



**Prince George's County Public Schools
Kirwan Grant Summary
School Years 2019-2020 and 2020-2021**



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Mental Health Coordinator

Currently, Prince George's County Public Schools (PGCPS) allocates \$108,271 for the full-time salary for this position. The pandemic has affected the work of the person in this position and the delivery of needed mental health services. Specifically, the Mental Health Coordinator modified procedures and documentation related to crisis response, suicide intervention, threat assessment, and counseling to allow school-based mental health professionals to virtually implement these procedures. In conjunction with these changes, the Mental Health Coordinator led professional development in each of these areas, especially in the delivery of tele-mental health services. The person in this position has carried out but is not limited to the following duties:

- Established active partnerships with county health or public safety agencies;
- Established active partnerships with community-based service providers;
- Established or lead county task force on student mental health;
- Successfully applied for grants to enhance mental health services for students;
- Coordinated or assisted in the hiring of school-based mental health personnel; and
- Worked with schools to connect students and families to needed services.

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Pre-Kindergarten

As of March 2020, Prince George's County Public Schools (PGCPS) provided 4,196 full-day four-year old slots. Eighty-seven percent (3,645 slots) were funded through the Supplemental Pre-K grant. Since the onset of the pandemic, a subsequent decrease in enrollment levels occurred and are attributed to the challenges imposed by the pandemic in the last quarter of the 2019-2020 school year.

However, in the 2020-2021 school year, PGCPS has been able to provide 2,841 full-day prekindergarten slots to four-year olds. Although the total number of slots provided in this current school year decreased due to a decline in enrollment, 99% (2,813 slots) are funded by the Supplemental Pre-K grant. And, the Supplemental Pre-K grant funds empowered PGCPS to convert 240 half-day slots to full-day slots. Additionally, in partnership with a community provider other than Head Start, PGCPS has the ability to offer 36 additional slots during fiscal 2021.

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Concentration of Poverty

In the 2019- 2020 school year, at least 40 schools received a Concentration of Poverty grant. Currently, 65 schools are identified as Community Schools under the Concentration of Poverty grant; Forty-five (45) of these schools were in place for the full 2019-20 school year, while an additional 20 schools were added beginning in the 2020-2021 school year.

After each school receiving funding completed its needs assessment of required wraparound services for students by July 1, 2020, every school hired a community school coordinator and provided full-time health coverage by a healthcare practitioner. Funding from the state flowed directly to PGCPS and the school system allocated funding to each of the schools. Specifically, the funding was distributed in the following ways:

- **Community School Coordinators:** Coordinators are employees of PGCPS and are assigned to our Community Schools.
- **Health Care Practitioner:** Currently, sixty three (63) Community Schools have a Registered Nurse (RN) assigned to the schools (including all 45 Community Schools that were in place during SY2019-20).
- **Wraparound Services:** Each of the schools received up to \$50,000 to support wraparound services. The funds were allocated directly to the schools and, with supervision by the Office of Community Schools, the schools will spend these funds on support services such as extended learning opportunities for students, English classes for parents, language classes for staff to help them communicate better with their parents, family engagement opportunities, and other services that will support the well-being of students, staff, and parents.

- **Mental Health Supports:** Many of the Community Schools' school administrators have expressed the need for additional mental health supports (i.e., therapist, clinicians). To maximize funding efficiencies, approximately \$6.7 million of the Concentration of Poverty grant funding will be allocated at the district level to hire additional mental health professionals to serve the 65 Community Schools and to provide mental health support to the community schools.

The pandemic restructured PGCPS' ability to deliver in-person services and caused an unexpected shift to distance learning. As a result, there were some schools that had unspent Concentration of Poverty funds at the end of the 2019- 2020 school year. Additionally, students, faculty and staff did not return to the buildings due to safety regulations and technology barriers. Consequently, grant funds reserved for extended day staff salaries and wages, bus transportation, supplies, and materials were reallocated to support distance learning services and support programs.

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Special Education

PGCPS was able to spend all funds allocated in the 2019-2020 school year for special education. Further, PGCPS has a plan to spend at least as much total state and local funds on special education in the 2020-2021 school year. However, due to Covid-19 school closures, PGCPS modified grant expenditures.

Prince George's County Public Schools modified grant expenditures due to Covid-19 school closures to ensure special education students had the following:

- Assistive Technology Devices and software to access the curriculum at home (iPads, Chromebooks with cases and Clicker Stix app Apple Voucher) - Assistive Technology expenditures were used to provide instructional and functional access to all students in three areas:
 - Access to instruction through Accessible Instructional Materials (AIM) and equipment;
 - Improved Communication Competence through early access to alternative and augmentative communication systems; and

- Access to programming and curriculum via tools/services to support delivery of related services.

The Department of Special Education purchased materials for student use in the home environment during distance learning. Materials included manipulatives kits, communication boards, sensory materials, visual boards, instructional materials and resources. Funds were also spent on print materials. Individualized Education Program (IEP) meetings were conducted via teleconference or video platform - part-time funds were needed to support paying staff.

