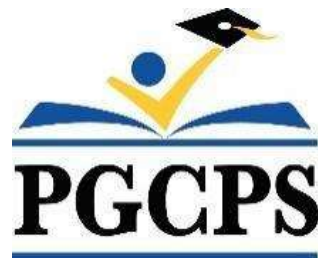


Prince George's County Public Schools'
Response to the Effects of the
COVID-19 Pandemic
on Education and Instruction
School Year 2021-2022

In fulfillment of HB 1372/Ch. 55(3(c)), 2021

MSAR #13769



Final

December 2022

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Introduction

On or before December 1 each year in 2021 through 2023, Prince George's County Public Schools (PGCPS) shall report to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board on the county board's use of federal funding that was received to address the effects of the COVID-19 pandemic on education and state funding received to implement the Blueprint for Maryland's Future, including a description of the amount of funding spent on student instruction.

This report is the second of three submissions for PGCPS. The first report, submitted December 2021, shared funding allocated to PGCPS for the 2020-2021 school year and can be found on the Maryland legislative website at [https://dlslibrary.state.md.us/publications/Counties/PG/HB1372Ch55\(3\(c\)\)\(2021\)_2021.pdf](https://dlslibrary.state.md.us/publications/Counties/PG/HB1372Ch55(3(c))(2021)_2021.pdf). The second report is enclosed herewith and discusses the funding for the 2021-2022 school year. The third report will be submitted in or before December 2023 and will describe how the funding supported PGCPS during the 2022-2023 school year.

This report is divided into two sections: The first section discusses the amount of funding spent from each state and federal grant on student instruction. The second section describes how PGCPS used each state and federal grant to address the effects of COVID-19 on education.

Discussions of PGCPS education needs under the threat of COVID-19 began in March 2020 and continued as needed throughout the 2021-2022 school year. In the 2021-2022 school year, PGCPS returned to full in-person instruction for all students with a masking requirement per the Centers for Disease Control and Prevention (CDC). Due to the fact that all students were not eligible for a COVID-19 vaccine in fall 2021, there was also a virtual school option for elementary students for the first semester only. Approximately 12,000 students in grades K-6 participated, but all students returned to in-person instruction for the second semester beginning in February 2022. Additionally, this was PGCPS' first year with a virtual school campus specialty program for students in grades 7-12 (limited to 700 students) who thrived during virtual instruction.

Now, PGCPS is prepared for a full year of in-person instruction for all students during the 2022-2023 school year. The district is committed to maintaining a healthy and safe school environment while properly using federal funding to address the effects of the COVID-19 pandemic on education and state funding to implement the Blueprint for Maryland's Future.

PGCPS received several state and federal grants to implement the Blueprint for Maryland's Future and to address the effects of the COVID-19 pandemic on education. These funds will help to maintain safe and healthy environments, support wraparound services and student instruction,

and assist with mental and social-emotional needs. This report will describe each grant for the 2021-2022 school year.

Thus, the state and federal grants represented in the following chart are included in this report.

Section 1: Description of the Amount of Funding Spent on Student Instruction

Item	Original Amount Awarded	Amount Spent in 2021-2022	Grant End Date
Supplemental Grant to Reopen Schools			
American Rescue Plan (ARP) Supplemental Aid Grant Reopening Schools: The purchase of personal protective equipment (PPE) included the wearing of disposable face shields, masks, gloves, and gowns for special education teachers and other staff; ADIBOT-S Disinfection Systems, student supplies and materials, and contracted services with HealthCare Dynamics (HCD) International	\$1,762,472	\$1,147,290	December 30, 2024
Grants for Wraparound Services			
Blueprint for Maryland's Future Mental Health Coordinator (MHC): Partial salary for MHC for 6 months because this position was vacant from January 2022-June 2022. PGCPSS Student Services collaborated to complete roles and responsibilities until the position was filled.	\$83,333	\$54,463	June 30, 2022
American Rescue Plan (ARP) Supplemental Aid Grant Trauma and Behavioral Health Grant: Salaries, wages and benefits for summer 2021; contracted services for clinicians, BH-Works™, printing of materials and flyers, advertising (television and radio), and supplies and materials	\$1,762,472	\$1,235,412	December 30, 2024
Blueprint for Maryland's Future Concentration of Poverty Grant:	\$31,772,057	\$17,075,219	June 30, 2022

Salaries for community school coordinators, mental health clinicians and health care practitioners; wraparound services	\$4,968,054 (FY21 carryover)	\$4,574,271	June 30, 2022
Governor's Emergency Education Relief (GEER) I Re-engagement: Contract services with four community partners (see narrative), equitable services to non-public schools, instructional remote learning packets for students, indirect cost recovery	\$400,000	\$377,299	June 30, 2022
Governor's Emergency Education Relief (GEER) II Re-engagement: Contract services with four community partners (see narrative) and indirect cost recovery	\$1,000,000	\$735,709	June 30, 2023
Grants for Instructional Support			
Prekindergarten Enhancement Grant: Direct services and other services	\$2,678,600	\$1,183,767	September 30, 2024
Judy Center Grants: Salaries, wages, benefits, contracted services, supplies and materials, conferences and memberships, and indirect costs	\$330,000 each = \$990,000	\$646,881	June 30, 2023
Blueprint for Maryland's Future Students with Disabilities: Stipends for Individualized Family Service Plan (IFSP) meetings, printed materials and supplies for student accessibility	\$10,114,898	\$9,235,445	June 30, 2022
American Rescue Plan (ARP) Transitional Supplemental Instruction (TSI) Grades K-3: professional development, training materials for staff, stipends and benefits for curriculum writing, contracted services for <i>Voyager Passport</i> ® and BookNook	\$4,190,619	\$3,427,127	December 30, 2024

