

Business Management Services
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FY 2023 Chief Executive Officer's PROPOSED Budget Presentation Q & A

Questions from the Board of Education

Board Meeting – December 9, 2021

Topics: FY 2023 CEO Proposed Budget Presentation

FY 2023 Proposed Operating Budget

Questions from the Board of Education Board Meeting – December 9, 2021	
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General

1. Can we identify how Kirwan and Covid funds are used in conjunction with our Operating Money in the FY 2022 – FY 2023 budget?

The Blueprint for Maryland's Future (as known as Kirwan) provides school systems with various revenue streams. All of the Blueprint money received by Prince George's County Public Schools will go into the General Fund within the operating budget. The primary financial impact of the legislation is that it increases unrestricted state aid and required county government contributions (with smaller allocations in state restricted grant programs). Based on the parameters outlined in the legislation, the state and county unrestricted allocations are set to increase over the next decade as various costly mandates are enacted. However, due to the decrease in student enrollment relative to pre-Pandemic projections, actual funding increases for PGCPs will likely be substantially lower than originally anticipated.

PGCPs received a total of fourteen federal COVID-19 relief grants through the Coronavirus Aid, Relief, and Economic Security Act of 2020 (CARES), Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSA) and the American Rescue Plan Act of 2021 (ARP). These grants are for specific restricted purposes related to the COVID-19 Pandemic. The uses of these funds have been presented to the Board of Education or its' Committees on December 10, 2020, March 25, 2021, May 12, 2021, June 10, 2021, August 11, 2021 and September 2, 2021.

2. What differences have we noticed with doing zero-based budgeting?

Administration began the process of modified zero-based budgeting (ZBB) for the FY 2021 operating budget development cycle. Before public discussions on ZBB, Administration prefers to define precisely what is "modified". This clarification is intended to reassure employees, labor partners, grant partners and others that may be concerned by the term Zero-Based Budgeting. True ZBB starts with a blank slate including no contractual obligations, no grants, no employees and no negotiated labor agreements. The "modified" version of ZBB used in PGCPs is relatively limited. It assumes that negotiated agreements and executed contracts remain intact. Position changes and grant amendments occur through established processes outside of the ZBB activity. School-level budgeting is unchanged. PGCPs's version of "modified" zero-based budgeting only includes centralized unrestricted discretionary accounts.

After careful deliberation, the Administration implemented this initiative on a rolling basis, wherein each division zero-bases its budget every three years. In September 2020, just prior to year-one implementation, Executive Leadership explicitly discussed and considered various timelines. The three-year rotation pattern was chosen after considering these two major factors:

1. The ZBB Process is overwhelmingly time consuming for managers and staff throughout the District. To complete this more often than triennially would require additional Budget and Management Services staff. Additionally, it would take leadership and staff in all other departments away from their regular work for a prolonged period every year.
2. The marginal impact of ZBB is minimal if completed annually. Value is better achieved when leaders have not performed this arduous task for at least two years.

Having completed the first three-year cycle (through the CEO's Proposed Operating Budget phase), Administration has several observations:

1. ZBB budget submissions have proven even more thoughtful than those in non-ZBB cycles.
2. ZBB divisions request more changes and offer more reductions than they do in non-ZBB years
3. The process is as time consuming as originally anticipated with departments reporting hundreds of worker-hours from various levels of the Division. This is especially true in larger Divisions such as Operations and Academics, which spent a great deal of time over summer 2021 preparing for zero-basing their budget for FY 2023.

3. What was impact of not having the 8,813 students included in the DLS enrollment estimate in FY 2021. Let me know if I have misunderstood Student Enrollment estimates.

Based on K-12 enrollment growth through September 30, 2019 (FY 2020), the Maryland Department of Legislative Services (DLS) projected a reasonable estimated enrollment count of 133,181 at September 30, 2021 (FY 2022). Since actual official K-12 Enrollment for FY 2022 was 8,813 students lower than DLS growth expectations and formulas are based on enrollment from the previous year, the unrestricted revenue growth for FY 2023 is projected at \$137 million lower than the DLS expectations.

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Note that the District is awaiting additional information regarding state and local revenue from the Governor's proposed budget. This data will be available in late-January and may have a dramatic impact on projected operating revenue for FY 2023.

School Support & Leadership

4. **Are we planning to make any changes to the locked and unlocked positions?**

The weighted student formula to include the locked and unlocked positions is currently under executive review. All updates will be included in the Board of Education's requested budget document.

5. **What will the change look like for alternative schools?**

See Attachment Q6 – 12.09.21 for the power point that outlines the proposed changes to alternative schools.

