

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

February 9, 2022

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Interim Superintendent of Schools

Subject: Operating Budget Hearing, Follow-up (01-18-2022-03-C, -D, -F, -G, -I, -J)

During the Operating Budget Hearing, Board members requested the following information:

Question C

Ms. Harris requested information regarding the Title I and Focus schools that have de minimis as referenced in OST programs as referenced in Mr. Bassey's testimony.

Question C Response

A host of Out-of-School Time (OST) activities are available in Title I schools. In addition to the OST offerings made available through Montgomery County Public Schools (MCPS), including the George B. Thomas Learning Academy and tutoring, the Division of Early Childhood, Title I Programs, and Recovery Funds offers structures for schools to create their own OST activities utilizing school-based, Title I allocations. This division also manages the Learning in Extended Academic Programs (LEAP) grant from the Maryland State Department of Education (MSDE); the grant is specifically for OST. Beyond OST offerings from Title I allocations, the Montgomery County Recreation Department offers Excel Beyond the Bell (EBB) in Title I schools. Finally, individual Title I schools have existing partnerships with local organizations to offer OST.

Each year, MCPS is required to collect data on the number of students served by Title I schoolwide and extended day programs. This report also captures student participation in extended time programs, which includes participation in any academic activities, clubs, or programs that take place beyond the student day (before school, after school, or weekend). Participation report data for the 2020-2021 school year follows.

Extended Time	Number of Schools	Number of Participants	Title I (# of programs)	Other (# of programs)	Other (Specify source for each program)
Before School	1	11	1	0	
After School	12	437	9	12	12 – Private funded
Weekend	26	97	0	1	1 – Private funded
Summer	35	6,630	2	0	

The programs captured in the report are designed to support the academic and social emotional development of students in Title I schools beyond the school day, and include, but are not limited to: Science, Technology, Engineering, and Mathematics (STEM), Earth Science, Nutrition and Health, Math, and English Language Arts. These programs are funded in a variety of ways, including privately, through community partnerships, and the Title I school allocation. The Title I Participation Report data for Fiscal Year 2022 will be captured at the end of the school year, however, many schools continue these programs from year to year.

The following information provides details on various categories of OST activities in Title I schools.

School-Based Programs Funded by Title I Allocation

Each year, Title I schools receive a Title I allocation based on student enrollment and a per pupil allocation. For the 2021–2022 school year, 14 Title I schools have allocated funds in their school-based Title I budget for academic extended day programs. There is a projected enrollment of 810 students through these Title I funded extended day programs at the 14 schools. School-based programs include opportunities for student learning related activities in, but not limited to, the following areas: STEM, robotics and coding, social emotional learning, digital literacy, foreign language, music, mathematics, enrichment, ESOL, reading and literacy, and environmental science. These programs are offered at no-cost to families and include transportation.

Excel Beyond the Bell

EBB is a public-private partnership created by the Montgomery County Collaboration Council for Children, Youth, and Families to inspire students to realize their full potential by offering safe, quality and accessible out-of-school time programs. Currently, 12 Title I elementary schools and 1 Title I middle school offer EBB. Students participate in the program five days per week, two hours daily. Schools are able to customize the academic programming offered to meet the needs of their students and school community. There typically are 50–100 students participating at each EBB school. This program includes transportation.

Learning in Extended Academic Programs

Twelve Title I schools currently are participating in the LEAP Extended Day Program, a grant-funded program through MSDE. This is the fourth year of participation in this grant program. The purpose of the grant is to provide extended academic and enrichment programming for students in identified Title I schools. MCPS partners with the KID Museum to provide a STEM, project-based, maker learning experience for students, which incorporates literacy and mathematics. The program is offered to all students in Grades 2 and 3 at the 12 schools for 20 weeks. There are two, one-hour sessions per week of instruction, with opportunities for students to participate in up to six hours of additional asynchronous enrichment each week. There currently are 460 students participating in the program, with ongoing recruitment and enrollment. This program is offered at no cost to families and includes transportation.

