



Committee: Directly to Council

Committee Review: N/A

Staff: Nicole Rodriguez-Hernandez, Legislative Analyst

Purpose: To introduce agenda item – no vote expected

Keywords: #MCPS

AGENDA ITEM #5C

November 16, 2021

Introduction

SUBJECT

Supplemental Appropriation to the FY22 Operating Budget, Montgomery County Public Schools, \$1,205,690 for the Trauma and Behavioral Health Grant (Source of Funds: Federal Relief Grant - American Rescue Act of 2021 Supplemental Aid Grant)

EXPECTED ATTENDEES

None

COUNCIL DECISION POINTS & COMMITTEE RECOMMENDATION

Introduction – No Council vote required

DESCRIPTION/ISSUE

The County Council will introduce a supplemental appropriation to the FY22 Operating Budget, Montgomery County Public Schools, \$1,205,690 for the Trauma and Behavioral Health Grant. The source of funds is the American Rescue Act of 2021 Supplemental Aid Grant

SUMMARY OF KEY DISCUSSION POINTS

- The Board of Education requested this appropriation on September 24. The County Executive recommended this appropriation on November 10.
- This supplemental appropriation is needed because MCPS received notice from the Maryland State Department of Education of this supplemental aid grant under the American Rescue Act of 2021.
- MCPS must utilize these funds to implement a program to address trauma and behavioral health issues exacerbated by the COVID-19 pandemic on students and their families. Specifically, this funding will focus on direct and indirect services to students, including counseling; social skills; crisis response and intervention and staff development.
- The Council is tentatively scheduled to hold a public hearing and consider action on this special appropriation on November 30.

This report contains:

County Executive Transmittal, Draft Resolution, BOE Transmittal


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MEMORANDUM

November 10, 2021

TO: Tom Hucker, President
County Council

FROM: Marc Elrich, County Executive 

SUBJECT: Supplemental Appropriation #22-16 to the FY22 Operating Budget
Montgomery County Government
Montgomery County Public Schools
Trauma and Behavioral Health Grant, \$1,205,690

I am recommending a supplemental appropriation to the FY22 Operating Budget of Montgomery County Public Schools in the amount of \$1,205,690 for the Trauma and Behavioral Health Grant, a part of the American Rescue Plan Act of 2021. This appropriation will fund counseling, crisis response and interventions, and staff development.

This increase is needed because the 2020-2021 academic year took a great toll on students' emotional health, which will impact their academic performance in the coming years. The school system will use these funds to build up their ability to address students' behavioral health needs so they can be successful in school.

I recommend that the County Council approve this supplemental appropriation in the amount of \$1,205,690 and specify the source of funds as Federal funds.

I appreciate your prompt consideration of this action.

ME:rh

Attachment: Supplemental Appropriation #22-16

Cc: 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 #22-16 to the FY22 Operating Budget
Montgomery County Government
Montgomery County Public Schools
Trauma and Behavioral Health Grant, \$1,205,690

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>
\$1,017,920	\$187,770		\$1,205,690	Federal Funds

3. This increase is needed because the 2020-2021 academic year took a great toll on students' emotional health, which will impact their academic performance in the coming years. The school system will use these funds to build up their ability to address students' behavioral health needs so they can be successful in school.
4. The County Executive recommends a supplemental appropriation to the FY22 Operating Budget in the amount of \$1,205,690 for the Trauma and Behavioral Health 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>
\$1,017,920	\$187,770		\$1,205,690	Federal Funds

This is a correct copy of Council action.

