



## APPLICATION FOR PARTICIPATION

# Title IV, Part A: Student Support & Academic Enrichment (SSAE)

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

**October 14, 2022**

No later than 5:00 p.m. EST

# MARYLAND STATE DEPARTMENT OF EDUCATION

## Iohammed Choudhury

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

## ylvia A. Lawson, Ph D.

Deputy Superintendent, Organizational Effectiveness

## Iary Gable

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## Proposal Cover Page (1 page)

Program name:

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Name of contact person: Megan Frunzi Title of contact person: Manager of Grant Administration

Local Educational Agency (LEA): Cecil County Public Schools

Address: 501 Booth Street, Elkton, Maryland 21921

Phone number: 410-996-5401 ext. 39016

Email address: mfrunzi@ccps.org

Total requested allocation: \$255,330

Project statement describing the program (not to exceed 100 words):

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, Local Educational Agencies (LEAs), schools, and local communities to:

- 1) provide all students with access to a wellrounded education;
- 2) improve school conditions for student learning; and
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Megan E. Frunzi

Title IV, Part A Program Manager Printed Name

Date

Superintendent or Head of Agency Signature

Date

## Program Abstract (1 page)

The purpose of the project abstract is to describe the following:

- how the required stakeholders and needs assessment were utilized to inform the planning and design of the proposed activities and programs in each content area;
- the connection between the core objectives identified in each content with State and LEA areas of focus addressed in the LEA's Local ESSA Consolidated State Strategic Plan; and
- how the LEA will address educational equity and advance student achievement through the proposed activities and programs.

Type response here.

## 1. Consultation

Please provide a description of how the LEA meaningfully consulted with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

For the purpose of this grant, Cecil County decided to target Cherry Hill Middle School, North East Middle School, Leeds Elementary and Elkton High School. These are all high needs schools that will benefit greatly from the Title IV-A grant. An initial consultation was held with administration from each of the schools. During this meeting, the components of the grant were shared, along with some examples of allowable activities, and how to determine the level of evidence for those activities.

Administration from each school took this information to their School Improvement Teams, parent groups and other stakeholder groups (including students, teachers, community leaders, business partners and parents) and met to determine how they might use the funds associated with the grant to meet the needs of the students, staff and community. Each school then presented activity proposals.

This year, there are six participating non-public schools. They are: Mt. Aviat Academy, Good Shepherd Catholic School, The Tome School, TriState Christian Academy, Providence Christian Academy and West Nottingham Academy (new participant for the 2022-23 school year). These schools followed a similar format. Each school has an advisory board that was to meet to review the parameters of this grant and generate ideas as to how these funds will be utilized during the 2022-23 school year. Each school was asked to submit a plan for their use of funds.

Please provide a description of how the LEA will use ongoing consultation to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

We will meet quarterly with the administration of the four participating CCPS schools. These meetings will take place at the schools. We will review expenditures and discuss progress at each meeting. Activity outcomes, evidence and evaluation will also be reviewed. We will also check in on the status of each school between visits and offer support as necessary.

The participating non-public schools have their first joint meeting scheduled for September 21, 2022. During this meeting, each school will be asked to share their proposals. We will review procedures for accessing funds and making purchases. Balances for each school will be provided. Quarterly meetings have been scheduled for September 21, 2022, December 7, 2022, February 15, 2023 and April 19, 2023. At these meetings, we will provide budget updates, review expenditures and discuss activities. At the end-of-year meeting, each school will be asked to share their evaluation data. We will also reach out to our non-public schools in the spring to determine interest in participation in the Title IV-A grant for the following school year.

Please provide a description of how the LEA will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

For the first component of this grant, "Well Rounded Educational Opportunities," a committee has been formed that includes key personnel from the CCPS Department of Education Services, i.e., Instructional Coordinators, Coordinator of Guidance Services and the Executive Directors for Elementary and Secondary School Education. Membership on this committee will also include the administrators and teacher leaders from each school. The focus of this committee will be to coordinate the activities funded through this grant.

As it pertains to “Supporting Safe and Healthy Students,” CCPS works alongside the Cecil County Health Department, the School Resource Officers and the Cecil County Child Protective Services as needs arise regarding threats of violence. The Coordinator of Student Services and the Coordinator of Guidance Services serve as liaison to these agencies.

## 2. Management Plan and Project Timeline

Please refer to pages 17 & 18 of the Grant Information Guide (GIG) for guidance on completing this section. Add more rows as needed.

