
TO: Members of the Education Policy Committee

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools

DATE: August 13, 2026

SUBJECT: COMAR 13A.05.15 *Expenditure of Community Schools Program Funds*
Permission to Publish

Purpose

The Maryland State Department of Education (MSDE) seeks the State Board's approval to publish the proposed Code of Maryland Regulation (COMAR) 13A.05.15, *Expenditure of Community Schools Program Funds*. The proposed regulation governs the conditions under which a county board of education with Community Schools and an eligible Community School may expend Program Funds under the Concentration of Poverty School Grant Program established by Education Article, §5-223(g), Annotated Code of Maryland.

Background

The Concentration of Poverty School Grant Program, established under Education Article, §5-223, provides personnel and per-pupil grants to public schools with high concentrations of students experiencing poverty. Under the Blueprint for Maryland's Future, these funds are intended to support community school implementation at the school level.

In 2025, the General Assembly enacted House Bill 504, the Excellence in Maryland Public Schools Act. Among its provisions, HB 504 amended Education Article, §5-223(g) to authorize county boards of education that meet certain size thresholds - those with at least 10 eligible schools or where at least 35% of schools are eligible - to expend up to 50% of Program funds centrally on behalf of eligible schools.

COMAR 13A.05.15 responds directly to this statutory mandate and is necessary for LEAs to exercise centralized expenditure authority in a consistent, transparent, and accountable manner. COMAR 13A.05.15 also addresses the expenditure of Concentration of Poverty funds at the Community School level.

Executive Summary

COMAR 13A.05.15 goes beyond the legislation's minimum requirements and includes a set of academic accountability provisions that direct how Program funds are allocated, goals are measured, and progress is reported for all spending of Concentration of Poverty funds (centralized and community school). Because these provisions apply to both funds expended centrally by a county board and funds expended at the community school level, the provisions apply whether or not a county exercises centralized expenditure authority. Where Program funds are spent, whether centrally or at the school, COMAR 13A.05.15 ensures that spending demonstrably addresses student academic achievement.

Highlights of the proposed regulation address the following:

- **Academic Improvement Strategy** - a new defined term covering any program, service, staffing investment, or intervention funded with Program Funds and designed to improve student outcomes in academic content areas, including literacy and mathematics.
- **School-Level Implementation Plan** - a plan each eligible school develops for the per-pupil funds it expends directly, mirroring the Countywide Implementation Plan and carrying the academic goals, intended outcomes, and allocation requirements at the school level.
- **Mandatory literacy and mathematics goals** - both the Countywide and School-Level plans must include at least one measurable goal addressing student achievement in literacy and at least one measurable goal in mathematics; a combined goal does not satisfy both. Every goal must demonstrate measurable impact on academic outcomes, name the indicators used to measure it, and be reviewed at least annually with results reported to the Department.
- **Investments and Intended Outcomes** - in both plans, every investment of Program funds must state explicit, measurable intended outcomes and be reviewed annually for whether those outcomes were achieved, extending accountability from systemwide goals down to each individual expenditure.
- **40% Academic Improvement Strategies Allocation** - at least 40% of the per-pupil grant funds a county reserves for centralized expenditure, and at least 40% of the per-pupil grant funds a school expends directly, must be allocated to Academic Improvement Strategies for literacy and mathematics Progress Plans. The remaining funds must be directed to wraparound services that address academics and other needs identified in the needs assessment. Funds must be explicitly defined, with a goal and measurable outcome for each.
- **Full pass-through when funds stay local** - a county board that does not meet the eligibility thresholds, and a public charter school that declines to participate, must pass 100% of the designated Program funds to the school, which then expends them under its School-Level Implementation Plan. The 40% required allocation applies to Academic Improvement Strategies as described above.
- **Plan-level compliance demonstration** - each plan must affirmatively demonstrate, before funds are expended, compliance with the applicable expenditure limits and the academic allocation requirement, making both verifiable at plan review rather than only in an after-the-fact audit. Professional Development must align with the school's Progress Plan literacy and mathematics goals.

Action

Request permission to publish COMAR 13A.05.15 *Expenditure of Community Schools Program Funds*.

Attachment

COMAR 13A.05.15 *Expenditure of Community Schools Program Funds* – Proposed Regulation

Title 13A STATE BOARD OF EDUCATION

Subtitle 05 COMMUNITY SCHOOLS

Chapter 15 Expenditure of Community Schools Program Funds

Authority: Education Article, §§2-205 and 5-223, Annotated Code of Maryland

.01 Scope.

