



ESSER III Funding Plan

October 2021



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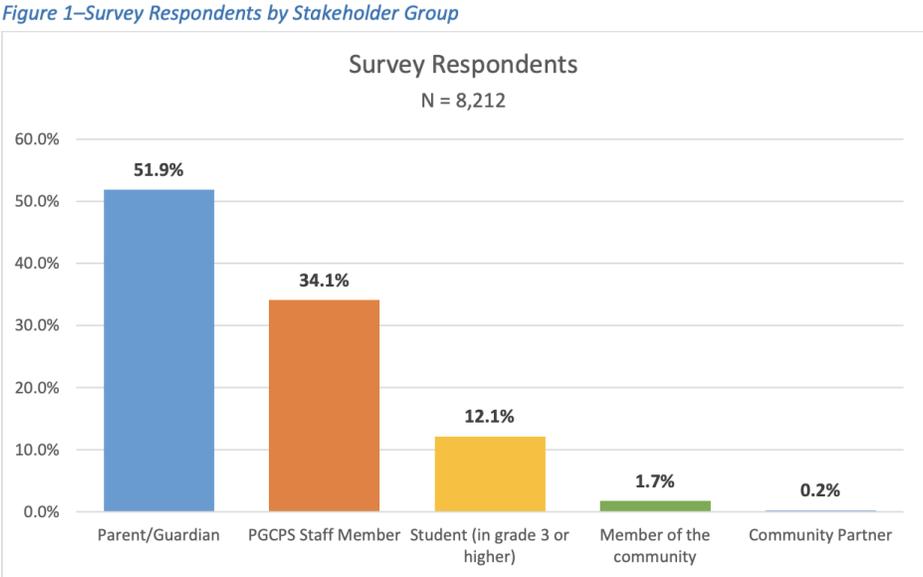
Introduction

The American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund provides resources to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation’s students by addressing their academic, social, emotional, and mental health needs. This report describes how Prince George’s County Public Schools (PGCPS) will maintain the health and safety of students, educators, and other school and central office staff during and following the return to full in-person instruction for the 2021-2022 school year.

The PGCPS plan for ESSER III funds is divided into three major areas:

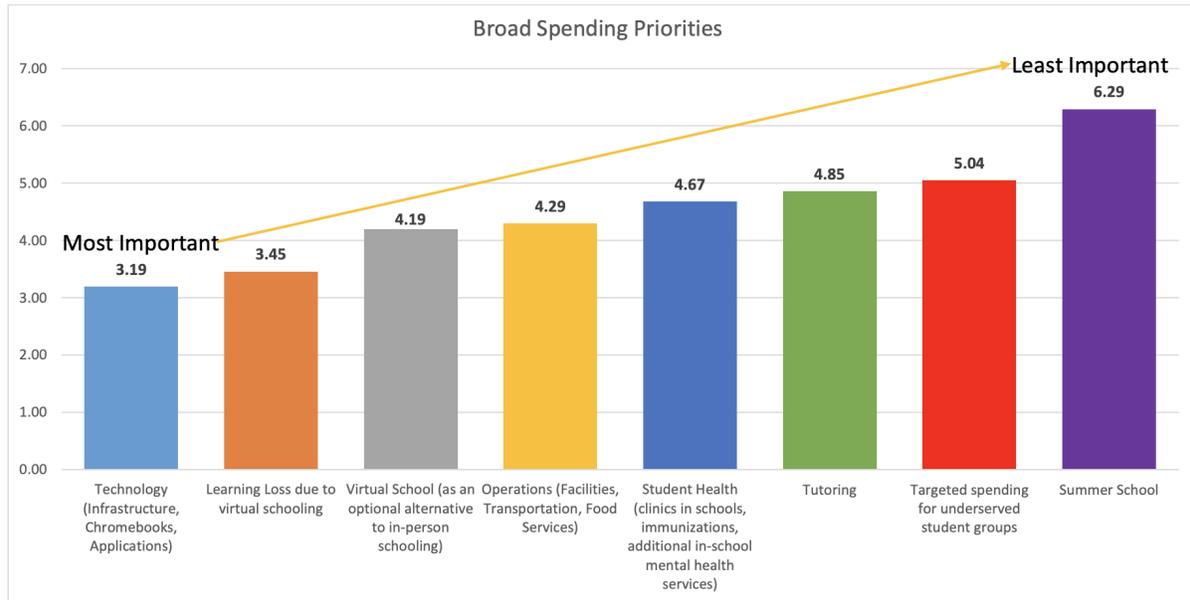
- Health & Safety- \$64 million, 23% of funding amount
- Targeted support to address student learning- \$101 million, 36% of funding amount
- Transformative Technology and Equitable Access- \$70 million, 26% of funding amount

In working together to move forward, there was an opportunity for the PGCPS staff, students, parents/guardians and the community to give feedback on how to spend ESSER III funds in a survey that was open from August 6, 2021 to August 12, 2021. Over eight thousand responses were received.



