

**MEMORANDUM**

October 14, 2019

TO: Health and Human Services (HHS) Committee  
Education & Culture (E&C) Committee

FROM: Vivian Yao, Legislative Analyst

SUBJECT: Expansion of Educational Equity and Enrichment Hubs and other community-based distance learning supports for students

PURPOSE: Discuss distance learning supports for students and options for expansion

***Those expected to participate in the worksession include:***

- JoAnn Barnes, Chief, Children, Youth and Family Services, Department of Health and Human Services (DHHS)
- Ramona Bell Pearson, Director, Office of Community Use of Public Facilities (CUPF)
- Robin Riley, Director, Montgomery County Recreation Department (MCRD)
- Adriane Clutter, Division Chief, MCRD
- Ruschelle Reuben, Associate Superintendent, Office of Student and Family Support and Engagement, Montgomery County Public Schools (MCPS)
- Essie McGuire, Associate Superintendent, Operations, MCPS
- Byron Johns, Co-Founder, Black and Brown Coalition for Educational Equity and Excellence and Chair, Education, Parent's Council, NAACP Montgomery County MD
- Kimberly Rusnak, Project Director, Children's Opportunity Fund (COF)
- Shane Tate, Program Manager, Out-of-School-Time Programming, Montgomery Collaboration Council for Children, Youth and Families (Collaboration Council)

**BACKGROUND**

COVID-19 has disrupted school operations in the County, requiring new instructional procedures in the move to distance learning. Distance learning challenges have affected vulnerable, black, brown and low-income students disproportionately and exacerbated existing academic achievement disparities for these children compared to their more affluent peers. During this continued period of social distancing practices, students may also need access to social-emotional supports, physical activity and learning assistance.

For many parents, schools provided supervision and care of children during the school day, but in the context of distance learning, this care and supervision is not available. In addition, parents may also lack technical knowledge to navigate the virtual environment. Parents who work during the school day have struggled to find adequate care and support for their children to guide them through the virtual school day. Recognizing these needs, County agencies and local community organizations have been working to establish community and school-based services, including learning hubs to support students at all levels.

Councilmembers have expressed concern about the inequities arising from virtual instruction. On September 14, Council President Katz and E&C Committee Chair Rice transmitted a letter to MCPS Superintendent Jack Smith (©1-2) urging the school system to lead and coordinate efforts in the establishment of learning hubs throughout the County. Dr. Smith's response is attached at ©3-4. At the October 5 E&C Committee meeting, Councilmembers remained very concerned about MCPS students that lack engagement in virtual learning, including 1,500 students who have not engaged remotely at all (approximately 550 from K-5), or those that are minimally engaged. Joint Committee members again expressed interest in expanding hub services for disconnected students and connecting the service hubs in the County with the delivery of educational hubs. The Joint Committee scheduled this discussion to further explore how to expand these services as soon as possible.

Councilmember Navarro's October 15 letter (©5-6) to the Council raises questions and concerns about how MCPS is providing a free and appropriate education to all of its children including the 1,500 students who were identified at the October 5 E&C meeting as not engaged at all in the digital learning environment.

## **CURRENT SERVICE LANDSCAPE**

### **A. FULL DAY PROGRAMMING**

Generally speaking, full-day custodial care of children ages 5-13 must be licensed through the Maryland State Department of Education barring any specific legal exemptions. Efforts to identify and support full-day supervision and care of students during the virtual school day have targeted facilities where providers are licensed to provide child care (child care centers and family child care homes).

1. **School Age Child Care in MCPS Facilities:** CUPF in collaboration with MCPS and school-age providers developed a plan for reintegrating child care into public school facilities as part of the phased reopening of schools. A memo updating the Joint Committee at ©7-10 describes the status of providing school-age child care in schools, including the following:
  - MCPS agreed to allow providers to commence operations in select schools on September 14, 2020.
  - Use of each building is limited to a 25% capacity level and child care is permitted to operate in a building as long as the 25% capacity level is not exceeded, also taking into

account MCPS in-person learning and ongoing operations. MCPS is still in the process of determining when and what in-person learning will be conducted their facilities.

- Classrooms for child care use are limited to 13 students and two providers with hours of operation from 8:30 am to 5:30 pm. Providers are accommodating distance learning during the school day and monitoring and assisting as appropriate based on teacher instructions.
- CUPF and MCPS worked with MSDE Child Care Licensing to license alternate space in schools in which existing providers are already licensed to provide care.
- CUPF has heavily discounted fees for facility use as providers are trying to serve families in need and collecting lower revenue because of reduced room capacity and service limits.
- There are currently 56 school in operation as distance learning hubs run by child care providers and enrolling over 800 total students (see ©10 for a list of distance learning sites, providers, and enrollment; however, updated numbers for Educational Equity & Enrichment Hubs are provided in the packet below). Non-COVID operations would normally support child care in approximately 118 schools.

## **2. Council Appropriation**

On September 29, the Council approved a \$7,687,000 special appropriation to the FY21 operating budget in the Early Care and Education Non-Departmental Account for COVID-19 school-age childcare during distance learning. The Council, in collaboration with the County Executive, recognized the need to support students during virtual learning. The appropriation provided the following:

- \$1.8 million to support grants to providers to reopen child care classrooms in public school building. The grants were based on one month of tuition revenue for each classroom.
- \$5.6 million to support child care tuition for children in low-income families and children in foster care.
- Child care providers of school-age children must comply with COVID health requirements, including appropriate social distancing of students in child care space, and be able to access and support the MCPS virtual curriculum for each child.
- This funding was intended to support tuition of students in EEE hubs, see description below, as COF was an active participant in planning efforts.

The Department reports the following on implementation of the program:

- During the first week of the program, the Department received 80 applications, and 52 of these applications have been approved. Fifteen of the applications are waiting a

response from parents and three applications were denied for being over the age or income limit.

- Applicants that are eligible for State subsidies are required to apply, but the Department will provide conditional approval for the program while the application is being processed.
- The Department’s marketing plan includes the dissemination of information about the school age child care program to the Child Care Resource and Referral Center, Nonprofit Montgomery, the Gilchrist Center, Regional Service Centers, MCPS, HHS case managers, the Black and Brown Coalition, COF, and Department of Recreation. The Department will e-mail partners to clarify that the program does not have the same work and status requirements as other subsidy programs.
- The Department will bring on two staffers to respond to phone call and e-mail inquiries.

### 3. Educational Equity & Enrichment Hubs (EEE Hubs)

MCPS is supporting the joint effort of the Black and Brown Coalition, Children’s Opportunity Fund, and child care providers in public space to open educational equity hubs by allowing the use of school buildings for the hubs and by identifying families to participate in the hubs.<sup>1</sup> The program reports the following (see also ©11-12):

- **Current EEE Hubs and enrollment:** The first hub at Stedwick Elementary School successfully opened on September 14. The following table reports on the most recent enrollment numbers at EEE Hubs:

School	Title I status	Provider	Opening date	Current Enrollment	# expected classroom needed	# students w/ no logins (week 9/28)
Stedwick	No	Bar-T	9/14	78	7	6
Brown Station	Yes	KidsCo	9/14	16	2	14
Daly	Yes	KidsCo	9/14	46	4	8
Wheaton Woods	Yes	Kids Adventures	9/14	26	2	2
Clopper Mill	Yes	Bar-T	10/5	52	2	3
Burnt Mills	Yes	Horizons	9/14	1	1	4
Rolling Terrace	Yes	Horizon	9/14	13	1	9
Strathmore	Yes	Cosmic Kids	10/15	0	3	2
Rock Creek Forest	No	Bar-I	10/7	21	3	1

<sup>1</sup> Council staff understands that discounted tuition for providers is being supported by the CUPF Enterprise Fund, which is approaching a negative balance because of revenue loss during COVID. Council staff is not aware that reimbursement formulas to MCPS have been adjusted for FY21.

- **Income status of participants:** Council staff understands that many of the sites include a mix of private pay and scholarship students, though the large majority of students are either FARMS or State Child Care Scholarship students.
- **School engagement:** At least 5 students were not engaged in online learning before starting in the EEE Hubs.
- **Participant Demographics:** 10% White, 48% Latino, 33% African American, 9% multi-racial.
- **Languages spoken:** 65% Spanish, 31% English, 4% French.
- **School Assignments:** Home schools represented in the EEE Hubs include Wheaton Woods, Weller Road, Beall, Arcola, Brown Station, Clopper Mill, Southlake, Waters Landing, Greenwood, and Daly Elementary Schools.
- **COF Payment:** Council staff understands that COF is paying providers for initial classrooms based on a full cohort of 13 students and then adding funding on a per child basis. For classrooms with mixed income students, COF is paying on a per student basis. COF is asking that all families apply for the State and local child care subsidy programs, and once families gain public fund approval, COF will transition to a pay per student basis.
- **Outreach:** COF is partnering with the Black and Brown Coalition to perform outreach; working closely with child care providers and key school staff including principals, counselors, PCCs, and PPWs to let them know that service is available. COF reports that most principals are looking at their attendance records and working with their student's support teams; however, some schools have been faster to enroll students. It appears that outreach has been more successful when MCPS staff do primary outreach.

***EEE Hub Proposal and Special Appropriation:*** The Council received a proposal from COF, Black and Brown Coalition, and Cross Community Church (©13-31) recommending \$7.56 million to the Children's Opportunity Fund to add 30 EEE Hubs through January 2021 or \$12.09 million through the school year. The amounts are based on a monthly tuition of approximately \$1,200 for 52 children at 30 sites. See also correspondence from Joan Schaffer at ©32-33 and Kevin Beverly at ©34.

**In response to the request, Councilmember Rice is sponsoring a resolution that will be provided as an addendum to this packet an appropriation of \$1.8 million to the Children's Opportunity Fund to expand services to 500 children over a 12-week period.**

## **B. OUT-OF-SCHOOL-TIME PROGRAMMING**

Additional programming to support at-risk students during distance learning is being planned and implemented by the Recreation Department, Collaboration Council, COF and community-based providers in partnership with CUPF, MCPS, and other stakeholders. These

efforts are intended to strengthen the network of supports and programs in underserved communities. The programming is intended to improve achievement, motivation, connect youth with caring adults, build healthy relationships, improve healthy habits, and strengthen self-confidence and self-control.

### **1. Excel Beyond the Bell**

The Recreation Department is scheduled to relaunch the Excel Beyond the Bell program at Leleck and South Lake Elementary Schools on October 19. The program will be serving four cohorts of 13 students each for a total of 52 students per school. MCPS has provided formal approval to start the program. The Department is finalizing staff assignments, program planning, staff training, and recruiting and registering of participants. The Department's update on out-of-school-time programming is attached at ©35-36.

Council staff notes that services are particularly important in these two communities which lack onsite child care services and among the schools with the highest percentage of students receiving FARMS in the County.

Council staff understands that other EBB sites are being considered for reopening.

### **2. After-School Youth Support and Engagement Hubs**

The Collaboration Council and COF developed a proposal for piloting Youth Support and Engagement Hubs specifically designed to engage middle and high school youth and families identified as at-risk of disengagement from school with an immediate response strategy. (See ©37-48). The proposal includes the following:

- 3 community-based sites for in person programming in each of four high-needs areas: Gaithersburg, Montgomery Village, Wheaton, and East County.
- Programming and services will be determined through a local need and asset assessment in each geographical area/school cluster. The Collaboration Council has been working with MCPS and is positioned to complete the assessment immediately.
- Programming would potentially include mentoring, out-of-school-time enrichment, social emotional learning, and wraparound family support. Academic supports will also be provided to support youth and families who having challenges navigating distance learning.
- Implementation partners include Maryland Mentor, Nonprofit Montgomery, and Jewish Social Services Agency.
- MCPS is collaborating in this effort and will host initial sites at four high schools and provide transportation (two roundtrip activity buses with limited stops serving each MCPS hub) if funding for programming is identified.

- The total cost of the proposal is \$521,000 for a 10-12 week period projecting to serve over 600 youth.

The Collaboration Council status update on its efforts with youth sports and youth engagement is attached at ©49-51.

### **3. Youth Sports Update**

The Council appropriated funding to the Recreation Department, CUPF and the Collaboration Council to increase the availability of positive, structured, youth sports activities for youth who would otherwise lack access to these services that support their healthy development. These services are particularly needed because of MCPS's virtual-only instructional model and cancellation of sports programming.