<p>Blueprint for Maryland’s Future Transitional Supplemental Instruction for Struggling Learners (TSI) Grades K-3: Professional development, training materials for staff, stipends and benefits for curriculum writing, contracted services for LETRS and Science of Reading, Lexia Learning Systems (Core5), MAP Fluency screener licenses, and materials for staff and students</p>	<p>\$4,819,614 \$566,406 (FY21 carryover)</p>	<p>\$4,809,834 \$555,020</p>	<p>December 30, 2024 June 30, 2022</p>
<p>American Rescue Plan (ARP) Tutoring and Supplemental Instruction Grades 4-12: Salaries, wages, benefits, contracted services, software licenses, and supplies and materials</p>	<p>\$31,025,825</p>	<p>\$20,410,627</p>	<p>December 30, 2024</p>
<p>American Rescue Plan (ARP) Supplemental Aid Grant Summer School 2022 programs: Salaries, wages, benefits, contracted services, and supplies and materials</p>	<p>\$10,945,458</p>	<p>\$9,499,062</p>	<p>December 30, 2024</p>
<p>American Rescue Plan - Homeless Children & Youth Fund (ARP-HCY): Edgenuity online courses and licenses, scholarships for high-quality programs for summer 2022, and mental health provider salaries</p>	<p>\$267,140</p>	<p>\$71,408</p>	<p>September 30, 2023</p>
<p>Elementary and Secondary School Emergency Relief</p>			
<p>Elementary and Secondary School Emergency Relief (ESSER) I Fund: Technology, instruction, COVID-19 testing for students, safe and healthy building environments, and mental health services</p>	<p>\$30,031,745</p>	<p>\$17,267,643</p>	<p>September 30, 2022</p>

<p>Elementary and Secondary School Emergency Relief (ESSER) II Fund: Technology, safe building environments, student instruction, contracted services for SpellRead Tutoring, and software licenses for Lindamood-Bell</p>	<p>\$122,234,704</p>	<p>\$42,723,175</p>	<p>September 30, 2023</p>
<p>American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) III Fund: Building improvements, supplies to support safety protocols, immunization mobile unit, mental and behavioral health support, tools and tutoring for learning success, and teacher and staff support for educational delivery</p>	<p>\$274,719,087</p>	<p>\$56,358,740.62</p>	<p>September 30, 2024</p>

Section 2: How PGCPS Addressed the Effects of COVID-19 on Education

Supplemental Grant to Reopen Schools

This section will describe the one supplemental aid grant that was allocated to PGCPS for reopening schools in the 2021-2022 school year.

American Rescue Plan (ARP) Supplemental Aid Grant Reopening Schools – \$1,762,472

The federal funds for this grant were spent on personal protective equipment (PPE), improving air quality, the re-engagement of chronically absent students, and COVID-19 testing and screening. Each will be described separately in this section.

After more than two years of following guidance from state and federal officials to help mitigate the adverse effects of COVID-19 and as vaccination rates increased, the spread of COVID-19 began to slow. Subsequently, PGCPS fully reopened its doors for daily in-person learning during the 2021-2022 school year.

The safety of students and staff remained a priority as PGCPS developed a comprehensive plan of which four factors were considered: 1) providing the proper PPE for students of one of the most vulnerable populations and the staff who work in close proximity with those students; 2) ensuring that the air quality in every building met a standard that reduced or eliminated the spread of COVID-19 by safely disinfecting critical areas without the use of harsh chemicals; 3) re-engaging students who were identified as chronically absent for daily in-person learning; and 4) testing and screening for COVID-19 to keep students and staff safe for daily in-person learning during the 2021-2022 school year.

Personal Protective Equipment

During the 2021-2022 school year, the Department of Special Education will provide personal protective equipment (PPE) to support 7,400 students with disabilities who have personal care and unique needs and 1,700 special education staff who will assist those students. These needs include handling students' personal care needs, working directly with students who cannot otherwise wear their mask, providing close proximity instruction to students, and protecting against bodily fluid exchanges for those students who have oral fixations. Thus, PGCPS will purchase enough PPE to be used during the 40 weeks of the 2021-2022 school year.

Air Quality

As previously mentioned, air quality is imperative to building readiness for daily in-person

instruction. With the sudden onset of the COVID-19 pandemic in SY20, local, state and national stakeholders were enlightened regarding the inequities of PGCPs' aging infrastructure, including outdated air filter systems and equipment. Further, with some schools having narrow hallways, limited classroom space, and rambunctious students who touch everything, including each other (Burnette, 2020), proper ventilation in every building is optimal.

For this reason, PGCPs will purchase ADIBOT-S Disinfection Systems, a new technology that allows for safe disinfection of critical areas without the use of chemicals. The ADIBOT-S Disinfection System utilizes ultraviolet C (UV-C) technology that quickly and efficiently disinfects the air and surfaces from harmful pathogens including COVID-19, MRSA, TB, influenza and mold. This will allow the district to meet federal and state guidelines while protecting building occupants

Re-engaging Chronically Absent Students

In spring 2021, there were approximately 6,249 K-8 students who ostensibly disengaged from the school system when PGCPs ceased in-school instruction in August 2020 due to the community outbreak of COVID-19. Unlike most students who transitioned to the distance learning offered by the school system, these students did not consistently engage in remote instruction despite school system efforts to contact them, provide them with needed educational technology, and encourage their engagement. As PGCPs safely returned to in-person learning in the 2021-2022 school year, students who were chronically absent needed increased support to return as well. Thus, a community partner, Leaders of Tomorrow Youth Center (LTYC) provided free creative arts programs on Saturday mornings as an incentive to students who committed to attending school regularly. Participating students received program materials to expand and enhance their creative abilities and interests. PGCPs teacher coordinators observed each Saturday session to ensure students were receiving quality instruction from teachers hired by LTYC to implement programs.

COVID-19 Testing and Screening

With the return to full in-person learning during the 2021-2022 school year, the PGCPs' Office of School Health advised a robust, multi-layered COVID-19 testing strategy to protect the safety and welfare of the PGCPs community at large. In fall 2021, the Prince George's County COVID-19 Dashboard reported 98,813 county residents had contracted COVID-19. Additionally, 1,651 county residents died by October 2021 as a result of this virus. Further, approximately 46% of eligible residents (age 12 and older) were fully vaccinated by October 17, 2021. This data alone supported the necessity for a full-scale, multiple layered prevention plan of action to combat the spread of COVID-19 in PGCPs.

PGCPs partnered with vendors provided by the Maryland Department of Health, along with partnering with a vendor that specifically tested employees who worked at the varied PGCPs bus

lots. HealthCare Dynamics (HCD) International administered weekly testing from September 20, 2021 through April 2022 to bus drivers and attendants at all 12 of the PGCPS bus lots.