This chapter governs the conditions under which a county board of education with Community Schools and an eligible school may expend Program Funds under the Concentration of Poverty School Grant Program established by Education Article, §5-223(g), Annotated Code of Maryland.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Administrative Cost" means an expenditure incurred by a county board in managing or coordinating Community Schools Program funds on behalf of eligible schools, as further defined in Regulation .05 of this chapter.

(2) "Academic Improvement Strategy" means a program, service, staffing investment, or intervention funded with Program Funds that is designed to improve student outcomes in academic content areas, including literacy and mathematics.

(3) "Centralized Expenditure Authority" means the authority of a county board to expend Program Funds at the county level on behalf of eligible schools pursuant to Education Article, §5-223(g), Annotated Code of Maryland.

(4) "Community Partner" means an individual, organization, or public entity that is not employed by or under contract with the county board and that collaborates with the local school system to support the delivery of academic improvement strategies, wraparound services, or other community school activities, such as a local parks and recreation department, a food bank, or a community-based health organization.

(5) "Community Schools Program" means the personnel and per-pupil grant program established under Education Article, §5-223, Annotated Code of Maryland, for eligible schools.

(6) "Countywide Implementation Plan" means the plan developed and submitted by a county board prior to exercising centralized expenditure authority under this chapter which:

(a) Describes how the county board will coordinate and support high-quality implementation of the community school strategy across all eligible schools within the

local school system, including how that strategy advances student academic achievement and removes barriers to learning; and

(b) Details the infrastructure, staffing, service coordination, and strategic investments the county board will make on behalf of eligible schools.

(7) "Eligible School" means:

(a) Beginning in fiscal year 2027, a public school, including a public charter school, with a concentration of poverty level of at least 55%; or

(b) An alternative option program in the local school system, if the students in the program are not included in the count of eligible students for another program or school to determine eligibility for the concentration of poverty grant.

(8) "Comprehensive Literacy Plan" means the comprehensive literacy plan developed by or for a local school system under the Blueprint for Maryland's Future.

(9) "Comprehensive Math Plan" means the comprehensive mathematics plan developed by or for a local school system under the Blueprint for Maryland's Future.

(10) "Needs Assessment" means the school-level assessment completed:

(a) To identify the academic needs, including but not limited to literacy and mathematics, the physical, behavioral, mental, social, and emotional health needs, and the wraparound service needs of students, their families, and their communities, as well as existing resources, strengths, and assets;

(b) By a community school coordinator in collaboration with the principal, a school health care practitioner, a parent-teacher organization or school council, and members of the community school's leadership teams; and

(c) Using the common needs assessment tool developed and published online by the Director of Community Schools pursuant to Education Article, §9.9-104, Annotated Code of Maryland.

(11) "Outside Service Provider" means a third-party individual, organization, or entity not employed directly by the county board that is contracted to deliver services to students or families of eligible schools.

(12) "Program Funds" means Community Schools Program personnel and per-pupil grant funds distributed to eligible schools under Education Article, §5-223(e), Annotated Code of Maryland.

(13) "School-Level Implementation Plan" means the plan developed by an eligible school under Regulation .06 of this chapter governing the per-pupil grant funds the school expends directly, including funds retained at the school when the county board exercises centralized expenditure authority.

(14) "Stakeholders" means:

- (a) Administrators;
- (b) School-based staff;
- (c) Families; and
- (d) Community partners.

.03 Eligibility to Exercise Centralized Expenditure Authority.

A. A county board may exercise centralized expenditure authority under this chapter if the local school system meets one of the following thresholds:

- (1) The local school system has at least 10 eligible schools; or
- (2) At least 35 percent of the schools within the local school system are eligible schools.

B. A county board shall determine its eligibility under §A of this regulation at the beginning of each fiscal year, based on the most recent eligible school designations published by the Department.

C. A county board that meets either threshold in §A of this regulation is not required to exercise centralized expenditure authority.

D. A county board that does not meet either threshold in §A of this regulation may not exercise centralized expenditure authority and shall distribute 100 percent of the Program Funds designated for its eligible schools directly to each eligible school in accordance with Education Article, §5-223(e), Annotated Code of Maryland. The county board may not retain or expend centrally any portion of the Program Funds designated for its eligible schools. Each eligible school shall expend those funds in accordance with its School-Level Implementation Plan under Regulation .06 of this chapter.