An update from the Recreation Department is attached at ©35-36. The Department identifies concerns about sustaining programming including keeping youth in the Soccer4Change program connected in the winter, program and facility capacity limitations, parent safety concerns, and transportation barriers.

***Youth Sports Initiative:*** The Recreation Department is mobilizing partners to develop strategies for the Montgomery County Youth Sports Initiative. The Department met with HHS Committee Chair Albornoiz about a youth sports council, held preliminary discussion with key stakeholders, worked with the Collaboration Council to establish a process for grant distribution for a November start date for first-round awardees, completed and executed a contract with the Collaboration Council, and leveraged and expanded the Soccer4Change program.

***Soccer for Change:*** The Recreation Department reports that it has launched its Soccer4Changes program on September 28 with 34 teams and 306 players. It has mobilized partners including Identity, Impact Silver Spring, Street Outreach Network, City of Gaithersburg, and other local teams. The program will offer COVID safety training for coaches, players and staff and practices, professional clinics and games. The program will use five practice fields and three game fields in the Montgomery Village, Gaithersburg, Silver Spring, and Wheaton areas.

#### ***Facility Fee Assistance Program***

CUPF is in the process of conducting outreach to groups that were active last year in providing programming for youth sports and educating these groups and new ones about the availability of funds through this source. For upcoming months, CUPF is considering how to activate additional facilities for sports activities as programs move indoors with the weather changing.

CUPF also reports that in order to distribute the funds, it needs to resolve the following:

*Under the current FFAP regulations, we can only award funds to non-profit organizations. While we have not had any applications submitted by for profits it is our intent to make this resource as available as possible for youth sports organizations. To address the lack of for profit access to the funding we have*

*developed an amendment to the existing regulations. It has already been advertised in the County Register, the comment period has closed, and the revised regulation is ready to be sent to the County Executive for release to the Council. This will result in a public hearing and Committee review before receiving full Council consideration.*

*The one organization that has applied for the new funding has booked a permit on an artificial turf field that is owned by the Department of Parks. Fields owned by the Department of Parks have not previously been eligible for FFAP funding because we do not have a mechanism in place for reimbursing Parks for subsidies of permit fees, which accrue entirely to Parks. In order to include those fields in the FFAP, we will need to enter into a Memorandum of Understanding with that agency. The only option under the appropriated funds that would be available for the Group would be to use an MCPS turf field. We are not however, able to permit those fields because they are currently only open to the MCPS partners that contracted with the school system to build the fields.*

### C. EXPANSION OF SERVICES

Councilmembers have expressed interest in expanding hub services for youth and have two proposals to consider. Council staff raises the following issues for the Joint Committee to consider in appropriating funding to expand distance learning youth supports.

- **Selecting full-day hub sites:** As service sites expand, should they be located in the areas of greatest need, and if so, how would that need be measured, i.e., % FARMS, greatest number of disconnected children, available space and child care infrastructure?

The COF and Black and Brown Coalition proposal has targeted services at Title I schools, but there are outliers on the list that are not Title I schools. While a majority of the sites are Title I schools, some of schools with the highest FARMS rates or the greatest number of unengaged children do not have or are not targeted for programs (see MCPS data on numbers of students not logged in from 9/23-10/2 ©52-55). Council staff understands that the sites were selected based on the ability and infrastructure of particular providers to stand up programming quickly. Council staff notes that the availability of private child care services in schools has been, in part, a function of whether parents can afford to pay for services. It would be important to consider how to equitably make these services available to the children with the greatest needs, particularly when services are not located in the areas of greatest need and transportation is not available to take these children to hubs.

- **MCPS Role:** What should the role of MCPS be in supporting hubs?

COF has indicated that hub recruitment is more successful when school staff are actively engaged in identifying and reaching out to student who need these services. Because the level of staff engagement varies by school, there should be increased efforts to educate



key MCPS staff about available resources and encourage staff to perform outreach to students who would benefit from services.

The EEE Hubs provide both a care and educational function and consequently there is a mission crossover between MCPS and DHHS. To the extent that children need these hub services to adequately access education, as might be the case for children who lacked the ability to engage virtually without support, should the school system be responsible for providing these services? Councilmember Navarro has asked about this issue and whether CARES funding should be made available for these purposes.

- **Special appropriation EEE Hubs:** Is there a need for a special appropriation to the COF at this time?

The COF and Black and Brown Coalition have been effective in standing up programming under the EEE Hub model since child care was allowed to reopen in MCPS buildings. As Council was contemplating appropriating funding to support childcare for school age children during the school day, Council staff understood that the COF had private funding that could be made available before the Council was able to act on an appropriation to support this care. Now that public funding to support child care tuition is flowing expediently, it is unclear whether funding a parallel process furthers public policy goals.

Funding already exists to expand services to students that are seeking service through the EEE Hubs, and DHHS has set up a system to receive and process applications quickly. Council staff understands that child care providers prefer to be compensated by the classroom instead of per child, but is it in the County's best interest to fund a full classroom if there are not enough students to fill them? Does there need to be a critical mass of students to take advantage of services to justify the expense? The subsidy system has operated on a per child basis that providers have accessed, and COF also pays on per child under the EEE Hub model if there are private pay clients at a site. Even under a recruitment system through COF, it still takes time to fill a class – students need to take their temperatures for two weeks before entering a program or submit a rapid COVID test. DHHS appears committed and able to process applications within this timeframe.

Council staff also notes that child care providers who are opening classrooms in schools are eligible to receive a reopening grant based on a full month's tuition (for up to 13 classrooms).

If the Council is interested in approving a special appropriation to COF, Council staff recommends that eligibility requirements and co-pays mirror the DHHS process as closely as possible in the interest of fairness. In any case, Council staff believes that effective marketing of available programs and leveraging trusted relationships to help families in applying for benefits are key to filling child care classrooms and ensuring services are reaching children who need them the most. To this end, the continued efforts of the Black and Brown Coalition, COF, MCPS staff and community-based organizations

are critical. Furthermore, DHHS should consider ways to simplify eligibility processes for applicants for this short-term program.

- **Special appropriation Youth:** Is there a need for a special appropriation to the Collaboration Council for After School Youth Support and Engagement Hubs?

The EEE Hub model and school age child care appropriation address the needs of younger students typically in elementary school, but there is a need to provide supports to older students as well. Planning is underway to stand up programming immediately if funding is made available. **The Joint Committee should consider recommending funding to implement the Collaboration Council/COF proposal in whole or in part.**

- **Additional considerations:** What are other considerations in determining how to expand distance learning support services for youth?
  - **Demand:** Data has not been provided that quantifies how many low-income families want to put their children in full-day care either in an EEE Hub or through a community-based provider. Because of this, the Joint Committee should request monthly reports from DHHS and COF on the number of children enrolled in the School Age Child Care program to ensure that adequate funding is available to support them through the first semester and beyond, as needed.
  - **Space:** Key stakeholders must continue to plan for serving children while the school day continues virtually and transitions to in-person learning. There are competing uses for school buildings and limitation on overall uses due to COVID health restrictions. How and when MCPS brings students back for in-person learning will impact the extent to which community providers will have access to child care space to serve students. If alternate space in the community will be needed to provide care to students during the school day, the sooner that MCPS can determine its need for space in these scenarios, the better that providers can plan to serve children. Lead time is particularly crucial if space in the community needs to be licensed by MSDE for child care.
  - **Transportation:** Transportation is a critical service that can provide low-income children with access to services. To what extent can MCPS work with County departments and service providers to help children access care and academic support outside of their immediate communities?
  - **Service Models:** As MCPS considers how long the school year will remain virtual, thought should be given to the best model for supporting students who are struggling with distance learning. What do children need to make learning accessible virtually, e.g., connectivity, supervision, etc.? Is the EEE Hub model the best way to help children learn in a virtual environment? Are caregivers at EEE Hubs adequately trained and staffed to support the learning of children of different ages, who may be receiving instruction from different schools? What can MCPS do to ensure that vulnerable students are engaged and learning?

- **Service Consolidation Hubs:** Councilmember Navarro recommended leveraging the important work being done at service consolidation hubs in the community to support education hub for students as there may be significant crossover in families that need assistance. Council staff has reached out to coordinators of the service hubs to explore the possibility of sharing educational hub information with families or co-locating services at sites that have space that can be used for youth programming. This effort is ongoing.

**The packet contains the following attachments:**

**Circle #**

September 14 letter from Council President and E&C Chair to Superintendent	1-2
September 25 response to Council President and E&C Chair from Superintendent	3-4
October 14 letter from Councilmember Navarro to members of the Council	5-6
October 9 Memo from CUPF Director to Joint Committee Chairs	7-10
EEE Hub data from COF	11-12
EEEH Proposal from Black and Brown Coalition, COF and Cross Community Church	13-31
Correspondence from Joan Schaffer and Kevin Beverly to the Council President	32-34
10/9/20 Department of Recreation OST Update	35-36
Collaboration Council and COF proposal for Youth Support and Engagement Hubs	37-48
October 7 Collaboration Council update on Youth Support and Engagement	49-51
MCPS data on numbers of students not logged in from 9/23-10/2 by school	52-55
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**MONTGOMERY COUNTY COUNCIL**  
ROCKVILLE, MARYLAND

Dr. Jack Smith,  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, Maryland 20850

September 14, 2020

Dear Dr. Smith,

We commend you and your team for the incredible work to implement a robust virtual learning experience for our students. We know it required many hours of research, debate, creativity, and innovation. As you have noted however, the current pandemic exposes as well as exacerbates the inequities for many students in our county. Layering the abrupt change in learning this past spring, the summer slide, and now the “COVID” slide in the loss of reading and math skills, it is imperative we stand up effective support systems for our highest need students.

In reviewing steps already taken by MCPS, the Wednesday virtual check-in opportunities for struggling students is an excellent resource if communicated well so that students will take advantage of them. We have also looked to our community organizations for solutions on how to support students in their education, which is more critical considering COVID social distancing restrictions which limit the use of public space available for support services. To date, we are aware of multiple efforts and urge you to coordinate and collaborate with these organizations to ensure we are wisely using the limited resources at our disposal.

- Collaboration Council for Children, Youth, and Families – Proposing to host afterschool hubs at 12 locations (3 each in 4 targeted cluster areas)
- Black and Brown Coalition, Children’s Opportunity Fund, and Bar-T – Partnering to offer a full day “Educational Equity Hub” for a cohort of 52 students in the Montgomery Village area, with the hope to expand to additional locations
- Children’s Opportunity Fund -- Targeting additional private resources to provide early literacy, tutoring and family support services
- DHHS – Proposing subsidized childcare for low-income families that will support online learning during the day
- Montgomery County Department of Recreation – Anticipating an expansion in youth sports and afterschool programs

We also understand that MCPS will be implementing a before and after-school tutoring program. We are interested in how this effort will mesh with efforts by the above organizations. We encourage you to lead the effort to bring all these parties together to identify synergistic opportunities, avoid duplicative supports, and determine how to best use federal funding and existing MCPS resources to enhance community-wide educational support services. We request that Council staff also be included to fully optimize coordination efforts. MCPS’ ability to identify our struggling students as well as your expertise in tying the right support to the need presented is, yet again, a challenge we offer you. As we all face limited resources, our goal is to ensure any recommendations that come before the Council are comprehensive and meet the priorities. We are relying on MCPS to be a leader once again.

Sincerely,



Sidney Katz  
Council President

Sincerely,



Craig Rice  
Councilmember

cc: Montgomery County Councilmembers  
JoAnn Barnes, Montgomery County Department of Health and Human Services  
Adriane Clutter, Montgomery County Recreation  
Raymond Crowel, Montgomery County Department of Health and Human Services  
Byron Johns, The Black and Brown Coalition for Educational Equity  
Robin Riley, Montgomery County Recreation  
Kimberly Rusnak, Children's Opportunity Fund  
Diego Uriburu, The Black and Brown Coalition for Educational Equity  
Elijah Wheeler, Collaboration Council for Children, Youth, and Families

September 25, 2020

The Honorable Sidney A. Katz, President  
The Honorable Craig Rice, Councilmember  
Montgomery County Council  
Stella B. Werner Council Office Building  
100 Maryland Avenue  
Rockville, Maryland 20850

Dear Mr. Katz and Mr. Rice:

Thank you for your letter, dated September 14, 2020, in which you share your message of support for our students and staff as we provide virtual learning in the midst of a worldwide pandemic. We remain committed to ensuring that our students have the access, opportunities, and resources to realize their full potential—regardless of where teaching and learning take place.