Grants for Wraparound Services

This section will describe the five grants and original amounts that were allocated to PGCPS and how funding was used in the 2021-2022 school year. The five grants are:

1. Blueprint for Maryland's Future Mental Health Coordinator (MHC) – \$83,333
2. American Rescue Plan (ARP) Supplemental Aid Grant Trauma and Behavioral Health Grant – \$1,762,472
3. Blueprint for Maryland's Future Concentration of Poverty Grant – \$31,772,057
4. Governor's Emergency Education Relief (GEER) I Re-engagement – \$400,000
5. Governor's Emergency Education Relief (GEER) II Re-engagement – \$1,000,000

Blueprint for Maryland's Future Mental Health Coordinator – \$83,333

In accordance with the Maryland Safe to Learn Act of 2018 for Mental Health Services, each local school system in the state of Maryland was required to appoint a mental health coordinator (MHC) by September 1, 2018. The MHC was charged to coordinate existing mental health services and referral procedures within PGCPS. As required by the legislation, the MHC worked with specified local entities to (1) ensure that students who were referred for mental health services obtained the necessary services; and (2) maximize external funding for mental health and wraparound services to students who exhibited specific behaviors of concern.

More specifically, the MHC developed partnerships with local, state, and national behavioral health organizations and local universities. The coordinator collaborated with school-based mental health professionals to provide school teams, families, and stakeholders with professional learning and direct assistance for students with behavioral, social and emotional needs. The MHC then provided a continuum of assistance inclusive of direct service, consultation and problem solving to address students' social, emotional and behavioral needs exacerbated by the COVID-19 pandemic.

American Rescue Plan (ARP) Supplemental Aid Grant Trauma and Behavioral Health Grant \$1,762,472

In response to students' behavioral health needs, PGCPS began to implement the Behavioral Health Project, which placed contracted mental health clinicians in schools during the summer 2021. In an effort to offer a continuum of support, services were available to students after summer school through the 2021-2022 school year.

In summer 2021, clinicians provided consultation to staff, families, and individuals, and offered group and family counseling to address students' anxiety, depression, grief and suicidal thoughts. During the 2021-2022 school year, clinicians conducted behavioral observations and risk assessments as well as developed behavior plans, facilitated social-emotional lessons for students, and led workshops for families and/or staff. The goal of PGCPS' Behavioral Health Project is 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. The online database BH-Works™ was launched in spring 2021 and captured all direct and indirect services students received from mental health clinicians. For more information on BH-Works™, please see <https://bhworks-portal.mdlogix.com/pages/about>.

Blueprint for Maryland's Future Concentration of Poverty Grant – \$31,772,057

The Blueprint for Maryland's Future provides grants to public schools in which at least 70% of the students were eligible for free and reduced-price meals. For both fiscal 2021 and 2022, the State must distribute a grant to each local school board equal to \$248,833 for each existing eligible school; that same amount must be distributed by the local board to each eligible school. However, if the local school system has at least 40 eligible schools, the local board may distribute the funds in accordance with a plan developed in consultation with eligible schools that ensures that each eligible school receives the required positions/coverage and services. Each of these schools must employ one community school coordinator and provide full-time coverage by at least one health care practitioner, as specified.

The four major components of this grant are described below:

- **Community School Coordinators (CSC)** – Every Community School has one coordinator. The person in this role is an employee of PGCPS who acts as a liaison between the school and the community to establish and maintain partnerships that support students, families and the local community. The salaries and benefits are funded through this grant.
- **Health Care Practitioners** – A registered nurse (RN) is assigned to each Community School.
- **Wraparound Services** – Wraparound services and other programs are specifically identified based on the results of each school's respective needs assessment and will follow the pre-approval process currently in effect for school spending. Allowable activities may include:
 - extended learning opportunities for students, English classes for parents/guardians, language classes for staff to help them communicate better with their parents/guardians, family field trips to provide academic and cultural

enrichment, and other services that will support students', staff, and parents'/guardians' well-being.

- **Mental Health Support** – Each Community School has at least one full-time mental health therapist. The therapist will serve students and families and will also conduct professional development for staff.

PGCPS had [77](#) schools that were identified as Blueprint for Maryland's Future funded Community Schools for the 2021-2022 school year. To view the schools, please go to https://drive.google.com/file/d/16zyGs2CaUecyG_rfQuWjJcD2N434YNCC/view?usp=sharing.

Governor's Emergency Education Relief (GEER) I Re-engagement – \$400,000

With the abrupt transition to a distance learning format due to COVID-19 related school closures in March 2020, 4% (~5,460) of PGCPS students were identified as disengaged members of the PGCPS school community. Approximately 2,500 represented high school students in grades 9-12. Consequently, PGCPS responded to this by contracting services from four community partner organizations: Community Youth Advance, Hillside Work-Scholarship Connection, Latin American Youth Center, and Urban Alliance. These organizations assisted in re-engaging these students who were identified as at-risk.

Further, disengagement was determined by the absence of any system-monitored evidence of student log-in instances to distance learning instruction sessions and/or no response to repeated calls, emails, texts by classroom teachers and support staff to student and family-provided contact sources. With little to no connection to the school instructional environment and related student support systems, these students were at extreme risk of not graduating on time or successfully transitioning to their desired path in life. Thus, planning continued through December 2020 and contact activities and service delivery began in January 2021.

Outreach activities such as phone calls, letters, emails, text messages, community events and home visits were conducted during the 2020-2021 and 2021-2022 school years to locate and then re-engage the identified 2,500 at-risk high school students who disengaged from formalized education at the end of the 2019-2020 school year. PGCPS' community partners devised a well-coordinated and strategic plan for outreach. Each partner agency was responsible for conducting outreach to identified at-risk high school students at their assigned schools.

Governor’s Emergency Education Relief (GEER) II Re-engagement – \$1,000,000

Due to extended COVID-19 related school closures that began in March 2020, PGCPS continued to use a distance learning and hybrid format for instructional delivery for the 2020-2021 school year. However, as of the first semester of the 2020-2021 school year, 7% (6,249) of the 89,824 enrolled K-8 students were identified as disengaged members of the PGCPS school community. Specifically, these students were disengaged 35%-100% of the time during distance learning. Disengagement was determined by the absence of any system-monitored evidence of student log-in instances to distance learning instruction sessions and/or no response to repeated calls, emails, texts by classroom teachers and support staff to student and family-provided contact sources. With little to no connection to the school instructional environment and related student support systems, these students were at extreme risk of learning loss and not being promoted to the next grade level.