Those who participated in the survey were asked to prioritize the spending of ARP ESSER III funds. Respondents were asked to rank each category in order of importance with 1 being most important and 8 being least important. Overall, the responses mirror the priorities of the grant.

Figure 2—Ranking of Spending Categories, Most Important to Least Important



The numbers represent the average score each category received. A low average score indicates a high priority due to the scale of 1 = most important; 8 = least important.

Health & Safety

With the safety of students and staff remaining its priority, PGCPS fully reopened its doors for daily in-person learning in September 2021. As detailed in the budget narrative included herein, approximately 23% of ARP ESSER funds (\$64M) are proposed to implement prevention and mitigation strategies. Three primary strategies are being employed: 1) Improve facility air filtration and environmental quality; 2) Enforce personal care and safety via Personal Protective Equipment (PPE), safe distancing and hand-washing protocols; and 3) Provide access to immunization, vaccinations, and COVID testing and screening as needed.

Healthy Schools

Goal 1: Improve facility air filtration and environmental quality

PGCPS wants to ensure that the ventilation and air quality in every building meets a standard that will reduce or eliminate the spread of COVID-19 by safely disinfecting critical areas without the use of harsh chemicals.

PGCPS will:

- Install MERV-13 filters, where applicable, in HVAC systems per Centers for Disease Control and Prevention (CDC) guidelines.
- Increase heating, ventilation and air conditioning (HVAC) hours of operation and/or increase intake of outside air where possible.
- Increase airflow in buildings by opening classroom windows and running exhaust fans before/after occupancy. Follow CDC recommendation to increase HVAC hours of operation by four hours before and after occupation and/or increase intake of outside air where possible.

Building Improvement	Task and Purpose	Costs
Window AC Units (with outside air)	Replace aging AC window units to increase outside air capability	\$300,000
Modular Classroom Replacement	Replace aging modular classroom additions to improve air quality	\$8,000,000
HVAC Equipment & Replacement	Replace outdated HVAC equipment to allow for better filtration and ability to provide fresh air	\$19,548,529
Building Automation System Refreshment	Refresh outdated building automation computer system to allow for better filtration and ability to provide fresh air	\$4,816,365
Portable Filtration/ Dehumidification Systems	Provide additional portable filtration and dehumidification units to improve air quality units	\$5,600,000
Therapy Tank Dehumidification Systems	Replace HVAC equipment to support Therapy Tank reducing mold in facility	\$2,075,000
Micro-organisms reduction	Systemic removal of carpet harboring micro-organisms causing respiratory issues	\$1,500,000
Merv-13 Air Filters FY23	Cost to meet future MERV-13 filtration	\$1,500,000

Supplies to Support Safety Protocols

Goal 2: Enforce personal care and safety via PPE, safe distancing and hand-washing protocols

It is imperative that students, teachers and staff all wear personal protective equipment appropriate for the task being performed; maintain social distancing; and wash/sanitize hands to prevent the transmission of COVID-19. It is also imperative that all adults model these behaviors for students.

Before the pandemic, schools had a model of sharing materials in the classroom. To continue high-quality instruction while maintaining safety, instrumental music and mathematics educators or instructors should provide supplies to individual students. (*Please see chart under Goal 3 below.)

Goal 3: Provide access to immunization, vaccinations, and COVID testing and screening as needed

Students are required to have a number of vaccinations in order to be enrolled in PGCPS. Enrolling kindergarten students will need two doses of Varicella (chickenpox vaccine) and two doses of MMR (measles, mumps and rubella). Enrolling middle school students need the Tdap and Meningitis vaccines. Mobile immunization visits allow families to have access at little or no cost.

