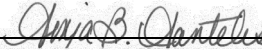


I certify that the information provided to the Department of Legislative Services on (1) the distribution and allocation of funds under Chapter 771 of 2019, including at the school level, and (2) other responses reported on The Blueprint for Maryland's Future reporting surveys, are accurate.

Local Education Agency:

Baltimore City Public Schools

Superintendent of Schools:

DocuSigned by:  
  
33C6198E0E19467...

Date:

Jan 11, 2021

# #23

COMPLETE

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, December 21, 2020 9:45:40 AM  
**Last Modified:** Monday, January 04, 2021 4:04:20 PM  
**Time Spent:** Over a week  
**IP Address:** 96.5.120.47

---

## Page 3: Identification

**Q1** **Baltimore City**

Please select your school district from the drop-down menu.

---

**Q2**  
Please provide your name and title.

Kimberly Hoffmann, Executive Director Data Monitoring and Compliance

---

**Q3**  
Please provide your email address.

khoffman@bcps.k12.md.us

---

**Q4**  
Please provide your telephone number.

443-271-2648

---

## Page 4: 2019-2020 School Year

**Q5** **Yes**  
Did your school system have Concentration of Poverty schools in the 2019-2020 school year?

---

## Page 5: 2019-2020 School Year

**Q6** **Yes**  
Did your school system have at least 40 schools that received a Concentration of Poverty grant for the 2019-2020 school year?

---

---

Page 6: 2019-2020 School Year: School Systems with 40 or more schools

**Q7**

Please describe how funding was distributed in accordance with your school system's plan. Also, please attach a copy of your plan to the email used to return the spreadsheet.

City Schools implemented a centralized plan to ensure all schools receiving the CoP grant had the required Full-time Community School coordinator and nursing coverage. Beyond these 2 required positions, City School's centralized plan provided schools with a number of other wrap around supports that are outlined in the attached plan. Any funds that were not allocated to support the centralized plan were provided to the school to select wraparound supports from a menu of options that best fit the needs of their students.

---

Page 7: 2019-2020 Community School Coordinators

**Q8**

**No**

Did every school in your school system that received a Concentration of Poverty grant hire a community school coordinator by the end of the 2019-2020 school year?

---

Page 8: 2019-2020 Community School Coordinators (continued)

**Q9**

Why did some schools fail to hire a community school coordinator by the end of the 2019-2020 school year? Select all that apply:

**School environments require coordinators with specialized skills (e.g., bilingual), which complicated hiring**

**COVID-related disruptions to operations,**

Other (please specify):

principal was out on medical leave

---

Page 10: 2019-2020 Health Coverage

**Q10**

**Yes**

Did every school that received Concentration of Poverty grants provide full-time health coverage by a healthcare practitioner during the 2019-2020 school year?

---

Page 11: 2019-2020 Health Coverage (continued)

**Q11**

**Respondent skipped this question**

Why did some schools fail to provide full-time health coverage during the 2019-2020 school year (choose all that apply)?

---

Page 13: 2019-20 Needs Assessment

**Q12**

**No**

Did every school in your district that received a Concentration of Poverty grant during the 2019-2020 school year complete its needs assessment of required wraparound services for students by July 1, 2020?

---

Page 14: Needs Assessment (continued)

**Q13**

Please explain why some schools failed to complete a needs assessment, and describe their plans for completing their plans.

1 school did not complete due to the challenges with hiring the community school coordinator. District office support is in place to support completion by this school within the next few months.

---

Page 16: 2019-2020 Unspent Funds

**Q14**

**Yes**

Did any school in your school system have unspent Concentration of Poverty funds at the end of the 2019-2020 school year?

---

Page 17: 2019-2020 Unspent Funds (continued)

**Q15**

Please explain why funds were not spent last year and how they will be spent in the current school year.

Funds were not spent at the school level due to the impact of the extended school closure. Within the centralized plan, funds were unspent due to delays in filling community school and other district support positions. Funds were also unspent due to only a portion of the funds budgeted for the nursing expansion being expended. As a result of the unspent funds, City Schools submitted an amendment request to MSDE in May and a second amendment request in October. Based on the amendments to the centralized plan, the grant is on track to be fully spent by the end of March 2021.