6. **Have we explored virtual mental health support as an option to ensure we can meet the needs of our 208 schools?**

PGCPS expanded its efforts to provide clinical mental health supports to students in 144 schools this year from 93 schools in SY 2021. Importantly, we maintain mental health supports in all PGCPS schools as the Maryland State Department of Education (MSDE) recognizes our certified Professional School Counselors and Psychologists as mental health professionals. They have provided counseling services to students individually and in groups prior to the addition of clinical counseling professionals. While we roll out clinical staff in all schools over the next two years, these professionals will continue to provide services that support student's mental health and wellness needs. In some instances, such as our Online Campus, Professional School Counselors and mental health clinicians provide services to students through secure tele mental health platforms.

With that in mind, PGCPS has explored virtual mental health supports for our students with caution. Currently, any professional who interfaces with our PGCPS students must be fingerprinted and receive a background clearance to do so. We currently provide additional virtual, text and hotline resources to students/parents who may be in crisis through trusted platforms that are managed and vetted by Prince George's County or national/federal organizations. We only utilize services in these categories to ensure that virtual professionals are managed by organizations who institute measures that safeguard our students from cyber abuse.

Some of the virtual/text/hotline resources we utilize include the following:

- Crisis Text Line which is the nation's largest text-based crisis-intervention service. Students may text HOME to 741741 for a trained Crisis Counselor who will assist them with anxiety, suicide, depression, eating disorders, self-harm and emotional abuse. For more information visit: <https://www.crisistextline.org/>
- The National Suicide Prevention Lifeline which is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week in the United States. The U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) and Vibrant Emotional Health launched the Lifeline on January 1, 2005. While some areas may be currently able to connect to the Lifeline by dialing 988, this dialing code will be available to everyone across the United States starting on July 16, 2022. Currently, students may dial 1-800-273-8255 (TALK). For more information visit: <https://suicidepreventionlifeline.org/>
- Sante Group Crisis Hotline is our county's 24-hour hotline that provides immediate crisis support in Prince George's County through a team of licensed counselors and therapists when residents dial: [301-429-2185](tel:301-429-2185) for crisis services. For more information visit: <https://www.thesantegroup.org/where-we-work/prince-georges-county-md/>
- Mindoula is an organization referred to PGCPS by the Prince George's County Health Department that maintains its headquarters in Silver Spring, Maryland. Through a SAMHSA grant, Mindoula has agreed to pay for 50 young adolescent + family slots in the Suicide Prevention Programs. They provide 24/7 virtual and in-person counseling and mentoring support for students suffering with suicidal ideation in addition to other behavioral, medical and social needs. We are preparing a Memorandum of Understanding to refer students needing this support. For more information visit: <https://www.mindoula.com/for-payers/>

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Accountability

7. **Is the new registration process the reason we have a decline in enrollment? Why has our enrollment declined? How many students are still waiting to be registered?**

In the 2019-2020 school year, Prince George's County Public Schools enrolled over 135,000 students, its' highest enrollment since 2005. Following the onset of the pandemic, enrollment declined by 4,300 in the 2020-2021 school year, with an additional 2,800 decline in the 2021-2022 school year. The bulk of the decline occurred in Pre-Kindergarten and Kindergarten, but modest losses were seen at every grade.

Explaining why enrollment declined is difficult and complex. At a high level, there was both a decrease in the number of students entering the system and a simultaneous increase in the number of students leaving the system. One major cause was the slowing of immigration due to border closings. International families migrating to Prince George's County have been the primary source of enrollment growth over the last decade. Looking at students who left the system, we saw an increase in those leaving to other public school districts and dropping out. Students leaving for private schools and homeschooling increased slightly, but are not a major factor due to their low numbers overall.

In December 2021, NPR released an important [investigative story](#) on the nation-wide decline in public school enrollment. It serves as a resource for putting enrollment loss into context and framing the difficulty of uncovering what happened.

Tentatively, 7,303 students are in the pipeline for the registration process through Scribbs with our registrars. As this process is completed, this could number change.

Chief of Staff

8. **How will the budget help us reclaim the students we lost?**

Discussions of Prince George's County Public Schools (PGCPS) education needs under the threat of COVID-19 began in March 2020. With an abundance of caution for the safety and health of the PGCPS community, Chief Executive Officer (CEO) Dr. Monica Goldson, the Board of Education, and the local government collaboratively engaged in discussions on ways to support the PGCPS community with the looming impact of COVID-19 and address learning loss, along with the re-engagement of students.