Person Responsible	Title, Organization	Responsibilities	Time devoted (%)

### Management Plan Worksheet

List of Core Management Activities (add rows as needed)	Responsible Party	Date Completed
List of Implementation Activities (add rows as needed)	Responsible Party	Date Completed
Evaluation Activities (add rows as needed)	Responsible Party	Date Completed

### Project Timeline

### 3. Needs Assessment

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine needs for improvement of:

- Access to, and opportunities for, a wellrounded education for all students;
- School conditions for student learning to create a safe and healthy school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).

Item #	Guiding Questions	LEA Response
3.1	What local needs have stakeholders identified through an equity lens?	<p>Well-Rounded Education:</p> <ul style="list-style-type: none"> <li>• Programs that support academic performance</li> <li>• Programs that promote college readiness</li> <li>• Programs that provide supports for students eligible for free/reduced meals and other underrepresented groups to increase access to higher level courses and college assessments</li> <li>• AVID teacher training</li> <li>• After-school programs that provide enrichment and encourage increased school attendance</li> <li>• Off-campus experiences that extend classroom learning and offer real-world, authentic meaning-making opportunities for students, particularly for those who lack financial means</li> </ul> <p>Safe &amp; Healthy Students:</p> <ul style="list-style-type: none"> <li>• A comprehensive tool that allows trained staff to assess threat risk before acts of harm are committed and provide supports to prevent harmful actions from occurring</li> <li>• Professional development for staff re: trauma informed practices</li> <li>• Supports for school-wide PBIS initiatives</li> <li>• Portable AED devices for each middle school for outdoor practices and games beyond the school day to ensure student and spectator safety.</li> </ul> <p>Effective Use of Technology: NA</p>

<p>3.2</p>	<p>What data support the identified local needs?</p>	<p><b>Demographics</b></p> <table border="1"> <tr><td>African American</td><td>11.3%</td></tr> <tr><td>Caucasian</td><td>73.4%</td></tr> <tr><td>Hispanic</td><td>6.4%</td></tr> <tr><td>Multi-Race</td><td>7.5%</td></tr> <tr><td>Other</td><td>1.4%</td></tr> <tr><td>Male</td><td>51.7%</td></tr> <tr><td>Female</td><td>48.2%</td></tr> <tr><td>EL</td><td>2.3%</td></tr> <tr><td>SWD</td><td>16.7%</td></tr> <tr><td>FARMS</td><td>41.7%</td></tr> </table> <p><b>AP Enrollment</b> 653</p> <table border="1"> <tr><td>African American</td><td>10.0%</td></tr> <tr><td>Caucasian</td><td>77.0%</td></tr> <tr><td>Hispanic</td><td>6.0%</td></tr> <tr><td>Multi-Race</td><td>4.4%</td></tr> <tr><td>Other</td><td>2.6%</td></tr> <tr><td>Male</td><td>37.5%</td></tr> <tr><td>Female</td><td>62.5%</td></tr> <tr><td>EL</td><td>0.6%</td></tr> <tr><td>SWD</td><td>1.2%</td></tr> <tr><td>FARMS</td><td>19.6%</td></tr> </table> <p>AP and Honors Enrollment: discrepancies in enrollment by race, gender, Students with Disabilities, English Learners and FARMS eligibility are evident, though gaps have lessened in enrollment by race.</p> <p><b>Honors Middle</b> 1394</p> <table border="1"> <tr><td>African American</td><td>7.8%</td></tr> <tr><td>Caucasian</td><td>80.2%</td></tr> <tr><td>Hispanic</td><td>4.0%</td></tr> <tr><td>Multi-Race</td><td>6.6%</td></tr> <tr><td>Other</td><td>1.4%</td></tr> <tr><td>Male</td><td>48.5%</td></tr> <tr><td>Female</td><td>51.5%</td></tr> <tr><td>EL</td><td>0.6%</td></tr> <tr><td>SWD</td><td>2.2%</td></tr> <tr><td>FARMS</td><td>20.0%</td></tr> </table>	African American	11.3%	Caucasian	73.4%	Hispanic	6.4%	Multi-Race	7.5%	Other	1.4%	Male	51.7%	Female	48.2%	EL	2.3%	SWD	16.7%	FARMS	41.7%	African American	10.0%	Caucasian	77.0%	Hispanic	6.0%	Multi-Race	4.4%	Other	2.6%	Male	37.5%	Female	62.5%	EL	0.6%	SWD	1.2%	FARMS	19.6%	African American	7.8%	Caucasian	80.2%	Hispanic	4.0%	Multi-Race	6.6%	Other	1.4%	Male	48.5%	Female	51.5%	EL	0.6%	SWD	2.2%	FARMS	20.0%
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SWD	2.2%																																																													
FARMS	20.0%																																																													