Current COVID testing includes:

- Weekly testing of all unvaccinated staff
- Weekly randomized testing of students (10% of students with consent forms)
- Weekly testing of unvaccinated student athletes
- Daily screening of staff and students by school nurses as needed

Supplies/Equipment	Purpose	Costs
PPE Materials - Student Personal Care Needs	To ensure the safety of students and staff, PPE materials will be purchased for staff to support students with disabilities who have personal care needs. These materials will include masks, gloves, disposable gowns and face shields.	\$994,136
Bottled Water	To provide bottled water throughout the school system since water fountains are covered for safety	\$9,088,200
Immunization	Immunization Mobile Unit	\$1,200,000
COVID Screening and Testing	To provide school nurses with overtime pay in order to conduct COVID screening and testing at all school sites	\$685,248
Band and Orchestra Instruments	Purchase of band and orchestra instruments for all Grade 4-12 students who were sharing a school-owned instrument with another student. This will ensure the equitable access of instrumental music education to all of our students, and will mitigate the interruption of learning suffered as a result of the COVID-19 shutdown and adhere to CDC/PGCPS restrictions on shared materials.	\$276,200
Math Toolkits	Provide individual math toolkits for students to use during mathematics instruction to deepen conceptual understanding of grade-level content. These kits also reduce the need to share materials.	\$1,000,000
Calculators for Students	Calculators will be purchased for students to use while participating in Algebra I to avoid previous sharing of classroom set.	\$455,400

Mental and Behavioral Health

Not only did the COVID-19 pandemic have a dramatic impact on learning loss, but it also negatively impacted students' social, emotional and mental health. As a result, the isolation and anxiety of living through a pandemic and being in quarantine exacerbated the additional associated stresses placed on families. Approximately 15% (\$42M) of ARP ESSER funds were used to address the academic, social, emotional and mental health needs of PGCPS students by hiring additional mental health clinicians.

In addition, ARP ESSER funding will be used in partnership with the Prince George's County Department of Social Services (PGDSS) to provide on-site crisis intervention by offering short-term immediate help to families who have experienced an event that produces mental, physical, emotional or behavioral distress. The purpose of crisis counseling is to deal with the person's current status by dealing with a crisis. The PGDSS can also support the schools in addressing low attendance rates, focusing on the why and making a plan for implementation of next steps.

Source of Support	Description	Costs
Mental Health Support	Place mental health clinicians in remaining 116 PGCPS schools where currently not present	\$40,116,074
Prince George's County Department of Social Services (PGDSS) Expansion Proposal	Partnership for crisis intervention, support and resources for selected early childhood centers and middle schools	\$1,714,466
Early Childhood Conscious Discipline Social Emotional Skill Building for Children and Coaching for Teachers	To support prekindergarten and kindergarten students in enhancing school readiness skills around social foundations and Conscious Discipline. The virtual coaching cycle will include mini sessions on building social foundations skills and Q&A, as well as in-class social-emotional skill building with children and modeling for teachers.	\$172,800

The COVID-19 pandemic disrupted students and families physically, socially, emotionally and behaviorally. For some families, the pandemic added to preexisting trauma, while for others, the pandemic brought new grief, loss, trauma, and increased risk for violence and abuse in the home. During the 2020-2021 school year, students had free access to school-based mental health professionals including contracted mental health clinicians who provided counseling services to students. However, during the summer months many of our students lose this vital source of support due to limited insurance coverage, among other barriers. Consequently, this gap in counseling support negatively impacts the social, emotional and behavioral progress our students often make during the counseling process. The lack of this support also has direct correlation to PGCPS students' academic success and ability to progress in their learning. Additionally, it is known that suicide risk increases for many youth during the spring and summer months.

In response to students' behavioral health needs, PGCPS implemented the Behavioral Health Project that included placing contracted mental health clinicians in schools during the summer. Clinicians provided consultation to staff, families, individuals, and offered group and family counseling to address students' anxiety, depression, grief and suicidal thoughts. Further, clinicians conducted behavioral observations and risk assessments as well as developed behavior plans, facilitated social emotional lessons for students, led workshops for families and/or staff, and provided behavioral and mental health support for prekindergarten through 12th grade students who attended summer school.

The goal of PGCPS' Behavioral Health Project is to continue to provide students and families with behavioral health services, and staff with knowledge about the impact of trauma and trauma-informed strategies to meet the needs of PGCPS students. Additionally, in an effort to offer a continuum of support, services were afforded to students after summer school through the school year 2021-2022. The end results of the PGCPS Behavioral Health Project will be to (1) increase PGCPS students' access to school-based behavioral health supports, (2) decrease from baseline students' symptoms of anxiety, depression and/or suicidality dependent upon the reason for referral, and (3) increase the number of Positive Behavior Support (PBS) action plans for prekindergarten students.