Internal needs assessments and community, staff, and family survey results were used to implement measures to sustain student achievement momentum in core content areas during the fourth quarter of school year 2019-2020, summer 2020, school year 2020-2021, summer 2021, and the return to in-person learning in the fall of 2021. Below, you will find the categories that PGCPS selected to help mitigate learning loss and the re-engagement of students.

Mental Health Support

In accordance with the Maryland Safe to Learn Act of 2018 for Mental Health Services, each local school system in the state of Maryland was required to appoint a mental health coordinator (MHC) by September 1, 2018. The MHC was charged to coordinate existing mental health services and referral procedures within PGCPS. As required by the legislation, the MHC worked with specified local entities to (1) ensure that students who were referred for mental health services obtained the necessary services; (2) maximize external funding for mental health and wraparound services to students who exhibited specific behaviors of concern.

More specifically, the MHC developed partnerships with local, state, and national behavioral health organizations and local universities. The coordinator collaborated with school-based mental health professionals to provide school teams, families, and stakeholders with professional learning and direct assistance for students with behavioral, social and emotional needs. The MHC then provided a continuum of assistance inclusive of direct service, consultation and problem solving to address students' social, emotional and behavioral needs exacerbated by the COVID-19 pandemic.

In response to students' behavioral health needs, PGCPS began to implement the Behavioral Health Project, which placed contracted mental health clinicians in schools during the summer 2021. In an effort to offer a continuum of support, services are available to students after summer school through the school year 2021-2022.

In summer 2021, clinicians provided consultation to staff, families, individuals, and offered group and family counseling to address students' anxiety, depression, grief, and suicidal thoughts. During the school year 2021-2022, clinicians will conduct behavioral observations and risk assessments as well as develop behavior plans, facilitate social emotional lessons for students, and lead workshops for families and/or staff. The goal of PGCPS' Behavioral Health Project is to provide students and families

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with behavioral health services, and staff with knowledge about the impact of trauma and trauma-informed strategies to meet the needs of PGCPs students.

To reiterate the goal of the PGCPs Behavioral Health Project is to provide students and families with behavioral health services to help mitigate any effects of COVID-19. Additionally, in an effort to offer a continuum of support, services will be afforded to students from the beginning of summer school in 2022 through the school year 2022-2023. Thus, by June 2022, PGCPs will identify community-based behavioral health providers and clinicians to provide counseling services to students. PGCPs already has behavioral health agencies that provide counseling services to students during the 2021-2022 school year and some of these same agencies will continue to provide counseling services for PGCPs students during summer 2022 and the 2022-2023 school year.

In July 2022, PGCPs will provide an orientation for contracted mental health clinicians to include information on protocols, processes, logistics, and the online database. Moreover, PGCPs will provide clinicians and teachers with a presentation on developing Positive Behavior Support (PBS) action plans for all students who receive counseling services during the summer. Further, throughout July and August of 2022, PGCPs plans to launch a messaging and advertising campaign to make students, families, and staff aware of counseling services available during the summer of 2022 and school year 2022-2023.

Using a train-the-trainer model, PGCPs central office staff and professional school counselors will take part in professional learning that will provide PGCPs leadership and educators the opportunity to enhance their professional development skills in the field of Social-Emotional and Character Development to address the adversities and disparities that challenged our educational and family communities during the COVID-19 school closures.

PGCPs will train and certify a significant cohort of educators in social and emotional support methods designed to aid in managing the mental health and wellness of students and staff as they begin to recover from the effects of COVID-19 related trauma.

Community Schools

For the school year 2020-2021, public schools in which at least 70% of the students are eligible for free and reduced-price meals, received a grant. PGCPs had 65 schools that were identified as Blueprint for Maryland's Future Funded Community Schools. Students who were impacted by COVID-19 were able to receive additional services to support their academic, social, emotional, and mental wellbeing.

Each of the 65 Community Schools were staffed with a registered nurse (RN) and support for wraparound services in the schools. Allowable activities may have included: extended learning opportunities for students, English classes for parents, language classes for staff to help them communicate better with their parents, family field trips to provide academic and cultural enrichment, and other services that supported students', staff, and parents' well-being. All community schools receive at least a full time mental health therapist. The therapist serves students and families and also conducts professional development for staff.

Re-engagement of Chronically Absent Students K-12

With the abrupt transition to a distance learning format due to COVID-19 related school closures in March 2020, 4% (~5,460) of PGCPs students were identified as disengaged members of the PGCPs school community. Approximately 2,500 represented high-school students in grades 9-12.