**Gifted/Talented 296 :**

African American	6.1%
Caucasian	88.2%
Hispanic	2.7%
Multi-Race	0.0%
Other	3.0%
Male	54.7%
Female	45.3%
EL	0.3%
SWD	1.7%
FARMS	16.9%

Middle Honors/Elementary Gifted & Talented Identification:

Significant disproportionality is evident across most demographics

**Chronically Absent 1128**

African American	17.4%
Caucasian	55.0%
Hispanic	7.8%
Multi-Race	10.1%
Other	0.4%
Male	52.3%
Female	47.7%
EL	2.4%
SWD	22.9%
FARMS	51.9%

**Habitually Truant 796**

African American	17.0%
Caucasian	62.8%
Hispanic	7.3%
Multi-Race	11.4%
Other	1.1%
Male	51.6%
Female	48.4%
EL	2.3%
SWD	22.1%
FARMS	97.0%

Attendance: Significant disproportionality is evident across most demographics.

**Suspension**

African American	24.8%
Caucasian	57.7%
Hispanic	6.9%
Multi-Race	9.9%
Other	0.7%
Male	75.3%
Female	24.7%
EL	0.5%
SWD	32.2%
FARMS	65.9%

**ODR**

African American	23.3%
Caucasian	60.2%
Hispanic	5.6%
Multi-Race	10.3%
Other	0.5%
Male	72.9%
Female	27.1%
EL	0.8%
SWD	33.6%
FARMS	63.8%

Discipline: Significant disproportionality is evident across race (particularly African American), gender, SWD and FARMS eligible students.

**Suspensions due to Threats of Violence**

2018-19	2019-20 (through 3/13/20)	2020-21	2021-22
171	103	133	145

		<p>MCAP data</p>
3.3	<p>What are the hardest to serve student groups?</p>	<ul style="list-style-type: none"> <li>● Students that have disengaged from school/lack a connection to school</li> <li>● Students of poverty who have decreased access to enrichment and well-rounded activities</li> <li>● students lacking belief in their ability to be successful in school and in post-secondary programs</li> <li>● Students with unmet social/emotional needs</li> </ul>
3.4	<p>What inequities inherent in the system are driving some of the local needs to support marginalized student groups?</p>	<p>When disaggregating data for the participating schools, achievement inequities become apparent. There is an achievement gap for African American students, students receiving Special Education services, English Learners and students eligible for free/reduced meals.</p> <p>African American and multi-race students are disproportionately absent from school, as are students with disabilities and those eligible for free/reduced meals. In fact, 73.5% of those who are Habitually Truant are FARMs eligible.</p> <p>Disproportionality among the same subgroups is evident in Office Disciplinary Referrals (ODR) and suspensions from school.</p> <p>Results from the 2018 Youth Risk Behavior Survey (the most recent we have) indicate:</p> <ul style="list-style-type: none"> <li>● Hispanic students are more likely to feel sad or hopeless, more likely to seriously consider suicide, more likely to have been bullied, more likely to have been victim of dating violence</li> <li>● African American students are more likely to be sedentary, more likely to have asthma, more worried about food insecurity</li> </ul>
3.5	<p>How are the identified needs being prioritized for the students with the greatest need when several significant needs are identified?</p>	<p>Each school participating in this grant is evaluating student achievement data and assessing current academic performance. Schools are prioritizing needs based on those that will benefit marginalized student groups most effectively and efficiently. In addition, they have met with stakeholder groups to prioritize needs based on their particular community.</p>

## 4. Description of Program Content Areas

Please refer to page six (6) under Program Requirement for more detail on what is expected in this section.