The PGDSS partnership will ensure that middle school students and families are supported and have connection to crisis intervention and resources supported by PGCDSS. Current middle schools that participate in the partnership are listed in the chart below. Through the ESSER III application, the Maryland State Department of Education (MSDE) recently approved additional funding to expand the program to more middle schools.

Andrew Jackson Academy	Buck Lodge Middle School	Benjamin Stoddert Middle School	Charles Carroll Middle School
Drew-Freeman Middle School	Dwight Eisenhower Middle School	G. James Gholson Middle School	Hyattsville Middle School
Isaac Gourdine Middle School	Martin Luther King Jr. Middle School	Nicholas Orem Middle School	Oxon Hill Middle School
Thurgood Marshall Middle School	Walker Mill Middle School	Williams Wirt Middle School	

The PGDSS will also provide crisis prevention support through the Taking Off To Success (T.O.T.S.) program. T.O.T.S. is designed for targeted caregivers with children under 5 to promote early learning, child development and school readiness. Intervention supports are targeted toward families of school-aged youth experiencing high chronic absenteeism, homelessness and other barriers to educational achievement and family stability. This partnership is for the 2022-2023 school year for the following three schools:

- Frances Fuchs ECC
- Wheatley ECC
- James Ryder Randall ECC

Targeted Support to Address Student Learning

Approximately 36% (\$101M) of ARP ESSER funds are reserved for strategies, interventions and supports to address the equitable academic impact of disrupted instructional time, the social and emotional needs of students, and the educational impact of COVID-19 on student groups disproportionately affected by the pandemic.

PGCPS measured the impact of lost instructional time using mathematics and reading benchmarks, anecdotal notes from teachers, mathematics and reading unit assessments, and teacher-created assessments. The United States Department of Education Volume 2 of the ED COVID-19 Handbook states that accelerating learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students and might lead them to become disengaged. Acceleration builds on what students already know as a way to access new learning. Studies have shown that when students tie background knowledge to new information, they are better at making inferences and retaining the new information more effectively. Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede students from accessing grade-level coursework. Acceleration provides instruction in prior knowledge and teaches prerequisite skills that students need to learn at a pace that allows students to stay engaged in grade-level content and lays a foundation for new academic vocabulary. Several of the interventions that PGCPS will implement will focus on accelerating learning.

Tutoring & Tools for Success

One strategy that PGCPS will be utilizing to address learning loss is through tutoring. Tutoring can be an effective intervention for a wide range of students. Tutors will be able to work closely with teachers, students, and families, complementing in-classroom learning to help students meet grade-level standards. Tutoring for students in elementary and secondary courses can be particularly effective in addressing the impact of COVID-19.

Costs for Tutoring & Tools for Success: \$28,064,736

*Total cost reflects the interventions mentioned in the following chart.

Intervention Program	Subject Area and Grade Level	Method to Measure the Impact
Lexia	<p>Reading</p> <p>At-risk readers in grades K-3</p> <p>Students are selected based on teacher recommendation, grades and benchmark data.</p>	<p>The performance predictor provides a prescription of intensity needed to increase the probability of the student reaching the end-of-year benchmark for his/her grade level.</p> <p>Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</p>
iReady DreamBox Learning	<p>Reading and Mathematics</p> <p>Struggling readers K-3</p> <p>K-3</p> <p>Students are selected based on teacher recommendation, grades and benchmark data.</p>	<p>Reports of student progress are available after each lesson.</p> <p>Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</p>
Lindamood-Bell Tutoring	<p>Reading</p> <p>Elementary Literacy skills</p> <p>Students are selected based on teacher recommendation, grades and benchmark data.</p>	<p>An online Learning Ability Evaluation will track student progress.</p> <p>Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</p>
TutorMe Instant online tutoring	<p>Various Content Areas</p> <p>Grades 2-10</p> <p>Grades 9-10 College Preparation</p> <p>Students are selected based on teacher recommendation, grades and benchmark data.</p>	<p>Adaptive reports are available after each lesson.</p> <p>Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</p>
SpellRead Tutoring	<p>Reading/English Language Arts</p>	<p>Students' skills will increase in phonemic awareness, phonics,</p>