The centralized plan summarizes that remaining funds will be repurposed to:

Purchase supplemental science materials to support hand-on learning activities in the CoP Schools for Elementary and Middle grades students and for the purchase of materials to support the expansion of AP Courses in CoP high schools

Purchase devices to support the continuity of learning for students in CoP Schools, purchase intervention materials to address student learning gaps, support summer school and/or after school programming and to meet other needs of students in the CoP schools as allowed by SB1030.

Cover the cost of Student Learning Centers that were open to any students from Concentration of Poverty schools in grades pre-K – 5.

---

---

Page 18: 2020-21 School Year

**Q16** **Yes**

Did your school system have Concentration of Poverty schools in the 2020-21 school year?

---

Page 19: 2020-2021 School Year

**Q17** **Yes**

Did your school system have at least 40 schools that received a Concentration of Poverty grant for the 2020-21 school year?

---

Page 20: School Systems with 40 or More Eligible Schools (continued)

**Q18** **No**

Has your district's plan to distribute grant funding changed since last year?

---

Page 21: School Systems with More than 40 Eligible Schools (continued)

**Q19** **Respondent skipped this question**

Please describe and explain any changes to your plan and submit a copy of the updated plan in the email with your completed spreadsheet.

---

Page 22: 2020-2021 Community School Coordinators

**Q20** **No**

Has every school in your school system that received a Concentration of Poverty grant in the current school year hired (or continued to employ from last year) a community school coordinator?

---

Page 23: 2020-21 Community School Coordinators (continued)

**Q21** **School environments require specialized skills (e.g., bilingual) that make hiring difficult**

Why have some schools not hired a community school coordinator? Please check all that apply:

,

Other (please specify):  
principal out on medical leave

---

---

Page 25: 2020-2021 Community School Coordinators (continued)

**Q22**

**Yes**

Did any schools use funds other than Concentration of Poverty grant funds to employ a community school coordinator?

---

Page 26: 2020-2021 Community School Coordinators (continued)

**Q23**

**County or city grant funds,**

Other than Concentration of Poverty grant funds, what other grant funds are being used to pay for a Community School Coordinator? Please select all that apply:

Other (please specify):  
state grant to the family league

---

**Q24**

Please indicate total amount of other grant funds used to pay for a Community School Coordinator (do not enter \$ sign).

2325000

---

Page 28: 2020-2021 Health Coverage

**Q25**

**Yes**

Has every school in your district that received a Concentration of Poverty grant in the current school year provided full-time health coverage by a healthcare practitioner during the 2020-2021 school year?

---

Page 29: 2020-2021 Health Coverage (continued)

**Q26**

**Respondent skipped this question**

Why are some schools failing to provide full-time health coverage during the 2020-2021 school year? Please check all that apply:

---

**Q27**

**Yes**

Did any schools use funds other than Concentration of Poverty grant funds to fund full-time health coverage for students?

---

**Q28**

Other than Concentration of Poverty grant funds, what other grant funds are being used to pay for full-time health coverage for students Please select all that apply:

**Federal grant funds,**

**County or city grant funds,**

Other (please specify):

grants secured by outside agencies providing school based health centers

**Q29**

Please indicate total amount of other grant funds used to pay for a full-time health coverage for students (do not enter \$).

**Respondent skipped this question**

Page 31: 2020-2021 Wraparound Services

**Q30**

**Yes**

Are any schools in your system that received Concentration of Poverty grants this year providing wraparound services with fiscal 2021 grant funds (do not include services funded with fiscal 2020 carryforward funds)?

Page 32: 2020-21 Wraparound Services (continued)

**Q31**

**Yes**

Has the pandemic changed the mix of wraparound services provided by schools in your school system?

Page 33: 2020-21 Wraparound Services (continued)

**Q32**

Please provide examples of new services, or services that were discontinued, as a result of the pandemic.

The pandemic has resulted in sports programming and other in person enrichment supports not being able or appropriate to be provided to students. In place of the enrichment opportunities the district is shifting funds to support health screenings in schools, tutoring supports, and support for distance learning.

Page 34: 2020-2021 Unspent Funds

**Q33**

**No, some schools will likely have unspent Concentration of Poverty funds.**

Do you anticipate that every school will spend all of their fiscal 2021 Concentration of Poverty funds in the 2020-2021 school year?

Page 35: 2020-2021 Unspent Funds (continued)

**Q34**

Please indicate approximately how much TOTAL funds (across all schools) that you expect to remain unspent and why (do not enter \$).