Selena Mendy Singleton, Esq.
Clerk of the Council



OFFICE OF THE COUNTY EXECUTIVE


Marc Elrich
County Executive

Tiffany Ward, Director
Office of Racial Equity and Social Justice

MEMORANDUM

October 21, 2021

To: Jennifer Bryant, Director
Office of Management and Budget

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

Re: Supplemental Appropriation: ARPA Behavior and Mental Health #22-16

- I. **FINDING:** The Office of Racial Equity and Social Justice (ORESJ) finds that Supplemental Appropriation #22-16 is likely to advance racial equity and social justice in the County, as many of the strategies and approaches outlined in the information accompanying the request are aligned with research and practices ORESJ identified in its research. Despite this generally positive assessment, there are opportunities to strengthen the supplemental appropriation's impact by considering recommendations outlined in the background section and using disaggregated data to effectively target resources.
- II. **BACKGROUND:** Supplemental Appropriation #22-16 authorizes funding from federal American Rescue Plan (ARPA) Act of 2021 Coronavirus State and Local Fiscal Recovery Funds to implement a program that addresses trauma and behavioral health issues exacerbated by the COVID-19 pandemic on students and their families. The appropriation in the amount of \$1,205,690 will support Montgomery County Public Schools (MCPS) in the development of a multifaceted mental health support program and will help build the capacity of staff to carry out a range of counseling and crises response interventions.

As of September 30, 2021, MCPS had a total enrollment of 160,564 students¹, operating 209² schools in the 2020-2021 school year. The majority of MCPS students are students of

¹ MCPS Data Dashboard. Learning Accountability and Results. "Enrollment: Individual Measures". Available at: <https://www.montgomeryschoolsmd.org/data/LAR-charts/enrollment.html>

² "About MCPS". Available at: <https://www.montgomeryschoolsmd.org/about/>

color with the following distribution by race and ethnicity: 21.8% Black/African American; 14.3% Asian; 32.8% Hispanic/Latino; 25.8% White; .1% American Indian/Alaska Native; 5% two or more races; no students reported being Native Hawaiian/Pacific Islander. Students in MCPS also have diverse socioeconomic characteristics and are represented in the following service groups in 2021: 16.4% were enrolled in English as a Second language (ESOL) programs; 38.7% were in Free and Reduced Meals (FARMS) programs; and 12.5% received special education instruction. Trends in MCPS student enrollment reveal that the school system has become more diverse and is largely a socioeconomic and racially segregated system³.

Prior to the Covid-19 pandemic, students of color experienced disparities in resources, opportunities, and outcomes across educational settings (K-12 and post-secondary)⁴. These disparities are explored in a 2019 Montgomery County Office of Legislative Oversight (OLO) report, *MCPS Performance and Opportunity Gaps*⁵. The report notes persistent disparities across a number of achievement performance metrics by race, ethnicity, and service group status. The analysis also explains the inequities underlying many of these disparities, describing how “concentrated poverty and segregation among MCPS schools and the under-funding of compensatory education and English Speakers of Other Languages (ESOL) programs relative to student need”⁶ shapes student opportunity.

A growing body of evidence suggests that racial, ethnic, and service group disparities have been exaggerated by the pandemic. The US Department of Education explained in a June 2021 report how the pandemic has impacted students of all ages and backgrounds, noting the following challenges for students of color, students with disabilities, and students experiencing the destabilizing effects of new or persistent financial insecurity:

- Live in households where adults are more likely to experience job losses or covid-19 exposure, creating or exaggerating economic constraints and negative health outcomes.
- Disparities in access to mental health services or the full range of academic and wrap around services that a school provides
- Barriers in access to technology or necessary supports to stay connected to school and educational opportunities.
- Amplification of language barriers for students and households with English-language learners.

³ Elaine Bonner-Tompkins. MCPS Performance and Opportunity Gaps. Report Number 2019-4. December 2019. Available at: <https://www.montgomerycountymd.gov/OLO/Resources/Files/2019%20Reports/OLOReport2019-14.pdf>

⁴ *Education in a Pandemic: The Disparate Impact of Covid-19 on America's Students*. US Department of Education Office for Civil Rights. June 2021. Available at: <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>

⁵ Elaine Bonner-Tompkins.

⁶ Elaine Bonner-Tompkins.

- Disrupted educational opportunities for students with Individualized Education Plans (IEPs) and;
- Overall, the report noted for all groups slow to non-existent recovery in academic achievement due to preexisting resource and opportunity gaps that produce disparate student performance outcomes.