	<p>Grades 3-12</p> <p>Students are selected based on teacher recommendation, grades, and benchmark data.</p>	<p>fluency, and reading comprehension.</p> <p>Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</p>
ESOL Tutoring	<p>ESOL</p> <p>Grades 6-8</p> <p>Students are selected based on teacher recommendation, grades and benchmark data.</p>	<p>Progress in the ESOL tutoring program will be monitored using the ESOL quarterly writing and speaking assessments that are aligned to the Federal English Language Assessment, WIDA.</p> <p>Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</p>
Continuation of Tutoring Support for the Prevention of Learning Loss	<p>Reading/English Language Arts Mathematics Social Studies Science</p> <p>Grades PreK-12</p> <p>Students are selected based on teacher recommendation, grades and benchmark data.</p>	<p>Reports of student progress are available after each lesson.</p> <p>Reports will be pulled weekly, monthly, and/or quarterly by central office and school-based staff.</p>
Immersion Digital Resources	<p>Immersion</p> <p>Reading, writing, listening and speaking</p> <p>French Mandarin Chinese Spanish</p> <p>Grades K-8</p>	<p>Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and our Hanover research partners.</p>
Tutors from the University of Maryland College Park	<p>Reading and Mathematics</p> <p>Grades 3-5</p>	<p>Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and our Hanover research partners.</p>
Learning A-Z Licenses	<p>ESOL</p> <p>Grades K-12</p> <p>Language development for ESOL</p>	<p>Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with</p>

	students Grades K-12	content specialists and our Hanover research partners.
Explore Learning Gizmos	Science Simulations Grades 8-10	Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and our Hanover research partners.
Skills 180 Online skills training and certification	Career and Technical Education High school students in CTE programs	Students can complete entire programs of study, take individual courses, or “micro credential” certifications.
Knowledge Matters	Career and Technical Education High school students in CTE programs Online Simulation lessons/activities for business, entrepreneurship, FACS electives including financial literacy, culinary arts and ProStart	Use of assessment features provided within the intervention, locally-developed assessments, and/or qualitative survey instruments as determined in collaboration with content specialists and our Hanover research partners.
Early Childhood Preschool Parent Coaching	Preschool Students	To support preschool students with disabilities in enhancing school readiness skills across developmental domains due to educational impact. Parent coaching sessions will be used to support families in integrating opportunities to build school readiness within their child's natural environment.

Bridge to Excellence School Support

The Bridge to Excellence (BTE) in Public Schools Act of 2002 requires that each Maryland school district develop a comprehensive master plan and propose an allocation of additional state funds to help finance those plans. PGCPs will create a BTE Innovation fund to provide resources for the 18 BTE schools to explore implementation of innovative instructional staffing and wraparound supports to best serve students and achieve desired program outcomes.

Bridge to Excellence Schools		
Elementary Schools	Middle Schools	High Schools
Andrew Jackson Academy Bradbury Heights Elementary School Carmody Hills Elementary School Clinton Grove Elementary School Cora Rice Elementary School District Heights Elementary School Hillcrest Heights Elementary School J. Frank Dent Elementary School John Bayne Elementary School Oxon Hill Elementary School Princeton Elementary School Springhill Lake Elementary School	Drew-Freeman Middle School Oxon Hill Middle School Thurgood G. Marshall Middle School	Crossland High School Northwestern High School Potomac High School

Through the ESSER III funding, these schools will be able to offer after-school enrichment programs where students can receive academic support that meets their needs and additional resources such as counseling, mentoring and more.

Program	Cost Breakdown	Total Cost
Elementary Support for 2 years	Staff, Transportation for enrichment opportunities	\$2,198,109
Secondary Support for 2 years	Staff, Transportation for enrichment opportunities	\$2,014,986

Teacher/Staff Supports for Educational Delivery

Now that PGCPSS has returned to full-time in-person instruction, teachers and other staff will need professional development on how to meet a wider range of student needs, along with their own needs. With students and educators facing more change as the nation continues in this pandemic, one thing must remain constant: continued training on the most effective and compliant ways to serve students regardless of instructional model. Consequently, professional learning offered before the pandemic may no longer be as relevant. Staff members have made adjustments to the changing

landscape of traditional schooling but would benefit from proper training to meet the varied levels of proficiency with new technology platforms and practices. The way teachers deliver instruction and access students' assignments has shifted.