.04 Countywide Implementation Plan.

A. Before exercising centralized expenditure authority in a fiscal year, the county board shall develop and submit to the Department a Countywide Implementation Plan.

B. Required Plan Elements. A Countywide Implementation Plan shall include all of the following:

(1) *Community Schools Infrastructure Support.* A description of all personnel supporting implementation of the community school strategy who are funded or coordinated through centralized expenditure under this chapter, which may include school-based or central office-based staff from academic content offices whose work advances the community school strategy, and including:

- (a) The job title, salary and wages, and a description of responsibilities for each position funded through Program Funds; and

(b) A description of how the county board engages stakeholders to ensure inclusive and informed decision-making, and how non-Program-funded roles contribute to coordination, oversight, and sustainability of the community school strategy.

(2) *Shared Services and Partnership Plan.* A description of services coordinated by the county board through contracts or partnerships with outside service providers, including:

(a) For each contracted or partnership arrangement: the provider or partner name, the services offered, the number of eligible schools served, and the amount of Program Funds allocated to the arrangement for the fiscal year;

(b) The total amount of Program Funds proposed to be allocated to shared services and partnerships, and a demonstration that total centralized expenditures under the plan comply with the expenditure limit in Regulation .05A of this chapter and the academic allocation requirement in Regulation .05B of this chapter; and

(c) A narrative explaining how Program Funds expended at the central level support the overall goals of the community school strategy across all eligible schools, including examples of centrally funded services and how they are aligned with school-level implementation needs.

(3) *School Engagement Process.* A description of how the county board engaged stakeholders in the development of the Countywide Implementation Plan.

(4) *Synthesis of School-Level Plans.* An explanation of how the county board reviewed and synthesized the individual School-Level Implementation Plans and Needs Assessments of its eligible schools, including the identified academic needs of eligible schools, and a description of how those findings influenced countywide strategies and investments, including how countywide goals align with the school-level goals established under Regulation .06 of this chapter.

(5) *Countywide Goals.* The three measurable goals that align with eligible school priorities, address identified academic needs, and drive system-wide improvement. At least one goal shall address student academic achievement in literacy and at least one goal shall address student academic achievement in mathematics. Each goal shall be designed to demonstrate a measurable impact on academic outcomes, including increased growth on academic indicators. For each goal, the plan shall include:

(a) A rationale for the goal's selection, drawn from data collected from eligible schools or other school system sources, including data on academic outcomes;

(b) The strategies the county board will implement to make measurable progress toward achieving the goal; and

(c) The academic indicators the county board will use to measure the goal's impact on academic outcomes, and an annual baseline measurement established for each academic indicator at the time the goal is set in accordance with Regulation .09B of this chapter.

The county board shall review progress toward countywide goals and targets, at least annually and shall report the results of the annual review to the Department in a form and manner prescribed by the Department.

(6) *Investments and Intended Outcomes.* For each investment of Program Funds made under the plan, including personnel, shared services, partnerships, and Academic Improvement Strategies:

- (a) A description of the investment;
- (b) The explicit intended outcome or outcomes of the investment, stated in measurable terms; and
- (c) How the county board will determine whether each intended outcome has been achieved. The county board shall review annually whether each intended outcome has been achieved and shall include the results of that review in the annual review reported to the Department under §B(5)(c) of this regulation.

C. Submission. The Countywide Implementation Plan shall be incorporated in the county board's consolidated Every Student Succeeds Act (ESSA) plan as prescribed by the Department.

D. Disclosure. A county board that expends Program Funds centrally under this chapter shall provide each eligible school with a copy of the completed Countywide Implementation Plan, which shall include:

- (1) An itemized list of services provided for students and their families that meet the needs identified in the Needs Assessments of the eligible schools;
- (2) The amount of funding spent on each service; and
- (3) The amount of funding spent on central administrative support for the services provided to the schools.

E. Permissible Centralized Expenditures. The total amount of Program Funds expended centrally by a county board under this chapter in a fiscal year, including expenditures for shared services, partnerships, and administrative costs, may not exceed 50 percent of the Program Funds distributed to the county board for that fiscal year.

F. Academic Allocation.

- (1) Of the total amount of Program Funds expended centrally by a county board under this chapter in a fiscal year under §A of this regulation, the county board shall allocate **at least 40 percent to Academic Improvement Strategies** directly connected to the literacy and mathematics goals, that are in alignment with the local school system's Comprehensive Literacy Plan and Comprehensive Mathematics Plan, and addressing the academic needs identified in the Needs Assessments of eligible schools.

