

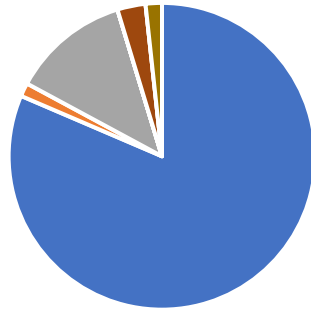
**American Rescue Plan
Elementary and Secondary School
Emergency Relief (ESSER III) Fund**

**Carroll County Public Schools
Application and Certification**

August 17, 2021



ESSER III



- Learning Recovery Wages (+ Fixed Charges)
- Student Mental Health Support
- Devices for Students
- Classroom Air Purifiers
- Internet Connectivity
- Instructional Supplies
- COVID Testing
- Professional Development
- Nonpublic School Allocations
- Administrative Costs

Purpose

Under the federal American Rescue Plan Act of 2021, Public Law 117-2, enacted on March 11, 2020, the Department awards grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to safely reopen and sustain the safe operation of schools and to address the impact of the coronavirus pandemic on the nation's students. The American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) requires local education agencies (LEAs) to reserve a portion of the allocation to address learning loss through evidence-based interventions. The remaining allocation has the same allowable uses as the CARES Act and CRRSA Act ESSER Funds. The ARP ESSER funds **do not** have an equitable services requirement.

Timeline

Local School System applications are due to MSDE by **July 30, 2021**.

Availability

Funds are available for use from March 13, 2020 through September 30, 2024, including the Tydings Amendment.

Uses of Funds

Local School Systems must reserve not less than 20% of its total allocation to address learning loss through the implementation of evidence-based interventions, ensure that the interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. The remaining ARP ESSER funds may be used for the same allowable purposes as the CARES and CRRSA ESSER funds, including hiring new staff and avoiding layoffs. Section 2001(e) of the ARP authorizes an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with the guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. An LEA may use ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.

Contact Information

Questions should be addressed to Donna Gunning by email at donna.gunning@maryland.gov or by phone at 410-767-0757; or Steve Brooks by email at steve.brooks@maryland.gov or by telephone at 410-767-0793.

PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES

Programmatic Assurances

1. The Local Educational Agency (LEA) will use ARP ESSER funds for activities allowable under Section 2001(e) of the American Rescue Plan Act of 2021 (ARP). (See Appendix A.)
2. The LEA will implement evidence-based interventions as required under section 2001(e)(1) of the ARP Act.
3. The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act.

Reporting Assurances

4. LEAs comply with all reporting requirements at such time, and in such manner, and containing such information as the Secretary may reasonably require, including on matters such as:
 - a. How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
 - b. Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
 - c. Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
 - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 - e. LEA uses of funds to sustain and support access to early childhood education programs;
 - f. Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 - g. Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
5. The LEA will provide the required data to ensure the LEA has met the Maintenance of Equity Requirement per Section 2004 of the American Rescue Plan Act of 2021.

Fiscal Assurances

6. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized

individuals available for interview and examination, upon the request of (i) the United States Department of Education (USDE) and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

7. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
8. The LEA will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
9. The LEA will sign and return the Assurances page of the Notice of Grant Award (NOGA) which includes a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
10. To the extent applicable, a LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
11. The LEA will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP Act.
12. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the USDE in 2 CFR part 3474.

SIGNATURE PAGE

LEA ESSER Fund Contact/Title: Christopher J. Hartlove, Chief Financial Officer

Contact Email: cjhartl@carrollk12.org Contact Phone: 410-386-1829

Local School System Superintendent (Printed Name): Steven A. Lockard, Ph.D.

Signature: Steven A. Lockard Digitally signed by Steven A. Lockard
Date: 2021.08.18 10:02:04 -04'00' Date: 08/18/2021

Elementary and Secondary School Emergency Relief Fund (ARP ESSER) American Rescue Plan Act of 2021

Maryland Local School System Application

Part I – Safe Return to In-person Instruction and Continuity of Services

1. In accordance with Section 2001(i) of the ARP, please provide a link to the LEA’s Safe Return to In-person Instruction and Continuity of Services Plan. ***Link to the LEA’s Plan:***

<https://www.carrollk12.org/Superintendent/CommunityMediaRelations/Pages/CCPS-Reopening-and-Recovery-Plan.aspx>

*ARP ESSER requires that LEA plans include elements that are consistent with current, relevant guidance from the CDC related to the safe reopening of schools. These elements include: Universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials. Additionally, an LEA Plan must describe how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services. **This item will be addressed in question two below.***

- A. Please provide a description of the prevention and mitigation policies that have been implemented, including how the LEA has revised policies to ensure alignment with current Centers for Disease Control (CDC) guidance for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Within the above Reopening and Recovery Plan submitted to MSDE in February 2021, Carroll County Public Schools (CCPS) created System Operational and Safety Guidelines that were subsequently implemented. The guidelines included Building Access and Screening, Building and Space Modifications, Cleaning and Disinfecting, Exposure of Students and Staff, Personal Protective Equipment, and Social Distancing. These guidelines were created using information from Maryland Strong: Roadmap to Recovery, Maryland Together: Maryland's Recovery Plan for Education, Operational Strategy for K-12 Schools through Phased Mitigation (CDC), and CDC Considerations for Schools.