As we continue to adapt to meet student needs, one of PGCPs' expected outcomes is to increase mastery of teacher practice through enhanced professional development in areas of innovative instruction required as a result of new approaches and tools to content delivery.

The chart below details professional development needs in Science, support of English Language Learners, the use of technology, and Montessori because the data has shown these are needs of teachers. As PGCPs supports students in their learning, overall systems to monitor their growth in an efficient manner is needed. This includes formal studies on assessment and goal progress with updates for staff drill down progress to individual level to provide support as needed.

Teacher and Staff Supports for Educational Delivery	Description	Cost
Improvement Science (PGCPs Coherence Framework)	The Learning Recovery Networked Improvement Community Initiative with University of Maryland. School Leadership Training programs would be tailored to the individual needs of each principal related to their growth and development toward their understanding of Improvement Science. In addition, principals would then lead their leadership team and community in implementing a disciplined inquiry process of Plan, Do, Study, Act (PDSA) cycles in order to drive school improvement.	\$1,500,000
Quality Teaching for English Learners (QTEL) Training	Quality Teaching for English Learners (QTEL) training will be provided to 20 cohorts of 30 teachers and staff. The training will build teachers' capacity of working with English Learners and will specifically provide strategies for addressing the learning loss for English Learners due to the pandemic.	\$500,000
MetaMetric Lexile Study - 2 years	Pearson will contract with MetaMetric to conduct a study using our RELA Benchmarks to determine and set Lexile Bands for Reading Level.	\$444,600

Certica Item Bank	This would be a two year lease for an Item Bank to be rendered from the Pearson Access platform for the four major contents of RELA, Math, Science, and Social Studies Content Offices and teachers to use to create formative assessments.	\$444,600
Internal School Dashboard Enhancements	To enhance the internal school dashboards in the Data Warehouse to include new tabs and data sources, including additional test scores. The current dashboards include MCAP English and Mathematics scores but do not include other assessments. The improved dashboards should include benchmark assessments (from the new Pearson tool), MISA, State Social Studies assessment, ACCESS, KRA, etc.	\$100,000
9th Grade Cohort Tracker System - 2 years	Beginning in SY 2021-2022, each school system must implement a tracker system to measure each 9th grade student's progress toward graduating high school on time. This information must be reported to MSDE. MSDE will report the statewide data to the state Accountability and Implementation Board and Maryland Longitudinal Data System Center.	\$350,000
Montessori Program - 2 years	Training for Teachers (New; Novice; Non-Credentialed and Secondary)	\$313,000

<p>Montessori Program</p>	<p>MONTESSORI CURRICULUM DEVELOPMENT: In order to support New, Novice, Non-Montessori Credentialed and Secondary Teachers with Montessori Based Implementation, Curriculum Lessons, and Best Practices to establish a Montessori Classroom at each level (Primary; Lower and Upper Elementary; and Montessori infused Middle School), a tailored curriculum (GUIDEPOSTS) will be written. Preparation of these materials includes researching and correlating Maryland College and Career Ready standards to Montessori Curriculum and re-fitting concept presentations to be aligned to the Framework for Teaching. A staggered roll out of these materials will coincide with trainings related to teachers' level of identification (New; Novice; Non-Montessori Credentialed and Secondary Teachers). All documents will be distributed and available to teachers through PGCPs accessible platforms (CANVAS and the PGCPs Montessori Resource Site). The Lower and Upper Elementary GUIDEPOSTS will be written during the academic school year 2021-2022. Based upon data collection through feedback and surveys from Montessori School Principals and Teachers, amendments and updates will be made during the academic school year of 2022-2023.</p>	<p>\$225,000</p>
<p>Hanover Contract - Progress Monitoring & Evaluation - 2 years</p>	<p>Technical assistance of Hanover Research, a third-party research and evaluation partner, will provide specialized expertise in goal progress monitoring and evaluation. Technical research and analytical services, which may include, but are not limited to: custom research reports; survey design, administration and analysis; secondary research; data analysis; benchmarking (key performance and efficiency metrics development); and the capacity to request virtual quarterly consultations and up to one workshop or focus group project related to goal progress and/or program impact evaluation is available at PGCPs discretion.</p>	<p>\$146,360</p>
<p>Early Childhood</p>	<p>Learning boxes contain materials that are aligned to MSDE standards that support year round</p>	<p>\$1,750,000</p>

