



Committee: Directly to Council

Committee Review: N/A

Staff: Nicole Rodriguez-Hernandez, Legislative Analyst

Purpose: To receive testimony/final action - vote expected

Keywords: #MCPS

AGENDA ITEM #8

December 12, 2021

Public Hearing/Action

SUBJECT

Supplemental Appropriation to the FY22 Operating Budget, Montgomery County Public Schools, \$2,721,577 for the Summer School Grant (Source of Funds: Federal funds)

EXPECTED ATTENDEES

None

COUNCIL DECISION POINTS & COMMITTEE RECOMMENDATION

None

DESCRIPTION/ISSUE

The County Council will receive testimony and consider action on a supplemental appropriation to the FY22 Operating Budget, Montgomery County Public Schools, \$2,721,577 for the Summer School Grant. The source of funds is a Federal grant.

SUMMARY OF KEY DISCUSSION POINTS

- The Board of Education requested this appropriation on September 24. The County Executive recommended this appropriation on November 10. The Council introduced this item on November 30.
- This supplemental appropriation is needed because MCPS received notice from the Maryland State Department of Education of this supplemental aid grant under the American Rescue Act of 2021.
- MCPS is utilizing these funds in implementing a local school four to six weeks, five days per week, summer school program designed to engage students in Mathematics, English Language Arts, and Specials/Elective courses. Assessments are being conducted to evaluate the effectiveness of the summer school program.

This report contains:

County Executive Transmittal, Draft Resolution, BOE Transmittal

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OFFICE OF THE COUNTY EXECUTIVE

Marc Elrich
County Executive

M E M O R A N D U M

November 10, 2021

TO: Tom Hucker, President
County Council

FROM: Marc Elrich, County Executive 

SUBJECT: Supplemental Appropriation #22-15 to the FY22 Operating Budget
Montgomery County Government
Montgomery County Public Schools
Summer School Grant, \$2,721,577

I am recommending a supplemental appropriation to the FY22 Operating Budget of the Montgomery County Public Schools in the amount of \$2,721,577 for the Summer School Grant, a part of the American Rescue Plan Act of 2021. This appropriation will reimburse the district for the cost of summer school programs offered during the 2021 summer break.

This increase is needed because the school system offered four- and six-week summer school programs during the 2021 summer break, and the grant will partially reimburse the district for those expenses. With schools closed during much of the 2020-2021 academic year, summer school programs were an important piece of helping students reach grade level, and classes were offered both online and in person.

I recommend that the County Council approve this supplemental appropriation in the amount of \$2,721,577 and specify the source of funds as Federal funds.

I appreciate your prompt consideration of this action.

ME:rhk

Enclosure: Supplemental Appropriation #22-15

cc: Jennifer R. Bryant, Director, Office of Management and Budget

Resolution No: _____
Introduced: _____
Adopted: _____

COUNTY COUNCIL
FOR MONTGOMERY COUNTY, MARYLAND

By: Council President at the Request of the County Executive

SUBJECT: Supplemental Appropriation #22-15 to the FY22 Operating Budget
Montgomery County Government
Montgomery County Public Schools
Summer School Grant, \$2,721,577

Background

1. Section 307 of the Montgomery County Charter provides that any supplemental appropriation shall be recommended by the County Executive who shall specify the source of funds to finance it. The Council shall hold a public hearing on each proposed supplemental appropriation after at least one week's notice. A supplemental appropriation that would comply with, avail the County of, or put into effect a grant or a Federal, State or County law or regulation, or one that is approved after January 1 of any fiscal year, requires an affirmative vote of five Councilmembers. A supplemental appropriation for any other purpose that is approved before January 1 of any fiscal year requires an affirmative vote of six Councilmembers. The Council may, in a single action, approve more than one supplemental appropriation. The Executive may disapprove or reduce a supplemental appropriation, and the Council may reapprove the appropriation, as if it were an item in the annual budget.
2. The County Executive has requested the following FY22 Operating Budget appropriation increases for Montgomery County Public Schools:

<u>Personnel Services</u>	<u>Operating Expenses</u>	<u>Capital Outlay</u>	<u>Total</u>	<u>Source of Funds</u>
\$2,528,172	\$193,405		\$2,721,577	Federal Funds

3. This increase is needed because the school system offered four- and six-week summer school programs during the 2021 summer break, and the grant will partially reimburse the district for those expenses. With schools closed during much of the 2020-2021 academic year, summer school programs were an important piece of helping students reach grade level, and classes were offered both online and in person.
4. The County Executive recommends a supplemental appropriation to the FY22 Operating Budget in the amount of \$2,721,577 for the Summer School Grant, a part of the American Rescue Plan Act of 2021 and specifies that the source of funds will be Federal funds.
5. Notice of public hearing was given, and a public hearing was held.

