

## **APPLICATION FOR PARTICIPATION**

# **Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement**

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

September 30, 2022  
No later than 5:00 p.m. EST

**MARYLAND STATE DEPARTMENT OF EDUCATION****Mohammed Choudhury**

State Superintendent of Schools  
Secretary-Treasurer, Maryland State Board of  
Education

**Deann M. Collins, Ed D.**

Deputy Superintendent, Teaching and  
Learning

**Larry Hogan**

Governor

**MARYLAND STATE BOARD OF EDUCATION****Clarence C. Crawford**

President, Maryland State Board of Education

Charles R. Dashiell, Jr., Esq. (Vice President)

Shawn D. Bartley, Esq.

Gail Bates

Chuen-Chin Bianca Chang

Susan J. Getty, Ed.D.

Vermelle Greene, Ph.D.

Jean C. Halle

Dr. Joan Mele-McCarthy

Rachel L. McCusker

Lori Morrow

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Kevin Bokoum (Student Member)

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## Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed application should be saved as a pdf and emailed to:

Contact Information	Local Education Agency
Ilhye Yoon, English Learners / Title III Coordinator Division of Curriculum, Instructional Improvement, and Professional Learning Maryland State Department of Education 410-767-0714 ilhye.yoon@maryland.gov	Anne Arundel County, Baltimore County, Carroll County, Caroline County, Cecil County, Charles County, Harford County, Prince George's County, St. Mary's County, Talbot County, Worcester County
Laurel Williams, English Learners / Title III Specialist Division of Curriculum, Instructional Improvement, and Professional Learning Maryland State Department of Education 410-767-6756 laurel.williams@maryland.gov	Baltimore City, Calvert County, Dorchester County, Frederick County, Kent County, Howard County, Montgomery County, Queen Anne's County, Somerset County, Washington County, Wicomico County

## Cover Page

Local Education Agency (LEA): Cecil County Public Schools

Address: 201 Booth Street

Address: Elkton, MD 21921

Phone number: 410-996-5401

Email address: tzino-seergae@ccps.org

Name of Title III Coordinator: Tammy Zino-Seergae

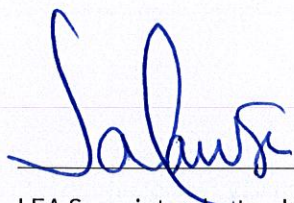
Address: 201 Booth Street

Address: Elkton, MD 21921

Phone number: 410-996-5401

Email address: tzino-seergae@ccps.org

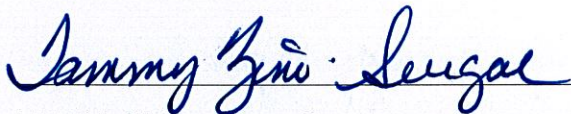
Total Title III allocation: \$ 39,145



LEA Superintendent or Head of Agency Signature

9.2.22

Date



LEA Title III Coordinator Signature

9.7.22

Date

## Evidence of Impact

Explain how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes.

Instruction and assessment changes at the national and state levels have provided the Cecil County Public Schools' ESOL program with opportunities to improve the performance of our English learner population. Those changes include the 2020 WIDA Standards Framework, a relatively new annual English language proficiency assessment, and EL exit criteria. Additionally, CCPS has experienced significant student mobility within our English learner population.

To meet these opportunities with success, CCPS responded by providing targeted professional learning to both ESOL teachers and content teachers to ensure ELs are consistently held to high expectations and receive challenging instruction supported with scaffolds and supports that propel them to the next level of English language proficiency. The professional learning, revisions to our ESOL curricula, and structured data dialogues have proven to be successful as evidenced in students' ELP data from 2018-2019 (the last year in which targets for schools were provided by MSDE). We provided high-leverage tutoring during the school day; the intent was twofold - to meet the students' needs through additional EL services within the content classroom and to provide job-embedded professional learning for classroom teachers by modeling effective scaffolding to make language and content comprehensible, maintain a high level of critical thinking, and engage ELs in academic discourse.

Among the schools with the required N-size for the ELP indicator, six out of seven met or exceeded the Annual Measurement of Interim Progress in 2018 and nine out of ten did the same in 2019. During that timeframe, EL tutors provided supplemental instruction in five of those schools. Data from 2022 show a decrease in ELP performance. This could be due, in part, to the challenges students, families, and schools faced as we navigated the various stages of the pandemic.