One of the opportunities Montgomery County Public Schools (MCPS) is providing during virtual learning is targeted online tutoring for students at the highest risk of learning loss as a result of the closure of school buildings in spring 2020. Diagnostic data and other information will be utilized to determine the appropriate interventions for selected students in the areas of reading and math. This includes special education virtual tutoring opportunities two to three days per week. To implement this tutoring strategy, MCPS is leveraging its experienced teaching staff to extend learning opportunities to students before and after the school day. This critical work is funded through a *Coronavirus Aid, Relief, and Economic Security Act* grant. The \$13 million grant requires the implementation of evidenced-based strategies and programs to close identified learning gaps; these funds must be expended by the end of 2020. Approximately \$9 million already has been used to support extended and enhanced summer programming. MCPS intends to continue this effort with local operating dollars to extend tutoring programs through the conclusion of the 2020–2021 school year.

We know that the work to support our students during this difficult time cannot be done in isolation. Like the County Council, our community always has been a supportive partner in MCPS' efforts. We are working closely with a diverse set of community stakeholders on behalf of our students. These efforts include:

- Supporting the joint effort of the Children's Opportunity Fund and the Black and Brown Coalition to open educational equity hubs, the first of which is located at Stedwick Elementary School in Gaithersburg: MCPS is assisting with this initiative through the identification of families to support their efforts;



**MONTGOMERY COUNTY COUNCIL**

**ROCKVILLE, MARYLAND**

**COUNCILMEMBER NANCY NAVARRO  
DISTRICT 4**

**CHAIR, GOVERNMENT OPERATIONS AND  
FISCAL POLICY COMMITTEE**

**EDUCATION AND CULTURE COMMITTEE**

**MEMORANDUM**

October 14, 2020

**TO:** Members of the County Council

**FROM:** Nancy Navarro, Chair, Government Operations & Fiscal Policy Committee

**SUBJECT:** On Student Connectivity Issues and Equity Hubs

Montgomery County Public Schools reports that about 1500 students are not connected to the ongoing digital learning environment deployed by the school district in the wake of the COVID-19 pandemic. Most of these children are of color and from families that are of limited economic means. It is an urgent equity issue. It is deeply concerning to me; the school district has a moral and legal responsibility to provide a free and appropriate education to all our children, regardless of race, ethnicity, and socioeconomic circumstances.

Given the interest by the Black and Brown Coalition, the Children's Opportunity Fund (COF) and other nonprofits to address this matter, I believe it is important to seek clarity on issues around clarity of purpose, alignment, and roles and responsibilities. I have several concerns. Let me be clear, even before the pandemic hit our nation, I have been a proponent of a holistic way of assisting the Black and Brown Coalition in standing up a robust structure that works with the school system to address the opportunity gap that exists between Latino and Black students, and white and Asian students. We must focus on that work. The disconnection of hundreds of students from their legal right to a free and fair education is unacceptable and I appreciate that the coalition has been trying hard to get a handle on the problem. I had asked council staff to provide us recommendations on proposed structures and funding.

Ahead of the HHS and EC joint session on October 15, I asked my staff to ask our Council analyst, Vivian Yao, several questions and concerns that would help inform and clarify the process forward. Given the urgency of the situation, I am sharing the questions and concerns with Councilmembers:

- Several hubs with varying levels of subscription have been set up to address the needs of some of these students. It is estimated that we will need \$10-12 million through January 2021 to fund these hubs, scaled up. I would need more information about the assumptions behind the funding estimates.
- MCPS needs to provide more information about these kids, where they are, and what their real needs are. If the issue is about connectivity, the funding estimate seems expensive. For instance, at \$3,000 per kid (for Wi-Fi, equipment, supplies) we would have \$4.5 million.
- What segment of the population has a need for supervision and care?
- How is MCPS currently using the \$60 million in CARES act funding to address this issue? Given that it is their responsibility to provide a free and appropriate education to all kids, are they not responsible for this fiscally?
- How is HHS using the funding currently approved by the council?
- Is it not more efficient and safer to connect them at home and provide the wrap around services on an as needed basis?
- How can we leverage efforts such as the HUB model?
- How are MCPS staff, COF, Black and Brown Coalition, DHHS, and other key partners working together to identify children that need the most support and connect them to programs and identify and stand up programming in the areas of greatest need?
- Regarding these learning hubs, what are the constraints and challenges? MCPC has committed space until early November. Without space commitments it will be difficult to stand up these initiatives and invest when space is not guaranteed.
- The need for care will continue when in the near future children return to school on a part-time/rotating basis. There is a need to evaluate available MCPS and community-based space that can be used to provide supports to students. Transportation may also be needed to link vulnerable students in isolated communities with services.

I see a great opportunity here to work with the Black and Brown Coalition to focus much needed attention on this segment of our student population, stand up a robust logistical and funding mechanism, and also greatly improve upon the alignment with existing resources and processes, and just as important, collaborate and communicate among agencies and non-profits. I welcome your thoughts.

CC: Shebra Evans, President, Montgomery County Board of Education

Dr. Jack Smith, Superintendent of Schools

Dr. Raymond Crowel, Director, Department of Health and Human Services

JoAnn Barnes, Chief, Children, Youth and Family Services

Byron Johns, Co-Founder, Black and Brown Coalition

Diego Uriburu, Co-Founder, Black and Brown Coalition

Kimberly Rusnak, Project Director, Children's Opportunity Fund

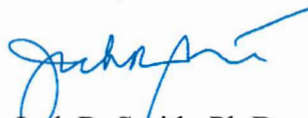


- Partnering with the Department of Health and Human Services to provide immunization centers to support students who need to meet state requirements;
- Promoting Montgomery County Department of Recreation youth opportunities and supporting the opening of Excel Beyond the Bell to support the physical, social, and psychological well-being of students; and
- Planning with the Collaboration Council for Children, Youth, and Families; MCPS and the Montgomery County Collaboration Council have engaged in planning and discussions to increase youth supports in a community-based and comprehensive manner.

In addition to the community organizations identified in your letter, we are collaborating with the Montgomery County Council of Parent Teacher Associations, Inc.; Montgomery College; Identity, Inc.; the National Association for the Advancement of Colored People; Manna Food Center; Women Who Care Ministries; XMinds; the faith community, and many others. We are appreciative of their efforts to help engage and support our students, families, and staff during this health crisis.

We look forward to meeting with the County Council's Education and Culture Committee on October 5, 2020, to share additional information about our virtual learning effort; the opportunities and challenges we face; and considerations for the coming weeks and months. We appreciate your unwavering support for the students and families of Montgomery County Public Schools.

Sincerely,



Jack R. Smith, Ph.D.  
Superintendent of Schools

JRS:MBM:sln

Copy to:

Members of the Montgomery County Council  
Members of the Board of Education  
Executive Staff  
Ms. Barnes  
Ms. Clutter  
Mr. Crowell

Mr. Johns  
Ms. Riley  
Ms. Rusnak  
Mr. Uriburu  
Ms. Webb  
Mr. Wheeler



## COMMUNITY USE OF PUBLIC FACILITIES

Marc Elrich  
County Executive


Ramona Bell-Pearson  
Director

### MEMORANDUM

October 9, 2020

**TO:** Councilmember Craig Rice, Chair  
Education and Culture Committee

Gabe Albornoz, Chair  
Health and Human Services Committee

**FROM:** Ramona Bell-Pearson, Director   
Office of Community Use of Public Facilities

**SUBJECT:** School Age Child Care in MCPS Facilities Update

Community Use of Public Facilities (CUPF) in Partnership with Montgomery County Public Schools (MCPS) and working with School Age Child Care Providers have developed a plan for reintegrating childcare into public school facilities as part of the phased reopening of schools. MCPS agreed to allow School Age Providers to commence operations in select schools on September 14, 2020. Distance learning for all MCPS students began on August 31, 2020 as the first day of school.

MCPS is still in the process of determining when and what in person learning will be conducted at their facilities for children. They are focusing on students with special needs and those in need of in person student assessments. There are also those who from time to time need more support with distance learning. MCPS also has other ongoing operations in their facility such as food preparation and distribution and facility operations. All cohorts in the facility are being conducted under the 25% capacity level for each building meaning no more than a 25% population level for any building is being allowed.

School Age Child Care is being permitted to operate as one of those cohorts in the buildings so long as the 25% capacity level is not exceeded. In select elementary schools this allows a small number of classrooms to be operated as distance learning hubs which also provides childcare services to parents with no more than a total of 13 students and 2 Providers in any one classroom.

At all locations School Age Providers are following CDC, Montgomery County and Maryland State Health Department guidelines and any safety standards issued and required. The Providers follow the MCPS scheduled for classes starting at 9:15 running till 11:15 before breaking for lunch.

The students take lunch in the same classroom where they learn. During the break between 11:15a.m. and 1:15p.m. students have lunch followed by play time. As much as weather will allow, they have outside play time that will be socially distanced and all high touch areas including play area equipment will be wiped down on a regular basis throughout the day by the Provider. The Providers are operating under a general plan for hours of operation to all open at 8:30 am and close at 5:30 pm. They are accommodating distance learning during the school day and monitoring and assisting as appropriate based on teacher instructions.

CUPF and MCPS worked with the Maryland State Department of Education – Child Care Licensing Division to ensure that Providers were able to get licensed for the alternate space they are using during this period of full day childcare and distance learning.

CUPF and MCPS have assisted and accommodated Providers in addressing the equity issues for access to this opportunity for care by those communities with a high need for these services. As we developed this opportunity for childcare programs, we asked the Providers to agree to give a priority to three specific groups of parents and children. Teachers, Essential Workers and Title 1/High FARMS populations were sought out and offered access to these services as a priority. The Providers worked with Principals, Social Workers, Guidance Counselors and Parents to identify families in need and those who were generally seeking childcare services.

CUPF worked with the Early Child Care Initiative Steering Committee which includes the Collaboration Council, Children’s Opportunity Fund, HHS, Recreation and others to determine how families in need can be assisted through financial support. There has also been support made available by the County Council for Providers to help with their business finances and operations encountered as they reopened services to families. CUPF has heavily discounted fees for facility use under permits so that Providers will pay a much lower rate for use of the facilities as they try to provide these services to families in need. CUPF reassessment of the facility fees charged to Providers seeks to accommodate the fact that Providers are required to license more space for social distancing with fewer students under a 13 student per room cap, which means less revenue in childcare payments for longer days. During a non COVID event period of time Providers operate approximately 4 hours daily distributed as 2 hours before school and 2 hours after school. Under the distance learning Hub model, they are operating from 8:30a.m. through 5:30 p.m. which is more than double the hours they usually operate.

As of this date there are 56 schools in operation as distance learning Hubs run by childcare Providers. The non COVID operation would have 118 schools operating childcare services with much larger groups of students in the various locations. This year each of the locations has on average two classrooms operating with 13 students per room. Many schools have more than 2 rooms with the majority having at least 2 classrooms per school. As the attached spread sheet demonstrates Providers are currently providing support for over 800 children with the numbers growing toward the allowed capacity on a daily basis. We are already seeing additional Providers opening as a result of the grant program that Council approved which became available.