Thus, PGCPS partnered with community organizations: Community Youth Advance, Hillside Children’s Center, Latin American Youth Center/Maryland Multicultural Youth Center, and Leaders of Tomorrow Youth Center. In the 2021-2022 school year, these organizations utilized innovative re-engagement strategies such as direct messaging via social media outlets (e.g., Instagram and/or Twitter), conducted community/home visits, made phone calls, sent emails and text messages, and offered sustainment incentives such as creative arts opportunities, and personalized support to include individualized mentoring to reach the 6,249 students who were identified as 35%-100% absent from 3rd and 4th quarters of the 2020-2021 school year. This effort will continue in the 2022-2023 school year. Moreover, to increase the probability of sustained re-engagement, students who regularly attended classes were offered the opportunity to participate in a free Saturday enrichment program that focused on an array of arts programs, including dance, media arts, science and technology, and visual arts.

Contact activities and service delivery began in August 2021 and will extend through June 2023.

Grants for Instructional Support

This section will describe the eight grants and original amounts that were allocated to PGCPS and how funding was used in the 2021-2022 school year. The eight grants are:

1. Prekindergarten Enhancement Grant – \$2,678,600
2. Judy Center Program Grants – \$990,000
3. Blueprint for Maryland’s Future Students with Disabilities – \$10,144,898
4. American Rescue Plan (ARP) Transitional Supplemental Instruction (TSI) Grades K-3 – \$4,190,619
5. Blueprint for Maryland’s Future Transitional Supplemental Instruction for Struggling Learners (TSI) Grades K-3 – \$4,819,614
6. American Rescue Plan (ARP) Tutoring and Supplemental Instruction Grades 4-12 – \$31,025,825
7. American Rescue Plan (ARP) Supplemental Aid Grant Summer School 2021 – \$10,945,458
8. American Rescue Plan (ARP) Homeless Children & Youth Fund (ARP-HCY) – \$267,140

Prekindergarten Enhancement Grant – \$2,678,600

The prekindergarten (PreK) enhancement grant was designed to implement a “Rising Stars” summer 2021 enrichment program for 848 rising kindergarteners. Subsequently, 1,200 kindergarteners at chronically low performing Title I schools received tutoring in fall 2021. Both summer and fall programs provided inclusive opportunities, and the goal for each was to support the recovery of learning loss for students who were on distance learning or those who did not enroll in a prekindergarten program during the 2020-2021 school year.

The “Rising Stars” program offered in-person instruction to students in the domains of Language and Literacy, Mathematics, and Social Foundations. This program was implemented during the month of July 2021, for six hours a day, Monday-Friday. The ratio of teacher to students was 2:16 with one teacher and one paraprofessional. All classes were held at Cool Spring Elementary and Carmody Hill Elementary in collaboration with the PGCPS Judy Centers.

The Circle PreK Curriculum was used for the “Rising Stars” program and the program standards are compatible with the Prekindergarten Maryland College and Career Ready Standards. The Language and Literacy and Mathematics instruction focused on high priority standards for instruction as identified by the Maryland State Department of Education (MSDE). Teachers also incorporated Social Foundations skills as identified in the Maryland Social Foundations Framework. To learn more about the curriculum, please go to <https://cliengage.org>. To learn

more about the Maryland Social Foundations Framework, please go to <https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/socialfoundationsframework080113.pdf>.

Fall 2021 Tutoring for Prekindergarten

This after-school tutoring program was implemented in collaboration with the PGCPS Elementary Mathematics and Elementary Reading/Language Arts tutoring programs. Students participated from September 2021 to June 2021. The teacher to student ratio was 1:6 and students received 1.5 hours of instruction three days per week to include intensive support by a highly-qualified teacher. Further, each student's progress was monitored using district created assessments aligned to state standards.

The Language and Literacy curriculum was adapted from a supplement of the PreK Countdown Classroom; for more information, please visit <https://www.reallygreatreading.com/content/countdown-classroom-setup-20-ctucents>. The Mathematics curriculum was adapted from a supplement of Hands-On Standards; for more information, please visit <https://www.hand2mind.com/supplemental-curriculum/math/hands-on-standards>.

Judy Center Program Grants

Judy Center Early Learning Hubs serving Carmody Hills, Cool Spring and Hillcrest Heights Elementary Schools – \$330,000 (each)

In fall 2021, the staff at each Judy Center examined the Kindergarten Readiness Assessment (KRA) data to address the needs of children living in the respective elementary school attendance areas. The KRA is an assessment administered in the fall in the state of Maryland to measure each child's school readiness. Results reflected that virtual instruction in the 2020-2021 school year, lower student attendance, and health and economic impacts may have been a result of COVID-19 negatively impacting students and families. For more information on the KRA, please visit <https://pd.kready.org/105956>.

Thus, the grant funds were used to address specific needs within the communities. Families were provided with instructional literacy, art, science, and social-emotional materials to utilize at home with their children. When kindergarten enrollment unexpectedly increased during the 2021-2022 school year, grant funds were used to provide a long-term substitute to help decrease classroom sizes and increase teacher availability during targeted small group instruction. Further, to address food security needs of the community, grant funds were used to purchase snack items to provide for weekend backpack programs and to provide meals after family engagement events.

Blueprint for Maryland’s Future Students with Disabilities – \$10,114,898

As a result of the COVID-19 pandemic, Individualized Education Program (IEP) meetings were either postponed or canceled in the 2020-2021 school year. However, the Individuals with Disabilities Education Act (IDEA) requires that IEP teams meet specific timelines related to special education processes. Thus, the remaining 2,000 IEP meetings from March 2020 until June 2021, were conducted between July 2021-June 2022, as the Department of Special Education held duly constituted IEP meetings for elementary, middle and high school students. This means that all members relevant to the suspected disability were present. These IEP meetings were conducted via teleconference or video platform.

In addition, meetings were held for students in the Infants and Toddlers Program under an Individualized Family Service Plan (IFSP) during the 2021-2022 school year. IFSP team members attended meetings and completed IFSP preparation tasks to include assessment report writing and IFSP development.

Further, in an effort to comply with Section 504, the Department of Special Education continued to place an emphasis on providing supplies that supported student accessibility in the 2021-2022 school year. Supplies included: face masks, student supplies, i.e., pencils, highlighters, and computers; manipulatives kits, communication boards, sensory materials, visual boards, and resources.