### 4 (A) PARTNERSHIP WITH IHE ETC.

<p>(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)</p>	<p>Cherry Hill Middle and Elkton High work closely with other AVID schools in the district to plan events, train staff and promote college-going culture and environment. Elkton High, Perryville High and North East High will work collaboratively as they participate in the Equal Opportunity Schools initiative together.</p>
<p>(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities; [Section 4107](a)(2)</p>	<p>CCPS has partnered with AVID, Equal Opportunity Schools and Rachel’s Challenge.</p> <p>AVID seeks to increase opportunity for first generation college students, students of color and economically disadvantaged students to attend and complete post-secondary programs of study.</p> <p>EOS seeks to ensure that low income and students of color have equitable access to academically intense high school programs.</p> <p>Rachel’s Challenge is a nonprofit organization dedicated to creating positive school culture and reducing school violence.</p>
<p>(3) Foster safe, healthy, supportive, and drug free environments that support student academic achievement; [Section 4108](2)</p>	<p>We work in consultation with the Cecil County Health Department, the Cecil County Department of Social Services and the Cecil County Sheriff’s Department regarding county trends and student needs.</p>
<p>(4) Promote the involvement of parents and in the activity or program; [Section 4108](3)</p>	<p>Schools plan activities that encourage parent and family participation during and after the school day. Such activities include student recognition events, Fall fest, Spring Fling, chorus/band concerts, drama productions, etc. To the extent possible, parents are encouraged to attend field trips with their child.</p>

## 4 (b) & (c) Activities to Support Well-Rounded Education (WRE)

Increasing access to accelerated learning courses and dual or concurrent enrollment programs

To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among students’ studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs (see pages 9-11 of Grant Information Guide).

**WELL-ROUNDED EDUCATION ACTIVITIES AND PROGRAMS (WRE)**

Please provide the indicated details below for each program or activity the LEA proposes to implement under the Well-Rounded Education content area. *\*Add more pages for additional activities if necessary.*

**Well -Rounded Activity #1 – Title**

Equal Opportunity Schools–Lead Higher Project (Elkton High, Perryville High, North East High)

**Well-Rounded Activity #1 (Refer to pages 9-11 in the Grant Information Guide)**

**Well -Rounded Activity #1 – Level of Evidence & Link or Citation**

<p>Level III - Promising Evidence</p>	<p><a href="https://www.aacu.org/sites/default/files/files/mei/bauman_et_al.pdf">https://www.aacu.org/sites/default/files/files/mei/bauman_et_al.pdf</a></p>
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**Well -Rounded Activity #1 – Evidence of Impact**

<p>See program Overview and Impact <a href="https://marylandpublicschools.org/stateboard/Documents/2020/0825/EqualOpportunityProgramReview.pdf">https://marylandpublicschools.org/stateboard/Documents/2020/0825/EqualOpportunityProgramReview.pdf</a></p>
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**Well -Rounded Activity #1 - Evaluation**

<p>Evaluate enrollment for Honors and AP courses of the targeted student population in the participating schools in the Spring of 2023 for registration of course in the 2023-2024 school year.</p>
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**Well -Rounded Activity #1 - Objectives and Measurable Outcomes**

<p>Increase the number of FARMs eligible students and students of color who enroll in higher level high school courses including Honors and Advanced Placement courses.</p>
<p>Objective: Participating schools will increase enrollment of targeted students in Honors and AP classes by 25% for the 2023-2024 school year.</p>
<p>Milestone: Students in each school are identified and have selected a supportive staff member by January 1, 2023.</p>

*\* Outcomes should be student centered. Add more rows if necessary.*

**Well-Rounded Activity #1 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Working with Elkton High, Perryville High and North East High to provide equitable access to higher level, academically intense high school programs for students from low income families and students of color.	Dates: 2022-2023 school year.
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**Use of funds for the activity #1 (Provide a total dollar amount per activity)**

\$46,500

**Well-Rounded Activity #2 – Title**

AVID Initiative (Cherry Hill Middle School, Elkton High School)
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**Well-Rounded Activity #2 (Refer to pages 9-11 in the Grant Information Guide)**

Providing postsecondary education and career awareness exploration activities
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**Well-Rounded Activity #2 – Evidence of Impact**

Type response here.
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**Well-Rounded Activity #2 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
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**Well-Rounded Activity #2 - Evaluation**

Type response here.
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**Well-Rounded Activity #2 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

**Well-Rounded Activity #2 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here.	Dates:

**Use of funds for the activity #2 (Provide a total dollar amount per activity)**

\$
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**Well-Rounded Activity #3 – Title**

Type response here.
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**Well-Rounded Activity #3 (Refer to pages 9-11 in the Grant Information Guide)**

Select a WellRounded Activity.
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**Well-Rounded Activity #3 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
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**Well-Rounded Activity #3 – Evidence of Impact**

Type response here.
---------------------

**Well-Rounded Activity #3 - Evaluation**

Type response here.
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**Well-Rounded Activity #3 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