Attachment: School Age Distance Learning Hub Providers

**School Age Distance Learning Hub Providers**

<b>School</b>	<b>SCHOOL AGE BEFORE AND AFTER CARE PROVIDER</b>	<b>Actual Enrollment 10/8/20</b>	<b>Expected Classroom Space Needed 9/2020</b>
Ashburton Elementary School	Rockville Day Care Assoc	12	1
Bannockburn Elementary School	Bar-T	22	2
Barnsley Elementary School	Kids After Hours	23	2
Bells Mill Elementary School	Bar-T	10	1
Belmont Elementary School	Bar-T	10	1
Bethesda Elementary School	Wonders Child Care Ctr	16	4
Bradley Hills Elementary School	Rockville Day Care Assoc	20	2
<b>Brown Station Elementary School</b>	KidsCo, Inc.	10	2
<b>Burnt Mills Elementary School</b>	Horizon Child Care	1	1
Candlewood Elementary School	Kids Adventure, LLC	6	2
Cannon Road Elementary School	Kids After Hours	12	1
Carderock Springs Elementary School	Kids After Hours	16	2
Carson Rachel Elementary School	Bar-T	25	2
Cashell Elementary School	KidsCo, Inc.	8	1
Cedar Grove Elementary School	KidsCo, Inc.	8	1
Chevy Chase Elementary School	Wonders Child Care Ctr	3	2
<b>Clopper Mill Elementary School**</b>	Bar-T		2
Cloverly Elementary School	Kids After Hours	11	1
<b>Daly, Capt. James E. Elementary School</b>	KidsCo, Inc.	26	4
Fallsmead Elementary School	KidsCo, Inc.	21	1
Farmland Elementary School	Kids After Hours	20	2
Flower Valley Elementary School	Kids After Hours	26	2
Forest Knolls Elementary School	Kids After Hours	26	3
Garrett Park Elementary School	Kids After Hours	36	3
Glenallen Elementary School	Kids After Hours	13	1
Goshen Elementary School	Bar-T	6	1
Great Seneca Creek	Bar-T	11	1
<b>Greencastle Elementary School</b>	Kids After Hours	10	1
Highland View Elementary School	Kids After Hours	23	2
Kensington Parkwood Elementary School	Bar-T	28	3
Lakewood Elementary School	Bar-T	8	1
Laytonsville Elementary School	Bar-T	9	1
Marshall Thurgood Elementary School	Bar-T	24	2
Maryvale Elementary School *	Rockville Day Care Assoc		1
McNair Ronald Elementary School	Bar-T	7	1
North Chevy Chase Elementary School	Kids After Hours	33	3
Oakland Terrace Elementary School	Kids After Hours	23	3
Pine Crest Elementary School	KidsCo, Inc.	22	2
Piney Branch Elementary School	Kids Adventure, LLC	5	2
Ritchie Park Elementary School	Bar-T	9	1
Rock Creek Forest Elementary School	Bar-T	9	1***
Rock View Elementary School	Kids After Hours	17	4
<b>Rolling Terrace Elementary School</b>	Horizon Child Care	5	1
Rustin, Bayard Elementary School	Kids After Hours	9	2
Seven Locks Elementary School	KidsCo, Inc.	8	1
Singer, Flora Elementary School	Kids After Hours	24	4
Sligo Creek Elementary School	KidsCo, Inc.	7	2
Stedwick Elementary School	Bar-T	19	4***
<b>Strathmore Elementary School ****</b>	Cosmic Kids		3
Strawberry Knoll Elementary School	KidsCo, Inc.	7	1
Takoma Park Elementary School	Kids Adventure, LLC	4	2
Wayside Elementary School	Farmland CDC	4	1

Westbrook Elementary School	Kids After Hours	14	1
<b>Wheaton Woods Elementary School</b>	Kids Adventure, LLC	6	2
Wood Acres Elementary School	Bar-T	23	2
Woodlin Elementary School	Kids After Hours	18	2
Wyngate Elementary School	KidsCo, Inc.	36	3
<b>Total</b>		<b>809</b>	<b>102</b>

\* Maryvale -New school building -will open when licensing is complete

\*\*Clopper Mill -Not open yet, requested 2 rooms 10/1

\*\*\*Rock Creek Forest and Stedwick asking for 2 more classrooms (10/1)

\*\*\*\*Strathmore -Expected to open in 2 classrooms on 10/19

**From:** [Yao, Vivian](#)  
**To:** Fw: HHS E&C October 15 meeting  
**Subject:** Wednesday, October 14, 2020 1:20:36 PM  
**Date:**

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**From:** Kimberly Rusnak <krusnak@thecommunityfoundation.org>  
**Sent:** Friday, October 9, 2020 6:32 PM  
**To:** Yao, Vivian <Vivian.Yao@montgomerycountymd.gov>  
**Cc:** bajusa@yahoo.com <bajusa@yahoo.com>  
**Subject:** RE: HHS E&C October 15 meeting

**[EXTERNAL EMAIL]**

Vivian,

Yes, here's an updated. Sorry- it's been a moving target and I wanted to get the most up to date list and data to share with you.

Phase 1: Wheaton Woods (24 students), Daly (45 students), Brown Station (13 students) and Stedwick (78 students)

Phase 2: Clopper Mill (52 students), Burnt Mills, Rolling Terrace, Strathmore and Rock Creek Forest

Phase 3: Greencastle, Kemp Mill, Whetstone and a few other schools TBD

The majority of families enrolled in the 4 initial sites are being supported by COF. Out of the 212 students enrolled with COF Equity Learning Hubs, only 15 students are paying in full. There are 182 students that are FARMS, we have 20 families where students previously qualified for the state childcare subsidies, but COF is covering the difference. We are also asking all families to apply for the MD Childcare subsidy and the DHHS County funds that are available. Once families gain approvals for public funds, we will transition to a pay per student basis. I know of at least 5 students who were not engaged in the online learning at all before starting at our hubs. There might be more, but that's been more anecdotal, not a question we have specifically asked. It would be an interesting question to ask of MCPS, if we could share with them the students we are serving.

There is a new cohort of 26 students at Stedwick and 52 students at Clopper Mill that we are still gathering data on, so I don't have all their homeschool information or other data yet.

Students by Homeschool

Wheaton Woods = 13	Clopper Mill = 40
Weller Rd = 6	Southlake = 10
Beall = 4	Waters Landing = 3
Arcola = 1	Greenwood = 1
Brown Station = 13	Daly = 39

Childcare providers are gathering the following information from students:

Avg income: \$29,829

Grade Levels: k-2 is 65%, 3-6 is 35%

Student Race/Ethnicity: 10% White, 48% Hispanic or Latino, 33% African American 9% multi-racial  
Language: 65% Spanish, 31% English, 4% French

How is COF paying for each classroom? Is it a per student amount based on the number of FARMS kids? How are you accounting for enrollment changes and monitoring services?

COF is paying for it based upon standing up full cohorts of 13 students. For example, with Stedwick, we funded the program in September for one full cohort, and then as they filled classroom #1, and had a wait list of 13 for classroom #2 then we paid for the classrooms as they filled up. With some providers that have mixed classrooms, in terms of income, we pay on a per student basis. If a child has a subsidy, then COF pays the difference. Childcare providers are taking attendance. Here's the text from the contract about attendance.

Ensure 100% of students enrolled are low-income students from diverse backgrounds and track and ensure regular attendance at 90%. The Childcare provider is responsible for maintaining a relationship with the parent/caregiver to ensure regular attendance. If a child only attends 60% of the previous month, it is the responsibility of the Childcare provider to connect with the parent/caregiver to determine what are the barriers for attendance and work toward a solution. If for two months, the child only attends 50% of the days that services are provided, the family is at risk of losing the Children's Opportunity Fund scholarship.

Outreach – This is being done in partnership with the Black and Brown Coalition and working closely with MCPS. At individual schools, the childcare provider and COF are meeting with the Principals, counselors, PCCs and PPWs to let them know the service is available. Most principals are looking at their attendance records and working with their Student Support Teams to determine who they are targeting for outreach.

All of the above numbers will continue to change and shift as more students enroll. Some schools have been faster to enroll students. For example, we opened Clopper Mill on September 30, and ten days later it is already full. It filled quickly because the principal and MCPS staff did the primary outreach. Students need to take their temperature for two weeks before entering or submit to a rapid Covid test. That is generally what slows students down from enrolling immediately.

If you have other questions, let us know.

Sincerely,  
Kimberly

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# Educational Equity & Enrichment Hubs

Byron Johns, Black and Brown Coalition for Educational Equity and Excellence  
Ben Wikner, Cross Community Church  
Kimberly Ruskin, Children's Opportunity Fund

5 October 2020



# The Problem Statement

- Despite MCPS' tremendous effort to implement a robust virtual learning environment, the persistent racial and educational disparities Montgomery County's Black, Latino and low-income children were subjected to prior to the pandemic, have further been exposed and exacerbated during the pandemic
- Highly impacted students are not able to engage with virtual learning because of barriers beyond their control and need additional support
- These students live in the communities hardest hit by COVID and have experienced heightened trauma and need access to safe, supervised consistent learning environments

# County Council has Asked MCPS to coordinate and collaborate with Multiple efforts to ensure wise use of the limited resources

## **Virtual Instructional Day Support**

- Black and Brown Coalition, Children's Opportunity Fund, and Bar-T – Partnering to offer a full day “Educational Equity Hub” for a cohort of 52 students in the Montgomery Village area, with the hope to expand to additional locations
- DHHS – Proposing subsidized childcare for low-income families that will support online learning during the day

## **Wrap-Around Services and Support**

- Children's Opportunity Fund -- Targeting additional private resources to provide early literacy, tutoring and family support services
- Collaboration Council for Children, Youth, and Families – Proposing to host afterschool hubs at 12 locations (3 each in 4 targeted cluster areas)
- Montgomery County Department of Recreation – Anticipating an expansion in youth sports and afterschool programs
- \*\*City of Gaithersburg is trying to stand up "study bubbles" thru National league of Cities initiative

# Solution Strategy

- ❑ Develop Educational Equity & Enrichment Hubs (EEEH) providing an affordable option for highly impacted K-5 students and families which includes on-site support during the school day operated by private before- and after-care providers
  - Privately funded pilots for rapid response & proof-of-concept
  - Publicly funded rollout to scale capacity to meet demand
  
- ❑ Coordination and Collaboration with community advocacy organizations & MCPS Student Well-Being Teams to Identify and engage students & families most in need of support

# Educational Equity & Enrichment Hub Comparison to HHS Childcare

Criteria	EEE Hub	HHS School-Age Child Care During Distance Learning
Program Funding	\$.5M Private funds ; \$50/month/child family CoPay; \$ 7.56M for 30 school-based Hubs and/or open additional Cohorts now thru Jan 2021; \$12.09M** thru school year	\$1.8M grants to home & school base childcare providers; up to \$5.6M grants for individual applicant families thru Jan 2021
Program Focus	K-5 <sup>th</sup> grade; FARMS Eligible; Un-supervised minors; unable to fully participate in Virtual Learning	children ages 5-13; family childcare Homes; foster families
Program Availability	<b>Stedwick ES Open</b> ; Daly & Wheaton Woods opening 10/5; additional sites within days of funding	Following Provider & Parent Grant Approval
Participant Id/Outreach	Community Education Partners & MCPS Collaboration	HHS Community Health Groups
Students Served	Up to 2,340; K-5 <sup>th</sup> Grade	Up to 1,500; K-8th Grade
Family Financial Qualification	Priority focus on FARMS eligible (180% x FPL)	Up to 400% x FPL
Childcare Service Providers	8 providers capable of rapidly opening/staffing new sites	11 providers currently operating in schools
Provider Funding Model	Funding per approved Cohort	Per student/family approved;
Locations	30 new Highly Impacted schools & Adjacent licensed sites	Additional subsidized seats at 62 schools
Equity Focus	Priority Access to Highly Impacted Students & Families	Low income, Documented Families(17)

# Priority Target Students/Families for EEE Hubs

- K-5 students
- Eligible for Free and Reduced Meals (FARMS)
- Students without adult supervision options and/or in need of internet access
- Families willing to commit to attending every day as a part of the Participant Agreement
- Able to provide their own transportation\*\*
- A COVID-19 Test 72 hours or 2 weeks of temp checks before starting a Cohort
- English or Spanish language speakers

## Not Capable of Supporting

- Not capable of supporting students with more severe Special Needs
- Limited language support other than those mentioned

\*\* Will Seek transportation options for highly impacted school communities where the school facility cannot host a Hub

# Educational Equity & Enrichment Hub (EEE) Hub Solution Strategy and Approach

## Phase 1

*Children's Opportunity Fund (COF) is leveraging private funding to:*

- *Opened the first pilot EEE Hub at Stedwick ES with Bar-T on 9/14*
- *Work with KidsCo & Kids Adventures to establish additional pilot Hubs at Daly, Wheaton Woods, and Brown Station ES*

*MCPS delivering meals from nearest food distribution locations*



# Stedwick ES EEE Hub Experience

*STEDWICK EEE HUB was Approved for access 9/10, Opened 1<sup>st</sup> Cohort 9/14!*

- **DEMOGRAPHICS** ( n=63)
- **Average Income:** \$29,829/Year
- **Student Gender:** 57% Male, 43% Female
- **Grade Levels:** K-2<sup>nd</sup> 57% , 3<sup>rd</sup> – 6<sup>th</sup> 43%
- **Student Race/Ethnicity:** 51% Hispanic or Latino, 32% Black or African American, 11% Multiracial, 3% White, 1% Asian, 1% American Indian or Alaskan Native
- **Language Spoken at Home:** 51% English, 49% Spanish
- **Parent/Caregiver Employment:** 86% applicants are working outside the home
- **Distance Learning Supervision at Home:** 73% applicants indicated that their child is unsupervised, or alone at home, during Distance Learning.
- **How did they find us?** 62% families heard about EEEH through a contact at the school (Principal, Teacher, PPC, PPW, Linkages to Learning, etc.); 38% families heard about EEEH through community contacts



