



Committee: Directly to Council
Committee Review: N/A
Staff: Nicole Rodriguez-Hernandez, Legislative Analyst
Purpose: To receive testimony/final action - vote expected
Keywords: #MCPS

AGENDA ITEM #7
May 3, 2022
Public Hearing/Action
ADDENDUM ADDED

SUBJECT

Supplemental Appropriation to the FY22 Operating Budget, Montgomery County Public Schools, \$2,378,575 for the Transitional Supplemental Instruction Grant (Source of Funds: Federal funds)

EXPECTED ATTENDEES

None

COUNCIL DECISION POINTS & COMMITTEE RECOMMENDATION

Vote expected

DESCRIPTION/ISSUE

The County Council will receive testimony and consider action on a supplemental appropriation to the FY22 Operating Budget, Montgomery County Public Schools, \$2,378,575 for the Transitional Supplemental Instruction Grant. The source of funds is Federal funds.

SUMMARY OF KEY DISCUSSION POINTS

- The Board of Education requested this appropriation on March 10. The County Executive recommended this appropriation on March 30. The Council introduced this appropriation on April 19.
- This supplemental appropriation is needed because MCPS received notice from the Maryland State Department of Education of this supplemental appropriation for the Supplemental Appropriation American Rescue Plan Act of 2021 Supplemental Aid Grants—Transitional Supplemental Instruction Grant.
- MCPS will utilize these funds to enhance the services offered to non-native English-speaking students. MCPS plans to hire 29 English Speakers of Other Languages teachers and procure classroom materials, including online course material.

This report contains:

County Executive Transmittal, Draft Resolution, BOE Transmittal

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OFFICE OF THE COUNTY EXECUTIVE

Marc Elrich
County Executive

M E M O R A N D U M

March 30, 2022

TO: Gabe Albornoz, President
Montgomery County Council

FROM: Marc Elrich, County Executive 

SUBJECT: Supplemental Appropriation #22-76 to the FY22 Operating Budget
Montgomery County Public Schools
ARPA Transitional Supplemental Instruction, \$2,378,575

I am recommending a Supplemental Appropriation to the FY22 Operating Budget of Montgomery County Public Schools (MCPS) in the amount of \$2,378,575 for the Transitional Supplemental Instruction Grant, a part of the American Rescue Plan Act (ARPA) of 2021. This Appropriation will fund enhanced education offerings to students and recent arrivals with limited English skills.

This increase is needed because funds are available to enhance the services offered to non-native English-speaking students. Specifically, the State of Maryland is using Federal ARPA funds for programs targeted at this population. MCPS will hire 29 English Speakers of Other Languages teachers and procure classroom materials, including online course material.

I recommend that the County Council approve this Supplemental Appropriation in the amount of \$2,378,575 and specify the source of funds as Federal funds.

I appreciate your prompt consideration of this action.

ME:rhk

Attachment: Supplemental Appropriation #22-76

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

Resolution No: _____
Introduced: _____
Adopted: _____

COUNTY COUNCIL
FOR MONTGOMERY COUNTY, MARYLAND

By: Council President at the Request of the County Executive

SUBJECT: Supplemental Appropriation #22-76 to the FY22 Operating Budget
Montgomery County Public Schools
ARPA Transitional Supplemental Instruction, \$2,378,575

Background

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

<u>Personnel Services</u>	<u>Operating Expenses</u>	<u>Capital Outlay</u>	<u>Total</u>	<u>Source of Funds</u>
\$1,668,776	\$709,799		\$2,378,575	Federal Funds

3. This increase is needed because funds are available to enhance the services offered to non-native English-speaking students. Specifically, the State of Maryland is using Federal ARPA funds for programs targeted at this population, and MCPS will hire 29 English Speakers of Other Languages teachers and procure classroom materials, including online course material.
4. The County Executive recommends a supplemental appropriation to the FY22 Operating Budget in the amount of \$2,378,575 for the Transitional Supplemental Instruction Grant and specifies that the source of funds will be Federal funds.
5. Notice of public hearing was given, and a public hearing was held.

