ (358,996)	\$ (35,465,762)	\$ (15,036,629)	\$ (20,429,133)
Charles	\$ (45,625,550)	\$ (17,460,303)	\$ (28,165,246)	\$ (18,735,657)	\$ (7,949,435)	\$ (10,786,222)	\$ (2,009,658)	\$ (763,493)	\$ (1,246,165)	\$ (66,370,864)	\$ (26,173,231)	\$ (40,197,633)
Dorchester	\$ (7,309,374)	\$ (2,544,292)	\$ (4,765,082)	\$ (4,472,891)	\$ (1,641,858)	\$ (2,831,033)	\$ (393,400)	\$ (125,209)	\$ (268,191)	\$ (12,175,665)	\$ (4,311,359)	\$ (7,864,306)
Frederick	\$ (78,560,408)	\$ (34,081,077)	\$ (44,479,331)	\$ (20,511,991)	\$ (10,095,006)	\$ (10,416,986)	\$ (5,872,563)	\$ (2,660,271)	\$ (3,212,291)	\$ (104,944,961)	\$ (46,836,354)	\$ (58,108,608)
Garrett	\$ (5,548,604)	\$ (3,556,103)	\$ (2,156,173)	\$ (2,397,384)	\$ (1,493,699)	\$ (903,685)	\$ (11,059)	\$ (6,785)	\$ (4,274)	\$ (7,957,047)	\$ (5,056,587)	\$ (3,064,133)
Harford	\$ (63,076,211)	\$ (28,167,510)	\$ (34,908,701)	\$ (20,024,501)	\$ (10,145,279)	\$ (9,879,222)	\$ (1,679,455)	\$ (787,008)	\$ (892,447)	\$ (84,780,166)	\$ (39,099,796)	\$ (45,680,370)
Howard	\$ (95,439,224)	\$ (52,902,964)	\$ (42,536,260)	\$ (21,872,957)	\$ (13,149,011)	\$ (8,723,947)	\$ (6,371,817)	\$ (3,646,456)	\$ (2,725,362)	\$ (123,683,998)	\$ (69,698,430)	\$ (53,985,568)
Kent	\$ (2,764,913)	\$ (2,253,405)	\$ (511,508)	\$ (1,453,122)	\$ (941,473)	\$ (511,649)	\$ (161,152)	\$ (103,375)	\$ (57,777)	\$ (4,379,187)	\$ (3,298,253)	\$ (1,080,934)
Montgomery	\$ (263,653,832)	\$ (181,059,551)	\$ (82,594,280)	\$ (89,240,117)	\$ (56,184,876)	\$ (33,055,241)	\$ (50,092,944)	\$ (31,104,185)	\$ (18,988,758)	\$ (402,986,892)	\$ (268,348,612)	\$ (134,638,280)
Prince George's	\$ (214,097,061)	\$ (87,590,635)	\$ (126,506,426)	\$ (113,757,543)	\$ (52,497,547)	\$ (61,259,995)	\$ (52,328,530)	\$ (21,976,460)	\$ (30,352,071)	\$ (380,183,134)	\$ (162,064,642)	\$ (218,118,492)
Queen Anne's	\$ (12,208,891)	\$ (7,673,924)	\$ (4,534,967)	\$ (3,706,262)	\$ (1,412,598)	\$ (684,105)	\$ (416,476)	\$ (267,629)	\$ (16,599,258)	\$ (10,384,064)	\$ (6,215,195)	
St. Mary's	\$ (28,505,193)	\$ (11,987,107)	\$ (16,518,086)	\$ (8,581,166)	\$ (4,100,576)	\$ (4,480,590)	\$ (703,064)	\$ (307,664)	\$ (395,400)	\$ (37,789,423)	\$ (16,395,346)	\$ (21,394,077)
Somerset	\$ (4,443,321)	\$ (1,254,721)	\$ (3,188,600)	\$ (2,725,939)	\$ (599,169)	\$ (2,126,770)	\$ (203,810)	\$ (32,539)	\$ (171,270)	\$ (7,373,070)	\$ (1,886,430)	\$ (5,486,640)
Talbot	\$ (7,218,476)	\$ (6,885,839)	\$ (1,082,771)	\$ (3,317,606)	\$ (2,182,492)	\$ (1,135,113)	\$ (1,041,167)	\$ (679,425)	\$ (361,742)	\$ (11,577,249)	\$ (9,747,757)	\$ (2,579,627)
Washington	\$ (36,490,966)	\$ (12,436,132)	\$ (24,054,834)	\$ (17,247,809)	\$ (6,097,733)	\$ (11,150,077)	\$ (1,636,797)	\$ (497,094)	\$ (1,139,703)	\$ (55,375,572)	\$ (19,030,958)	\$ (36,344,614)
Wicomico	\$ (24,600,004)	\$ (6,692,043)	\$ (17,907,961)	\$ (11,288,407)	\$ (2,146,156)	\$ (9,142,251)	\$ (2,870,715)	\$ (366,546)	\$ (2,504,168)	\$ (38,759,125)	\$ (9,204,745)	\$ (29,554,380)
Worcester	\$ (10,795,495)	\$ (11,327,331)	\$ (1,619,324)	\$ (4,491,589)	\$ (2,983,018)	\$ (1,508,571)	\$ (263,847)	\$ (174,014)	\$ (89,833)	\$ (15,550,931)	\$ (14,484,363)	\$ (3,217,728)
Total	\$ (1,457,663,204)	\$ (727,634,247)	\$ (733,093,925)	\$ (585,054,391)	\$ (285,868,059)	\$ (299,186,333)	\$ (177,094,813)	\$ (86,674,142)	\$ (90,420,671)	\$ (2,219,812,408)	\$ (1,100,176,447)	\$ (1,122,700,928)

Assumptions: Enrollment counts reflect flat from FY25; Local wealth determination for state v local share is same as FY25.

In addition to these cuts, there is a statewide formula impact to the Education Effort Adjustment (-\$59m), Comparable Wage Index (not calculated) and Guaranteed Tax Base (not calculated). **Total impact is at least \$2.28 billion less than expectations for student support with the Blueprint for Maryland's Future throughout the four-years of the proposed delay in collaborative time.**

Note 1: These calculations do not reflect cuts associated with a proposed freeze in Community School funding at FY26 levels. Over two years, the Governor's Office estimates -\$473m in state aid for community schools associated with the freeze.

Note 2: Because of how the weights interact with the Foundation amount, per pupil spending for both CompEd and MLL in FY29 are more in line with FY24 and FY25 per pupil spending levels.