American Rescue Plan (ARP) Transitional Supplemental Instruction (TSI) Grades K-3 – \$4,190,619

To further address the impact of COVID-19, PGCPSS has implemented a virtual after-school tutoring program with an emphasis on filling the gaps in the critical reading and mathematics skills. In the 2021-2022 school year parents/guardians registered their students to participate in 60 minute virtual tutoring sessions three days a week. Each small group session consisted of four students or less.

Reading/English Language Arts (R/ELA)

Students who were identified as having deficits in five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, including language and writing (grades K-3) were invited to participate. Instruction was based on interactive activities, and the use of *Voyager Passport*® student materials and digital platform. *Voyager Passport*® is a reading intervention program for grades K-5 that provides comprehensive, explicit, and systematic instruction in the essential components of reading and includes language and writing. This after-school tutoring initiative supported the curriculum by providing intensive scaffolding in areas of need. For more information on *Voyager Passport*®, please visit <https://www.voyagersopris.com/resources/videos/passport/voyager-passport-overview>.

Mathematics

The goal is to provide critical math literacy skills for struggling math students in grades K-3 in order to increase student achievement and promote access to higher level mathematics in the upper grades. Thus, students who scored 30%-50% on the district benchmark assessment administered at the end of the 2020-2021 school year were targeted for virtual tutoring. After school virtual tutoring for struggling K-3 mathematics students was provided by BookNook (ESSA Rating Level III). With a focus on equitable access to rigorous and engaging instruction, virtual tutors from BookNook employed its cloud-based synchronous learning platform to deliver tutoring sessions utilizing a digital program. For more information on BookNook, please go to <https://www.booknook.com/>.

Blueprint for Maryland’s Future Transitional Supplemental Instruction for Struggling Learners (TSI) Grades K-3 – \$4,819,614

For the 2021-2022 school year, PGCPS implemented a universal screener (MAP Reading Fluency™) in grades K-3 that addressed the requirements of Senate Bill 734. MAP Reading Fluency™ is an online adaptive reading assessment that measures oral reading fluency and foundational skills. Assessment results identified students for intervention and further instructional support. Ongoing assessment literacy with consultants were held to support data analysis and instructional planning. Students who needed further support with foundational skills used Lexia® Core5® Reading. For more information on Lexia® Core5®, please visit <https://www.lexialearning.com/core5>.

Core5® Reading enables students of all abilities to advance their reading skills in the areas of phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. This research-proven approach accelerates reading skill development, predicts students’ year-end performance, and provides teachers with data-driven action plans to help differentiate instruction.

The educator website, myLexia®, provided reports and resources for accelerating learning.

Additionally, professional development on the science of reading was offered to the K-3 reading teachers through Voyager Sopris, Language Essentials for the Teaching of Reading and Spelling (LETRS®) course. The LETRS® professional development course provided educators with an understanding of the content and methodology of research-based, explicit, structured literacy instruction and tools to teach language and literacy skills to every student. Coaching sessions and additional district professional development sessions aligned to the science of reading were also available. For more information on Voyager Sopris, please visit <https://www.voyagersopris.com/resources/videos/passport/voyager-passport-overview>. For more information on LETRS, please visit <https://www.lexialearning.com/letrs>.

American Rescue Plan (ARP) Tutoring and Supplemental Instruction Grades 4 -12 – \$31,025,825

As the COVID-19 pandemic transformed society, exacerbated social and economic inequities, and caused the most significant disruption to education in history, students' learning has been negatively impacted. Learning loss was most pronounced for demographics that are often marginalized and the effect of learning loss is equivalent to one-fifth of a school year (Engzell et al., 2021).

Consequently, when PGCPs students returned to in-person learning for the 2021-2022 school year, educators provided supplemental instruction and tutoring for students who experienced the largest decline in academic achievement. Tutoring was offered for elementary, middle and high school students. Each program for reading English language arts and mathematics grades 4-12, implemented the small group student to teacher ratio of 4:1 as prescribed by the Blueprint for Maryland's Future. The Spring 2021 Benchmark data was used to determine eligible students (students who scored in the lowest 25%); however, additional measures such as cumulative grades, teacher recommendations, and attendance were combined with the Spring 2021 Benchmark data to identify eligible students. A benchmark assesses knowledge gained by the student during the specified marking period to determine teaching modifications and/or adjust learning activities to improve student achievement.

The programs for the 2021-2022 school year were implemented as follows:

Elementary School Reading/English Language Arts

PGCPs instituted a virtual after-school tutoring program with an emphasis on filling the gaps in the critical reading skills for selected students identified as having deficits in the five essential components of reading to include: phonemic awareness, phonics, fluency, vocabulary, comprehension, including language and writing (grades 4-5). This after-school tutoring initiative enhanced the curriculum by providing intensive support on areas of need using Voyager Passport. This product of Voyager Sopris Learning, is a comprehensive supplemental reading intervention program that was implemented to provide struggling readers with explicit instruction, corrective feedback, and more time on task to master critical reading skills.

Elementary School Mathematics

To address the mathematics gaps, misconceptions, and learning loss, the elementary Mathematics Office implemented high-dosage after-school tutoring programs designed to support underperforming mathematics students. Struggling students in grades 4-5 across the district received virtual tutoring through BookNook. BookNook partnered with Symphony Math and developed the program curriculum and the systems to manage the districtwide virtual tutoring.

Middle School Reading/English Language Arts

In partnership with the Close Up Foundation of Washington D.C., students in grades 6-8 refined their reading and writing skills, such as writing arguments, by conducting research to develop and deliver speeches. In addition, students participated in tutoring to explore democratic values while leveraging their literacy skills to engage with policy and media experts, advocates, as well as government officials to build their understanding of the changemaking process to address pressing community issues. Students worked with tutors to strengthen their reading and writing skills utilizing a strategic writing feedback cycle and focused discussion protocols.

Middle School Mathematics

Middle school mathematics tutoring sessions were designed to provide intensive, grade-level, online mathematics instruction for targeted middle school students in grades 6-8. Carnegie Learning, Inc. provided after-school programs for students which offered virtual access to a tutor with real-time support. All tutors were hired by Carnegie Learning, Inc. Tutoring sessions focused on addressing content gaps, prerequisites, and misconceptions while reinforcing and enhancing students' concept development of grade-level standards.