**Well-Rounded Activity #3 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here	Dates:

**Use of funds for the activity #3 (Provide a total dollar amount per activity)**

\$
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**Well-Rounded Activity #3 – Title**

Type response here.
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**Well-Rounded Activity #3 (Refer to pages 9-11 in the Grant Information Guide)**

Select a Well-Rounded Activity.
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**Well-Rounded Activity #3 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
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**Well-Rounded Activity #3 – Evidence of Impact**

Type response here.
---------------------

**Well-Rounded Activity #3 - Evaluation**

Type response here.
---------------------

**Well-Rounded Activity #3 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

**Well-Rounded Activity #3 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here	Dates:

**Use of funds for the activity #3 (Provide a total dollar amount per activity)**

\$
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**Well-Rounded Activity #3 – Title**

Type response here.
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**Well-Rounded Activity #3 (Refer to pages 9-11 in the Grant Information Guide)**

Select a WellRounded Activity.
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**Well-Rounded Activity #3 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
-----------------------------	---------------------

**Well-Rounded Activity #3 – Evidence of Impact**

Type response here.
---------------------

**Well-Rounded Activity #3 - Evaluation**

Type response here.
---------------------

**Well-Rounded Activity #3 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

**Well-Rounded Activity #3 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here	Dates:

**Use of funds for the activity #3 (Provide a total dollar amount per activity)**

\$
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**Well-Rounded Activity #3 – Title**

Type response here.
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**Well-Rounded Activity #3 (Refer to pages 9-11 in the Grant Information Guide)**

Select a Well-Rounded Activity.
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**Well-Rounded Activity #3 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
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**Well-Rounded Activity #3 – Evidence of Impact**

Type response here.
---------------------

**Well-Rounded Activity #3 - Evaluation**

Type response here.
---------------------

**Well-Rounded Activity #3 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

**Well-Rounded Activity #3 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here	Dates:

**Use of funds for the activity #3 (Provide a total dollar amount per activity)**

\$
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**Well-Rounded Activity #3 – Title**

Type response here.
---------------------

**Well-Rounded Activity #3 (Refer to pages 9-11 in the Grant Information Guide)**

Select a WellRounded Activity.
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**Well-Rounded Activity #3 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
-----------------------------	---------------------

**Well-Rounded Activity #3 – Evidence of Impact**

Type response here.
---------------------

**Well-Rounded Activity #3 - Evaluation**

Type response here.
---------------------

**Well-Rounded Activity #3 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

**Well-Rounded Activity #3 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here	Dates:

**Use of funds for the activity #3 (Provide a total dollar amount per activity)**

\$
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**Well-Rounded Activity #3 – Title**

Type response here.
---------------------

**Well-Rounded Activity #3 (Refer to pages 9-11 in the Grant Information Guide)**

Select a WellRounded Activity.
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**Well-Rounded Activity #3 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
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**Well-Rounded Activity #3 – Evidence of Impact**

Type response here.
---------------------

**Well-Rounded Activity #3 - Evaluation**

Type response here.
---------------------

**Well-Rounded Activity #3 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

**Well-Rounded Activity #3 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here	Dates:

**Use of funds for the activity #3 (Provide a total dollar amount per activity)**

\$
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## 4 (b)(c). Safe and Healthy Schools (SHS) Activities and Programs

Please provide the indicated details below for each program or activity the LEA proposes to implement under the **Safe and Healthy Schools** content area. *\*Add more pages for additional activities if necessary.*

Type response here.

### Safe and Healthy Schools Activity #1 – Title

### Safe and Healthy Schools Activity #1 (Refer to pages 12-14 in the Grant Information Guide)

Select a Safe & Healthy Schools Activity

### Safe and Healthy Schools Activity #1 – Level of Evidence & Link or Citation

Select a Level of Evidence.

Type response here.

### Safe and Healthy Schools Activity #1 – Evidence of Impact

Type response here.

### Safe and Healthy Schools Activity #1 - Evaluation

Type response here.

### Safe and Healthy Schools Activity #1 - Objectives and Measurable Outcomes

Objective:

Measurable Outcome #1:

Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

### Safe and Healthy Schools Activity #1 - Implementation Plan & Timeline

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here.

Dates:

### Use of funds for the activity #1 (Provide a total dollar amount per activity)

\$

Type response here.

**Safe and Healthy Schools Activity #2 – Title**

Select a Safe & Healthy Schools Activity

**Safe and Healthy Schools Activity #2 (Refer to pages 12-14 in the Grant Information Guide)**

**Safe and Healthy Schools Activity #2 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
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**Safe and Healthy Schools Activity #2 – Evidence of Impact**

Type response here.