In addition to education disparities affecting K-12 students and disparate health and economic impacts of the pandemic on households of color, there is mounting evidence about the toll the pandemic has taken on children's mental health. Prior to the pandemic, the mental health needs of school age children were on the rise, and Child Trends reported that Black, Latinx, and Native children experienced Adverse Childhood Experiences (ACEs) at disproportionately higher rates than their White and Asian peers⁷. The National Academy for State Health Policy reported that as many as half of children ages 6-17 who have mental health disorders do not receive the treatment or services they need⁸. This is due to a number of factors including isolation and loneliness related to health and safety measures—social distancing and stay-at-home orders, and financial insecurity and poor mental health of parents and caregivers⁹. KFF reports that children of color and LGBTQ+ youth may be particularly vulnerable to negative mental health outcomes during the pandemic¹⁰. Long-standing inequities in access to health insurance and quality mental health services are largely to blame. A recent study highlights these disparities and their impacts on whole families; Susan Hillis, an epidemiologist at the Centers for Disease Control and Prevention and lead author of the new study explained, “65% of all children experiencing Covid-associated orphan hood or death of their primary caregiver are of racial and ethnic minority”¹¹.

The Education Trust explains the importance of expanded mental health support services using ARPA dollars and advocates for targeted approaches to ensure that vulnerable and systemically neglected students are able to access needed services. The Education Trust also adds that staff development focused on trauma and behavioral health should also

⁷ Vanessa Sacks, David Murphey. Child Trends. “The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity”. February 2018. Available at: <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>

⁸ Olivia Randi. National Academy for State Health Policy. “American Rescue Plan Act Presents Opportunities for States to Support School Mental Health Systems”. August 2021. Available at: <https://www.nashp.org/american-rescue-plan-act-presents-opportunities-for-states-to-support-school-mental-health-systems/>

⁹ Nirmita Pachal, Rabah Kamal, Cynthia Cox, Rachel Garfield, Priya Chidambaram. Kaiser Family Foundation. Mental Health and Substance Use Considerations Among Children During the COVID-19 Pandemic. May 2021. Available at: <https://www.kff.org/coronavirus-covid-19/issue-brief/mental-health-and-substance-use-considerations-among-children-during-the-covid-19-pandemic/>

¹⁰ Nirmita Pachal, et al.

¹¹ Rhitu Chatterjee and Carmel Wroth. National Public Radio. “Covid deaths leave thousands of U.S. kids grieving parents or primary caregivers”. October 7, 2021. Available at: <https://www.npr.org/sections/health-shots/2021/10/07/1043881136/covid-deaths-leave-thousands-of-u-s-kids-grieving-parents-or-primary-caregivers>

include culturally responsive, anti-bias instructional practices¹². A Center for Law and Social Policy Analysis¹³ of 37 state Department of Education school reopening plans identified the following opportunities for addressing youth mental health: promoting a deeper focus on healing-centered care, investing in non-traditional health care providers, disaggregating data to monitor where there may be barriers to access, and creating and collaborating with student advisory councils focused on mental health.

More broadly, states are using a variety of state and federal funding streams to develop strategies for mitigating ACEs and addressing trauma during the pandemic. These strategies include raising awareness of ACEs, strengthening identification and screening tools and techniques, engaging directly with impacted communities, partnering across systems, and delivering trainings to build capacity of providers¹⁴. Strategies that center equity are more likely to effectively address disproportionate effects of Covid-19 on racially marginalized groups as well as stressors and trauma related to pre-pandemic inequities in education and healthcare and disproportionate involvement in criminal justice and welfare systems. Of note, a proposal in Arkansas would require school district board of directors to conduct ACE screenings before taking disciplinary action¹⁵. Given existing disparities in suspension rates in Montgomery County Public Schools¹⁶, this approach may support the supplemental appropriation in advancing racial equity in the County.

- III. **DATA ANALYSIS:** A Child Trends Research Brief¹⁷ from 2018 examined the prevalence of ACEs, nationally, by state, and by race and ethnicity. The following is a table recreated from the brief and illustrates racial and ethnic disparities in the prevalence of different types of ACEs. Overall, Black, Hispanic/Latino, and Other race, non-Hispanic experienced the greatest prevalence of individual ACEs, and for all ACEs had higher prevalence rates than the rates for children overall.