Further, disengagement was determined by the absence of any system-monitored evidence of student log-in instances to virtual instruction sessions and/or no response to repeated calls, emails, texts, by classroom teachers and support staff to student and family-provided contact sources. With little to no connection to the school instructional environment and related student support systems, these students were at extreme risk of not graduating on time or successfully transitioning to their desired path in life. Thus, planning continued through December 2020 and contact activities and service delivery began in January 2021.

Outreach activities such as phone calls, letters, emails, text messages, community events, and home visits were conducted in an effort to locate and then re-engage the identified 2,500 at-risk high school students who disengaged from formalized education at the end of the 2019-2020 school year. A well-coordinated and strategic plan for outreach was devised by PGCPs with the assistance from community partners. PGCPs implemented unique and innovative approaches to re-engaging 9-12 grade chronically absent students who experienced social, emotional, technological, and/or academic accessibility issues as a result of the COVID-19 Pandemic. To date, approximately 1,400 contacts were made from January 2021 and continue to be made. This

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means that students are either re-enrolled back to his or her school, students are consistently attending classes on their respective schedules, or the students have graduated.

Due to extended COVID-19 related school closures that began in March 2020, PGCPs continued to use a distance learning and hybrid format for instructional delivery for the 2020-2021. However, as of the first semester of school year 2020-2021, 7% (6,249) of the 89,824 enrolled K-8 students were identified as disengaged members of the PGCPs school community. Specifically, these students were disengaged 35%-100% of the time during distance learning. Disengagement was determined by the absence of any system-monitored evidence of student log-in instances to virtual instruction sessions and/or no response to repeated calls, emails, texts, by classroom teachers and support staff to student and family-provided contact sources. With little to no connection to the school instructional environment and related student support systems, these students are at extreme risk of learning loss and not being promoted to the next grade level.

The 89,842 K-8 students are dispersed throughout the county across 122 elementary schools, 25 middle schools, and 19 K-8 academies. No matter the geographic location of the 6,249 K-8 students who were identified as disengaged, PGCPs believes that every child deserves and is entitled to the needed support or services, regardless of their zip code--as suggested by the Kirwan Commission in a recent report (Maryland Matters, 2020).

PGCPs, along with community partners are currently providing innovative re-engagement strategies such as food distribution, clothing drives, community outreach activities, conducting home visits, making phone calls, sending emails and text messages, and offering sustenance incentives such as creative arts opportunities, and personalized support to include individualized mentoring to reach the 6,249 students who have been identified as 35%-100% absent from 3rd and 4th quarters of school year 2020- 2021. Moreover, to increase the probability of sustained re-engagement, students who regularly attend classes are offered the opportunity to participate in a Saturday enrichment program that focuses on an array of arts programs including dance, instrumental music, visual art, and creative writing. This virtual program began on Saturday, January 8, 2022.

Tutoring for Grades 4-12

The PGCPs tutoring program commenced in the summer of 2020 in an effort to mitigate the learning loss stemming from COVID-19 disruptions to instruction in the 4th quarter of Spring 2020. Summer instructional and enrichment programming was re-imagined, differentiated, and supported by teacher-led tutoring at both the middle school and high school levels in an effort to prevent an accelerated decline in learning and to prepare students for a strong start in the new school year.

Recognizing the heightened learning challenges for students with disabilities imposed by the virtual environment, PGCPs also slightly increased the number of Special Education teachers for added student support.

The 2020 Middle and High School Summer Learning Program offered students' opportunities to participate in a virtual experience designed to provide differentiated supplemental digital learning resources for all students in both reading/English language arts (R/ELA) and mathematics. The one-month session allowed for both learning intervention and enrichment with the support of certified teachers who served as virtual tutors to enhance the student learning experience.

The audience for this platform was students who failed two or more quarters and/or were assigned to a class with a long-term substitute for the majority of the 2019-2020 school year for mathematics or R/ELA. Students completed courses with instructional support from a certified content teacher.

Tutoring continued during September 2020 - June 2021 via Distance Learning

To further enhance student learning gains achieved during the summer 2020 program, mitigate gaps from COVID-19 instruction disruption, and sustain the continuity of rigorous core instruction and enrichment, PGCPs planned an equally robust distance learning curriculum for the start of school year 2020-2021.

To ensure students had access to a strong support system for virtually delivered instruction, PGCPs engaged experienced and qualified tutors and community-based organizations to provide free academic and wraparound support services to students who historically would not have received supplemental services. PGCPs targeted at-risk students who qualify for free and reduced meals and attend school in geographical areas void of supplemental academic support. The targeted interventions for which tutoring support was provided were evidenced-based, evaluative, and focused primarily on developing proficiency in mathematics and literacy.