This proposed plan for FY 23 Title III funding will continue to provide opportunities for family engagement, supplemental materials, high-leverage tutoring for ELs, and professional learning for teachers and administrators. One significant change to our professional learning strategies is the inclusion of a grow-your-own program that builds up the content teachers' understanding of language acquisition, literacy, and writing across the disciplines. The professional development will include coaching in preparation for the ESOL Praxis in order to increase the number of certified ESOL teachers in Cecil County Public Schools.

## Required Strategies

### STRATEGY #1: INCREASE THE ENGLISH LANGUAGE PROFICIENCY OF ENGLISH LEARNERS

Using the chart below, please provide a description of each key activity that the LEA will implement to address the required strategy, the intended outcomes of the activity, and important dates related to that activity. Use the numbering convention 1.1, 1.2, 1.3, etc. for multiple activities.

Strategy #1: To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 1.1: Hire tutors to provide additional English language development services before/after school, during the summer, and/or within the content classroom setting for students in grades K-12. Services will focus on Long-term ELs and those who are at risk of becoming Long-term ELs, but may include other students who present a need for supplemental support.	Lower instances of Long-term ELs  Goal alignment: 6	11/22 – 9/23

*\*Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 1.1: N/A

*\*Add or remove rows as necessary*

### STRATEGY #2: EFFECTIVE PROFESSIONAL DEVELOPMENT

Using the chart below, please provide a description of each key activity that the LEA will implement to address the required strategy, the intended outcomes of the activity, and important dates related to that activity. Use the numbering convention 2.1, 2.2, 2.3, etc. for multiple activities.

Strategy #2: To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Provide a description of how the LEA will provide professional development designed to:

2.1 Improve the instruction and assessment of English learners.

2.2 Enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; and

2.3 Increase children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers.

Using the chart below, please provide a description of each activity that the LEA will implement to address required activity #2, as stated above. Please use the numbering convention 2.1.a, 2.1.b, 2.2.a, 2.2.b, etc. for multiple activities.

Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 2.2a: Increase knowledge of and ability to implement relevant trends and research-backed strategies related to English language development curriculum, instruction, and assessment by providing opportunities for instructional leaders, such as coordinators or school-based administrators to attend conferences or workshops provided by a national or state organization. Attendees will use and follow guidelines outlined in the CCPS conference attendance application.	Increase language proficiency and academic achievement for English learners by providing effective professional development.  Goals alignment: 1, 2, 3	1/23-9/23
Key activity 2.2b: Provide a pathway for ESOL teacher certification for current CCPS employees. Professional learning will include theoretical and practical knowledge of research and best practices for educating English learners as well as preparation for the ESOL Praxis assessment. This activity addresses preliminary recommendation #4 in <a href="#">MSDE’s Workgroup on English Learners in Public Schools Interim Report</a> .	Increase the number of certified ESOL teachers in CCPS.  Goal alignment: 5	9/22-9/23
Key activity 2.3: Provide ESOL teachers with professional learning tailored to their individual goals and student data in order to increase their teaching knowledge and skills. Courses are provided by English Learner Portal; each course is five hours in length and topics include, but are not limited to, academic discourse in the secondary content areas, needs of dual identified students, co-	Improve teacher knowledge and skills by providing effective professional learning opportunities for those educating ELs.  Goal alignment: 3	4/23-6/23

planning and co-assessing, interrupted education, and developing literacy with Long-term ELs.		
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*\*Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

<p>Key activity 2.3: Registration for an online professional development course related to meeting the needs of ELs will be provided for the classroom teacher.</p> <p>Timeframe: 9/22-6/23</p> <p>Goal alignment: 3, Improve teacher knowledge and skills by providing effective professional learning opportunities for educating ELs.</p>
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*\*Add or remove rows as necessary*

### STRATEGY #3: PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Using the chart below, please provide a description of each key activity that the LEA will implement to address the required strategy, the intended outcomes of the activity, and important dates related to that activity. Use the numbering convention 3.1, 3.2, 3.3, etc. for multiple activities.