- B. Please identify the amount of ARP ESSER funds, if any, that will be used to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance. In the response, please include a general description and timeline for the planned use of the funds. A more detailed description is required in the Budget Narrative.

CCPS is using other funds for prevention and mitigation, including ESSER, ESSER II, GEER, Reopening Schools Incentive Grant, and Health Department pass-through.

ARP ESSER requires that LEA Plans be reviewed every six months during the grant period. LEAs must seek public input and incorporate public input when determining if revisions are necessary and in making and revisions to the Plan.

- C. Please provide a description of the LEA's plan for periodic review and update of the plan, including a description of the LEA's inclusion of public comments in the development of the plan, as well as the inclusion of public comments in any revisions to the plan.

CCPS leadership has met with the Carroll County Council of a Parent Organizations (PTA, PTO school leaders, family members) and shared and received feedback regarding our plan for summer, fall and spring recovery and tutoring. We have also met with CAC to gather insight on how best to serve the recovery efforts.

We have been meeting periodically with the executive CCPS team to develop and implement the recovery efforts. And we plan to reconvene with school leaders from summer and gather feedback from summer program teachers on how the summer efforts went to better establish protocols for Fall and Spring.

2. An LEA that receives ARP ESSER funds must reserve at least 20% of the funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. The LEA must also ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

- A. Please identify the amount of funds that will be reserved for this purpose.

\$3,367,496 is budgeted for Fall 2021, Spring 2022, and Summer 2022 Learning Recovery and includes wages for instructional staff and transportation. Social and Emotional needs are being addressed in FY 2024 with these funds, GEER II, and the Trauma and Behavioral Health Grants I and II.

- B. Please identify the method(s) the LEA will utilize to measure the impact of lost instructional time, and the means that will be used to address the impact of lost instructional time, including the timeline for implementation. LEAs must identify the intervention that will be implemented, include the tier rating (Tier 1, 2, 3, or 4) for the intervention, and discuss the LEA's plan to collect and analyze data to demonstrate the impact of the intervention on student learning.

CCPS will measure the impact of lost instructional time using local, state, national assessment tools. In order to address the impact of lost instructional time, additional teachers will be hired to reduce class sizes (Tier 1 and Tier 4) and provide additional instruction after school and during the summer (Tier 2 and 3). The learning recovery was initiated July 6 through August 6, 2021. After school learning recovery will begin in September 2021 and continue through May 2022. Summer and after school learning recovery will continue with these funds through Summer 2023. The additional teachers and assistants will continue to provide services through June 2024.

3. For the remaining allocation of funds, please identify the specific programs, projects, or activities that will be implemented, including the timeline for implementation, the budgeted amount, and the expected outcome. Additionally, for each program, project, or activity, please provide a description of how the program, project, or activity will address the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic, including low-income students, students of color, English learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Program/Project/Activity	Need Addressed	Outcome	Timeline	Budget
Extended Learning Opportunities for Special Populations (ESOL, Title I, etc).	Additional learning time needed to minimize the negative impact of the pandemic on special populations of learners.	Improved academic achievement for participating students.	September 2021 – June 2024	\$ 70,128
14 FTE Class-Size Reduction Teachers.	Smaller learning groups needed to provide more targeted instruction to students negatively impacted by the pandemic.	Improved academic achievement for participating students.	September 2021 – June 2024	3,150,000
2 FTE Excess Elementary Enrollment Teachers.	Smaller learning groups needed to provide more targeted instruction to students negatively impacted by the pandemic.	Improved academic achievement for participating students.	September 2021 – June 2024	450,000
8 FTE Middle School Class Size Reduction Teachers.	Smaller learning groups needed to provide more targeted instruction to students negatively impacted by the pandemic.	Improved academic achievement for participating students.	September 2021 – June 2024	1,800,000
.6 Adaptive PE Teacher.	Smaller groups needed to provide adaptive physical education to students with disabilities who are unable to where a masking.	Students will continue to receive appropriate physical education in a safe setting.	September 2021 – June 2024	135,000
7 High School Digital Learning Lab Assistants.	Not all CCPS students have in-person access to required classes and dual enrollment. Staffing is required for high school learning labs to provide access to virtual classes.	Students will have the opportunity to take classes virtually to meet the high school graduation requirements.	September 2021 – June 2024	525,000
Primary Interventionists Positions. 1 FTE in FY23. 3 FTE in FY 24	Additional learning time needed for students in grades K-2 as a result of lost learning time due to the pandemic.	Improved academic achievement for participating students.	September 2021 – June 2024	336,429
Title I Bridge Wages	The CCPS FY 2022 Title I grant was reduced by \$1,117,213, or 48% from FY 2021. These funds will be used to maintain the existing teachers in the three Title I schools while	Title I schools will be able to maintain the level of instruction while planning occurs.	September 2021 – June 2022	475,000