Action

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

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

<u>Personnel Services</u>	<u>Operating Expenses</u>	<u>Capital Outlay</u>	<u>Total</u>	<u>Source of Funds</u>
\$1,668,776	\$709,799		\$2,378,575	Federal Funds

This is a correct copy of Council action.

Selena Mendy Singleton, Esq.
Clerk of the Council

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

March 10, 2022

MEMORANDUM

To: The Honorable Marc Elrich, County Executive
The Honorable Gabe Alborno, President,
Montgomery County Council

From: Monifa B. McKnight, Interim Superintendent of Schools 

Subject: Transmittal of Board of Education Agenda Item #11.8

Recommended Fiscal Year 2022 Supplemental Appropriation American Rescue Plan Act of 2021
Supplemental Aid Grants —Transitional Supplemental Instruction Grant

BOE Meeting Date: February 24, 2022

Amount: \$2,378,575

Type of Action: Approval

MBM:RR:mz

Attachment

Copy to:

Dr. Dawson

Mr. Reilly


Montgomery County Office of Management and Budget

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

February 24, 2022

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Interim Superintendent of Schools 

Subject: Recommended Fiscal Year 2022 Supplemental Appropriation American Rescue Plan Act of 2021 Supplemental Aid Grants —Transitional Supplemental Instruction Grant

Recommendation in Brief

Authorization is requested to receive and expend, subject to County Council approval, a Fiscal Year 2022 supplemental appropriation of \$2,378,575 from the *American Rescue Plan (ARP) Act of 2021* Coronavirus State Fiscal Recovery Funds—Transitional Supplemental Instruction Grant. This grant was included in the *ARP Act* enacted on March 11, 2021. Under this Act, funding is provided to states and school districts to offer supplemental instructional and tutoring programs to address the impact of the coronavirus pandemic on the nation's students.

Background

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

To address the needs of schools and districts, the Maryland State Department of Education (MSDE) is providing supplemental aid grants funded through the federal *ARP Act of 2021* Coronavirus State Fiscal Recovery Funds to implement a supplemental instruction and tutoring program. As a result of the COVID-19 pandemic, the Emergent Multilingual Learner (EML) population has been impacted in several ways. During virtual instruction, the attendance rates of EMLs have varied because some students stopped engaging in their virtual classrooms and some students left school

to join the workforce. This led to disengagement of some EMLs in Grades K–12. In addition, our student enrollment in the English for Speakers of Other Languages (ESOL) program in MCPS has been trending upward. Enrollment has increased between 2,000 to 4,000 students annually the past four years.

Support of Board of Education Mission

MCPS will use the *Supplemental Appropriation ARP Act of 2021* Supplemental Aid Grants—Supplemental Transitional Instruction Grant funds to add 29 additional ESOL teachers to be deployed across the K–12 program to support EML students. The additional staffing will address instructional and language needs of the diverse groups of EMLs enrolling in MCPS. At the elementary level, staff will use language-based interventions that match the needs of the students. These interventions include iLit English Language Learners, Imagining Language and Literacy, and Rosetta Stone English. Students in the upper elementary grades also may have access to Math 180 if appropriate. At the secondary level, the evidence-based interventions and resources that will be used to address students' learning needs in literacy and math will include: System 44 and Math 180 to accelerate students toward grade level proficiency, in addition to students accessing the grade-level curriculum. All of these interventions demonstrate strong and moderate evidence according to the *Every Student Succeeds Act* tiers of evidence.

Use of Funds

Funds will be used to provide for:

- Staff position salaries; and
- Associated employee benefits.