<p>Strategy #3: To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which: [section 3115 (c)(3)]</p> <ul style="list-style-type: none"> <li>• Shall include parent, family, and community engagement activities</li> <li>• May include strategies that serve to coordinate and align related programs</li> </ul>		
Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
<p>Key activity 3.1: Strengthen home-school partnerships on behalf of English learners and their families by implementing family engagement nights that address topics such as, but not limited to, community resources, language and literacy development, home conditions that support their children as students, and ways families can volunteer in the schools. This activity addresses preliminary recommendation #7 in <a href="#">MSDE's Workgroup on English Learners in Public Schools Interim Report</a>.</p>	<p>Increase parental involvement in the education of English learners.</p> <p>Goal alignment: 4, 5</p>	2/23-6/23

*\*Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 3.1: Notification of EL Family engagement events will be shared with private schools where English learners are enrolled.

*\*Add or remove rows as necessary*

## Authorized Optional Strategies

LEAs may use the funds to achieve any of the authorized optional strategies (4-12). See pages 7-8 of the Grant Information Guide for further guidance.

Complete the table below for each authorized optional strategy selected from the dropdown menu (choose an item). Use the numbering convention such as, 4.1, 4.2, 4.3, etc. for multiple activities. Copy and paste the table and nonpublic question below it as often as necessary to add additional strategies.

Choose an authorized optional strategy: Strategy #5: Improving the instructional program for English learners (ELs) by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures

Provide a description of the key activity	Intended outcomes of the key activity	Timeline or target dates
Key activity 5.1: Purchase supplemental materials aligned to content and ELD standards including, but not limited to, student journals, bilingual dictionaries, consumable materials for Newcomers, and leveled reading materials for English learners in grades K-12.	Increase language proficiency and academic achievement for English learners.  Goal alignment: 1, 2	1/23 – 9/23

*\*Add or remove rows as necessary*

How will nonpublic schools be included in each proposed activity?

Key activity 5.1: Purchase supplemental materials aligned to content and ELD standards including, but not limited to, student journals, bilingual dictionaries, consumable materials for Newcomers, and leveled reading materials for English learners in grades K-12.  
Timeframe: 9/22-6/23  
Goal alignment: 1, 2 - Increase language proficiency and academic achievement for English learners.

*\*Add or remove rows as necessary*

## Equitable Services to ELs in Nonpublic Schools

If the LEA provides services to ELs in nonpublic schools, provide the names of participating nonpublic schools and the number of ELs in each nonpublic school that will benefit from Title III services.

Name of Nonpublic school	Number of Nonpublic School EL Students
Good Shepherd Schools	1
TOME	0
Mt. Aviat	0
Tri-State	0
Providence	0

*\*Add more rows if necessary*

If the LEA provides services to ELs in nonpublic schools, describe the process for providing equitable services to ELs in nonpublic schools [Sec. 8501(c)]. How and in what location are services to ELs in nonpublic schools delivered? What is the grade level or area of services agreed upon?

CCPS invites private schools to attend three annual meetings. During those meetings, we discuss potential ELs and begin planning for testing and equitable services. Time is also set aside during subsequent meetings to follow up on any services provided to ELs and/or make adjustments as needed. We have established positive working relationships with our private schools and maintain open lines of communication throughout the school year outside of the three annual meetings. Our process is as follows:

- Private school notifies CCPS of potential ELs.
- CCPS assesses the student(s) to determine eligibility for EL services.
- CCPS and a representative from the private school(s) discuss the English language proficiency level(s) of the student(s) and collaboratively decide on the supports/services.

How are services to ELs in nonpublic schools being monitored?

Services are monitored via evaluation of professional development and on-going collaboration between LSS and private school(s) to adjust supports and services based on staff and student needs.

Please provide the date at which the LEA submitted the Equitable Services Report to the MSDE State Ombudsman for Equitable Services: Click or tap to enter a date.

## Evaluation

Applicants must evaluate the following program goals and any other goals that align to required and authorized activities. Complete the chart below with a specific target and how success will be measured.