(2) The allocation required under §B(1) of this regulation shall fund one or more of the following wraparound services that support measurable academic outcomes:

- (a) Evidence-based in-school and in-person tutoring and other evidence-based academic interventions to improve student outcomes focused on individual and small-group instruction provided during the school day;
- (b) Extended learning time, including before and after school, weekends, summer school, and an extended school year;
- (c) Student enrichment experiences, including educational field trips, partnerships, and programs with museums, arts organizations, and cultural institutions;
- (d) Services and supports to improve student attendance; and
- (e) Professional development for teachers and school staff to quickly identify students in need of academic interventions and supports, aligned with the goals in the local school system's Comprehensive Literacy Plan and Comprehensive Mathematics Plan.

G. A county board may expend Program Funds centrally only for expenditures that directly benefit an eligible school, including the following:

- (1) Providing central support to effectively manage Program Funds, including staffing, systems, or infrastructure necessary to administer the Program on behalf of eligible schools;
- (2) Entering into contracts with outside service providers that support at least two eligible schools, provided the contracted services address needs identified in the participating schools' Needs Assessments;
- (3) Coordinating spending on behalf of eligible schools under §C(1) of this regulation; and
- (4) Other administrative costs expressly approved by the Department through written guidance issued pursuant to this chapter.

H. Costs that do not directly benefit an eligible school are not permissible centralized expenditures, including general county board overhead, costs unrelated to the Program, and expenditures that supplant existing local funding obligations.

I. Department Review. The Department shall review the submitted plan for compliance with this chapter and Education Article, §5-223(g), Annotated Code of Maryland.

- (1) The Department's review of the Countywide Implementation Plan will evaluate whether the plan is data-driven, and structurally sound based on established regulations in this chapter.
- (2) The review must verify financial limits—specifically the 50% central spending cap and 40% academic allocation.
- (3) The review will consist of ensuring all personnel, partnership, and strategic goals are justified, measurable, and directly aligned with the needs of the Community schools.

(4) The Department will provide feedback within 45 days of receipt of the plan, and the school system will have 30 days to respond to recommendations.

.05 School-Level Implementation Plan.

A. Applicability. Each eligible school shall develop a School-Level Implementation Plan governing the per-pupil grant funds the school expends directly, including those retained at the school when the county board exercises centralized expenditure authority under this chapter.

B. Required Plan Elements. A School-Level Implementation Plan shall include all of the following:

(1) School-Level Goals. Of the three community school goals, at least one goal shall address student academic achievement in literacy, and at least one goal shall address student academic achievement in mathematics. Each goal shall be designed to demonstrate a measurable impact on academic outcomes, including increased growth on academic indicators. These measurable goals shall address academic needs identified in the school's Needs Assessment and drive improvement in student outcomes. For each goal, the plan shall include:

- (a) A rationale for the goal's selection, drawn from the Literacy Plan, the Mathematics Plan, and the school's Needs Assessment or other school data, including data on academic outcomes;
- (b) The strategies the school will implement to make measurable progress toward achieving the goal; and
- (c) The academic indicators the school will use to measure the goal's impact on academic outcomes. The school shall review progress toward its goals at least annually and shall report the results of the annual review to the county board in a form and manner prescribed by the Department.

(2) Investments and Intended Outcomes. For each investment of per-pupil grant funds the school expends directly, including Academic Improvement Strategies:

- (a) A description of the investment;
- (b) The explicit intended outcome or outcomes of the investment, stated in measurable terms; and
- (c) How the school will determine whether each intended outcome has been achieved. The school shall review annually whether each intended outcome has been achieved and shall include the results of that review in the annual review reported under §B(1)(c) of this regulation.

C. School-Level Academic Allocation. Of the per-pupil grant funds an eligible school expends directly in a fiscal year, **at least 40 percent shall be allocated to Academic Improvement Strategies** directly connected to the literacy and mathematics goals, that are

in alignment with the local school system's Comprehensive Literacy Plan and Comprehensive Mathematics Plan, and addressing the academic needs identified in the Needs Assessments of eligible schools.

Where an eligible school uses Academic Improvement Strategy funds for professional development for teachers and school staff, that professional development shall be aligned with the goals in the local school system's Comprehensive Literacy Plan and Comprehensive Mathematics Plan.