Recommended Resolution

WHEREAS, Montgomery County Public Schools has received notification from the Maryland State Department of Education that it will receive \$2,378,575 for the Fiscal Year 2022 *Supplemental Appropriation American Rescue Plan Act of 2021* Supplemental Aid Grants—Transitional Supplemental Instruction Grant; now therefore be it

Resolved, That the interim superintendent of schools be authorized to receive and expend, subject to County Council approval, a supplemental appropriation of \$2,378,575 for the Fiscal Year 2022 *Supplemental Appropriation American Rescue Plan Act of 2021* Supplemental Aid Grants—Transitional Supplemental Instruction Grant in the following categories:

Category	Positions*	Amount
03 Instructional Salaries	29.0	\$ 1,668,776
12 Fixed Charges		709,799
<u>Total</u>	<u>29.0</u>	<u>\$ 2,378,575</u>

Positions	FTE
ESOL Teachers	<u>29.0</u>
<u>Total</u>	<u>29.0</u>

and be it further

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

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

MBM:ESD:RR:AMH:jp



OFFICE OF RACIAL EQUITY AND SOCIAL JUSTICE

Marc Elrich
County Executive

Tiffany Ward
Director

MEMORANDUM

April 29, 2022

To: Jennifer Bryant, Director
Office of Management and Budget

cc: Gabe Albornoz, President
County Council

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

Re: Racial Equity Impact Assessment (REIA) for Supplemental Appropriation (SA) #22-76
ARPA Transitional Supplemental Instruction Grant

- I. **FINDING:** The Office of Racial Equity and Social Justice (ORESJ) finds that Supplemental Appropriation (SA)#22-76 American Rescue Plan Act (ARPA) Transitional Supplemental Instruction Grant is likely to advance racial equity and social justice in the County as it provides targeted resources to help address inequities in education facing Emerging Multilingual Learners (EMLs). ORESJ also notes the importance of addressing long-standing (poverty and structural racism) and pandemic-specific (digital connectivity, additional stressors, and household responsibilities) education inequities to ensure EMLs and their families can navigate and succeed during the pandemic recovery.
- II. **BACKGROUND:** The purpose of Supplemental Appropriation #22-76 is to utilize funding from the ARPA under the Transitional Supplemental Instruction Grant to hire 29 English for Speakers of Other Languages (ESOL) teachers across K-12 to support Emerging Multilingual Learners (EML). The goal of the funding is to address instructional and language needs of EMLs; a population of students impacted by pandemic related disruptions. Available information explains that during virtual instruction in the 2019-2020 and 2020-2021 school years, the attendance rates of EMLS varied as some students left school to join the workforce or were otherwise disengaged from the virtual environment.

Racial Equity Impact Assessment (REIA) for Supplemental Appropriation (SA) #22-76 ARPA
Transitional Supplemental Instruction Grant

April 29, 2022

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To assess the extent to which SA#22-76 advances racial equity and social justice in the County, ORESJ looked at the experiences of EMLs during the pandemic, the structural inequities characterizing their experience, and whether the targeted resources funded under this Supplemental Appropriation are likely to address those inequities and their impacts on learning.

The experiences of EMLs described in SA#22-76 are not unlike the challenges EMLs across the Country faced during the pandemic. Lack of access to technology or a reliable internet connection impacted students' ability to get and stay connected to the virtual learning environment¹. Even in districts where technology hardware was distributed to students, barriers to internet connectivity² created learning disruptions. In addition, the practicalities of delivering specific strategies designed for EMLs was complicated and often difficult to adapt in large online classrooms, as there's no research base for serving EML students via distance learning during a pandemic³. These challenges impacted teachers as well and their ability to discern the reasons for the emergence of learning gaps. For example, ESOL teachers needed new or different skills to determine whether students are falling behind because of instructional materials or because of Covid-19 issues stressing the household⁴. As a result, the combination of technology, internet, and instructional barriers often resulted in a learning context not suited for the specific needs of EML students.