As PGCPs students returned to in-person learning for school year 2021-2022, educators are providing supplemental instruction and tutoring for students who experienced the largest decline in academic achievement. Tutoring is offered for elementary, middle, and high school students as outlined below.

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Elementary Reading/English Language Arts

PGCPS instituted a virtual after school tutoring program with an emphasis on filling the gaps in the critical reading skills for selected students identified as having deficits in the five essential components of reading to include: phonemic awareness, phonics, fluency, vocabulary, comprehension, including language and writing. This after-school tutoring initiative supports the curriculum by providing intensive support on areas of need. Students in grades 4-5 are participating between December 2021 and June 2022.

Elementary Mathematics

To address the mathematics gaps, misconceptions, and learning loss, the Elementary Mathematics Office implemented tutoring programs designed to support underperforming mathematics students during the 2021-2022 school year. Students in grades 4-5 across the district receive after-school virtual tutoring for struggling students, through Book Nook. Virtual tutors work with up to four students per small group 3 times a week using the Book Nook learning platform to deliver tutoring sessions. In addition, students receive Do the Math instructional materials to support number sense, reasoning, and problem-solving. Students in grades 4-5 are participating between November 2021 and June 2022.

Middle School Reading/English Language Arts

In partnership with the Close-Up Foundation of Washington, students refine their reading and writing skills, such as writing arguments, by conducting research to develop and deliver speeches. In addition, students participate in tutoring to explore democratic values while leveraging their literacy skills to engage with policy and media experts, advocates, as well as government officials to build their understanding of the change making process to address pressing community issues. Students work with tutors to strengthen their reading and writing skills utilizing a strategic writing feedback cycle and focused discussion protocols. Students in grades 6-8 are participating between October 2021 and June 2022.

Middle School Mathematics

Middle school mathematics tutoring sessions are designed to provide intensive, grade-level, online mathematics instruction for targeted middle school students in grades 6-8. Tutoring is targeted to students who are performing below benchmark thresholds. Additional measures such as cumulative math grades, teacher recommendation, and attendance are combined with spring 2021 benchmark data to identify eligible students. Tutoring sessions focus on addressing content gaps, prerequisites, and misconceptions while reinforcing and enhancing students' concept development of grade-level standards. Students in grades 6-8 are participating between November 2021 and June 2022.

High School Reading/English Language Arts

To address any academic decline, the high school R/ELA Office implemented a tutoring initiative that supports students in grades 9-10 with virtual after-school tutoring and reading support for the 2021-2022 school year. Students participate in small group sessions of up to four students per teacher to impact reading proficiency. Students also have opportunities to independently engage in reading strategies that may improve their Lexile scores. Lexile scores measure the difficulty of a text and also determine the reading ability level of a student. Students in grades 9-12 are participating between December 2021 and June 2022.

High School Mathematics

High school mathematics tutoring sessions are designed to provide on-grade level mathematics instruction for targeted high school students enrolled in geometry and quantitative modeling. Tutoring sessions focus on addressing content gaps, prerequisites, and misconceptions while reinforcing and enhancing students' concept development of grade-level standards. Students in grades 9-12 are participating between November 2021 and June 2022.

High School Social Studies

In partnership with the Close-Up Foundation of Washington, students refine their reading and writing skills (i.e., writing arguments). In addition, students conduct research to develop and engage in content-focused simulations to apply specific disciplinary literacy skills. These simulations allow students to develop writing skills associated with the MSDE Evidence-Based Argument Sets, which encompasses 50% of the state exam in grade 10. Students in grades 9-12 are participating between October 2021 and June 2022.

Transitional Supplemental Instruction for Struggling Learners (TSI) Grades K-3

Foundational literacy skills are essential components of any reading instruction program for emerging readers. Comparatively, the mathematics that children learn in grades K-2 are the building blocks for all future mathematics. The facets of the skills that need to be taught vary depending on the knowledge that a student brings to the classroom. Therefore, K-2 students who participated in TSI during school year 2020-2021 and K-3 students who are participating during 2021-2022, will either received

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or will receive individualized instruction in order to reach every child, especially those children who needed extra support in order to access the classroom curriculum, such as students with disabilities, English learners, and low-performing students.

Unfortunately, the COVID-19 pandemic caused interruptions to students' reading and mathematics learning. As a result, PGCPs provided TSI for critical reading and mathematics support in an effort to mitigate any effects of this pandemic. Accordingly, the parameters of tutoring include one-on-one and small-groups with a certified teacher, a teaching assistant, or any other trained professional; cross-age peer tutoring; and screening, identifying, and addressing literacy and mathematics deficits. Both contents are explained in greater detail below.