# Stedwick ES EEE Hub Experience-2

## STEDWICK Testimonials

- *“4 of our students had not participated in virtual learning classes before attending the Stedwick Educational Equity Hub” – Staff*
- *“My two foster sons recently came into my care amidst the COVID pandemic. My older foster son had never been enrolled in school and certainly didn’t have the skills to participate in distance learning while I worked from home full time. The ability to be able to access the Equity Hub at an extremely affordable cost was a lifesaver. The cost also increases the likelihood that he will be able to continue to use this service and have continuity when he transitions back home. This service is an invaluable one to the community.” --Foster Parent*
- *“I need to work, so both my children were staying with my disabled elderly parents and I was concerned about their safety and well being. Attending the Equity Hub allows my son to attend classes and receive the support he needs to learn” –Parent*
- *“I work and don't have internet at home, so <Name> didn't do online school before she started at Bar-T. She is now able to go to the distance learning hub at Stedwick and attend classes”--Parent*
- *“I work every day and don't understand what she needs to do on the computer. Going to Stedwick is the way she is able to go to class online with her teachers” --Parent*
- *“Our student's parent is a single mom who works long hours outside her home, and she is unable to supervise and support her Kindergarten daughter during distance learning. The parent has 5 or 6 kids and <child> stays under one of her older's sibling's supervision, who is unable to support <child> because he has to be attending MCPS distance learning at the same time. This situation has made <child> miss school several times, which may prevent <child> from having successful distance learning” --PCC*





# Educational Equity & Enrichment Hub (EEEH) Solution Strategy and Approach

## Phase 2

- While MCPS works on re-opening schools to serve SPED and other high priority groups of students, allocate public funds to expand EEE hubs/cohorts for highly impacted and vulnerable students who need on-site support to benefit from virtual learning
- Provide additional public funds through Children's Opportunity Fund (COF) to work with service partners to expand EEEH sites across the County to serve ~ 1,500 – 2,400 of MCPS' most impacted students and families.
- Community Education partners and MCPS' Principals, Teachers, Counselors, PCCs, PPWs, collaborate on identification and outreach to target student/families for EEEH support

## Phase 2 Sites Identified by Children's Opportunity Fund (COF) with the potential service providers

1. JoAnn Leleck/Broad Acres (no provider ID) – one of 8 Kirwan Community Schools
2. Harmony Hills (Alpha BEST) – one of 8 Kirwan Community Schools
3. Highland (no provider ID) – one of 8 Kirwan Community Schools
4. Sargent Shriver (AlphaBEST) – one of 8 Kirwan Community Schools
5. New Hampshire Estates/Oak View (no provider ID) – one of 8 Kirwan Community Schools
6. Burnt Mills (Horizon Child Care) – White Oak
7. Arcola (Montgomery County Childcare Association)
8. Rock Creek Forest – Silver Spring (Bar-T)
9. Greencastle (Kids After Hours)
10. Brown Station (Kids Co)
11. Rolling Terrace (Horizon Child Care)
12. Strathmore (Cosmic Kids)
13. Kemp Mill (YMCA)
13. South Lake (no provider ID)
14. Gaithersburg (no provider ID)
15. Summit Hall (no provider ID)
16. Whetstone (Bar-T)
17. Clopper Mill (Bar-T) [34 parents have pre-registered]
18. Watkins Mill (Bar-T)

Where no provider has been identified in the school, a plan to utilize nearby locations and/or support for transportation would be developed

## Additional Phase 2 sites Bar-T indicates are Available to Open as *exclusively* EEEH locations:

### Germantown Area:

- Clopper Mill ES
- Christa McAuliffe ES
- Germantown ES
- Matsunaga ES
- Sally K Ride

### Gaithersburg/N Potomac:

- Diamond ES
- Fields Road ES
- Darnestown ES
- Travilah ES

### Montgomery Village & North

- Mill Creek ES
- Woodfield ES (Damascus)

### Rockville/Potomac/Bethesda/N Bethesda

- Burning Tree (Bethesda)
- College Gardens (Rockville)
- Potomac (Bethesda)
- Rock Creek Valley (Rockville)
- Somerset (Bethesda)

## Additional **Phase 2** sites Bar-T indicates are Available for *additional* EEEH Cohorts:

### "Down South"

- Bannockburn
- Bells Mill
- Kensington Parkwood
- Ritchie Park
- Rock Creek Forest

### Germantown:

- Great Seneca Creek
- Ronald McNair

### North Potomac:

- Poolesville
- Rachel Carson
- Thurgood Marshall
- Lakewood

### Olney/Gaithersburg/Montgomery Village:

- Belmont (Olney)
- Goshen (Gaithersburg/MV)
- Laytonsville

# Educational Equity & Enrichment Hub (EEEH) Solution Strategy and Approach

## Phase 3

- When MCPS re-opens schools for hybrid (virtual & in-building) learning, students will be out of school building 3 of 5 days of the week and EEE Hubs will need to continue to be available. **County Leadership must begin planning now to authorize alternate spaces for Hubs to continue operating through the school year.**
- EEE Hubs will plan for transition out of school facilities to other public and/or private facilities (libraries, rec centers, churches/synagogues,...) to continue providing support to students during their out-of-school learning days.
- As space and health/safety protocols permit, assess the ability to engage additional support service providers for middle and high school age students

# The Budget

Fee for Families is \$50 per month per child

Operating expense is ~\$50K per site per month (4 cohorts, 52 students)\*\*\*

Public Funds Needed to Open 30 sites = \$1.5 M per month

Phase 2 Funding Requested (30 sites x5mths)      \$7.5M

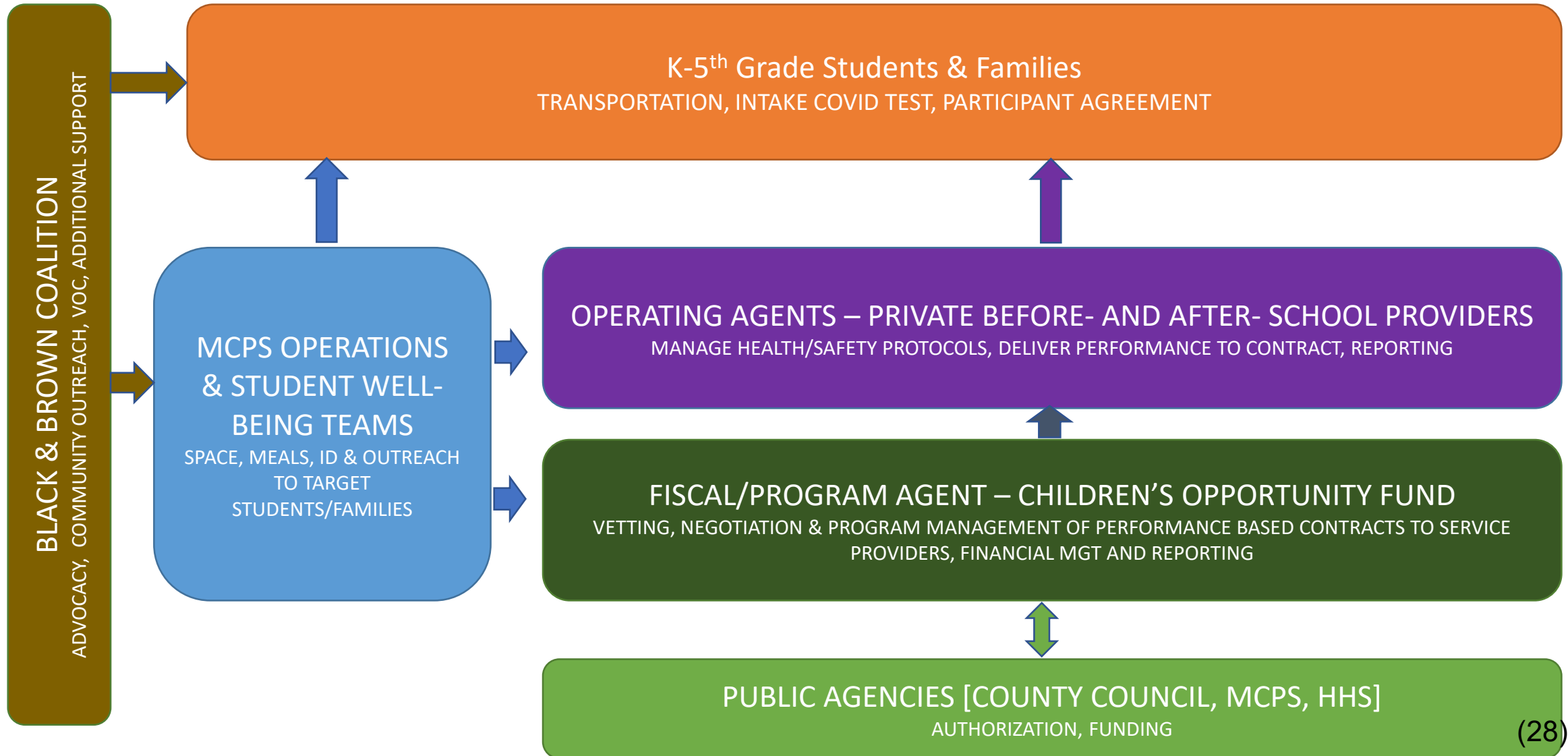
Phase 3 Estimated Cost(30 sites x 3 mths)      \$4.5M

Program Manager (\$10K x9 mths) = \$90K

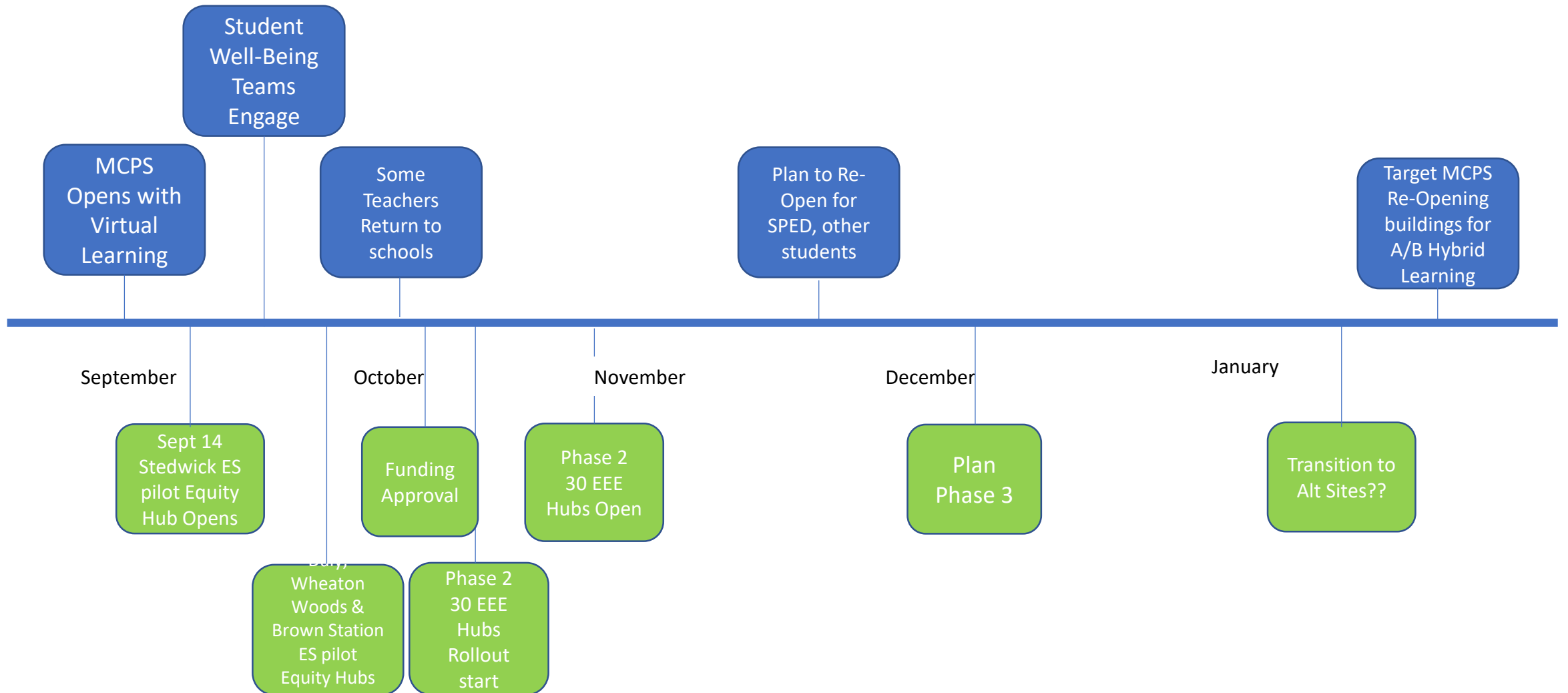
Total Budget = \$12.09M

\*\*\*Some sites could support 6 cohorts/78 students and operating expense would be ~\$75K per site per month. Spending will be authorized by cohort enrollment and maintained performance

# Collaboration Roles and Responsibilities



# Educational Equity & Enrichment Hub Proposed Timeline





# Summary

- Educational Equity & Enrichment Hub pilots demonstrate successful, safe operation; and anticipated demand will exceed current planned capacity
- As additional EEE Hub Cohort seats are funded, collaboration with Community organizations & MCPS' Student Well-Being Teams can match demand with supply
- Targeted EEE Hub promotion and outreach to each school community needs to begin and regularly be refreshed to gauge and stay in front of demand
- Providers are prepared to begin opening sites within 3-5 days of funding commitment & site access
- **Requesting a commitment to authorize immediate access to school sites and funding COF for additional Educational Equity and Enrichment Hubs**

# What's At Stake?

With the Loss of Learning and Educational Opportunities,  
We Are At Risk of Losing an Entire Generation in  
Montgomery County, Particularly the Most Vulnerable!