At this time there is approximately \$6.6 million that will not be spent without City Schools amending its current spending plan. If the grant end date remains 6/30/21, City Schools will amend the spending plan to ensure the funds are fully spent. If the grant end date is extended, City Schools will leverage remaining funds to support summer school and tutoring supports next fall.

---



# #23

COMPLETE

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, December 17, 2020 8:41:24 PM  
**Last Modified:** Thursday, December 17, 2020 8:45:52 PM  
**Time Spent:** 00:04:28  
**IP Address:** 73.213.13.221

---

## Page 1: Identification

**Q1** **Baltimore City**

Please select your school district from the drop-down menu.

---

**Q2**  
Please provide your name and title.

Kimberly Hoffmann, Executive Director Data Monitoring and Compliance

---

**Q3**  
Please provide your email address.

khoffman@bcps.k12.md.us

---

**Q4**  
Please provide your telephone number.

443-271-2648

---

## Page 2: Mental Health Coordinator

**Q5** **Yes**  
Does your school system currently have a designated Mental Health Coordinator?

---

## Page 3

**Q6** **Respondent skipped this question**

Why do you currently not have a Mental Health Coordinator?

---

---

Page 4

**Q7**

What is the total annual cost of the Mental Health Coordinator's salary and benefits in fiscal 2021 (do not use a "\$" sign).

104300

---

**Q8**

Which statement best describes the employment status of the Mental Health Coordinator (choose only one)?

**The Coordinator has served full-time in that position since being hired**

---

**Q9**

Please indicate which of the following activities your Mental Health Coordinator has carried out (check all that apply).

**Established active partnerships with county health or public safety agencies**

,  
**Established active partnerships with community-based service providers**

,  
**Established or leads county task force on student mental health**

,  
**Successfully applied for grants to enhance mental health services for students**

,  
**Coordinated or assisted in the hiring of school-based mental health personnel**

,  
**Worked with schools to connect students and families to needed services**

---

**Q10**

Please describe how the pandemic has affected the work of the Mental Health Coordinator and the delivery of needed mental health services to students.

Our work has mainly moved to tele-mental health and there have been individual sessions, group sessions in the virtual environment and family, teacher conferences in the virtual environment. In person services have not been provided. There has been a great deal of anxiety and interpersonal issues expressed by the students.

# #23

COMPLETE

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, December 21, 2020 12:41:10 PM  
**Last Modified:** Monday, December 21, 2020 12:44:42 PM  
**Time Spent:** 00:03:31  
**IP Address:** 96.5.120.47

---

## Page 2: Identification

**Q1** **Baltimore City**

Please select your school district from the drop-down menu.

---

**Q2**  
Please provide your name and title.  
Crystal Frances, Director of Early Learning

---

**Q3**  
Please provide your email address.  
clfrancis@bcps.k12.md.us

---

**Q4**  
Please provide your telephone number.  
443-447-5660

---

## Page 3: Fiscal 2020

**Q5** **Yes**  
Did your LSS offer full-day prekindergarten services to four-year-olds in fiscal 2020?

---

## Page 4: Fiscal 2020

**Q6**  
How many total full-day four-year-old slots did your LSS provide as of March 2020?  
4480

---

**Q7**

How many of those slots were funded through the Supplemental Pre-K grant?

2673

---

**Q8**

How, if at all, did the pandemic affect the number of slots provided in fiscal 2020?

The pandemic did not affect the number of slots provided in FY20.

---

Page 5: Fiscal 2021

**Q9**

**Yes**

Is your LSS providing full-day prekindergarten services to four-year-olds in fiscal 2021?

---

Page 6: Fiscal 2021

**Q10**

How many total full-day four-year-old slots are being provided in fiscal 2021?

4480

---

**Q11**

How many of those slots are funded through the Supplemental Pre-K grant?

2803

---

**Q12**

**No**

Are any slots that received Supplemental Pre-K grant funds in fiscal 2021 also funded by the Pre-K Expansion Grant?

---

Page 7: Fiscal 2021: Pre-K Expansion Grant

**Q13**

**Respondent skipped this question**

How many of the fiscal 2021 slots are being funded by the Pre-K Expansion Grant?

---

Page 8: Fiscal 2021: Head Start

**Q14**

**No**

Are any of the fiscal 2021 slots that received Supplemental Pre-K grant funds also being funded by Head Start?

---

Page 9: Fiscal 2021: Head Start (continued)

**Q15**

**Respondent skipped this question**

How many fiscal 2021 slots are funded by Head Start?