D. Compliance Demonstration. The School-Level Implementation Plan shall demonstrate that the school's direct expenditure of per-pupil grant funds complies with the academic allocation requirement in §C of this regulation.

E. Submission. Each eligible school shall submit its School-Level Implementation Plan to the county board in a form and manner prescribed by the Department. A county board that exercises centralized expenditure authority shall incorporate the School-Level Implementation Plans of its eligible schools into, or reference them within, the Countywide Implementation Plan under Regulation .04 of this chapter.

.06 Public Charter School Participation.

A. The centralized expenditure provisions of this chapter do not apply to a public charter school that is an eligible school unless the public charter school affirmatively chooses to participate in the county board's Countywide Implementation Plan.

B. A public charter school's decision to participate or not participate shall be made in writing and submitted to the county board no later than 30 days before the plan submission deadline under Regulation .04C of this chapter.

C. A public charter school that does not participate in the plan shall receive 100 percent of the Program Funds designated for it and shall expend those funds directly in accordance with Education Article, §5-223(e), Annotated Code of Maryland and its School-Level Implementation Plan under Regulation .06 of this chapter.

.07 Department Authority and Oversight.

A. If the Department determines that a county board or an eligible school has expended Program Funds in violation of this chapter, the Department may require revisions to the Countywide Implementation Plan or the School-Level Implementation Plan, repayment of improperly expended funds, or both.

.08 Corrective Action for Insufficient Academic Growth.

A. Applicability. This regulation applies to a local school system that has established Countywide Goals under Regulation .04B(5) of this chapter and has reported at least two consecutive annual reviews under Regulation .04B(5)(c) of this chapter.

B. Baseline. For each academic indicator identified under Regulation .04B(5)(c) of this chapter, the local school system shall establish a baseline measurement at the time the applicable Countywide Goal is established. “Growth” means measurable progress on an academic indicator relative to the baseline established for that indicator.

C. Determination. If the Department determines, based on two consecutive annual reviews reported under Regulation .04B(5)(c) of this chapter, that a local school system has not demonstrated growth relative to the baseline on the academic indicators identified for its Countywide Goals, the Department shall notify the county board in writing of the determination.

D. Corrective Action Plan. Within 60 days of receiving notice under §C of this regulation, the county board shall submit a corrective action plan to the Department that:

- (1) Identifies the reasons the Countywide Goals were not achieved;
- (2) Revises the strategies, investments, or Academic Improvement Strategies used to pursue the Countywide Goals;
- (3) Establishes a revised timeline for demonstrating growth relative to the baseline on the applicable academic indicators; and
- (4) Describes how the county board will monitor and report progress under the corrective action plan.

E. Department Review and Approval. The Department shall review the corrective action plan and shall notify the county board of approval or of any required revisions within 45 days of receipt.

F. Continued Monitoring. A county board operating under an approved corrective action plan shall report progress to the Department at least annually until the Department determines that the local school system has demonstrated growth relative to the baseline on the applicable academic indicators.

.09 Implementation of the Regulation

- A. Procedures within this regulation for the County-wide Implementation Plan are to begin with the 2027-2028 school year.
- B. The two-year annual review will be conducted based on the Maryland System of Testing Academic Readiness (MSTAR) results from the 2027-2028 and 2028-2029 school years and other measures identified in the County-wide Implementation Plan.
- C. Results will be measured annually with regular updates to the County-wide Implementation Plan as determined by the local school system and the Department.



COMAR 13A.05.15

Expenditure of Community Schools Program Funds

DIVISION OF STUDENT SUPPORT AND FEDERAL PROGRAMS

Presented By | Mary Gable - Assistant State Superintendent
Derek Anderson - Executive Director, Community Schools

August 13, 2026



MSDE Strategic Plan Goals

1

Every child has access to a high-quality early childhood program.

PILLAR 1: EARLY CHILDHOOD EDUCATION



Every student is matched with the resources they need to ensure their success.

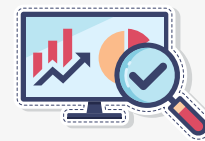
PILLAR 4: MORE RESOURCES FOR STUDENT SUCCESS

4

2

Every school has high-quality and diverse teachers and leaders.

PILLAR 2: HIGH-QUALITY & DIVERSE TEACHERS AND LEADERS



Every school and district receives a rating of ____ or higher.

PILLAR 5: GOVERNANCE AND ACCOUNTABILITY

5

3

Every student graduates high school college and career ready.