MCPS is more than a month into the 1<sup>st</sup> semester and every day that passes where our most impacted students are not able to access a safe, supervised, supportive environment to engage with virtual learning, increases the risk of long-term disengagement, scholastic futility, and dropping out!

**Time is of the Essence!**

Dear Council President Katz,

I hope this finds you and the team healthy. I know you are very busy. Thank you to you, the Council and the Council staff for all the effort put into keeping our community healthy.

I am particularly pleased by your commitment to enable our elementary school students to participate in learning hubs where they are provided critical childcare and strongly supported in online learning. We know that about 1,500 students have not logged on at all and many more have connected only sporadically with their classrooms. The \$7 million in boost grants and subsidy funds the Council provided will make a significant dent in ensuring that Covid slide is not further magnified.

I'm writing today to ask you provide some additional funding to enable the Children's Opportunity Foundation (COF), working with the Black and Brown Coalition to extend this support to some of our neediest children, children who might otherwise be left out. COF, as you probably realize, got a head-start on creating these learning hubs by raising an unprecedented \$550,000 from the community. Additional funding from the Council would help ensure the Council's \$7 million program is successful in enrolling the children who need the help the most.

The subsidy portal opened this past week. That is great news. BUT, many childcare providers and grassroots community members fear that an important slice of the community who need these subsidies most will not learn about the opportunity, or struggle to use the portal.

- As you realize many black and brown families are distrustful of government systems. This is especially true for undocumented families. While the program is available to them, they may be unwilling to check a box (as I understand is required), indicating their undocumented status.
- Some families will need assistance just to complete the complex application. This need is exacerbated when the parent is not computer literate
- there are exceptions that would prevent eligibility despite special circumstances. For example, a technologically illiterate retired grandparent with temporary custody would be unlikely to meet program requirements
- Without grassroots outreach and intentional coordination with MCPS, many of the most needy families will not know about the program, or not make the effort to apply.

I believe that because of COF's experience to date, it can work with DHHS to significantly mitigate these issues. In conjunction with the Black and Brown Coalition, COF is already coordinating much of this work, working to provide equitable access to education for all our low-income children. To do so, COF has been working closely with individual schools and community-based organizations to identify and contact students that have not been routinely connecting, or whose parents are most in-need of quality childcare to be able to work.

Additionally, COF is positioned to provide some much-needed coordination between the childcare providers, MCPS, and DHHS to ensure that parents are directed to Learning Hubs with space available and to help providers stand up fully enrolled hubs, which will reduce the cost of this service.

Funding for 500 children would go a long way to ensure equitable access to education and reduce Covid-slide challenges for our community's low-income residents.

I know that you are meeting this week to discuss learning hubs. I hope you will give sincere consideration to supporting COF in this effort.

Thanks so much. Best to you Lisa, Mary and the rest of your office,

Joan

Joan Schaffer  
5600 Wisconsin Ave.  
Chevy Chase, MD 20815  
703 217 5188

**From:** Kevin Beverly <khbeverly56@gmail.com>

**Sent:** Friday, October 9, 2020 8:45 PM

**To:** Katz's Office, Councilmember <Councilmember.Katz@montgomerycountymd.gov>; Rice's Office, Councilmember <Councilmember.Rice@montgomerycountymd.gov>; Navarro's Office, Councilmember <Councilmember.Navarro@montgomerycountymd.gov>; Glass's Office, Councilmember <Councilmember.Glass@montgomerycountymd.gov>; Albornoz's Office, Councilmember <Councilmember.Albornoz@montgomerycountymd.gov>; Jawando's Office, Councilmember <Councilmember.Jawando@montgomerycountymd.gov>; Friedson's Office, Councilmember <Councilmember.Friedson@montgomerycountymd.gov>; Hucker's Office, Councilmember <Councilmember.Hucker@montgomerycountymd.gov>; Riemer's Office, Councilmember <Councilmember.Riemer@montgomerycountymd.gov>

**Subject:** Support for our children

**[EXTERNAL EMAIL]**

As you may know, I serve as a member of the steering committee of the Children's Opportunity Fund. Since the change in administration, I have become the de facto leader of the committee. I believe in what COF is trying to do and I have appreciated the support the Council has provided as we work to support the programs for our most vulnerable children. This week the Board of Education released data that about 1500 students have never logged on the MCPS' online learning this fall. There are also numerous students who have connected at minimal amounts. Last week the County Council appropriated \$7 million dollars to provide boost grants to school based providers and increased subsidy funds for school age childcare. The portal opened this week, but there is concern from providers and community members that many families will struggle with access subsidies through the online system.

Here are some of my concerns:

- For black and brown, low-income communities, accessing an online portal is too challenging and overwhelming. Many community members don't trust government systems, so it's critical that opportunities be provided in a way that's easily accessible and reduces the barriers to access.
- While the childcare subsidy funds will be accessible to undocumented families, it is unclear if families will actually feel comfortable clicking "yes" and sharing their information with our local government system.
- The subsidy dollars available through DHHS are flowing on a per student basis – which is challenging for childcare providers. Providers will continue to lose money if they open to serve a group of less than 10 students. COF has been opening classrooms in full and working to fill the spots through extended outreach and coordination at the school level.
- There are special Covid exceptions that need to be made which will not qualify under the DHHS subsidy process. For example, a grandparent who is the guardian for a child is not technologically literate to be able to help a student access the system, but they are retired and don't qualify based upon requiring that it is a single parent household or a household where both parents are working.
- Equity is critical in this work – COF has been working closely with MCPS to find the students who are not connecting, and providing Learning Hubs is a critical support that many families need right now.
- Coordination is imperative. Families and counselors have been reaching out to Bar-T, Children's Opportunity Fund and the Black and Brown Coalition to see where there are openings and how they can help families get access to Learning Hubs. DHHS knows what families are homeless or qualify for other public support and can do outreach to those families. MCPS knows the students who are not connecting. COF sits in the middle of all these partners and is working directly with childcare providers to coordinate all the systems to make sure we are doing what is right for our community's children.

I am asking for the County Council to support Children's Opportunity Fund to address this immediate need. The Children's Opportunity Fund is already coordinating this work and is working to address equitable access to education for our community's low-income black and brown children in Montgomery County. The support, which will allow the COF to serve 500 students this fall and support their capacity to coordinate the work throughout Montgomery County.

You probably also may know that I retired from SSS in July and I have been focusing my energy on education and economic development. They are inextricably linked in my mind. This support is important. Thank you for attention to this issue. I know you all have only the best interest of our children at heart.

Humbly,

kb

(34)

## Montgomery County Recreation OST Update 10-9-20

### Montgomery County Recreation is helping young people to remain resilient during the pandemic.

Heightened health risks, isolation and family job loss are testing the resilience of families. Many young people and their families, particularly those in underserved communities, lack the pathway to pursue opportunities outside of the traditional school day support system.

### Mobilization of Out-Of-School Time Programs

Montgomery County Recreation is using sports and after-school programs to help build a network of supports, programs and services to strengthen communities and to help families emerge from this crisis strong, resilient and hopeful. The Department is equipped to mobilize asset rich environments which are intentionally designed to improve achievement motivation, connect youth with caring adults, build healthy relationships, improve health habits, strengthen self-confidence and self-control, which are essential for meeting students' needs and helping to mitigate learning loss as result of the pandemic.

### The Department is currently mobilizing partners to begin establishing strategies for the Montgomery County Youth Sports Initiative

- Met with Councilmember Albornoz on formalizing a youth sports council Sept 10, 2020
- Held Preliminary discussion with key stakeholders on Sept 11, 2020
  - Impact Silver Spring, Identity, 480 Club, Recreation
    - General theme around Recreation establishing a league framework constructed of multiple partners, sports groups, recreation centers, etc.
  - Held preliminary discussions with M-NCPPC on Oct 9, 2020 to discuss sports infrastructure and partnering on the Youth Sports Initiative
- Working with Montgomery County Collaboration Council to establish process for grant distribution
  - MCCC Contract completed and executed Oct 7, 2020
- Leveraged and expanded Soccer4Change for immediate outreach during COVID

### The Department has successfully launched Soccer4Change on September 28<sup>th</sup> with 34 teams and 306 players

- Mobilization of partners: Identity, Impact Silver Spring, City of Gaithersburg, SONS (HHS), local teams
- COVID Safety Training for coaches players and staff
- Practices, professional clinics and games
- 5 practice fields and 3 game fields in the Montgomery Village, Gaithersburg, Silver Spring, Wheaton areas
- Expanded middle school opportunity
- Remove barriers to play: equipment, transportation, masks, assign teams and coaches, no player fees

### Re-Launch two Excel Beyond the Bell Elementary locations at South Lake and JoAnn Leleck

RE-launch EBB in an effort to bring back safe spaces under the support of trusted adults where young people can learn, grow and reconnect safely in a COVID environment.

- Anticipated launch at JoAnn Leleck and South Lake Elementary Schools on October 19
  - 4 cohorts or 13 students per school (52 total)
  - School administration referring students in greatest need of supports
- Held EBB Principal and School Administrative meeting on September 28 to discuss program launch
- Received formal approval from MCPS to proceed on October 7
- Currently interviewing and finalizing staff assignments
- Finalizing program planning
- Capitalize on the use of pre-existing summer and OST safety and communicable disease plans
- Staff training and onsite training Oct 12-16
- Recruitment and registration Oct 12-16

### Recognizing Potential Barriers

- Concerns for keeping the 302 young people participating in Soccer4Change connected during winter
  - Trying to expand seasons and outdoor opportunities
- Limited capacity of facilities and programs due to COVID
- Parents and Guardians trusting safety protocols
- Increased transportation barriers due to COVID



# Engaging All Our Youth

Positive Youth Development  
and Social Emotional Support  
for all youth through  
Countywide Coordination

Montgomery County Collaboration Council &  
Children's Opportunity Fund, August 2020



“

Don't reach for normal,  
reach for better.

MICHELE NORRIS

## VISION

Montgomery County Youth across the county will receive timely, appropriate, equitable, and sustainable access to developmental and social emotional supports to support them as they seek to thrive.