Learning Boxes	learning at home. Teachers can reference materials in the box to support academic gaps and work with parents to show them how to support their children. Boxes will be for grades PreK, K and 1.	
ESOL Family Engagement Packs	Family Engagement Packs in Reading and Mathematics will be provided for families of Kindergarten through Fifth Grade English Learners that will assist English learners with developing their mathematics and literacy skills. Packages will include bilingual instructions for families to fully engage in the learning activities to assist their children with developing literacy and numeracy skills and decreasing learning loss from the pandemic.	\$928,754

Transformative Technology and Equitable Access

Approximately 26% (\$70M) of ARP ESSER funds will be used to help PGCPS continue to engage students in meaningful and productive ways to enhance their learning with technology. This was at the core of responding to COVID-19 across the nation – to ensure all students had access to a quality education while experiencing distance learning. To achieve this end, PGCPS must continue to confront issues of inequity front and center. PGCPS will implement the following during the 2021-2022 school year:

- **Accessibility:** Increase access to digital resources by distribution of digital devices and improving connectivity via internet services. The infrastructure and bandwidth will be a private network that is made available at all PGCPS sites. Since improving connectivity is the first step in reaching a large audience and mitigating access inequities, PGCPS will partner with mobile operators, telecom providers and other providers to increase access to digital resources that will give access to all.
- **Distribution/Inventory:** Create an inventory of existing digital devices that will be deployed to students. Identify and schedule calendar dates for additional distribution of devices for incoming and/or transfer students.
- **Sustainability:** Create a virtual Help Desk to support students, teachers and caregivers. Help Desks complement the remote learning model, enabling students and caregivers to ask questions. Virtual Help Desks will be used as a platform to help troubleshoot technical issues in a timely manner to allow for continuity in learning.
- **Monitoring the Use of Devices:** Provide a web filtering program/software that will monitor the appropriate content and website visited by the students, teachers and caregivers via the PGCPS domain. *ContentKeeper* web filtering at home and instructional applications implemented across the school district will be employed.
- **Content Access:** Provide a consolidated, one-stop-shop to access content. A central online portal can provide a consolidated listing of available content, tools, apps and platforms, together with supporting materials and guidance for students, teachers and caregivers. A Learning Management System will be developed in order to send out mass communication regarding COVID-19

updates and information regarding the learning programs.

- **Virtual Signatures:** Electronic signatures made available thru Adobe Sign.
- **Video Conferencing Platforms:** Zoom and Google Meet
- **Stakeholders Input:** Additional surveys for families with/without internet access. Increase equity for families without internet access.
- Increase technology connectivity for additional devices and Wi-Fi services.
- Provide laptops for ALL employees.
- Return of devices for students that are leaving or have left the county; ensuring that the withdrawal process includes a system alert when withdrawal is requested via school personnel indicating the need to return a device.
- Continuation of **Parent Centers** for parents and guardians for in-person assistance with technology at nine locations throughout PGCPSS.

Student & Parent Support

Technology Support for 2021-2022	Description	Cost
Student Computers	Student Chromebooks	\$16,195,973
Student Hardware Protection	Chromebook Protective Cases	\$280,00
Student iPads	Student iPads	\$2,325,093
Digital Software Licenses - 3 years	Instructional software tools that are designed to enhance collaboration, student engagement and interactivity.	\$4,938,735
Internet Service	Hotspots/Comcast Internet Essentials	\$2,688,274

Instructure Learning Management System (LMS) - Canvas 2 years	Learning Management System provides the framework that manages the learning process where we are able to house, deliver and track instructional content.	\$1,325,100
Headphones for Students	Headphones will be purchased for students to use while participating in online interventions and instructional programs.	\$694,560
Digital Textbooks	Digital textbooks to replace print textbooks to support a 1:1 digital school district model and/or replace print textbooks that have not been returned from two years of school closures.	\$1,195,000
Immersion Digital Resources	Print and digital resources requested to support the proficiency levels of all four language skills (Reading, Writing, Listening and Speaking) for Immersion students to receive language support for Chinese Immersion, French Immersion and Spanish Immersion programs.	\$344,420
Career and Technical Education (CTE) Program Devices (Dell Latitude)	Environmental Studies Certified Nursing Assistant Certified Clinical Medical Assistant Pharmacy Technician Project Lead The Way (PLTW) - Biomedical Sciences Cosmetology Barbering Culinary Arts Teacher Academy of Maryland Construction Design Management Oracle Academy - Java Oracle Academy - Database Business Administrative Services Homeland Security Public Safety PLTW - Engineering	\$2,042,250