High Dosage Tutoring

High dosage tutoring and evidence-based interventions are being utilized before, during, and after the school day in 25 of the 37 current Title I schools. There are approximately 1,000 students in these schools participating in the tutoring program. Students are receiving high dosage literacy and/or mathematics tutoring, or are participating in evidence-based interventions such as iReady, Orton Gillingham, and DreamBox Learning.

Extended Learning Opportunities – Summer Adventures in Learning

Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) is a five-week summer program available to rising Grades K–5 students enrolled in Title I elementary schools for the 2022–2023 school year. All schools will have a 4.5-hour student day and schedules vary by school. Students will engage in hands-on, exciting and enriching literacy, mathematics, and science or STEM instruction, as well as participate in social emotional learning. At the middle school level, rising Grade 6–8 students enrolled in Title I schools will have the opportunity to supplement their local school summer program with additional academic and social emotional activities.

ELO SAIL provides a high-quality learning experience to prepare students for the start of the school year. This program is provided to students enrolled in Title I schools free of charge and includes transportation and meals.

Engaging Parents on Out-of-School Time

To help share information about OST and other opportunities, Parent Community Coordinators (PCC) are assigned to Title I schools from the Division of Student, Family and School Services. Some Title I schools also have allocated additional funding for a supplemental, locally-based PCC. Additionally, the Title I unit has deployed four Parent Engagement Navigators (PEN) to support schools in engaging parents through an academic lens. These PENs are assigned to six newly identified

Title I schools, Fairland, Galway, Lake Seneca, and Rosemont elementary schools and Montgomery Village and White Oak middle schools. PCCs and PENs share information about OST offerings, in addition to information about other topics.

Question D

Ms. Harris requested information regarding the use of student Restorative Justice facilitators as noted in the testimony provided by Ms. Kohli and Ms. Budiani-Saberi. Where are the student facilitators used as part of the program? Ms. O’Looney requested that staff reach out to Ms. Kohli to obtain best practices information that can be shared throughout the county.

Question D Response

The Office of Student and Family Support and Engagement offers a comprehensive document, [School-Based Services–Fiscal Year 2021](#), which details all MCPS and the central office staff assigned to support schools as well as additional programs and community partners that support their community. The attachment also includes a summary of supports that describes each program and MCPS staff roles in the respective program.

Newcomer students can access these supports and resources once enrolled in their home schools. The English for Speakers of Other Languages Transition Counselors, PCCs, Pupil Personnel Workers, and other school staff work closely with the students and their caregivers to connect them to these resources. The newcomer transition coordinator collaborates with schools to ensure that supports are coordinated and readily available to newcomer students upon enrollment.

Question F

Ms. Harris requested information regarding any staff in the system that have created Spanish resources that would be helpful to parents to assist with homework.

Question F Response

Montgomery County Public Schools (MCPS) provides Spanish resources to assist students and parents with homework. These resources include centrally purchased online resources for elementary, middle, and high school levels in Spanish. These resources are accessible via the [MCPS Homework Resources](#) webpage, include descriptions in Spanish, and families may access by logging into Clever using a MCPS Google account. Additionally, MCPS has contracted with two tutoring companies, FEV Tutor and Tutor Me, to provide 24/7 homework assistance. Both vendors have staff who speak Spanish to work with families and FEV has a language toggle built into their platform to translate into several languages, including Spanish. Additionally, for elementary mathematics, the Eureka Math daily Homework Helpers are available in Spanish. These are available to all teachers and teachers are encouraged to post them in their Canvas classrooms.

Question G

Ms. Harris requested an update regarding the six schools that piloted the use of outdoor spaces for instruction and lunch periods: How did it go?

Question G Response

When schools re-opened this fall, schools created plans to utilize their outdoor spaces for lunch. There were no pilot schools, as this was a systemwide expectation.

Prior to the pandemic, in Fall 2019, six elementary schools had the opportunity to participate in a nine-week extended recess pilot (Attachment). Those schools were Cold Spring, Darnestown Glenallan, Potomac, Sherwood, and Woodfield elementary schools.