	planning for a change in delivery method for FY 2023.			
Hourly wages for training in Schoology.	Instructional staff need training to be able to fully utilize the learning management system.	Teachers will be better able to implement the curriculum using the CCPS learning management system	August 2021 – June 2022	500,000
1 FTE Special Education Behavior Specialist	The social, emotional, and mental health needs of special education students negatively impacted by the pandemic need additional support.	Additional behavior support will be provided to students with disabilities.	September 2023 – June 2024	80,000
2 FTE Behavior Specialist	The social, emotional, and mental health needs of elementary students negatively impacted by the pandemic need additional support.	Additional behavior support will be provided to elementary students.	September 2023 – June 2024	160,000
Devices for middle and elementary students to use with the CCPS LMS.	CCPS is transitioning the curriculum and learning resources to a learning management system. CCPS students require devices to access the curriculum.	Students will be provided with the necessary devices to be able to access the curriculum.	July 2021 – June 2022	2,095,237

Part II – LEA Maintenance of Equity for High Poverty Schools

Section 2004 (c) of the ARP requires local education agencies in fiscal years 2022 and 2023 to maintain per-pupil funding (combined State and local) for any high-poverty school. The maintenance of equity provisions ensure that each LEA safeguards its high-poverty schools from disproportionate cuts to funding and staffing so that students from low income families in each LEA are not disproportionately impacted by State and local cuts to vital resources. For FY 2022 and FY 2023, LEAs may not: reduce combined State and local per-pupil funding for any high-poverty school by an amount that exceeds the total reduction, if any, of combined State and local per-pupil funding for all schools in the LEA, OR reduce the number of FTE staff per-pupil in any high-poverty school by an amount that exceeds the total reduction, if any, of FTE staff per-pupil in all schools in the LEA.

MSDE will distribute guidance and templates to demonstrate FY 2022 Maintenance of Equity in August 2021. The same process will be followed for the FY 2023 Maintenance of Equity requirement. Please note, this application includes an assurance that LEAs will provide the required information to ensure Maintenance of Equity has been met for FY 2022 and FY 2023.

Part III – Budget Documents

Please submit a budget narrative that includes a description of the planned use of funds, the cost basis for the activities included in the budget, and a completed C125 workbook with the application.

Carroll County Public Schools
Budget Narrative

Category/ Program	Item	Description/Calculation	FY 2022	FY 2023	FY 2024	Grand Total
Salaries & Wages						
203-205/01	Hourly Wages	Learning Recovery. Teacher and Instructional Assistant wages @ \$36.09 - \$60/hr for teachers and \$11.74 - \$30/hr for assistants based on the negotiated agreements. (required 20%)	2,649,691			2,649,691
203-205/01	Hourly Wages	Additional Learning Recovery. Teacher and Instructional Assistant wages @ \$36.09 - \$60/hr for teachers and \$11.74 - \$30/hr for assistants based on the negotiated agreements.		3,145,077		3,145,077
203-205/02	Hourly Wages	Extended Learning Opportunities for Special Populations (ESOL, Title I, etc). 360 hrs @ \$60/hr.	21,600	21,600	21,600	64,800
203-205/01	FTE Wages	Class-size reduction teachers. 14 FTE @ \$50,000/teacher x 3 years	700,000	700,000	700,000	2,100,000
203-205/01	FTE Wages	Excess Elementary Enrollment Teachers. 2 FTE @ \$50,000/teacher x 3 years	100,000	100,000	100,000	300,000
203-205/01	FTE Wages	Middle School Class Size Reduction Teachers. 8 FTE @ \$50,000 x 3 years	400,000	400,000	400,000	1,200,000
206/04	FTE Wages	Temporary Adaptive PE Teacher. .6 FTE @ \$30,000/year x 3 years	30,000	30,000	30,000	90,000
203-205/01	FTE Wages	High School Digital Learning Lab Assistants. 7. FTE @ \$20,000/assistant	140,000	140,000	140,000	420,000
203-205/01	FTE Wages	Primary Interventionist Positions. 1 FTE in FY23. 3 FTE in FY 24 @ \$65,000/Teacher		65,000	195,000	260,000
203-205/02	FTE Wages	Title I Bridge Wages	356,250			356,250
203-205/09	Hourly Wages	Hourly wages for training in Schoology. Teachers @ \$36.09/hr and Assistants @ \$13.25/hr	462,022			462,022
203-205/10	FTE Wages	Special Education Behavior Specialist. 1 FTE @ \$64,000 in FY 24			64,000	64,000
203-205/10	FTE Wages	Elementary Behavior Specialist. 2 FTE @ \$64,000 in FY 24			128,000	128,000
Contracted Services						
209	Contract	Transportation for Learning Recovery (required 20%)	500,000			500,000
Supplies & Materials						