¹² The Education Trust. Recommendations for State Leaders to Advance Equity Using Funds from the American Rescue Plan. May 2021. Available at: <https://edtrust.org/resource/recommendations-for-state-leaders-to-advance-equity-using-funds-from-the-american-rescue-plan/>

¹³ Kayla Tawa. The Center for Law and Social Policy. "Beyond the Mask: Promotion Transformation and Healing in School Reopening". August 17, 2021. Available at: <https://www.clasp.org/publications/report/brief/beyond-mask-promoting-transformation-and-healing-school-reopening-1>

¹⁴ Rebecca Cooper. National Academy for State Health Policy. State Strategies to Mitigate Adverse Childhood Experiences during the Covid-19 Pandemic and Beyond. June 14, 2021. Available at: <https://www.nashp.org/state-strategies-to-mitigate-adverse-childhood-experiences-during-the-covid-19-pandemic-and-beyond/>

¹⁵ Rebecca Cooper.

¹⁶ Montgomery County Racial Equity Profile. Suspension rates. Pg. 35. Available at: <https://www.montgomerycountymd.gov/OLO/Resources/Files/2019%20Reports/RevisedOLO2019-7.pdf>

¹⁷ Vanessa Sacks, David Murphey.

Prevalence rates of individual ACEs for children by race/ethnicity								
	Hard to cover basics like food or housing somewhat or very often	Parent or guardian divorced or separated	Parent or guardian died	Parent or guardian served time in jail	Saw or heard parents or other adults slap, hit, kick, or punch in home	Victim of or witness to violence in neighborhood	Lived with anyone mentally ill, suicidal, or severely depressed	Lived with anyone with a problem with alcohol or drugs
White, non-Hispanic	22	23	3	7	5	3	9	10
Black, non-Hispanic	37	35	7	16	9	7	6	8
Asian, non-Hispanic	14	7	2	1	2	2	2	1
Other race, non-Hispanic	31	27	4	11	7	6	11	12
Hispanic	29	28	3	8	6	4	6	9
All children	25	25	3	8	6	4	8	9

Data note: Yellow shading = Percentage is higher than white non-Hispanic children at a statistically significant level. Blue shading = Percentage is lower than white non-Hispanic children at a statistically significant level. Red shading = Estimate should be interpreted with caution, because the relative confidence interval is greater than 120 percent.

Data source: the data displayed here is a recreation from data used in a Child Trends research brief from 2018. Full explanation of data used in the brief is available on page 16:

https://www.childtrends.org/wp-content/uploads/2018/02/ACESBriefUpdatedFinal_ChildTrends_February2018.pdf

cc: Ken Hartman, Director, Strategic Partnerships, Office of the County Executive

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

September 9, 2021

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—Trauma and Behavioral Health Grant

Recommendation in Brief

Authorization is requested to receive and expend, subject to County Council approval, a Fiscal Year (FY) 2022 supplemental appropriation of \$1,205,690 from the American Rescue Plan Act of 2021 (ARP) Supplemental Aid Grants - Trauma and Behavioral Health 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 help safely reopen and sustain the safe operation of schools and 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 Governor Lawrence J. Hogan Jr., and former Maryland State Superintendent of Schools Karen B. Salmon's direction, 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 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 and Local Fiscal Recovery Funds to implement a program to address trauma and behavioral health issues exacerbated by the COVID-19 pandemic on students and their families and to identify and provide necessary supports and services for students.

Support of Board of Education Mission

MCPS will use these funds to develop a multifaceted approach to providing mental health and supportive services to the students of MCPS in an effort to accommodate as many families as possible; provide services efficiently and effectively; and ensure that staff are well trained to support their students as they return to school in the fall. This approach will focus on both direct and indirect services to students, including counseling; social skills; crisis response and intervention; and staff development.

Use of Funds

Funds will be used to provide for:

- Salaries and wages;
- Contractual services;
- Supplies and materials; 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 \$1,205,690 for the Fiscal Year 2022 Supplemental Appropriation American Rescue Plan Act of 2021 Supplemental Aid Grants - Trauma and Behavioral Health 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 \$1,205,690 for the Fiscal Year 2022 Supplemental Appropriation American Rescue Plan Act of 2021 Supplemental Aid Grants - Trauma and Behavioral Health Grant in the following categories:

<u>Category</u>	<u>Amount</u>
03 Instructional Salaries	\$ 1,017,920
04 Instructional Materials	51,899
05 Contractual Services	58,000
12 Fixed Charges	77,871
<u>Total</u>	<u>\$ 1,205,690</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:RR:AMH:jp