Research also highlighted the disproportionate impact of Covid-19 on households of color, particularly low-income families with essential workers and how those impacts affected EMLs. In addition to the well-documented health and economic impacts of the pandemic, EMLs may be the only English-speaker at home and as a result may be responsible for speaking to landlords or filling out unemployment forms for family members⁵. In some cases, EMLs took on additional work or childcare⁶ to help their families cope with unemployment or unstable jobs with inflexible schedules and few benefits. In addition, EMLs are more likely to be children of color, growing up in families experiencing poverty, and live in families with relatives or parents who are immigrants⁷. The combination of additional responsibilities during the pandemic and stressors related to poverty and structural racism create serious

¹ Education Development Center. "How Is the Pandemic Affecting English Learners?." June 2020. Available at: <https://www.edc.org/how-pandemic-affecting-english-learners>

² University of Cincinnati Online. "Covid Creates Academic Gap for English Language Learners." <https://online.uc.edu/covid-creates-academic-gap-for-english-language-learners/#:~:text=During%20the%20Covid%20pandemic%2C%20we,their%20abilities%20to%20learn%20effectively.>

³ Conor P. Williams and Dr. Maggie Marcus. The Century Foundation. "Pandemic Response to Pandemic Recovery: Helping English Learners Succeed This Fall and Beyond." August 11, 2021. Available at: <https://tcf.org/content/report/pandemic-response-pandemic-recovery-helping-english-learners-succeed-fall-beyond/?session=1>

⁴ University of Cincinnati Online.

⁵ University of Cincinnati Online

⁶ Conor P. Williams and Dr. Maggie Marcus.

⁷ Conor P. Williams and Dr. Maggie Marcus.

Racial Equity Impact Assessment (REIA) for Supplemental Appropriation (SA) #22-76 ARPA
Transitional Supplemental Instruction Grant

April 29, 2022

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burdens for EMLs as they navigate the online educational environment and transition to in-person learning. Together with the technology and instructional barriers described above, it is not surprising that attendance during the pandemic was lower than at pre-pandemic levels.

The experiences of EMLs and impacts on learning and well-being are difficult to measure⁸, but research suggests that in many ways the pandemic exacerbate[ed] existing inequities in academic achievement⁹ as it replicated and exacerbated harmful patterns that were already well established in many US schools¹⁰. The Century Foundation compiled a series of recommendations for how teachers and administrators should prioritize targeted resources (from federal recovery efforts) to address long-standing and pandemic-specific inequities during the transition to in-person learning¹¹:

- Schools should authentically reengage EML families in linguistically and culturally competent ways;
- Schools should treat EMLs in a holistic manner, recognizing that their linguistic development is inseparable from their academic development and their social-emotional well-being; and
- Schools should—at the earliest possible moment—gather data on EML’s linguistic and academic development so they can target in-school pandemic recovery efforts to meet these students where they are.

While Supplemental Appropriation #22-76 does not specifically address these overarching recommendations, the addition of ESOL teachers to bolster instructional capacity provides an opportunity to incorporate some of these practices into existing academic interventions. The effectiveness of additional instructional capacity will be impacted by the existence of policies and structures to support teachers and families; collect and monitor data; and continue to address the disproportionate economic and health impacts of the pandemic throughout the recovery.

cc: Ken Hartman, Director, Office of Strategic Partnerships, Office of the County Executive
Monifa McKnight, Superintendent, Montgomery County Public Schools

⁸ Ileana Najarro. Education Week. “The Complicated Picture of English-Language Learners’ Progress During the Pandemic.” November 2, 2021. Available at: <https://www.edweek.org/teaching-learning/the-complicated-picture-of-english-language-learners-progress-during-the-pandemic/2021/11>

⁹ Education Development Center.

¹⁰ Conor P. Williams and Dr. Maggie Marcus.

¹¹ The following list is adapted directly from “Pandemic Response to Pandemic Recovery: Helping English Learners Succeed This Fall and Beyond.” The authors use the term English Learner (EL); we have replaced this term with the term used in Montgomery County, which is Emerging Multilingual Learner (EML)