- Specifically designed to **engage** youth and families identified as at risk for loosely participating in school or disconnected/disengaged with an immediate and sustainable long-term response and recovery strategy
- Through **identifying** local assets and needs-specific to each community by MCPS cluster
- Through **coordinating** sustainable supports and partnerships that ensure that youth and families are connected and positively supported

# COUNTYWIDE YOUTH ENGAGEMENT RESPONSE & RECOVERY STRATEGY



Engage:  
Equitably engage each  
Community as partners  
to assess needs and  
identify desired results



Empower & Enrich:  
Establishing programming  
priorities and partners through  
community needs assessment &  
asset-mapping



Evaluate:  
Monitor Quality,  
Measure Impact of  
immediate and long-  
term strategy  
implementation to  
scale & replicate  
successes and course-  
correct where  
necessary (39)

# Montgomery County Support Response for Youth and Families

**A) Virtual Youth Support  
Programming (Enrichment,  
Mentoring, Academic Support)  
(1-3 Hours, During/After school)\***

**B) Before & After School In-  
Person Programming @Hubs  
(2-3 Hours)**

**C) Full Day In-Person Youth  
Support & Engagement  
Hubs (9-10 Hours)**

Funded by:  
County/City Recreation Departments  
HHS Subsidies  
County Government  
COF  
Community/Interfaith/Business Sector  
Sponsorships

#### Needs:

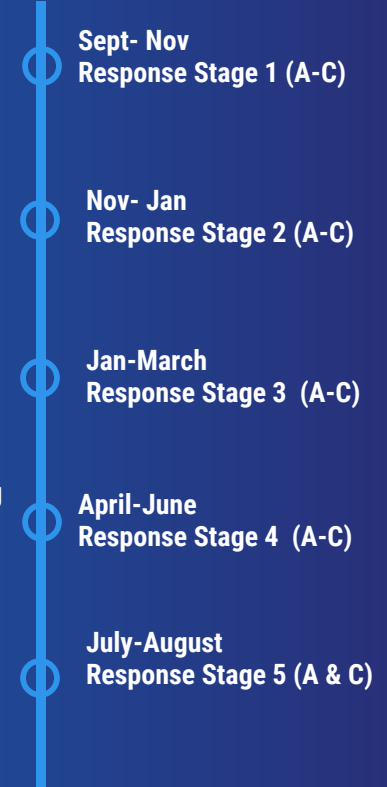
- Approximately 28,000 FARMS Eligible MCPS MS & HS youth without SEL, mentoring, and Out-of-School Time enrichment and recreation opportunities previously offered in school
- Over 3000 of these youth served in the Excel Beyond the Bell programs now without supports
- Subsidies and limited County Recreation programming will support some but not all youth in need of engagement and enrichment

## Response Implementation Timeline

(Needs and program slots to be assessed each MCPS quarter):

#### Implementation Objectives:

- Sustain current and subsidize planned efforts;
- MCCC Regional Coordinators assess community needs by cluster
- Establish, contract & monitor hub and program locations (MoCoCYSE Regional Coordinators) providing relevant supports by period (A-C);
- Reassess needs each stage



\*All funding sources apply, including MCPS where contracted (40)

# The Process

01

Map the needs and Resources Engaging the community by cluster to assess needs, partners, and existing supports using MCCC MoCoCYSE Regional Coordinators connected to County Regional Service Centers areas

02

## Prioritize & Partner

Tier needs and partnerships into Low-Mid-High levels of support & capacity  
(Community Partners: MCPS PPWs, PTA Area VPs & Cluster Leaders, Faith-based and Community-based organizations)

03

## Engage, Vet, Prep & Coordinate

Develop and Manage Community Partnerships with Service Providers (41)



# The Process

04

Measure Impact, Outputs & Outcomes & Report Results  
Identify the curve turning strategies

05

Sustain, Scale, & Diversify the Investments & Partnerships to support future efforts and youth needs





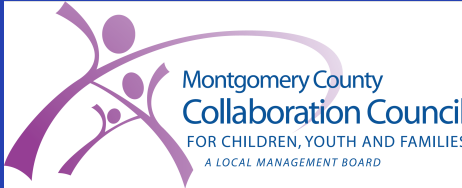
## The Investment

Enhanced Funding to Reinforce Adaptation & Sustain Current Efforts  
Program Monitoring, Technical Assistance, & Evaluation Funding  
Capacity Building & Sustainability Funding  
Marketing & Communications for Holistic Family Engagement

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# Implementation Partners

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## Montgomery County Collaboration Council

- Region and Cluster based coordination
- Provider & Implementation Partner Solicitation, Contracting, Management, and Quality Monitoring
- Community Engagement
- Needs Assessment, Asset Mapping and Impact Reporting



## Maryland Mentor

- Mentor and Volunteer Recruitment and Training Coordination & Pipeline Management
- Mentor and Volunteer Placement Management Support
- Community Engagement
- Needs Assessment, Asset Mapping and Impact Reporting



## Nonprofit Montgomery

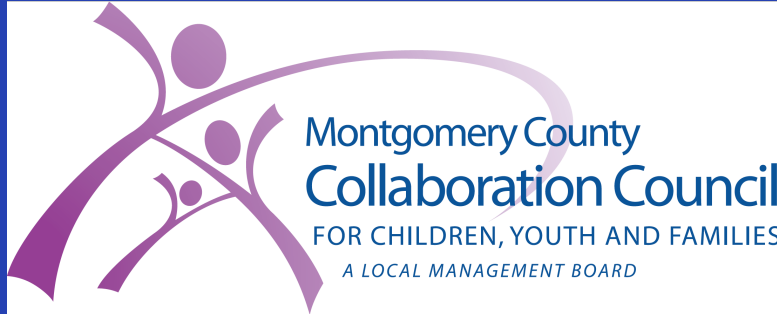
- Technical Assistance provided to provider organizations in need of sustainability supports
- Technical Assistance to provider organizations applying for relevant funding applications



## Jewish Social Service Agency

- Virtual and in-person group socialization and wraparound supports for participating youth
- Community and Family Outreach Groups and Resources

# The Coordinating Partners



## Montgomery County Collaboration Council

- Neutral convener of community, public & private stakeholders and service providers to promote equity, quality, accessibility and sustainability of supports for the well-being of children, youth and families
- Local Management Board
- Contract Management, Quality Monitoring, Technical Assistance, Youth Development Capacity Building & Impact Reporting



## Children's Opportunity Fund

- Engages government and community in partnership to support priorities for children and youth
- Leverages public funds to invite private funding to close opportunity gaps for children through strategic investments, innovation and evidence-based strategies



# Stakeholder Engagement & Coordination



## Community Collaborative

- Community Advisory Panel (representing regions/clusters)
- Facilitated by: MCCC MoCoCYSE Regional Coordinators
- Goal: Inform & reinforce County and community-initiated investments and initiatives with data around needs & philanthropic support



## Youth Serving Sector Collaborative

- Youth Serving Provider Advisory Panel
- Facilitated by: MCCC MoCoCYSE Regional Coordinators
- Goal: Support accessibility to & sustenance of youth serving provider network in service to communities



## County Funder Collaborative

- Children's Opportunity Fund
- Local Youth Service Contracting & Funding Agencies
- Goal: Implement County Funded supports & opportunities for families to access quality childcare and youth programming

# Montgomery County Support Response for Youth and Families Budget

Projections include staff & operating costs  
(Supplemental Funding for additional Space and Maintenance of Space  
needs may be requested on a per program basis as needed)

Strategy	# to be served	Program Sessions	Hours	Budget
Virtual (Asynchronous)	TBD	11 Weeks	110-165 hours/program	\$21,450/program
Virtual (Synchronous)	TBD	11 Weeks	110-165 hours/program	\$33,000/program
Before School Hubs	2000 youth/153 groups (1:13)	10-12 weeks	2 hrs/day	\$1.1M
After School Hubs	2000 youth/153 groups (1:13 ratio)	10-12 weeks	3 hrs/day	\$1.6M
Full Day Hubs	2000 youth/153 groups (1:13 ratio)	10-12 weeks	9-10 hrs/day	\$6.4M
Wraparound Family Engagement		Virtual Group Based Supports; Social Distanced Social & Recreational Experiences; Family Virtual Support Groups & Resources		\$50K
Coordination, Management, Monitoring, TA, Evaluation				\$500K

# Thank you





October 7, 2020

Montgomery County Collaboration Council

Status Update Summary for **Montgomery County Community Youth Support and Engagement Proposal**

### **Overview**

Montgomery County Collaboration Council submitted a proposal to County Council to connect youth at risk of disengagement during this time to coordinated youth support efforts that are needed now and have long been needed. The proposal would also immediately implement accessible programming of a specific focus (mentoring, OST enrichment & SEL, and wraparound family support focuses).

Collaboration Council's proposal outlined countywide coordination effort for youth support and youth development programming entitled the "Montgomery County Community Youth Support and Engagement (MoCoCYSE) proposals". Essentially, our comprehensive proposal addresses the coordination, management and monitoring gap across the local youth-serving sector now and for the future. Most recently the need for this level of coordination was identified on page 5 on the most recent County Council Education and Culture Committee hearing (10/5/2020) package: "... a streamlined process does not currently exist to help coordinate the multiple efforts occurring across sectors at this time". Collaboration Council's proposal offers the Collaboration Council as that coordinating entity in partnership with the Children's Opportunity Fund. Councilmember Navarro's comments during the E&C hearing reiterated the Council's desire for this level of proposal that would allow for the Council's desired for "integration" and leveraging of resources to support youth, especially those engaged in remote learning and disconnected from other youth services as well.

MCCC's focus for our proposals is on immediately locating youth and family support resources (funding, partnerships, locations) where none exist for public and non-public youth serving organizations and the larger population of County youth who need to be connected to these organizations and agencies in order to succeed in school and life.

The pilot phase proposed, to establish youth support and engagement hubs that are locally accessible to communities regardless of whether MCPS facilities are open or school is in session, is being partially sponsored by MCPS to add to its "tiered system of supports" for youth, based on referrals from the MCPS Student Well Being Teams and in support of the County Council's goals for County youth. The County Council and MCPS have a large specific mandate and population of youth as a primary target to engage and support immediately and for the future. The County and the County's youth serving agencies make ideal partners for this pilot in addition to private youth-serving organizations.

With the funding precedent established by the approval of this pilot and the goals of our proposal, it is MCCC's hope that we can sustainably and strategically address youth support needs in direct partnership with all youth-serving agencies and organizations across the sector, in partnership with the

County's communities and while mobilizing resources and opportunities in private and public spaces in a more expanded manner, complementary to those supports and opportunities that currently exist and the even fewer which are currently operating.

### **Status Update**

To date, Collaboration Council has not received approval from Council about our proposal but have received Council's overwhelming support, especially for the design of the proposed immediate pilot of the larger coordinated approach. To that end, our MoCoCYSE proposal included a pilot to establish privately-operated youth serving programs hub locations of County-funded programs in 4 geographic areas identified by their associated MCPS clusters. Our proposal targeted areas, examples of systemically-impacted communities as indicated indicated by the high number of youth eligible for Free and Reduced-Priced Meals (FARM) in the clusters, are in need of an infusion of funding and infrastructure to meet its expressed youth support needs with program opportunities and locations accessible to the community.

County Council under the leadership of Council President Katz and Education and Culture Committee Chair, Councilmember Rice, worked to inspire collaboration between MCPS' student well-being and achievement plans and our immediate pilot proposal, keenly seeing that MCCC and MCPS were looking to accomplish the same result: that youth are successful in school and life during this crucial time. That partnership is well-underway. To date, we have identified in partnership with MCPS' Office of Student and Family Support and Engagement 4 high schools to serve as 1 of 3 locations in each cluster to host hubs, funding support for the proposed programs and transportation as well as a community advisory and referral partnership with MCPS' Student Well-being teams as a part of our community needs assessment process for the initiative.

We have not received confirmation of funding from County Council to stand up the remaining pilot program locations in each cluster proposed to date, understanding that Council wanted to see the level of partnership with MCPS before devoting more resources to the pilot proposal to rightly leverage all the resources to support youth in coordinated manner.

MCCC hopes that County Council will fund the remaining proposed programming/locations to be provided in community and provider operated locations in each targeted cluster along the same timelines as the MCPS-located program hubs. Collaboration Council is continuing to survey and convene private youth-serving organizations to ascertain their current capacity to serve and identify those organizations who when empowered to serve through funding award (County Council funding to cover program and the providers' identified locations) or through funding award and facility assignment (MCPS partnership funding and facility). We are currently working through the necessary privacy compliance processes with MCPS and are announcing the pilot to school administrative teams and central MCPS departments who will support the effort and secure the facilities.

Our proposal coordinating partner, Children's Opportunity Fund, stands ready to administer the funding, once made available, to providers as grants to expedite the implementation processes of the County Council and MCPS funded pilot hubs.