High School Reading/English Language Arts (R/ELA)

The high school R/ELA Office implemented a tutoring initiative that supported students in Grade 10 with virtual after-school tutoring and reading assistance. Students participated in small group sessions of up to four students per teacher to impact reading proficiency. Students also had opportunities to independently engage in reading strategies with the goal of improving their Lexile scores. Lexile scores measure the difficulty of a text and also determine the reading ability level of a student.

High School Mathematics

High school mathematics tutoring sessions were designed to provide on-grade level mathematics instruction for targeted high school students enrolled in geometry and quantitative modeling. Tutoring sessions focused on addressing content gaps, prerequisites, and misconceptions while reinforcing and enhancing students' concept development of grade-level standards.

High School Social Studies

In partnership with the Close Up Foundation of Washington, D.C., students refined their reading and writing skills (i.e., writing arguments). In addition, students conducted research to develop and engage in content-focused simulations that allowed students to develop writing skills in preparation for the Grade 10 state exam.

American Rescue Plan (ARP) Supplemental Aid Grant Summer School 2021 – \$10,945,458

Elementary School

This program focused on the reteaching of missed or missing grade-level content for students who are identified as behind on grade-level content for English language arts and mathematics in the spring of 2021. Students selected for the program were those who were not successful in Reading/English Language Arts and Mathematics earning an “E” in both subjects after three academic quarters of the 2020-2021 school year. These students were deemed in need of the greatest acceleration to be successful during the 2021-2022 school year in order not to be retained for another year in the same grade.

This program for grades K-5 consisted of a six-hour day and all classes were in person. Students participated Monday-Thursday over a four-week period from July 6, 2021 to July 29, 2021, totalling 96 hours of offered instruction. There were 1,374 students who benefited from this summer program. Transportation was provided and each student received free breakfast and lunch, daily.

Middle School

This program targeted students who would benefit from intervention and enrichment—specifically, remediation or reteaching of missed or missing grade-level content for students who were identified as behind on grade-level content. Students identified with a cumulative “E” average for the first three quarters of the 2020-2021 school year, and who were in danger of failing, were invited to attend. These students were deemed in need of the greatest acceleration to be successful during the 2021-2022 school year in order not to be retained for another year in the same grade.

This program for grades 6-8 consisted of a three-hour day and all classes were virtual. Students participated Monday-Thursday over a four-week period from July 6, 2021 to July 29, 2021, totaling 45 hours of offered instruction. There were 2,029 students who benefited from this summer program.

High School

This program offered credit recovery for students who did not pass courses in the 2020-2021 school year, along with acceleration and scaffolding of upcoming content and prerequisite skills, and remediation or reteaching of missed or missing grade-level content, for students who were identified as behind on grade-level content by the spring of 2021.

This program was open to all students in grades 9-12 and consisted of one-hour sessions per course. All classes were virtual and students participated Monday-Thursday over a four-week

period from July 6, 2021 to July 29, 2021, totaling 16 hours of offered instruction. There were 9,254 students who benefited from this summer program.

American Rescue Plan Homeless Children & Youth Fund (ARP-HCY) – \$267,140

PGCPS enhanced school success for students experiencing homelessness by increasing school stability for high school students, increasing high-quality summer 2022 experiences for all students, and providing mental health support to reduce the impact of trauma on learning.

In the 2021-2022 school year, PGCPS expanded the use of Edgenuity to provide students in grades 7-12 who enjoyed the distance learning experience during the March 2020 to June 2021 COVID-19 school closure an option to continue learning virtually. Edgenuity allowed all high school students an opportunity for credit recovery or original credit courses that could not fit in their school day schedule. This virtual program accepted a limited number of students with a grade point average (GPA) of at least 2.5 and less than 18 days absent. For more information on Edgenuity, please go to <https://www.edgenuity.com/>.

Further, because the district's homeless students could be excluded due to the attendance and GPA requirements, grant funds were used to purchase 125 reusable licenses for Edgenuity. The courses with instructional services include on-demand tutoring six days a week from 7 a.m. to 11 p.m., for the exclusive use of high school students experiencing homelessness during the 2021-2022 school year.

Courses are broken into quarters to allow students to participate for a quarter, semester, or full year based on the individual student's needs. In addition, courses are asynchronous—enabling students to work at their own pace. This feature meets the needs of unaccompanied homeless students who consider dropping out of school to work.

In an effort to provide academic support to students who demonstrated academic difficulties in the virtual environment, PGCPS is allowing all students to participate in sponsored summer school programs and activities at no cost. During the summer following the 2021-2022 school year, grant funds provided high-quality summer experiences to students experiencing homelessness. Further, in an effort to close the academic gap that exists along socio-economic lines, summer program scholarships, up to \$300, were awarded to applicants in summer 2022 and will be awarded in summer 2023.

Lastly, grant funds provided individual, group and family counseling to students experiencing homelessness during the 2021-2022 school year, and will continue to do so during the 2022-2023 school year.

Elementary and Secondary School Emergency Relief (ESSER) Grants

This section will describe the three grants and original amounts that were allocated to PGCPS and how funding was used in the 2021-2022 school year. The three grants are:

1. Elementary and Secondary School Emergency Relief I Fund \$30,031,745
2. Elementary and Secondary School Emergency Relief II Fund \$122,234,704
3. Elementary and Secondary School Emergency Relief III Fund \$274,719,087

Elementary and Secondary School Emergency Relief (ESSER) I Fund – \$30,031,745

PGCPS originally planned to address the interrupted learning from March 2020-June 2020, due to COVID-19, by extending student learning for the first 30 days of the 2020-2021 school year. The goal was to bridge the gap between remote learning and the return to in-person learning by increasing instructional time by 30 minutes in all PGCPS schools. However, as it was not safe to return to in-person learning in September 2020, an amendment was requested of the MSDE to realign the funds due to the district not extending student learning while all students remained on remote learning.

PGCPS still focused its support on addressing the impact COVID-19 had on students and their families. More specifically, technology, instruction, and health services were key areas of focus.

Technology

Technology needs have continued to broaden as PGCPS became a one-to-one device district. Thus, in the 2021-2022 school year PGCPS continued to ensure all students received an up to date Chromebook and protective case as students transported their Chromebooks to and from school for daily instruction.