Action

The County Council for Montgomery County, Maryland, approves the following action:

A supplemental appropriation to the FY22 Operating Budget of Montgomery County Public Schools is approved as follows:

<u>Personnel Services</u>	<u>Operating Expenses</u>	<u>Capital Outlay</u>	<u>Total</u>	<u>Source of Funds</u>
\$2,528,172	\$193,405		\$2,721,577	Federal Funds

This is a correct copy of Council action.

Selena Mendy Singleton, Esq.
Clerk of the Council



OFFICE OF THE COUNTY EXECUTIVE


Marc Elrich
County Executive

Tiffany Ward, Director
Office of Racial Equity and Social Justice

MEMORANDUM

October 21, 2021

To: Jennifer Bryant, Director
Office of Management and Budget

From: Tiffany Ward, Director
Office of Racial Equity and Social Justice 

Re: Supplemental Appropriation: MCPS Summer School Learning Grant #22-15

- I. **FINDING:** The Office of Racial Equity and Social Justice (ORESJ) finds that Supplemental Appropriation #22-15 is likely to advance racial equity and social justice in the County. This supplemental appropriation reimburses Montgomery County Public Schools (MCPS) for summer programs that based on data reached students who—because of existing educational disparities and pandemic-related inequities—are most likely to benefit from additional learning opportunities.
- II. **BACKGROUND:** Supplemental Appropriation #22-15 would authorize use of Summer School Grant funds from the American Rescue Plan to reimburse MCPS for the range of programs and services it offered during the 2021 summer break. Information accompanying this supplemental appropriation request indicates that a total of 53,295 students attended summer programs and that any student who enrolled within the registration timeline was accepted and received transportation, breakfast and lunch at no cost. See data analysis section for demographic and service group composition for summer program enrollment and Fall 2021 school year enrollment.

As of September 30, 2021, MCPS had a total enrollment of 160,564 students¹, operating 209² schools in the 2020-2021 school year. The majority of MCPS students are students of

¹ MCPS Data Dashboard. Learning Accountability and Results. “Enrollment: Individual Measures”. Available at: <https://www.montgomeryschoolsmd.org/data/LAR-charts/enrollment.html>

² “About MCPS”. Available at: <https://www.montgomeryschoolsmd.org/about/>

color with the following distribution by race and ethnicity: 21.8% Black/African American; 14.3% Asian; 32.8% Hispanic/Latino; 25.8% White; .1% American Indian/Alaska Native; 5% two or more races; no students reported being Native Hawaiian/Pacific Islander. Students in MCPS also have diverse socioeconomic characteristics and are represented in the following service groups in 2021: 16.4% were enrolled in English as a Second language (ESOL) programs; 38.7% were in Free and Reduced Meals (FARMS) programs; and 12.5% received special education instruction. Trends in MCPS student enrollment reveal that the school system has become more diverse and is largely a socioeconomic and racially segregated system³.

Prior to the Covid-19 pandemic, students of color experienced disparities in resources, opportunities, and outcomes across educational settings (K-12 and post-secondary)⁴. These disparities are explored in a 2019 Montgomery County Office of Legislative Oversight report, *MCPS Performance and Opportunity Gaps*⁵. The report notes persistent disparities across a number of achievement performance metrics by race, ethnicity, and service group status. The analysis also explains the inequities underlying many of these disparities, describing how “concentrated poverty and segregation among MCPS schools and the under-funding of compensatory education and ESOL programs relative to student need”⁶ shapes student opportunity.

A growing body of evidence suggests that racial, ethnic, and service group disparities have been exaggerated by the pandemic. The US Department of Education explained in a June 2021 report how the pandemic has impacted students of all ages and backgrounds, noting the following challenges for students of color, students with disabilities, and students experiencing the destabilizing effects of new or persistent financial insecurity:

- Live in households where adults are more likely to experience job losses or Covid-19 exposure, creating or exaggerating economic constraints and negative health outcomes;
- Disparities in access to mental health services or the full range of academic and wrap around services that a school provides;
- Barriers in access to technology or necessary supports to stay connected to school and educational opportunities;
- Amplification of language barriers for students and households with English-language learners;

³ Elaine Bonner-Tompkins. Office of Legislative Oversight. MCPS Performance and Opportunity Gaps. Report Number 2019-4. December 2019. Available at:

<https://www.montgomerycountymd.gov/OLO/Resources/Files/2019%20Reports/OLOREport2019-14.pdf>

⁴ *Education in a Pandemic: The Disparate Impact of Covid-19 on America's Students*. US Department of Education Office for Civil Rights. June 2021. Available at: <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>

⁵ Elaine Bonner-Tompkins.