Reading

Based on the low percentage of students reading on and above grade level, due to COVID-19 disruptions for school year 2020-2021, there was a need for additional instructional support. Computer-based instruction allowed PGCPs educators to use data more easily and efficiently in order to differentiate instruction that met the varying needs of students. Additionally, a universal screener for grades K-2 was used to address the requirements of Senate Bill 734. Accordingly, MAP® Reading Fluency™ is an online adaptive reading assessment that measures oral reading fluency and foundational skills. Assessment results were used to identify students for intervention and further instructional support.

Further, PGCPs decided to also use iRead® for grades K-2, which is a digital foundational intervention program designed to close the achievement gap early and place all children on a predictable path to reading proficiently by Grade 3. This innovative software assesses performance in foundational reading and differentiates instruction based on each child's individual needs. As students made progress with iRead, the software continuously monitored their skill development with embedded assessment that allowed the program to adjust instructional content and pacing for each individual learner.

To support K-2 reading teachers with implementing these initiatives virtually due to COVID-19 school closures, professional development was provided to offer educators a better understanding of the content and methodology of research-based, explicit, structured literacy instruction and tools to teach language and literacy skills to every student.

For school year 2021-2022, K-3 students who have been identified as having deficits in five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, including language and writing (grades K-3) were invited to participate in virtual tutoring. Instruction is based on interactive activities, and the use of Voyager Passport® student materials and digital platform. Voyager Passport® is a reading intervention program for grades K-5 that provides comprehensive, explicit, and systematic instruction in the essential components of reading and includes language and writing. This after school tutoring initiative will support the curriculum by providing intensive support on areas of need.

Additionally, PGCPs implemented ongoing assessment literacy with consultants to support data analysis and instructional planning. Students who need extra support with foundational skills will also use Lexia® Core5® Reading. Core5® enables students of all abilities to advance their reading skills in the areas of phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. This research-proven approach accelerates reading skill development, predicts students' year-end performance, and provides teachers with data-driven action plans to help differentiate instruction. The educator website, myLexia®, provides reports and resources for accelerating learning.

Lastly, professional development will be provided to the K-3 reading teachers on the science of reading through Voyager Sopris, Language Essentials for the Teaching of Reading and Spelling (LETRS®) course. The LETRS professional development course provides educators with understanding the content and methodology of research-based, explicit, structured literacy instruction and tools to teach language and literacy skills to every student. Coaching sessions and additional district professional development sessions aligned to the science of reading will also be available throughout the school year 2021-2022.

Mathematics

The use of DreamBox© Learning as a tutoring resource for school year 2020-2021, helped students persist through mathematical concepts and challenges using gaming protocols. Central office personnel, administrators, and educators were able to access data and reports that provide detailed information of student progression. This information informed instructional practice. More specifically, educators seamlessly transitioned students from DreamBox© lessons to group instruction. Further, within independent DreamBox© lessons, student learning was structured, focused, and designed to maximize student interactions with the mathematics and with the teacher.

Students in grades K-2 received take-home mathematics kits as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking in a virtual setting. The goal was to provide an intervention that used virtual manipulatives along with visual and auditory clues to promote conceptual

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understanding of early numeracy skills using multiple representations. This allowed for each concept to be developed in multiple contexts to support understanding.

To further address the impact of COVID-19 during school year 2021-2022, PGCPs instituted a virtual after school tutoring program with an emphasis on filling the gaps in the critical mathematics skills for students in K-3. Parents/guardians registered their students to participate in 60-minute virtual tutoring sessions three days a week. Each small group session consists of four students or less.

The goal is to support struggling students in grades K-3 in order to increase student achievement and promote access to higher level mathematics in the upper grades. Students who scored 30-50% on the district benchmark assessment administered at the end of school year 2020-2021 were targeted for virtual tutoring. After school virtual tutoring for struggling K-3 mathematics students is provided by Book Nook. With a focus on equitable access to rigorous and engaging instruction, virtual tutors from BookNook employ its cloud-based synchronous learning platform to deliver tutoring sessions utilizing a digital program.

Special Education

As a result of the COVID-19 pandemic, IEP meetings were either postponed or canceled in spring 2020. The Department of Special Education estimated that 4,000 IEP meetings were not held due to 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 held duly constituted IEP team meetings - 2,000 IEP meetings for Elementary, Middle and High School Students during the summer of 2020. IEP meetings were conducted via teleconference or video platform.