Instruction

Once all students returned to in-person learning, Wi-Fi connection to the internet was strained and district network upgrades were needed to handle the demand. Special Education students needed assistive technology such as adaptive software as PGCPS transitioned to a one-to-one device learning environment. There was also the task of providing the technology for different student populations like Special Education, Career and Technical Education (CTE), and Visual/Media Arts. CTE students needed industry-specific software programs that required them to be downloaded. Classrooms were equipped with Dell laptop carts with enough laptops for every student. Visual/Media Arts also needed access to industry-specific applications such as the Adobe suite; students in those classes were equipped with an iPad Pro and Apple Pencil so the

students could create anywhere. For more information on Adobe, please visit <https://www.adobe.com/creativecloud.html>.

Further, instruction still needed to be about access for all students: 1) Access to updated Creative and Performing Arts curriculum that included technology integration, social-emotional lessons and culturally relevant lessons that required funds for curriculum writing; 2) Access to digital versions of textbooks where licenses needed to be renewed in a number of content areas across Academics; and 3) Access to materials for English Language Learners (ELL) that were originally only available in the classroom including digital libraries for secondary students, language acquisition software licenses, picture dictionaries and student materials. The pandemic created a need for materials that could be accessed during remote and hybrid learning.

Health Services

A shift to hybrid learning meant the need for additional health services in school buildings. There needed to be nurses and supplies available to have COVID-19 testing in schools for students and school-based staff. In addition, to support students through the trauma of the pandemic, PGCPS began assigning mental health clinicians to schools. These clinicians offered services that addressed depression, anxiety, grief, and other mental and behavioral health concerns intensified by the pandemic.

Elementary and Secondary School Emergency Relief (ESSER) II Fund – \$122,234,704

As the challenges exacerbated by COVID-19 continued during the summer and fall 2021, PGCPS used ESSER II funds to focus on technology equity, safe building environments, and high-quality instruction. To address learning loss, the grant proposal detailed adding two weeks of instruction to school year 2021-2022 and one week to school year 2022-2023.

However, due to a number of constraints in summer 2021, such as high COVID-19 positivity rates and no authorized vaccines available for children under 10 years old, virtual school options were required. Subsequently, the district was unable to implement the plan of adding weeks of instruction to school year 2021-2022 and school year 2022-2023. Thus, an amendment was requested of the MSDE to reallocate the funds to the following areas: technology, instruction, addressing learning loss, COVID-19 staff and student health and safety, and staff retention.

Technology

As technology needs continued to evolve, the district persisted to manage the many devices assigned to students. Over time it became apparent that students in speciality programs (CTE, Visual Art, Media Art) could benefit from more robust devices than Chromebooks for use in

industry-standard programs. When Canvas became the official learning management system (LMS) for the district in school year 2021-2022, there was the need for more training for teachers on the LMS in the evening and during the summer. Canvas allows teachers to set up an online classroom so students can access resources, take assessments and get feedback on submitted assignments. Subsequently, as teachers used Canvas, there was a request to customize the layout of the tool to benefit the students. A plug-in (additional software that adds more functions to the main program) was purchased to customize the Canvas class main page layout and added to the tool for all teachers. To learn more about Canvas, please visit <https://www.instructure.com/canvas>. Also, in order to avoid the increased cybersecurity threats, which has become a nationwide issue for school districts, increased enhancements were needed to keep the current system safe from hackers. Thus, PGCPs upgraded its network infrastructure to prevent ransomware attacks and malware issues.

Addressing Learning Loss

Further, as the pandemic progressed during the 2021-2022 school year, there was the need to reimagine, extend and enhance instruction. Teachers who taught in-person and virtual students simultaneously during the first semester of the 2021-2022 school year received stipends, and PGCPs provided transportation for elementary students who participated in the summer school 2022 programs.

The district also implemented two targeted programs to address learning loss in the 2021-2022 school year:

1. Lindamood-Bell is a program purchased by the Special Education Department that supports reading and comprehension for grades K-12 and is customized to the student's current level. For more information, please go to <https://lindamoodbell.com/>.
2. The SpellRead tutoring program focuses on phonics and fluency and provides access for students with disabilities in grades 3-12. For more information, please visit <https://www.mathetc.org/spellread-packages/>.

COVID-19 Staff and Student Health and Safety

COVID-19 staff and student safety funds targeted some key areas in the 2021-2022 school year. To mitigate the spread of COVID-19 and keep schools open, funding went toward personal protective equipment (PPE) for all 206 schools, which included masks, gloves, disinfectants and hand sanitizer. Many schools had additional needs due to larger student populations and higher COVID-19 positivity rates, so contracted nurses were hired to administer COVID-19 tests and perform contact tracing for positive COVID-19 cases. When the Omicron variant resulted in a high positivity rate for the district, the CEO for PGCPs made the decision to switch to remote learning in December 2021; remote learning continued after winter break with a return to in-person learning mid-January 2022. To create a safe return, weekly COVID-19 home test kits were distributed to all staff and students for four weeks, mid-January into February 2022. The

kits included a rapid home test to be taken each Sunday and a KN95 mask to wear in school during the week. COVID-19 home test kits were also provided when returning from spring break in April 2022.

American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) III Fund – \$274,719,087

In working together to move forward and return to full in-person instruction for the 2021-2022 school year, there was an opportunity for the PGCPs staff, students, parents/guardians, and the community to provide feedback on how to spend ARP ESSER funds. As a result, PGCPs implemented resources that would help safely reopen, sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students. Thus, the following areas of health and safety, targeted support to address student learning, and transformative technology and equitable access are addressed in detail.

Health and Safety

Building Improvements

With the safety of students and staff remaining its priority, PGCPs fully reopened its doors for daily in-person learning in September 2021. Thus, PGCPs ensured that the ventilation and air quality in every building met a standard that would reduce or eliminate the spread of COVID-19 by safely disinfecting critical areas without the use of harsh chemicals. As a result, the district improved facility air filtration and environmental quality.

Supplies to Support Safety Protocols

In the 2021-2022 school year, it was imperative that students and staff wore PPE appropriate for the task being performed, maintained social distancing, and washed/sanitized hands to prevent the transmission of COVID-19. Also, prior to the pandemic, schools had a model of sharing materials in the classroom. Now, instrumental music educators provide students with individual instruments and mathematics educators supply students with their own materials.