⁶ Elaine Bonner-Tompkins.

- Disrupted educational opportunities for students with Individualized Education Plans (IEPs) and;
- Overall, the report noted for all groups slow to non-existent recovery in academic achievement due to preexisting resource and opportunity gaps that produce disparate student performance outcomes.

Recent studies are beginning to quantify student learning losses during the pandemic. A recent study from Policy Analysis for California Education (PACE) found that “in most grades, low-income students are substantially further behind than higher-income students. And in some grades, lower income students are falling behind while higher income students’ learning actually accelerated.”⁷ The study also noted that English Language Learners demonstrated substantially more learning lag than comparison students⁸. While this study is focused on the experiences of students in California, these disparities likely persist in other geographies though they may look different.

In addition to education disparities affecting K-12 students and disparate pandemic related health and economic impacts on households of color, there is mounting evidence about the toll the pandemic has taken on youth of color and other marginalized youth in terms of their mental health⁹ and increased risks of Covid-19¹⁰. Based on these disparities and inequities predating the pandemic, The Education Trust explains how evidence-based and rigorously implemented strategies like intensive tutoring and high-quality extended learning in summer programs can be especially valuable for students of color¹¹. PACE suggests prioritizing equity as a principle in the design of expanded learning opportunities to avoid replicating and embedding harmful policies and practices from local education system in the extended learning environment—an environment where students of color and other marginalized students should be prioritized in order to address disparities. The Executive Director of PACE warns that if educational disparities exaggerated by the pandemic are not addressed, it is likely that graduation rates will decline, and inequities in college access and success will increase¹².

⁷ Heath J. Hough. Brookings Institute. “COVID-19, the educational equity crisis, and the opportunity ahead”. April 29, 2021. Available at: <https://www.brookings.edu/blog/brown-center-chalkboard/2021/04/29/covid-19-the-educational-equity-crisis-and-the-opportunity-ahead/>

⁸ Heather J. Hough.

⁹ Nirmita Pachal, Rabah Kamal, Cynthia Cox, Rachel Garfield, Priya Chidambaram. Kaiser Family Foundation. Mental Health and Substance Use Considerations Among Children During the COVID-19 Pandemic. May 2021. Available at: <https://www.kff.org/coronavirus-covid-19/issue-brief/mental-health-and-substance-use-considerations-among-children-during-the-covid-19-pandemic/>

¹⁰ Samantha Artiga, Latoya Hill, Nambi Ndugga. Kaiser Family Foundation. “Racial Disparities in Covid-19 Impacts and Vaccinations for Children”. September 2021. Available at: <https://www.kff.org/racial-equity-and-health-policy/issue-brief/racial-disparities-in-covid-19-impacts-and-vaccinations-for-children/>

¹¹ The Education Trust. Recommendations for State Leaders to Advance Equity Using Funds from the American Rescue Plan. May 2021. Available at: <https://edtrust.org/resource/recommendations-for-state-leaders-to-advance-equity-using-funds-from-the-american-rescue-plan/>

¹² Heather J. Hough.

- III. **DATA ANALYSIS:** The racial equity impact assessments for Supplemental Appropriation #22-14 and #22-16 contain valuable analyses of youth mental health and Covid-19 case and death data by race and ethnicity. Those analyses were considered in the assessment of Supplemental Appropriation #22-15.

The table below reflects the demographic and service group characteristics of students enrolled in MCPS Summer 2021 programs compared to MCPS enrollment as of September 30, 2021. These data show that rates of Summer 2021 enrollment among students of color are comparable to their representation in Fall 2021 enrollment. The data also show disproportionately higher rates of Summer 2021 enrollment among students with IEPs, students who are English Language Learners, and students receiving Free and Reduced Meals. Overrepresentation of students in service groups and comparable representation of students of color in Summer 2021 enrollment is (as the preceding research explains) necessary so that educational gaps existing before and exaggerated by the pandemic can begin to be addressed.