Further, 200 Infant and Toddlers/Pre-School Individualized Family Service Plan (IFSP)/IEP meetings were held during summer 2020. 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. Subsequently, during the 2020-2021 school year, funding was used to support IEP development, assessment report writing, and evening IEP team meetings for IEP staff members.

Additionally, in an effort to comply with Section 504, the Department of Special Education placed an emphasis on providing supplies that supported student accessibility in the virtual and hybrid learning environments such as face masks, student supplies and computers, manipulatives kits, communication boards, sensory materials, visual boards, and resources. Funds were also spent on print materials.

Compensatory/Recovery Services

The COVID-19 pandemic has likely impacted millions of students with disabilities across the country and the effect was learning loss and skill regression. The problem is, there was not enough money to assist with the much needed support to compensate for the lack of in-person interaction (Mitchell, 2020). Comparatively, failure to provide adequate support to students who struggled during distance learning could leave PGCPs exposed to costly, time-consuming lawsuits. Therefore, PGCPs provided compensatory/recovery services to address the educational impact of distance learning on students with disabilities.

Summer School 2021

Elementary

This program focused on the re-teaching of missed or missing grade-level content, for students who were identified as behind on grade-level content for English language arts and mathematics. Students selected for the program were those who were not successful in Reading/English Language Arts and Mathematics earning an "E" in both subjects after three academic quarters of the school year. These students were deemed in need of the greatest acceleration to be successful during the coming year in order not to be retained for another year in the same grade. Thus, this program for grades K-5 consisted of a six-hour day and all classes were in-person. Students participated Monday - Thursday over a four-week period, totaling 96 hours of offered instruction. There were 1,374 students who benefited from this summer program. Transportation was provided and each student received free breakfast and lunch, daily.

Middle

This program targeted students who would benefit from intervention and enrichment. Specifically, remediation or re-teaching of missed or missing grade-level content, for students who were identified as behind on grade-level content. Students identified with a cumulative "E" average for the first three quarters of the school year, and who were in danger of failing, were invited to attend. These students needed intervention to become successful during the coming school year and to avoid retention. Thus, this program for grades 6-8 consisted of a three-hour day and all classes were virtual. Students participated

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Monday-Thursday over a four-week period totaling 45 hours of offered instruction. There were 2,029 students who benefited from this summer program.

High School

This program offered credit recovery for students who did not pass courses, students who needed acceleration and scaffolding of upcoming content and prerequisite skills, remediation or re-teaching of missed or missing grade-level content, and/or for students who were identified as behind on grade-level content. This program was open to all students in grades 9-12 and consisted of one-hour sessions per course. All classes were virtual and students participated Monday - Thursday over a four-week period, totaling 16 hours of offered instruction. There were 9,254 students who benefited from this summer program.

Summer School 2022

With the goal of continuously providing intervention for students, PGCPs is working to create an efficient description of summer school 2022. A detailed report will be finalized in the winter/spring 2022; however, the implementation will be similar to the above plan for summer school 2021. As required by the Maryland state legislature, a summer 2022 program must be offered to students in K-12 and the use of federal funds was encouraged.

In Conclusion

Further, as the nation continues to navigate this COVID-19 pandemic, wraparound services and instructional support remains a priority. Thus, PGCPs continues to ensure that its students, families, staff, and communities receive well-rounded and equitable educational support and resources. This includes a focus on social, emotional, and behavioral health as these aspects affect learning and learning loss. To this end, equitable access to resources for high-needs student/school populations continues to be a priority and PGCPs will continually seek to implement multiple ways of accessing learning opportunities and related instructional materials already established within our budget.

Please see the attached power point that outlines the proposed changes to alternative schools.