As a result of the COVID-19 pandemic, IEP meetings were either postponed or canceled. The Department of Special Education estimated that 4,000 IEP meetings were not held as a result of the COVID-19 school closure between March 16, 2020 and June 15, 2020. However, the Individuals with Disabilities Education Act (IDEA) requires that IEP teams meet specific timelines related to special education processes. In an effort to comply with IDEA timelines, the Department of Special Education has held duly constituted IEP team meetings - 2,000 IEP meetings for elementary, middle and high school students during the summer of 2020.

In addition, 200 Infant and Toddlers/pre-school Individualized Family Service Plan (IFSP)/IEP meetings were held during the summer. Each IEP/IFSP team member who does not work during the summer months was paid to attend the IFSP and IEP meetings and complete IEP/IFSP preparation tasks to include assessment report writing and IEP/IFSP development. During the 2020-2021 school year, funding will continue to be used to support IEP development, assessment report writing and evening IEP team meetings for IEP staff members.

2019-2020 funds were used in the following ways:

- Purchase Chromebooks and iPads for students with disabilities. \$749,636.00;
- Pay staff to revise expired Individualized Education Programs (IEPs) and hold IEP meetings beyond staff members' duty days in June 2020. \$32,446.55;
- Purchase materials for preschool and K-12 distance learning student materials for home use. \$1,288,734.95; and

- Purchase assistive technology devices and materials for students home usage. \$197,533.06.

2020-2021 funds were used in the following ways:

- Paid staff to revise and develop IEPs and convene summer IEP meetings virtually. \$235,676.52;
- Purchased preschool and K-12 distance learning student materials for home use. \$ 914,478.46;
- Purchased assistive technology to include communication toolkit devices and materials, closed caption streaming software for hearing impaired students, and iPads to support student learning, \$635,161.01; and
- Purchased text-to-speech software to support the implementation of accommodations for students. \$143,550.00.

Additional ongoing expenditures in this current school year include:

- Pay staff to revise and develop IEPs and convene after school IEP meetings virtually (as of December 7, 2020, \$112,898.16 has been spent);
- Pay staff to write educational, psychological and related services assessment reports after school hours, projected costs \$120,000; and
- Obtain a vendor contract (Presence Learning) to provide virtual educational and psychological assessments due to the significant backlog of initial and reevaluation assessments due for students. \$800,000.00.

PGCPS was allocated \$10,114,897 this current school year for special education. And, all funds are expected to be fully encumbered by the end of the 2020-2021 school year.

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Transitional Supplemental Instruction (TSI)

During the 2019-2020 school year, 28 schools provided academic assistance using Transitional Supplemental Instruction (TSI) funding. Specifically, across all schools that provided TSI services during the 2019-20 school year, the number of students in each grade who received TSI services is as follows:

- Kindergarten- 1924 students

- First Grade- 1906 students
- Second Grade- 1912 students
- Third Grade- 0 students

There were no after-school tutors hired to provide TSI services to students during the 2019-2020 school year. However, the predominant service delivery method for TSI services was the implementation of interventions through digital learning programs for early learners that focused on both mathematics (Dreambox Learning Math) and literacy (iRead) during the school day.

Prior to the school closure in March 2020, funds were to be used for substitutes for professional development held during the school day and stipends for teachers who attended after school. Those sessions were cancelled due to the pandemic. Consequently, PGCPs did not spend its full TSI allocation during the 2019-2020 school year; however, the pandemic did not adversely affect TSI services and PGCPs was able to continue virtually without interruption until summer 2020.

In light of the COVID-19 pandemic, the school system continues to provide virtual TSI services to 28 schools during the 2020-2021 school year using the \$1,265,523 allocated in TSI funding. Further, in an effort to identify students for TSI services, the lowest 28 performing elementary schools' scores were selected from the rank order listing of the Maryland Accountability System's Academic Achievement Reading/English Language Arts and Math indicators for SY 2018-19.

This indicator describes students' English Language Arts and mathematics performance on state standardized tests. Thus, students in these schools will receive small group after-school tutoring services in addition to access to digital platforms.

The number of students in each grade who receive TSI services is as follows:

- Kindergarten- 1634
- First Grade- 1874
- Second Grade- 1842
- Third Grade- 0

To implement this initiative, there are 24 certified teachers who provide after-school tutoring and two (2) tutor coordinators who manage the after school hours TSI services. In

addition to the whole group and one-on-one pairs with the classroom teacher serving as tutors (after school) through our instructional delivery model, the students will also have individualized support with two commercial instructional programs using digital platforms (iRead and Dreambox Learning). In fact, the predominant service delivery method for TSI services across all TSI schools is the after-school tutoring through digital learning programs for early learners that will focus on both mathematics (Dreambox Learning Math) and literacy (iRead). Progress is being monitored through the data reports generated in Dreambox Learning and iRead. And, PGCPs is on track to spend all of its TSI funds this school year.

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