Access to Immunization, Vaccinations, and COVID-19 Testing and Screening

Additional safety provisions include mobile immunization visits, which allow families to have access to required immunizations at little or no cost. Students entering kindergarten are able to receive the two doses of Varicella (chickenpox vaccine) and two doses of MMR (measles, mumps and rubella). Students enrolling in middle school need the Tdap and Meningitis vaccines. Further, in the 2021-2022 school year, PGCPs provided contracted nurses to schools that did not have a nurse or needed additional support for COVID-19 testing of staff and students.

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 for months exacerbated the additional associated stresses placed on families. ARP ESSER funds were used to address the academic, social, emotional and mental health needs of PGCPS students by hiring additional mental health clinicians and developing in-school programs.

Targeted Support to Address Student Learning

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. Several of the interventions that PGCPS will implement will focus on accelerating learning.

PGCPS measured the impact of lost instructional time using spring 2021 mathematics and reading benchmarks (benchmarks assess knowledge gained by the student during the specified marking period to determine needed teaching modifications and/or learning activities to improve student achievement), anecdotal notes from teachers, mathematics and reading unit assessments, and teacher-created assessments.

Tutoring and Tools for Learning Success

Beginning in fall 2021, students were able to participate in a variety of online tools in many content areas and speciality areas like CTE to support growth. More specifically, tutoring for students in elementary and secondary courses can be particularly effective in addressing the impact of COVID-19. All supports will continue during the 2022-2023 school year.

Teacher/Staff Supports for Educational Delivery

PGCPS returned to full-time in-person instruction in September 2021, and 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. Consequently, professional learning offered before the pandemic may no longer be as relevant.

As PGCPS continues to adapt to meet students' needs, one of the district's 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.

Conclusion

As the nation continues to navigate the impact of the COVID-19 pandemic, state and federal funding to implement the Blueprint for Maryland's Future and to address the effects of the COVID-19 pandemic on education has been spent with fidelity in the 2021-2022 school year. Maintaining safe and healthy environments, wraparound services, student instruction, and mental and social-emotional needs remain a priority. To this end, PGCPS will continually seek to implement multiple ways of accessing learning opportunities and related instructional materials already established through the use of state and federal grants such as ARP, GEER, ESSER and Blueprint programs. Additionally, equitable access to resources for high-needs student/school populations continues to be a priority as funds are being used. Consequently, evaluations of each grant-funded program will guide PGCPS' priorities and decisions surrounding education needs as the district emerges from the COVID-19 pandemic.

SECTION 3. AND BE IT FURTHER ENACTED, That:

(c) On or before December 1 each year in 2021 through 2023, each county board of education, including Baltimore City, shall report to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board on the county board’s use of federal funding that was received to address the effects of the COVID–19 pandemic on education and State funding received to implement the Blueprint for Maryland’s Future, including a description of the amount of funding spent on student instruction.

LEA Name: Prince George's County Public Schools

Contact Person: Dr. Kara Libby

Email Address: klibby@pgcps.org

Certification Statement

I hereby certify that the use of federal funding that was received to address the effects of the COVID–19 pandemic on education and State funding received to implement the Blueprint for Maryland’s Future, including a description of the amount of funding spent on student instruction is accurate.

Superintendent of Schools:

Printed Name: Monica E. Goldson, Ed.D.

Signature:  Date: 11/21/2022

FUNDING

In this FUNDING Tab, LEAs will list the allocation and amount spent of federal COVID relief funds and Blueprint for Maryland's Future State funds. Include the TOTAL ALLOCATION and the TOTAL amount SPENT of federal COVID relief funds as of 6/30/2022. Include the TOTAL ALLOCATION of State Blueprint for Maryland's Future funds and the TOTAL amount SPENT as of 6/30/2022 of State Blueprint for Maryland's Future funds for FY 2023.

Federal COVID Relief Funding

ESSER I , II, III	Allocation	\$426,985,536	Amount Spent:	\$116,349,559
ESSER State Set Aside - Reopening, Food Operations	Allocation	N/A	Amount Spent:	N/A
GEER Technology	Allocation	N/A	Amount Spent:	N/A
GEER I, II Competitive Grant - OPTIONAL	Allocation	\$1,400,000	Amount Spent:	\$1,113,008
CRF - Technology	Allocation	N/A	Amount Spent:	N/A
CRF - Tutoring	Allocation	N/A	Amount Spent:	N/A
SLFRF Supplemental Grants*	Allocation	\$49,686,846	Amount Spent:	\$35,719,518

Blueprint for Maryland's Future

Concentration of Poverty	Allocation	\$31,772,057	Amount Spent:	\$17,075,219
Concentration of Poverty Per Pupil	Allocation	\$ 12,611,916	Amount Spent:	\$0
Declining Enrollment Hold harmless	Allocation	N/A	Amount Spent:	N/A
Mental Health Coordinator	Allocation	\$83,333	Amount Spent:	\$54,463
Students with Disabilities	Allocation	\$10,114,898	Amount Spent:	\$9,235,445
Supplemental Prekindergarten	Allocation	N/A	Amount Spent:	N/A
Transitional Supplemental Instruction	Allocation	N/A	Amount Spent:	N/A
Teacher Salary Incentive	Allocation	N/A	Amount Spent:	N/A
Transportation Hold Harmless	Allocation	N/A	Amount Spent:	N/A

* Include Supplemental Grants for Reopening, Summer School, Trauma/Behavioral Health, Transitional Supplemental Instruction, and Tutoring.

** N/A indicates funding information was not included in the report for the 2021-2022 school year.

Description of the amount spent and the USE of Funds

LEAs should use the space below to describe the use of federal covid relief funds, including spending as of 6/30/2022. LEAs should also discuss the use of FY 2023 Blueprint for Maryland's Future grant funds, including spending as of 6/30/2022. LEAs should include in the description of the use of funds, the amount spent and planned use of funds for instruction.

On or before December 1 each year in 2021 through 2023, the county board of education for Prince George's County Public Schools, shall report to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board on the county board's use of federal funding that was received to address the effects of the COVID–19 pandemic on education and State funding received to implement the Blueprint for Maryland's Future, including a description of the amount of funding spent on student instruction. Please see the attached report: [Prince George's County Public Schools' Response to the Effects of the COVID-19 Pandemic on Education and Instruction.](#)