---

Page 10: Fiscal 2021: Other Pre-K Funding Sources

**Q16**

**No**

Are any of the fiscal 2021 slots that received Supplemental Pre-K grant funds funded by any other source?

---

Page 11: Fiscal 2021: Other Pre-K Funding Sources (continued)

**Q17**

**Respondent skipped this question**

Please describe the other sources of funding for fiscal 2021 slots.

---

Page 12: Fiscal 2021: Community Providers

**Q18**

**No**

Is a community provider (other than Head Start) providing prekindergarten slots for your LSS in fiscal 2021?

---

Page 13: Fiscal 2021: Community Providers (continued)

**Q19**

**Respondent skipped this question**

If yes, how many slots are provided by a community provider?

---

Page 14: Fiscal 2021: Half-day Conversions

**Q20**

**No**

Did you convert any half-day slots to full-day slots in fiscal 2021?

---

Page 15: Fiscal 2021: Half-day Conversions (continued)

**Q21**

Respondent skipped this question

How many half-day slots were converted to full-day slots  
(response should be an even number)?

---

Page 16: Fiscal 2021: Effects of Pandemic

**Q22**

How, if at all, has the pandemic affected the total number of slots provided in fiscal 2021?

There has not been an impact to the number of slots offered. We have seen a decrease in enrollment for FY21 as a result of the pandemic.

---

# #20

COMPLETE

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, December 17, 2020 3:52:12 PM  
**Last Modified:** Friday, December 18, 2020 12:23:14 PM  
**Time Spent:** 20:31:01  
**IP Address:** 100.16.195.254

---

## Page 2: Identification

**Q1** **Baltimore City**

Please select your school district from the drop-down menu.

---

**Q2**  
Please provide your name and title.

Dr. Debra Brooks, Executive Director - Special Education

---

**Q3**  
Please provide your email address.

Dbrooks@bcps.k12.md.us

---

**Q4**  
Please provide your telephone number.

(443) 642-3821

---

## Page 3: Fiscal 2020

**Q5** **Yes**  
Did your LSS spend all Blueprint special education funds in fiscal 2020?

---

## Page 4: Fiscal 2020

**Q6** **Respondent skipped this question**  
Why were fiscal 2020 funds not spent?

---

**Q7** Respondent skipped this question

What amount of Blueprint special education funds from fiscal 2020 is available to spend in fiscal 2021 (do not enter \$ sign).

---

**Q8** Respondent skipped this question

How does your LSS plan to use unspent funds from fiscal 2020 in fiscal 2021? Please check all that apply:

---

Page 5: Fiscal 2020

**Q9** Respondent skipped this question

Did your LSS spend Blueprint special education funds to implement other Blueprint programs or recommendations in the Kirwan Commission Interim Report in fiscal 2020?

---

Page 6: Fiscal 2020

**Q10** Respondent skipped this question

What amount of Blueprint special education funds did your LSS spend on other Blueprint programs in fiscal 2020 (do not enter \$ sign)?

---

**Q11** Respondent skipped this question

How were those funds spent? Please check all that apply:

---

Page 7: Fiscal 2020

**Q12** No

Did your LSS spend at least as much in total State and local funds on special education in fiscal 2019 as compared to fiscal 2020?

---

Page 8: Fiscal 2020

**Q13**

If not, please explain.

Due to COVID-19, City Schools did not spend the same amount on Special Educational programming in FY20 as in FY19. However, students with disabilities did receive services identified on their IEP to the maximum extent possible.

---



---

Page 9: Fiscal 2020 and 2021

**Q14** **No**

Did your LSS modify grant expenditures due to Covid-19 school closures?

---

Page 10: Fiscal 2020 and 2021

**Q15** **Respondent skipped this question**

If yes, please explain those modifications for both fiscal years.

---

Page 11: Fiscal 2021

**Q16**

Please indicate the total amount of Blueprint special education funds allocated to schools in fiscal 2021 (do not enter \$ sign).

9735179

---

**Q17** **Respondent skipped this question**

Please indicate the total amount of Blueprint special education funds allocated to the central office in fiscal 2021 (do not enter \$ sign).

---

**Q18** **No**

Did your LSS use Blueprint special education funds to hire additional personnel in fiscal 2021 (do not answer Yes if all personnel were hired in fiscal 2020)?

---

Page 12: Fiscal 2021

**Q19** **Respondent skipped this question**

Please indicate total number of additional, full-time equivalent, school-level personnel hired with Blueprint special education funds in fiscal 2021.

