Montgomery County Public Schools and Federal Relief Funding for the COVID-19 Pandemic

Workgroup on Pandemic Spending
March 29, 2022
OUR SCHOOL SYSTEM

158,232 STUDENTS  209 SCHOOLS

Student Demographics 2021-2022

- Black or African American: 21.9%
- Hispanic/Latino: 33.4%
- White: 25.3%
- Asian: 14.1%
- American Indian or Alaska Native: 0.2%
- Native Hawaiian or other Pacific Islander: 0.1%
- Two or more races: 5%

2020 Graduation Rate

- Overall: 89.3%
- Asian: 97%
- Black or African American: 91.3%
- Hispanic/Latino: 77.1%
- White: 96.6%
- Multiple Races: 95.7%

The MCPS overall graduation rate is above the state and national average.

Services 2021-2022

- 12.3% receive Special Education Services
- 18% receive services for English Language Learners
- 39.8% eligible to receive Free and Reduced-Price Meals (FARMS)

LARGEST DISTRICT in Maryland

Our students speak 115 LANGUAGES

BUSES 104,000 MILES A DAY
- more than four times around the equator (1,382 buses)

FACILITIES 26.5 MILLION
- square feet of school and office space to clean and maintain

OUR WORKFORCE 2021-2022 24,589
- # of Employees
Alignment of Budget to System Priorities

District Strategic Initiatives Implementation

- Mitigate Learning Disruption Across Schools
- Digital Learning and Support
- Focus on Most Poverty Impacted Schools
- COVID-19 Operations Advisory Team
- Well-being Support
- Plan (purpose)
- Budget (need)
- Work (impact)
Where the Money Comes From (Revenue)
FY 2022 Operating Budget

- **Local**, $1,752.7, 63%
- **State**, $822.2, 30%
- **Federal**, $84.0, 3%
- **Other**, $12.3, 0%
- **Fund Balance**, $25.0, 1%
- **Enterprise and Special Revenue Funds**, $84.3, 3%

Total FY 2022 Expenditures = $2,780,512,190
Where the Money Goes To (Expenditures)
FY 2022 Operating Budget

Instruction, $2,240.1, 80%

School Support Services, $379.4, 14%

Systemwide Support, $76.7, 3%

Self Supporting Enterprise/Special Revenue Funds, $84.3, 3%

Total FY 2022 Expenditures = $2,780,512,190
Timeline of COVID-19 Pandemic

- March 2020 pandemic declared State of Emergency—school buildings are closed
- 2019-2020 School year finishes via virtual setting
- 2020-2021 School year starts virtually with historic decrease in enrollment
- Return to partial in-person learning in school buildings in March 2021
- Record enrollment in 2021 summer school
- 2021-2022 school year begins with in-person learning for all students along with Montgomery Virtual Academy
Impact of COVID-19 Pandemic on MCPS

- Historic decrease of 4,703 students in September 2020 and 2,332 students in September 2021 (7,035 students over two years)
- Significant learning loss experienced by students
- Social and emotional supports necessary
- Labor shortage resulting in hard to fill and retain positions (e.g., teachers, substitutes, paraeducators, bus drivers) leading to negotiated working conditions placed on existing staff
- In school asymptomatic testing, iHealth kits, masking requirements, and PPE
- Purchase of chromebooks/laptops for all students and teachers for virtual learning
<table>
<thead>
<tr>
<th>Federal Appropriation*</th>
<th>Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Coronavirus Aid, Relief, and Economic Security Act</td>
<td>Elementary and Secondary School Emergency Relief (ESSER) Fund I</td>
<td>$24.8 million</td>
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<td></td>
<td>Governor’s Emergency Education Relief (GEER) Fund</td>
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<td>Broadband for Underserved Students</td>
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<td>Coronavirus Response and Consolidated Appropriations Act</td>
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<td>Tutoring</td>
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<td>Coronavirus Response and Relief Supplemental Appropriations Act</td>
<td>ESSER II</td>
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<td>American Rescue Plan Act</td>
<td>ESSER III</td>
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<td><strong>Total</strong></td>
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<td><strong>$425.1 million</strong></td>
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*Request FEMA/MEMA reimbursements where applicable.
MCPS Identified Eight Program or Functional Areas for Application of ESSER funding:

Mitigating Learning Disruption-
(1) Summer School; (2) Tutoring/Interventions/Enrichments; (3) Professional Learning; (4) Staffing Resources;

Safe Return to Schools-
(5) Technology; (6) Virtual Academy; (7) Social-Emotional Learning and Well-being; and (8) Operations.
## Aligning ESSER to the Strategic Plan

<table>
<thead>
<tr>
<th>D-SIIP Alignment</th>
<th>ESSER Funding Area</th>
<th>ESSER I</th>
<th>ESSER II</th>
<th>ESSER III</th>
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<td><strong>$ 24.8</strong></td>
<td><strong>$ 112.2</strong></td>
<td><strong>$ 252.2</strong></td>
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How ESSER Funding is Being Strategically Used in MCPS

“An equity lens means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups.” (MSDE)

- Tutoring before and after school in mathematics and literacy and one on one support for students in quarantine
- Tuition-free summer school for Grades K-12
- Establishment of the Montgomery Virtual Academy
- Technology for remote and in-person learning
- Professional development for mental health/well-being
- Purchase of social emotional learning curriculum
- Hiring of counselors and social workers
- HVAC infrastructure modifications
- Purchase of personal protective equipment and safety materials for staff and students, building cleaning supplies, and water bottle filling stations
Successes

• Summer school in 2021 served over 53,000 students doubling the past number of students who attended in prior years, to accelerate learning recovery and support most vulnerable students

• Virtual academy enrollment totals over 3,000 students in kindergarten through Grade 12 supporting the state’s guidelines for in-person instruction

• Focus on mental health and social emotional wellness through the addition of wellness rooms, student well-being teams, wellness services, and telehealth options

• Food and nutrition services provided over 13 million meals in 2021 focused on populations with food insecurity and over 18 million meals in 2022

• Provided chromebooks to every student and laptops to every teacher to support remote learning. Additionally, MiFis were provided to students to ensure equitable access to the internet
Challenges

- Mitigating learning loss from the pandemic will not be solved in one year—there are long term effects that will take multiple years to address.
- A root cause analysis revealed early literacy skills are more significantly impacted in Grades 1-5, 6 and 9; and math learning gaps are more pronounced in Grade 5.
- Focusing on the social emotional needs and well-being of students and staff while maintaining academic excellence in the district.
- Historic labor shortages that resulted in increased burdens on existing staff such as additional class coverage and ensuring transportation coverage for most impacted students (e.g., special education).
- Keeping school buildings open through surge in COVID cases to maintain in-person instruction and attendance at the highest levels.
- Managing expectations while recognizing the “funding cliff” when federal funds are no longer available.
MCPS briefed the Board of Education on May 27, 2021, October 28, 2021, and on February 14, 2022, on the use of the federal relief funding, particularly the ESSER funding which represents 92 percent of the federal relief funding that MCPS has received.

- Regular meeting with community stakeholders on the alignment of funding with current data-driven student and district needs

- MCPS’ monthly financial report to the Board of Education, County Executive and County Council summarizing spending to date for ESSER, and funding available

- MCPS will continue to monitor student achievement data to determine the effectiveness of ESSER strategies and programs being employed on safe return to schools and mitigating learning loss
Discussion