## Status Update Summary for **Montgomery County Youth Sports Initiative**

### **Overview**

Montgomery County Council has awarded a special appropriation to the Montgomery County Collaboration Council to disburse program contract awards to qualified youth sports program and service providers. The special appropriation was awarded and intended to partner with special appropriations to the Montgomery County Recreation Department for contract monitoring of the Collaboration Council funding as well as to implement sports leagues, as well as to the office of Community Use and Public Facilities (CUPF) to support public facility use fee subsidies.

### **Status Update**

Collaboration Council received its contract from the Montgomery County Recreation Department October 5, 2020 and has initiated all of its internal solicitation and contracting processes. Pending Collaboration Council Board procurement process approval and initiative coordination and alignment meetings with the Recreation Department and CUPF, we will complete the contracting phase for identified eligible sports program providers. We anticipate completing the aforementioned processes , identifying the first round of awardees for a November 2020 program start up date.

Collaboration Council's OST department stands ready to solicit, manage and monitor the contracted programs with identified program performance measures and quality indicators for quality youth programming.

<b>No Logins for September 28-October 2</b>	
<b>School or Location</b>	<b>Grand Total</b>
ALTERNATIVE PROGRAMS	27
ARCOLA ES	8
ARGYLE MS	2
ASHBURTON ES	1
BANNEKER MS	1
BANNOCKBURN ES	3
BARNSLEY ES	1
Bayard Rustin ES	2
BCC HS	17
BEALL ES	5
BEL PRE ES	7
BELLS MILL ES	2
BELMONT ES	1
BEVERLY FARMS ES	3
BLAIR HS	88
BLAKE HS	24
BRIGGS CHANEY MS	1
BROOKE GROVE ES	1
BROOKHAVEN ES	7
BROWN STATION ES	14
BURNT MILLS ES	4
BURTONSVILLE ES	1
CABIN JOHN MS	3
CANDLEWOOD ES	1
CANNON ROAD ES	3
CARDEROCK SPRINGS ES	1
Career Readiness Education Acad (CREA)	8
CARL SANDBURG LC	3
CARSON ES	12
CASHELL ES	1
CHURCHILL HS	16
CLARKSBURG ES	1
CLARKSBURG HS	44
CLEARSPRING ES	8
CLEMENTE MS	6
CLOPPER MILL ES	3
CLOVERLY ES	7
COLD SPRING ES	1
COLLEGE GARDENS ES	4
CRESTHAVEN ES	1
DALY ES	8
DAMASCUS ES	1
DAMASCUS HS	17
DIAMOND ES	1
DREW ES	5
DUFIEF ES	1
EAST SILVER SPRING ES	9
EASTERN MS	1
ECC at MK	2
ECC UC at EGC	8
EINSTEIN HS	64
FAIRLAND ES	12
FARMLAND ES	2

FIELDS ROAD ES	3
FLOWER HILL ES	9
FOREST KNOLLS ES	5
FOREST OAK MS	5
FOX CHAPEL ES	6
GAITHERSBURG ES	4
GAITHERSBURG HS	88
GAITHERSBURG MS	6
GALWAY ES	1
GARRETT PARK ES	3
GEORGIAN FOREST ES	15
GERMANTOWN ES	1
GIBBS ES	9
GLEN HAVEN ES	6
GLENALLAN ES	10
GOSHEN ES	2
GREENCASTLE ES	7
GREENWOOD ES	1
HARMONY HILLS ES	11
HIGHLAND ES	1
HIGHLAND VIEW ES	1
JACKSON ROAD ES	4
KEMP MILL ES	8
KENNEDY HS	42
KENSINGTON PARKWOOD ES	4
KEY MS	9
KING MS	1
LAKE SENECA ES	10
LAKELANDS PARK MS	4
LAYTONSVILLE ES	2
LEE MS	4
LELECK ES	5
LOIEDERMAN MS	5
LONGVIEW SCHOOL	5
LUXMANOR ES	2
MAGRUDER HS	30
MARSHALL ES	3
MARYVALE ES	3
MATSUNAGA ES	2
MCNAIR ES	3
MCPS-PEP ITINERANT	18
MEADOW HALL ES	2
MILL CREEK TOWNE ES	4
MONOCACY ES	1
MONTGOMERY KNOLLS ES	11
MONTGOMERY VILLAGE MS	2
NEELSVILLE MS	3
NEW HAMPSHIRE ESTATES ES	7
NEWPORT MS	2
NIX ES	13
NORTH CHEVY CHASE ES	1
NORTHWEST HS	29
NORTHWOOD HS	72
OAK VIEW ES	2
OAKLAND TERRACE ES	6



OLNEY ES	2
PAGE ES	3
PAINT BRANCH HS	11
PARKLAND MS	10
PINE CREST ES	2
POOLESVILLE HS	2
PreKindergarten/Head Start	5
QUINCE ORCHARD HS	31
R MONTGOMERY HS	22
R.I.C.A.	2
RESNIK ES	3
RIDE ES	7
RIDGEVIEW MS	3
ROCK CREEK FOREST ES	1
ROCK CREEK VALLEY ES	5
ROCK TERRACE	4
ROCK VIEW ES	5
ROCKVILLE HS	20
ROCKWELL ES	5
ROCKY HILL MS	2
ROLLING TERRACE ES	9
ROSA PARKS MS	1
ROSEMARY HILLS ES	8
ROSEMONT ES	10
SENECA VALLEY HS	30
SEQUOYAH ES	2
SHADY GROVE MS	1
SHERWOOD ES	5
SHERWOOD HS	25
SHRIVER ES	3
SILVER CREEK MS	2
SILVER SPRING INTL	4
SINGER ES	2
SLIGO CREEK ES	3
SLIGO MS	4
SOMERSET ES	4
SOUTH LAKE ES	15
SPRINGBROOK HS	43
STEDWICK ES	6
STEPHEN KNOLLS	6
STONE MILL ES	4
STRATHMORE ES	2
STRAWBERRY KNOLL ES	5
SUMMIT HALL ES	7
TAKOMA PARK ES	5
TAKOMA PARK MS	1
TRAVILAH ES	1
TWINBROOK ES	4
VIERS MILL ES	9
WALTER JOHNSON HS	24
WASHINGTON GROVE ES	9
WATERS LANDING ES	6
WATKINS MILL ES	6
WATKINS MILL HS	45
WELLER ROAD ES	5

WELLS MS	2
WEST MS	1
WESTBROOK ES	4
WESTOVER ES	2
WHEATON HS	43
WHEATON WOODS ES	2
WHETSTONE ES	14
WHITE OAK MS	3
WHITMAN HS	17
WIMS ES	2
WOOD ACRES ES	4
WOOD MS	4
WOODFIELD ES	3
WOODLIN ES	6
WOOTTON HS	6
<b>Grand Total</b>	<b>1561</b>

**MEMORANDUM**

October 15, 2019

**TO:** Health and Human Services (HHS) Committee  
Education & Culture (E&C) Committee

**FROM:** Vivian Yao, Legislative Analyst

**SUBJECT:** Expansion of Educational Equity and Enrichment Hubs and other community-based distance learning supports for students

**PURPOSE:** Discuss distance learning supports for students and options for expansion

This addendum attaches a draft resolution for a special appropriation to the Greater Washington Community Foundation – Children’s Opportunity Fund for the Joint Committee’s consideration. The resolution is being sponsored by Councilmember Rice and provides \$1.8 million to the Children’s Opportunity Fund to expand Educational Equity and Enrichment Hub sites and increase school-age child care services during the MCPS virtual school day to 500 children over a 12-week period. The source of funds is Federal Grant Funding and General Fund Reserves.

**The packet contains the following attachments:**

**Circle #**

Draft Special Appropriation Resolution

1-3

Resolution No.: \_\_\_\_\_  
Introduced: \_\_\_\_\_  
Adopted: \_\_\_\_\_

**COUNTY COUNCIL  
FOR MONTGOMERY COUNTY, MARYLAND**

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Lead Sponsor: Councilmember Rice

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**SUBJECT:** Special Appropriation to the Fiscal Year 2021 Operating Budget  
Montgomery County Government  
Children’s Opportunity Fund Non-Departmental Account  
COVID-19 Educational Enrichment and Equity Hubs  
\$1,800,000 (Source of Funds: Federal Grant Funds and General Fund Reserves);  
Amendment to Fiscal Year 2021 Operating Budget Resolution 19-472  
Section G, FY21 Designation of Entities for Non-Competitive  
Contract Award Status: Greater Washington Community Foundation

**Background**

1. Section 308 of the County Charter provides that a special appropriation is an appropriation which states that it is necessary to meet an unforeseen disaster or other emergency, or to act without delay in the public interest. Each special appropriation shall be approved by not less than six Councilmembers. The Council may approve a special appropriation at any time after public notice by news release. Each special appropriation shall specify the source of funds to finance it.
2. On March 11, 2020 the World Health Organization declared coronavirus COVID-19 a pandemic, and it has spread rapidly throughout the world. As of October 8, 2020, there were 23,293 confirmed cases in Montgomery County. There were 802 confirmed deaths and 40 probable deaths in Montgomery County.
3. To slow the spread of the disease, Maryland Governor Hogan declared a State of Emergency on March 5, 2020 and issued several Executive Orders that closed schools, closed non-essential business, and required Maryland residents to shelter at home. Montgomery County Public Schools (MCPS). Although some restrictions have eased since the initial closure orders, MCPS continues the school year in a distance-learning environment. Consequently, many parents and caregivers who must work outside of the home are unable to provide adequate supervision and support for their children as they navigate on-line school. They may also lack technical knowledge to navigate the virtual environment.

4. Despite the MCPS efforts to implement a robust virtual learning environment, distance learning challenges have disproportionately affected vulnerable, black, brown and low-income students and exacerbated persistent educational disparities. Students who live in the communities hardest hit by COVID may not be able to engage in virtual learning because of barriers beyond their control and need additional support. Moreover, they may have experienced heightened trauma and need access to safe, supervised consistent learning environments.
5. The Children’s Opportunity Fund and the Black and Brown Coalition have partnered with child care providers who are licensed by the State to deliver services in public school space to implement Educational Equity and Enrichment (EEE) Hubs. Currently, there are EEE Hubs in nine County Elementary Schools that provide care and supervision for school age children during the school day while MCPS is meeting virtually. School-based child care providers and MCPS staff collaborate to identify and target students that need this support. To date, services have been largely supported by philanthropic dollars.
6. This special appropriation will provide \$1.8 million in public funding to the Greater Washington Community – Children’s Opportunity Fund to expand the number of EEE Hub sites and serve 500 children over a 12-week period. Funds must be used to supplement tuition for before, during and after school child care while MCPS is meeting virtually. The rate of tuition reimbursement with these funds, including required family co-payments, must be consistent with the DHHS School-Age Child Care Program. To be eligible for tuition support with these funds, children must reside in Montgomery County and be enrolled in Montgomery County Public Schools, and their families must have income at or below 400% of the federal poverty level and apply for State and local child care subsidies if eligible. Tuition reimbursement must be reduced by the amounts received or eligible to be received from existing State and local childcare subsidy programs. For a provider to be eligible to participate, they must comply with COVID health requirements, including appropriate social distancing of students in child care space, and be able to access and support the MCPS virtual curriculum for each child.
7. The Source of Funds is Federal Grant Funds and General Fund Reserves.
8. Notice of public hearing was given and a public hearing was held.

**Action**

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

A special appropriation to the FY21 Operating Budget of the Children’s Opportunity Fund NDA is approved as follows:

Personnel Expense	Operating Expense	Capital Outlay	TOTAL	Source of Funds
\$0	\$1,200,000	\$0	\$0	Federal Grant Funds

\$0                      \$600,000      \$0                      \$0                      General Fund Reserves

This special appropriation must only be used to implement the program using the guidelines described in paragraphs 6. The Department of Health and Human Services will administer the funding.

The Executive must require the Greater Washington Community Foundation to provide monthly reports on implementation of the program to the County Council beginning on November 1, 2020 with a final report by March 1, 2021 about the use of these funds that includes: 1) the number of students served each month by service site and home school and 2) the total monthly distribution by service site.

The County must enter into a noncompetitive agreement of \$1,800,000 with the Greater Washington Community Foundation to administer funds through the Children's Opportunity Fund consistent with the requirements described in paragraph 6.

This appropriation is needed to address a public health emergency and to act without delay in the public interest.

This is a correct copy of Council action.

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Selena Mendy Singleton, Esq.  
Clerk of the Council