---

**Q20** **Respondent skipped this question**

Please indicate total number of additional, full-time equivalent, central office personnel hired with Blueprint special education funds in fiscal 2021.

---

**Q21** Respondent skipped this question

Please indicate total amount spent on school-level personnel (do not enter \$ sign).

---

**Q22** Respondent skipped this question

Please indicate total amount spent on central office personnel (do not enter \$ sign).

---

Page 13: Fiscal 2021

**Q23** Other (please specify):  
School Psychologists and Speech Language Pathologists

Other than classroom teachers (if applicable), how is your LSS spending Blueprint special education funds in fiscal 2021? Please check all that apply:

---

Page 14: Fiscal 2021

**Q24** No

Is your LSS spending Blueprint special education funds to implement other Blueprint programs or recommendations in the Kirwan Commission Interim Report in fiscal 2021?

---

Page 15: Fiscal 2021

**Q25** Respondent skipped this question

What amount of Blueprint special education funds does your LSS anticipate spending on other Blueprint programs in fiscal 2021 (do not enter \$ sign)?

---

**Q26** Respondent skipped this question

How do you anticipate spending those funds? Please check all that apply:

---

Page 16: Fiscal 2021

**Q27** No

Does your LSS anticipate having any Blueprint special education grant funds remaining at the end of fiscal 2021?

---

Page 17: Fiscal 2021

**Q28**

Respondent skipped this question

Please indicate the approximate amount of Blueprint special education funds that you expect will remain at the end of fiscal 2021 (do not enter \$ sign).

---

Page 18: Fiscal 2021

**Q29**

Yes

Did your LSS budget include a spending plan with at least as much total State and local funds on special education fiscal 2021 as in fiscal 2020?

---

Page 19: Fiscal 2021

**Q30**

Respondent skipped this question

If not, please explain.

---

# #32

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, December 22, 2020 10:59:37 AM  
**Last Modified:** Tuesday, December 22, 2020 11:22:21 AM  
**Time Spent:** 00:22:44  
**IP Address:** 73.213.13.221

## Page 2: Identification

**Q1** **Baltimore City**

Please select your school district from the drop down menu.

**Q2**  
Please provide your name and title

Kimberly Hoffmann Executive Director, Data Monitoring and Compliance

**Q3**  
Please provide your email address

khoffman@bcps.k12.md.us

**Q4**  
Please provide your telephone number

443-271-2648

## Page 3: 2019-20 School Year

**Q5**  
During the 2019-2020 school year, how many schools provided academic assistance using TSI funding?

33

<b>Q6</b> Across all schools that provided TSI services during the 2019-20 school year, please provide the number of students in each grade that received TSI services.	Kindergarten	<b>241</b>
	First grade	<b>421</b>
	Second grade	<b>398</b>
	Third grade	<b>148</b>

**Q7**

For the 2019-20 school year, how many tutors (full-time equivalent) who were hired to provide TSI services to students were:

Certified teachers	6.0
Paraprofessionals	39.0
Contractual tutors provided by a third party (e.g., nonprofit organization)	7.0
Tutor coordinators	1.5

**Q8****Small-group tutoring**

Across all TSI schools, what was the predominant service delivery method for TSI services? Choose only one:

**Q9****One-on-one tutoring,**

What other delivery methods were used to provide TSI services? Select all that apply:

**Small-group tutoring****Q10****Mostly literacy, and some math**

Which best describes the content area focus of TSI services delivered across all schools?

**Q11**

How was student progress monitored?

For the district coordinated program - Student progress was monitored on a bi-weekly basis using progress monitoring probes from the Foundations intervention program aligned to student's identified skill group focus. Early Literacy Tutors would complete progress monitoring charts for each individual student and then complete a group summary form collected and monitored bi-weekly by central office program management.

Charter Schools outlined their methodology for determining students to be supported and progress monitoring. Each charter school submits a report to City Schools twice annually with an update on the progress monitoring and the impact of the program.

**Q12****Our school system continued providing TSI services virtually without interruption until the summer.**

Which statement best describes the effect of the pandemic on TSI services in your district during the 2019-2020 school year (choose only one?)

**Q13****No**

Did your school system spend its full TSI allocation during the 2019-2020 school year?

---

 Page 4: 2019-2020 School Year: Unspent Funds
**Q14**

How much was available to spend during the 2020-2021 school year (do not use \$ sign)?