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Alternative Programs

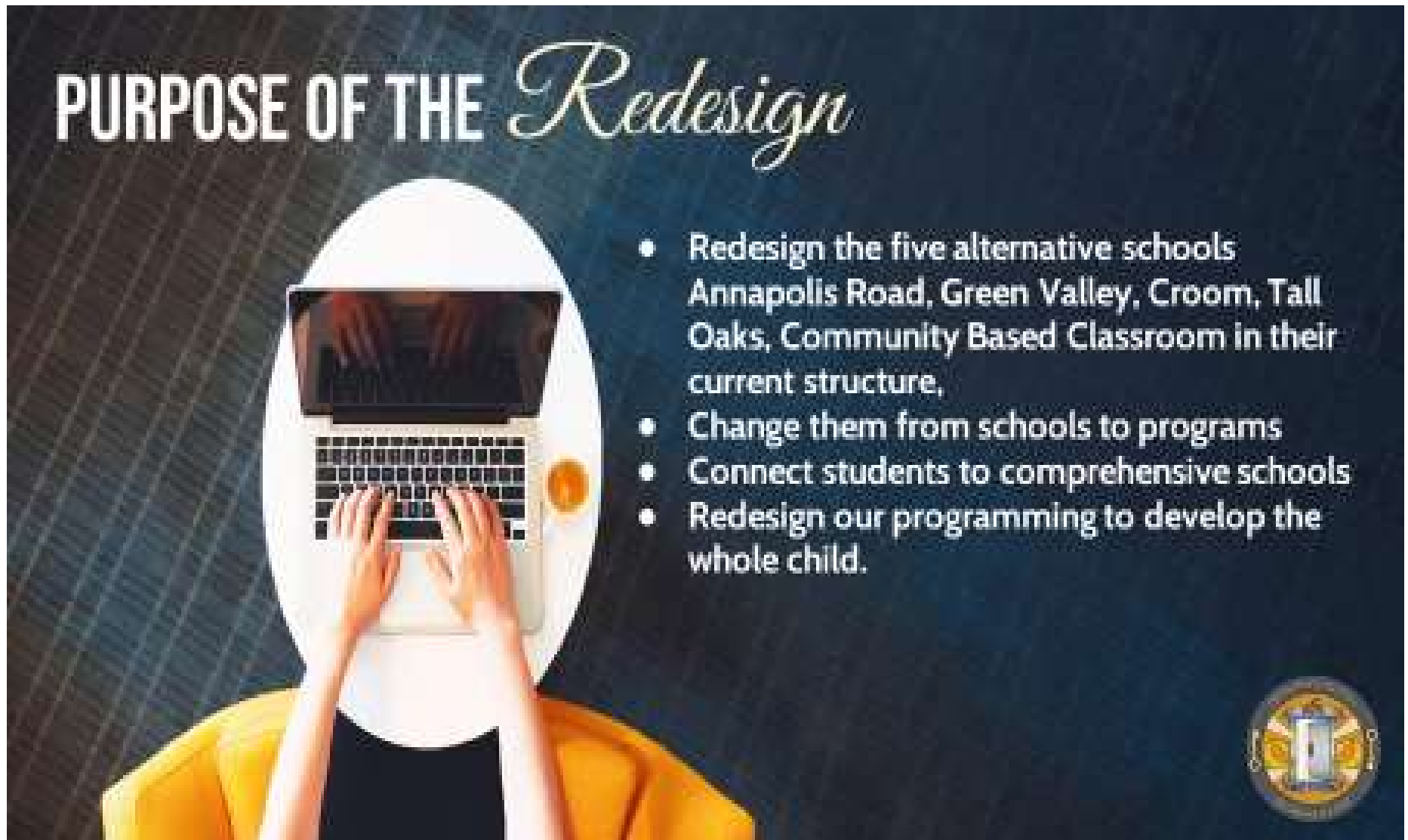
MIDDLE & HIGH SCHOOL REDESIGN

DR. CARLETTA MARROW, ASSISTANT SUPERINTENDENT

TUESDAY OCTOBER 26, 2021 | 2:00PM



Please see the attached power point that outlines the proposed changes to alternative schools.



PURPOSE OF THE *Redesign*

- Redesign the five alternative schools Annapolis Road, Green Valley, Croom, Tall Oaks, Community Based Classroom in their current structure,
- Change them from schools to programs
- Connect students to comprehensive schools
- Redesign our programming to develop the whole child.

FY 2023 Proposed Operating Budget

Please see the attached power point that outlines the proposed changes to alternative schools.

PROGRAM REDESIGN:

#1:	ELIMINATE COMMUNITY BASED CLASSROOM Create a credit recovery pathway via the PGCP5 Online Campus for for SY23-24
#2:	COMBINE ANNAPOLIS ROAD/TALL OAKS Create a 9-12 non-traditional program for students who reside on the northern end of the county who may not have been successful in a comprehensive high school, and/or what to learn in a setting designed for credit recovery, innovation, and smaller school setting.
#3:	REDESIGN CROOM Create a 9-12 non-traditional program for students who reside on the southern end of the county who may not have been successful in a comprehensive high school, and/or what to learn in a setting designed for credit recovery, innovation, and smaller school setting. Croom's CTE component would expand
#4:	REDESIGN GREEN VALLEY Create a 6-8 non-traditional, project based learning, middle school program to address the needs of our middle school students who may not be successful in the middle school setting and need an alternative placement to address their needs.