Goals	Target and Measure
1. Increase the percentage of ELs demonstrating growth in English language proficiency.	Projected 75% of English learners will demonstrate growth toward attaining English language proficiency as measured by the 2024 MCAP ELP assessment ( <i>ACCESS for ELLs</i> ).
2. Increase the academic achievement of ELs.	The number of English learners scoring three (3) or better in Math and ELA will increase by 5% in 2024.
3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	Professional learning funded by this grant will be provided to 24 educators and/or administrators by 9/30/2023.
4. Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education of their children.	Attendance at family engagement events will increase by 10% in FY 23 compared to FY 22. Sign-in sheets will be used to collect attendance data.
5. Align with one or more of the preliminary recommendations in <a href="#">MSDE's Workgroup on English Learners in Public Schools Interim Report</a> .	100% of teachers enrolled in The Pathway to ESL Certification course will take and pass the ESOL Praxis by September 30, 2023.
6. Lower instances of long-term ELs.  Optional goal: OR  Schools where ELs receive supplemental tutoring will meet the expected Annual Measure of Interim Progress as identified by MSDE.	75% of ELs receiving tutoring services who have two or more ELPA scores will demonstrate growth as measured by the MSDE Growth to Target/Growth Expectancy Model in 2024.
7. Increase attendance rates for ELs.	Other grant funds
8. Increase graduation rates for ELs.	Other grant funds

\*Add more rows if necessary

## Budget Detail

LEAs must complete the Title III, Part A Budget Detail and include as an attachment.

## Appendix

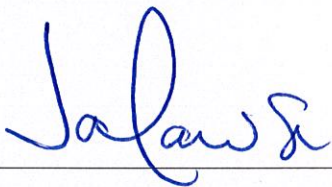
The following Appendices must be included in the application submission.

- A signed Attestation – Section 3115 (A)
- A signed Attestation – Educational Equity Regulation (COMAR 13A.01.06)
- A completed Title III, Part A Budget Detail spreadsheet
- A [signed C-1-25 MSDE budget form](#)
- A [signed recipient assurances page](#)

**ATTESTATION – SECTION 3115 (A)**

A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this subpart only if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

- (1) Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- (2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.
- (3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- (4) Implementing, within the entire jurisdiction of a local educational agency, agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.



LEA Superintendent or Head of Agency Signature



Date



LEA Title III Coordinator Signature



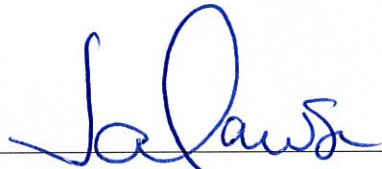
Date

**ATTESTATION – EDUCATIONAL EQUITY REGULATION (COMAR 13A.01.06)**

The LEA ensures that this application is developed in alignment with the requirements of the Educational Equity regulation (COMAR 13A.01.06). In the development of the LEA's Title III, Part A application, the LEA has applied an equity lens demonstrating that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

The LEA ensures:

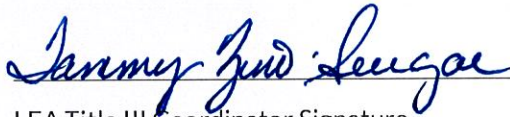
- a. Provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being (With a strategic focus on marginalized student groups).
- b. Identify and address the unique challenges and barriers faced by individual students or by populations of students and provide additional support to help overcome those barriers.
- c. Assures educational opportunities and environments are equitable, fair, safe, diverse, and inclusive for all students.
- d. Develops goals and objectives to improve academic performance that are student-centered, relevant, and culturally responsive to areas of inequity.  
Provides strategies and activities to improve achievement for all students by bridging the gap between academic and non-academic goals. Examples of non-academic data may include attendance, social-emotional growth, community needs, and racial equity.



LEA Superintendent or Head of Agency Signature



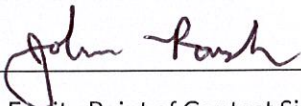
Date



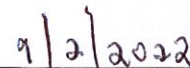
LEA Title III Coordinator Signature



Date



LEA Equity Point of Contact Signature



Date



### Title III Budget Narrative: English Language Acquisition

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
<b>B. Authorized Activities 4-12</b>						
<b>Activity 5</b>						
203-205 -02-Special Prog.	03-Supplies & Materials	Supplemental materials to support English Language Development and academic achievement in the content areas	Vendor estimate	\$ 1,137.83		\$ 1,137.83
203-205 -07-Non Public Transfers	08-Transfers	Supplemental materials to support English Language Development and academic achievement in the content areas	Vendor estimate	\$ 35.00		\$ 35.00

**Total: \$ 1,172.83**

<b>Indirect Costs</b>						
201 -22-Business Support	08-Transfers	Indirect Fees (2.00%)	(39145-110) x 0.02/1.02	\$ 765.39		\$ 765.39