Student race, ethnicity, and service group status	Summer 2021 Enrollment	MCPS Enrollment as of September 30 2021
Asian	19.56%	14.20%
Black/African American	25.96%	21.85
Hispanic/Latino	33.29%	32.80%
White	16.17%	25.80%
MU	4.70%	
Individual Education Plan (IEP)	21.63%	12.50%
English Language Learner (ELL)	22.71%	16.40%
Free and Reduced Meal System (FARMS)	42.27%	38.70%

Source: Data on Summer 2021 program enrollment accompanied this supplemental request. Data on MCPS enrollment as of September 2021 is from MCPS Data Dashboard. Learning Accountability and Results. "Enrollment: Individual Measures". Available at: <https://www.montgomeryschoolsmd.org/data/LAR-charts/enrollment.html>

cc: Ken Hartman, Director, Strategic Partnerships, Office of the County Executive

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 9, 2021

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Interim Superintendent of Schools

Subject: Recommended Fiscal Year 2022 Supplemental Appropriation American Rescue Plan Act of 2021 Supplemental Aid Grants - Summer School Grant

Recommendation in Brief

Authorization is requested to receive and expend, subject to County Council approval, a Fiscal Year (FY) 2022 supplemental appropriation of \$2,721,577 from the American Rescue Plan Act of 2021 (ARP) Coronavirus State and Local Fiscal Recovery Funds – Summer School Grant Program. This grant was included in the American Rescue Plan (ARP) Act enacted on March 11, 2021. Under this Act, funding is provided to States and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

Background

The outbreak of the COVID-19 pandemic has had a major impact on Montgomery County Public Schools (MCPS) and its ability to provide teaching and learning to its students. As a result of the pandemic, and in compliance with the direction of Governor Lawrence J. Hogan Jr., and former Maryland State Superintendent of Schools Karen B. Salmon, MCPS closed its school buildings beginning March 16, 2020, and did not reopen buildings for the remainder of the 2019–2020 school year. MCPS instituted a Continuity of Learning plan that relied on distance learning for the remainder of the school year, summer school, and the start of the 2020–2021 school year. For the 2021–2022 school year, MCPS has committed to providing in-person instruction, five days per week, for all students.

To address the needs of schools and districts, the Maryland State Department of Education (MSDE) is providing supplemental aid grants funded through the federal ARP Act of 2021 Coronavirus State and Local Fiscal Recovery Funds to implement a summer school program. As a result of the ongoing, evolving circumstances associated with the COVID-19 pandemic, MCPS elementary, middle, and high schools will offer a variety of summer program experiences to all students, at no cost. Free transportation and meal services will be included in an online and in-person instructional model during the summer of 2021 for students in rising Kindergarten through Grade 12. The goal of these programs will be to maximize student engagement during the summer months with a focus

on addressing learning recovery, and offering engaging opportunities that are of interest to students. Schools will conduct intensive outreach to ensure students and communities with the greatest needs are registered for the summer school programs.

Support of Board of Education Mission

MCPS will use these funds to implement a local school four to six weeks, five days per week, summer school program designed to engage students in Mathematics, English Language Arts, and Specials/Elective courses. A pre- and post-assessment will be conducted to determine student progress and growth at the start and conclusion of the program. The assessment results along with participation surveys will be used to evaluate the effectiveness of the summer school program at the conclusion of the summer.

Use of Funds

Funds will be used to provide for:

- Professional part-time salaries; and
- Associated employee benefits.

Recommended Resolution

WHEREAS, Montgomery County Public Schools has received notification from the Maryland State Department of Education that it will receive \$2,721,577 for the Fiscal Year 2022 Supplemental Appropriation American Rescue Plan Act of 2021 Supplemental Aid Grants – Summer School Grant; now therefore be it

Resolved, That the interim superintendent of schools be authorized to receive and expend, subject to County Council approval, a supplemental appropriation of \$2,721,577 for the Fiscal Year 2022 Supplemental Appropriation American Rescue Plan Act of 2021 Supplemental Aid Grants – Summer School Grant in the following categories:

<u>Category</u>	<u>Amount</u>
03 Instructional Salaries	\$ 2,528,172
12 Fixed Charges	<u>193,405</u>
<u>Total</u>	<u>\$ 2,721,577</u>

and be it further

Resolved, That a copy of this resolution be forwarded to the county executive and County Council; and be it further

Resolved, That the county executive be requested to recommend approval of this resolution to the County Council.

MBM:ESD:RR:AMH:jp