Universal Lab	The CTE AR/VR Smart Lab is a comprehensive learning environment that will enable students to access state-of-the art technology to help them to deepen their understanding of content (across all content) through project-based learning and hands-on applications. Three of the four schools selected are CTE Tech Centers (Bladensburg, Laurel, Gwynn Park. CTE students will have greater opportunities to apply their learning, and practice and master competencies through simulation, all necessary to pass their Technical Skills Assessment exams. All of the schools have a high population of ELL and Special Education students. The lab will provide immense opportunities for students to improve their critical thinking, collaboration, creativity and communication. High Point is the fourth school to receive a lab.	\$1,165,760
Visual Art, Media Arts, and some CTE - Advanced Courses Program Devices (iPad Pros)	Interactive Media Production, AP Studio Art 2D Photography 2 VPA CompGraph/GraphDsgn Computer Graphics 2 Adv Computer Graphic Media Arts Prod 2 Media Arts Prod 3 Practicum in Televis Mass Media Television Internship	\$896,320
Knowledge Matters	Online simulation lessons/activities for business, entrepreneurship, FACS electives including financial literacy, culinary arts and ProStart	\$132,240
Parent Centers	On-site assistance for parents and guardians on Monday evenings at nine locations throughout PGCPs	\$500,000

Our district, in answering the needs of the pandemic, quickly became a 1-to-1 district with current devices (mostly Chromebooks) and Wi-Fi hotspots to ensure all students had access to an education. As we maintain the 1-to-1 environment, students need different devices and software programs to be successful in speciality programs. The district use of Canvas (LMS, learning management software) will provide a more robust learning environment that will be easier to navigate and allow students to receive more individualized feedback on their learning.

Staff Support

Technology Support for 2021-2022	Description	Cost
Staff Computers	Staff laptops	\$11,476,106
Educational Technology	Interactive whiteboards for classrooms	\$23,460,000
Staff Technology	Dongles - to use for wireless connection from staff laptops to interactive whiteboards.	\$780,128
Instructure LMS - Canvas	Professional Development	No additional costs - provided by Technology Training Team
Curriculum Writing	Revise curriculum across the Department of Curriculum and Instruction to include enhanced use of technology tools and integration with Canvas by building exemplar modules for teachers and students.	\$250,000
SchoolMax Upgrade	Enhancement to allow grade passback feature from Canvas to SchoolMax	\$125,000

For years, PGCPS has provided a technology device to all teachers, but there was an increasing need for additional staff members to have access to laptops. To support teachers in a new blended learning environment, teachers will have access to interactive Whiteboards, Canvas as a Learning Management System with SchoolMax integration for grading, and updated curriculums that integrate the technology tools purchased at a district level.

Conclusion

The PGCPS plan for ESSER III funds will support the district's goals of:

- Safe & healthy schools
- Students receiving personalized support
- Teachers having the tools and professional development needed to implement instructional strategies and research-based interventions

During the period of the ARP ESSER award (until September 2023), PGCPS will monitor the grant on a monthly basis, and as needed revise its plan to maintain safe in-person learning and continuity of services. Additional public reports will be issued twice a year to inform stakeholders of the progress of the programs outlined in this summary.

ESSER III Funding

Breakdown



Targeted Support to Address Student Learning

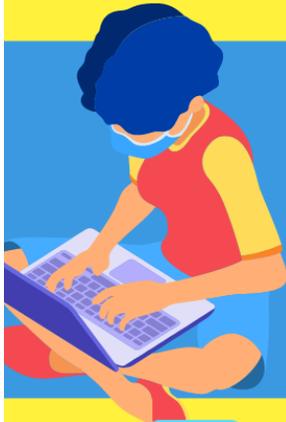
\$101 Million

Strategies, interventions, and supports are researched-based to address the needs of our diverse student population.

Transformative Technology and Equitable Access

Over \$70 Million

- Student & Family support with devices, internet access, & parent centers
- Staff support and professional development
- District wide systems to support learning



Health & Safety

\$64 Million

- Building Enhancements to improve air quality
- Support safety protocols
- Mental and Behavioral Health support

Take a deeper look

Review the complete report to see how PGCPS will recover from the pandemic.