Carroll County Public Schools
Budget Narrative

	203-205/01	Devices	Devices for middle and elementary students to use with the CCPS LMS. 8,792 devices @ \$510/device.	2,095,237				2,095,237
Other Charges								
	212	Fixed Charges	Learning Recovery. FICA & Workers Comp on wages @ 8.22% (required 20%)	217,805				217,805
	212	Fixed Charges	Additional Learning Recovery. FICA & Workers Comp on wages @ 8.22%		258,525			258,525
	212	Fixed Charges	Fixed costs for Extended Learning for Special Populations @ 8.22%	1,776	1,776	1,776		5,328
	212	Fixed Charges	Benefits for 14 FTE Class-size Reduction Teachers @ \$25,000/teacher x 3 years	350,000	350,000	350,000		1,050,000
	212	Fixed Charges	Benefits for 2 Excess Elementary Enrollment Teachers @ \$25,000/teacher x 3 years	50,000	50,000	50,000		150,000
	212	Fixed Charges	Benefits for 8 Middle School Class Size Reduction Teachers @ \$25,000/teacher x 3 years	200,000	200,000	200,000		600,000
	212	Fixed Charges	Benefits for .6 Adaptive PE Teacher @ \$15,000/teacher x 3 years	15,000	15,000	15,000		45,000
	212	Fixed Charges	High School Digital Learning Lab Assistant benefits. 7 FTE @ \$5,000/Assistant	35,000	35,000	35,000		105,000
	212	Fixed Charges	TSI Intervenists Benefits. 1 FTE in FY23. 3 FTE in FY 24 @ \$19,107.25/Teacher		19,107	57,322		76,429
	212	Fixed Charges	Benefits for Title I Bridge Plan	118,750				118,750
	212	Fixed Charges	Fixed costs for Schoology training @ 8.22%	37,978				37,978
	212	Fixed Charges	Benefits for Special Ed Behavior Specialist			16,000		16,000
	212	Fixed Charges	Benefits for 2 FTE Behavior Specialist			32,000		32,000
Equipment								
Transfers								
	201/22	Indirect Costs	@ 1.75%	148,419	96,794	44,375		289,588
Grand Total				8,629,528	5,627,879	2,580,073		16,837,480

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$16,837,480.00	AMENDED BUDGET #		REQUEST DATE	08/17/21
GRANT NAME	ESSER III	GRANT RECIPIENT NAME	Carroll County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22-005		
REVENUE SOURCE	ARP	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	3/13/2020	TO	9/30/2024

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						289,588.00	289,588.00
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
203-205 Instruction Categories							
Prog. 01 Regular Prog.	10,074,768.00	500,000.00	2,095,237.00				12,670,005.00
Prog. 02 Special Prog.	421,050.00						421,050.00
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							-
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	462,022.00						462,022.00
Prog. 10 Guidance Services	192,000.00						192,000.00
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.	90,000.00						90,000.00
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							-
212 Fixed Charges				2,712,815.00			2,712,815.00
213 Food Services							-
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	11,239,840.00	500,000.00	2,095,237.00	2,712,815.00	-	289,588.00	16,837,480.00

Finance Official Approval	Andrew C. Sexton, CPA Supervisor of Budget and Grants	Andrew C. Sexton	Digitally signed by Andrew C. Sexton Date: 2021.08.17 12:26:39 -04'00'	410-751-3083
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Steven A. Lockard, Ph.D. Superintendent of Schools	Steven A. Lockard	Digitally signed by Steven A. Lockard Date: 2021.08.18 10:02:29 -04'00'	410-751-3000
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Steven A. Lockard

Digitally signed by Steven A.
Lockard
Date: 2021.08.18 10:02:44 -04'00'

Superintendent of Schools/Head of Grantee Agency
Steven A. Lockard, Ph.D., Superintendent of Schools

8/18/2021

Date