PILLAR 3: COLLEGE AND CAREER READINESS



Visit the Maryland State Department of Education website to learn more about the Strategic Plan!

strategicplan.marylandpublicschools.org



STRATEGIC PLAN ALIGNMENT



Every student is matched with the resources they need to ensure their success.

Pillar 4 establishes **Community Schools** that partner with local organizations to provide comprehensive wraparound supports and create a supportive environment where all students can thrive and overcome barriers to learning.

Highlights of the Regulation

COMAR 13A.05.15 *Expenditure of Community Schools Program Funds* governs the conditions under which a county board of education with Community Schools and an eligible Community School may expend Program Funds under the Concentration of Poverty School Grant Program established by Education Article, §5-223(g), Annotated Code of Maryland.

- Regulation defines expenditures of centralized community school funding and eligible community school funding
- Emphasizes **academic** improvement strategies
- Describes requirements of County-wide and School-Level Implementation Plans
- Requires Department approval of County -wide Implementation Plans and defines components of the review
- Defines intentional/mandatory alignment of measurable literacy and mathematics goals with Literacy and Mathematics Plan
- Requires 40% fund spending for Academic Improvement Strategies aligned with literacy and mathematics goals
- Requires a Corrective Action Plan for lack of improvement after two years of implementation

Concentration of Poverty Grants awarded to Eligible Schools

Personnel Grant

Used to hire a Community School Coordinator and a professional Healthcare Practitioner. After those positions are filled, the community school can use the remaining funds to provide wraparound services.

Note: In FY 2022, the State distributed a Personnel grant to each county board equal to \$248,833 for each eligible school in the county, which increased in each subsequent year, by the inflation adjustment.

Per-Pupil Grant

Calculated based on the number of students living in poverty attending the school. The grants are awarded to the school based on a sliding scale and are used to provide a wide variety of wraparound services.

**Eligibility is determined through FARMs application submission and/or Economically Disadvantaged indicators.*

What is the Concentration of Poverty Grant?

- In Maryland, a community school is any school that receives Concentration of Poverty Grants. The grants are formula-based and awarded to schools on an annual basis.
- Eligibility is determined by the 3-year average percentage of students receiving Free and Reduced-Price Meals (FARMs) or compensatory education enrollment.
- Schools with a concentration of poverty of **80% or greater** were phased in first, with eligibility expanding incrementally to schools with lower percentages (down to 55%).

	Personnel Grant	Per Pupil Grant - % Poverty
FY 2020	80%	
FY 2021	75%	
FY 2022	70%	80%
FY 2023	65%	75%
FY 2024	60%	70%
FY 2025	55%	65%
FY 2026		60%
FY 2027		55%
FY 2029		
FY 2030		

Year of Eligibility	Per Pupil Annual Percentage Received by Year of Eligibility
1	16%
2	32%
3	37%
4	55%
5	66%
6	75%
7	100%

Investment in Community Schools FY 2020 – FY 2027

LEA	Total COP Funding FY 2020 - FY 2027	COP Funding FY 2027	Percent of FY 2027 Total
Allegany	28,116,428	7,912,163	1.3%
Anne Arundel	67,807,258	31,352,091	5.1%
Baltimore City	794,513,136	195,047,198	32.0%
Baltimore	189,408,325	62,624,006	10.3%
Calvert	1,132,000	571,576	0.1%
Caroline	16,637,465	6,084,242	1.0%
Carroll	2,946,663	953,980	0.2%
Cecil	17,285,111	5,468,854	0.9%
Charles	18,840,466	6,783,314	1.1%
Dorchester	33,241,335	8,019,116	1.3%
Frederick	22,877,713	7,000,569	1.1%
Garrett	4,960,241	2,165,921	0.4%
Harford	43,900,141	13,461,439	2.2%
Howard	9,997,464	4,066,541	0.7%
Kent	5,547,203	2,187,733	0.4%
Montgomery	109,050,723	54,961,061	9.0%
Prince George's	564,784,181	156,793,081	25.7%
Queen Anne's	1,485,354	728,727	0.1%
St. Mary's	10,025,393	3,572,035	0.6%
Somerset	26,639,894	5,746,379	0.9%
Talbot	4,399,447	2,575,200	0.4%
Washington	53,855,434	17,458,068	2.9%
Wicomico	40,953,051	11,516,733	1.9%
Worcester	7,966,473	3,280,683	0.5%

TOTAL**2,076,370,899****610,330,710**

**Concentration
of Poverty
Funds**