**\$ 765.39**

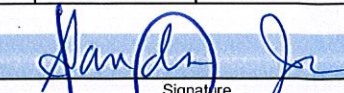

#### Title III Grant

**Total: \$ 39,145.00**  
\$ 0.00

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

ORIGINAL GRANT BUDGET	39,145.00	AMENDED BUDGET #	n/a	REQUEST DATE	08/31/22	
GRANT NAME	English Language Acquisition	GRANT RECIPIENT NAME	Cecil County Public Schools			
MSDE GRANT #	230429-01	RECIPIENT GRANT #	14323			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Cecil County Public Schools			
FUND SOURCE CODE	6943	GRANT PERIOD	7/1/2022	9/30/2024		
		FROM	TO			

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						765.39	765.39
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.				2,575.00			2,575.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	24,104.00	8,475.00	1,137.83				33,716.83
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						110.00	110.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				1,977.78			1,977.78
<b>213 Food Services</b>							0.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	24,104.00	8,475.00	1,137.83	4,552.78	0.00	875.39	39,145.00

Finance Official Approval	Sandra Jack		9.2.22	410-996-5497
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Jeffrey A. Lawson, Ed. D.		9.2.22	410-996-5499
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

# Maryland State Department of Education

## NOTICE OF GRANT AWARD

Grant Name: English Language Acquisition: State Formula Grant Program

Grant #: 230429

### General Information

New Award or Amendment: New Award

Federal Employer ID #: 1526000923

UEI #: U3SRFASPGPM6

Amendment #: 0

Mail Code: 000

Organization Name: Cecil County Public Schools

Street Address: 201 Booth Street

Grant Period:

City & State: Elkton, MD

Zip+4: 21921-5618

Start Date: 7/1/2022

Program Manager: Tammy Zino-Seergae

End Date: 9/30/2024

Phone: 410-996-5634

Amount of Current Action: \$39,145.00

Amount Previously  
Awarded this grant: \$0.00

Total Grant Award: \$39,145.00

### MSDE Division Information:

Division Name: A0111 - Division of Curriculum, Assessment & Accountability

Program Manager: Ilhye Yoon

Program Phone: 410-767-0714

Email: ilhye.yoon@maryland.gov

### Additional Information:

- Increasing the English language proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement;
- Providing effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel to improve the instruction and assessment of ELs; enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs; and increase children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which includes parent, family, and community engagement activities and may include strategies that serve to coordinate and align related programs.

3. Funding is based on the approved application and budget. Programmatic and budget changes or realignments must be pre-approved by Maryland State Department of Education (MSDE). The grantee shall receive prior written approval from the MSDE Office of English Learners/Title III for any budgetary realignment of \$1,000 or 15 percent of total object and/or total category of expenditures, whichever is greater. The grantee must support the request with reasons for the change.

**5. A list of the expenditures related to the use of these funds shall be made available for inspection and audit by authorized representatives of MSDE.**

**7. Funds will be released to the LEA pending approval of the final Title III Grant Application in October 2022.**

**Federal Awarding Agency:** U.S Department of Education

**Passthrough Entity:** Maryland State Department of Education

Federal Award ID  
Number (FAIN):

S365A220020

Latest Approved  
Federal Indirect  
Cost Rate:

Federal Award Date: 7/1/2022

### Federal Award Project Description:

2.00

**MSDE ACCOUNT CODE INFORMATION BY LINE:**

[illegible]

Frank Spinato

7/19/2022

MSDE Program

Date \_\_\_\_\_

Dear Colth

7/22/2022

MSDE Assistant Superintendent / Office Head

Date \_\_\_\_\_

Kathy M. Lane

**7/22/2022**

MSDE Financial Representative

Date \_\_\_\_\_

Embassy

8/2/2022

MSDE Accounting Office

Date \_\_\_\_\_

## 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 conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, 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 relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.

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.

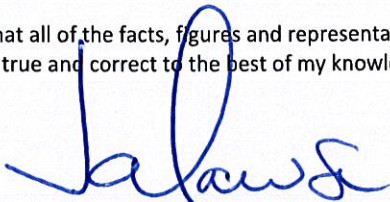
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor 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 based 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.



Superintendent of Schools/Head of Grantee Agency

8-23-22

Date