1759138.09

---

**Q15**

Please explain why all of the funds were not spent.

Charter schools did put their programs on hold when schools closed. For the district coordinated funds, there were delays in hiring the paras until about January. An amendment was submitted to shift the remaining funds to purchase laptops to support tutoring, additional materials and professional development. However, with the extended closure and the shift to virtual learning the devices for tutoring were no longer needed and the PD was delayed. Additionally, some expenditures originally intended for the TSI grant were shifted to the CARES Tutoring grant.

---

**Q16**

How will funds be spent during the 2020-21 school year 2021?

Charter schools have leveraged carryover funds to start the SY20/21 programs. The district is utilizing carryover funds to support repurposing other staff as tutors for grades K - 3 in the new year. This will be a continuation of extra support that was started under the CARES Tutoring grant in the fall.

---



---

 Page 5: 2020-2021 School Year
**Q17**

**We are providing TSI services virtually**

In light of the COVID-19 pandemic, which of the following statements best describes your school system's provision of TSI services ?

---

**Q18**

During the 2020-21 school year, how many schools are providing academic assistance using TSI funding?

33

---

**Q19**

Across all schools that are providing TSI services, please provide the number of students in each grade that are receiving TSI services:

Kindergarten	<b>498</b>
First Grade	<b>607</b>
Second Grade	<b>498</b>
Third Grade	<b>250</b>

---

**Q20**

How were students identified for TSI services?

Other (please specify):

district program - DIBELS scores; Charter Schools programs the method varied by school and was outlined in their application

**Q21**

For the 2020-21 school year, how many tutors (full-time equivalent) who are providing TSI services to students are:

Certified teachers	<b>9.5</b>
Paraprofessionals	<b>41.0</b>
Contractual teachers provided by a third party (e.g., nonprofit organization)	<b>4.0</b>
Tutor coordinators	<b>1.5</b>

Page 6: 2020-2021 School Year: Instructional Program

**Q22**

**Yes**

Are you using a commercial instructional program to provide TSI services?

Page 7: 2020-2021 School Year: Instructional Program

**Q23**

Which commercial instructional program are you using?

district program is using Foundations Tier 2 intervention; Charter schools program varies based on what they outlined in their application

Page 8: 2020-2021 School Year

**Q24**

**Small-group tutoring**

Across all TSI schools, what is the predominant service delivery method for TSI services (choose only one)?

**Q25**

**One-on-one tutoring,**

What other delivery methods are TSI schools using to provide TSI services? Choose all that apply:

**Cross-age or peer tutoring**

**Q26**

**Mostly literacy, and some math**

Which best describes the content area focus of TSI services delivered across all schools in your school system?

**Q27**

How is student progress being monitored?

District program - Student progress is monitored on a bi-weekly basis using progress monitoring probes from the Foundations intervention program aligned to student's identified skill group focus. Early Literacy Tutors complete progress monitoring charts for each individual student and then complete a group summary form collected and monitored bi-weekly by central office program management.

Charter Schools outlined their methodology for determining students to be supported and progress monitoring. Each charter school submits a report to City Schools twice annually with an update on the progress monitoring and the impact of the program.

**Q28****To some extent**

Besides the use of virtual learning platforms, to what extent were any changes to your school system's TSI program (e.g., service delivery, content areas, etc.) caused by the COVID-19 pandemic?

**Q29**

Please describe any effects that the pandemic has had on your school system's provision of TSI services.

The primary effect of the pandemic on our school system's provision of TSI services has been that many school leaders have been using their TSI paraprofessionals for things other than their TSI small group tutoring work (i.e. making attendance calls, supporting classroom teachers with various tasks, paperwork, etc). While we have done our best to balance flexibility for school leaders during these unprecedented times with maintaining established program expectations, the net result is that paraprofessionals are only operating at an average 47.08% capacity in terms of their ability to support the maximum number of students within our program model.

Page 9: 2020-2021 School Year: Unspent Funds

**Q30****Yes, we are on track to spend all of our funds.**

Do you anticipate that you will spend all of your TSI funds this year?

Page 10: 2020-21 Unspent Funds (continued)

**Q31****Respondent skipped this question**

How much in unspent funds to you expect to have at the end of the 2020-21 school year (do not use a \$ sign)?

**Q32****Respondent skipped this question**

Please provide the reasons why you expect to have unspent funds at the end of the 2020-21 school year.