Question I

Ms. Silvestre requested that staff share with the community the Special Education funding numbers that were shared with Board members at the January 11 work session.

Question I Response

The Office of Special Education (OSE) in collaboration with the Office of Finance, as part of the annual budget process shares the proposed budget to two key stakeholder community groups. The two key community stakeholder groups are the Special Education Staffing Plan Committee and the Special Education Citizens Advisory Committee (SEAC).

On Wednesday, January 26, 2022, OSE staff presented the proposed budget to the Special Education Staffing Plan Committee and on Thursday, January 27, 2022, OSE staff presented it to SEAC. Members from the Montgomery County Council of Parent-Teacher Associations, the Down Syndrome Network, and the Montgomery County Chapter of the Autism Society of America, among others, participate in the SEAC meetings.

Question J

Ms. Silvestre suggested that staff revisit the development of “education promoters” that were included in previous budgets: What happened to those funds? What would be needed to restart this program?

Question J Response

The Department of Communications is in its second year of supporting a pilot parent empowerment program with Action in Montgomery at Wheaton Woods Elementary School. The annual cost is \$24,000 and the second year work has just begun. The assessment of the effectiveness of this work has not yet been determined. The school administrators have shared positive feedback, particularly in the area of enhancing communication with parents speaking other languages.

There currently is not a defined budget for the community navigator work. Expenses have been paid from the district's Innovation Fund. These monies have been used for technology to perform canvassing, Temporary Part Time workers, and materials used in the MCPS PopUp Shops completed to date.

If you have any questions, please contact Ms. Ruschelle Reuben, chief of teaching, learning, and schools via email.

MBM:RR:NB:vnr

Attachments

Copy to:

Executive Staff
Ms. Webb

This e-mail message has been approved for distribution by Dr. Maria V. Navarro, chief academic officer; and Dr. Kimberly A. Statham, deputy superintendent. No hard copy will be provided.



ACTION REQUIRED BY: July 10, 2019

Office of the Chief Academic Officer
Office of School Support and Improvement
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

June 20, 2019

MEMORANDUM

To: Elementary School Principals

From: Maria V. Navarro, Chief Academic Officer 
Kimberly A. Statham, Deputy Superintendent 

Subject: ACTION—Extended Recess Pilot

Summary

- Montgomery County Public Schools recognizes the importance of providing daily opportunities for students to engage in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits, including kinesthetic or “brain” breaks and recess.
- The Office of School Support and Improvement, in collaboration with the Department of Comprehensive Health Education and the Office of Curriculum and Instructional Programs, is examining ways in which schools can increase recess time.
- In Fall 2019, six elementary schools will have the opportunity to participate in a nine-week pilot program that will allow increased time for unstructured physical activity during the school day.
- This program will allow the selected schools to arrange schedules with increased opportunities for kinesthetic breaks and/or extended recess. Participation in the pilot will be by school choice. The activities will be selected and led by teachers.
- Central services staff will provide assistance during Summer 2019 to prepare schools for implementation.

Action

- Schools interested in participating in the nine-week pilot program are asked to discuss this option with members of their leadership team. If selected, school leadership teams will discuss with staff and assist with planning for implementation as part of summer leadership week during the development of the master schedule.
- Please note that no additional staffing or budget allocations are associated with implementation of increased recess.

- Indicate your school's interest by completing the survey at the following link: <https://forms.gle/2eEvDr4MKovQWAur9> no later than Friday, July 10, 2019. Schools will be notified of their selection status no later than Friday, July 19, 2019.

Questions

- If you have questions about participation in the extended recess pilot program, please contact your director of learning, achievement, and administration.

MVN:KAS:aml

Attachment

Copy to:

Dr. Williams

Mrs. Dyson

Mrs. Morris

Ms. Hazel

Directors of Learning, Achievement, and Administration

Elementary School Administrative Secretaries

Learning and Achievement Specialists

Dr. Grant

Dr. LaBatt

Mrs. Cuttitta

Mr. Koutsos

Mr. Lloyd