**Safe and Healthy Schools Activity #2 - Evaluation**

Type response here.

**Safe and Healthy Schools Activity #2 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

**Safe and Healthy Schools Activity #2 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here.	Dates:

**Use of funds for the activity #1 (Provide a total dollar amount per activity)**

\$

Type response here.

**Safe and Healthy Schools Activity #3 – Title**

**Safe and Healthy Schools Activity #3 (Refer to pages 12-14 in the Grant Information Guide)**

Select a Safe & Healthy Schools Activity

**Safe and Healthy Schools Activity #3 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
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**Safe and Healthy Schools Activity #3 – Evidence of Impact**

Type response here.

**Safe and Healthy Schools Activity #3 - Evaluation**

Type response here.

**Safe and Healthy Schools Activity #3 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

**Safe and Healthy Schools Activity #3 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here.	Dates:

**Use of funds for the activity #1 (Provide a total dollar amount per activity)**

\$

## 4 (B)(C). EFFECTIVE USE OF TECHNOLOGY (EUT) ACTIVITIES AND PROGRAMS

Please provide the indicated details below for each program or activity the LEA proposes to implement under the **Effective Use of Technology** content area. *\*Add more pages for additional activities if necessary.*

Type response here.
---------------------

### Effective Use of Technology Activity #1 – Title

### Effective Use of Technology Activity #1 (Refer to pages 15-16 in the Grant Information Guide)

Select an Effective Use of Technology Activity.
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### Effective Use of Technology Activity #1 – Level of Evidence & Link or Citation

Select a Level of Evidence.	Type response here.
-----------------------------	---------------------

### Effective Use of Technology Activity #1 – Evidence of Impact

Type response here.
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### Effective Use of Technology Activity #1 - Evaluation

Type response here.
---------------------

### Effective Use of Technology Activity #1 - Objectives and Measurable Outcomes

Objective:
Measurable Outcome #1:
Milestone:

*\* Outcomes should be student centered. Add more rows if necessary*

### Effective Use of Technology Activity #1 - Implementation Plan & Timeline

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here.	Dates:

### Use of funds for the activity #1 (Provide a total dollar amount per activity)

\$
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**Effective Use of Technology Activity #2 – Title**

Type response here.
---------------------

Select an Effective Use of Technology Activity.
---

**Effective Use of Technology Activity #2 (Refer to pages 15-16 in the Grant Information Guide)**

**Effective Use of Technology Activity #2 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
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**Effective Use of Technology Activity #2 – Evidence of Impact**

Type response here.
---------------------

**Effective Use of Technology Activity #2 - Evaluation**

Type response here.
---------------------

**Effective Use of Technology Activity #2 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\*Outcomes should be student entered. Add more rows if necessary*

**Effective Use of Technology Activity #2 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration and timeframe. *\*Add more rows if necessary*

Type response here.	Dates:

**Use of funds for the activity #2 (Provide a total dollar amount per activity)**

\$
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**Effective Use of Technology Activity #3 – Title**

Type response here.
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Select an Effective Use of Technology Activity.
---

**Effective Use of Technology Activity #3 (Refer to pages 15-16 in the Grant Information Guide)**

**Effective Use of Technology Activity #3 – Level of Evidence & Link or Citation**

Select a Level of Evidence.	Type response here.
-----------------------------	---------------------

**Effective Use of Technology Activity #3 – Evidence of Impact**

Type response here.
---------------------

**Effective Use of Technology Activity #3 - Evaluation**

Type response here.
---------------------

**Effective Use of Technology Activity #3 - Objectives and Measurable Outcomes**

Objective:
Measurable Outcome #1:
Milestone:

*\*Outcomes should be student entered. Add more rows if necessary*

**Effective Use of Technology Activity #3 - Implementation Plan & Timeline**

Briefly describe how the activity will operate and over what duration/timeframe. *\*Add more rows if necessary*

Type response here.	Dates:

**Use of funds for the activity #3 (Provide a total dollar amount per activity)**

\$
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## 5. Program Assurances

Please refer to page 6 #5 of the Grant Information Guide for further information.

### 5 (a). Prioritizing the Distribution of Funds

ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA (see page 5):

Choose an item.

If necessary, provide additional information regarding the LEA's prioritization for the distribution of funds:

Type response here.

## 6. Equitable Services to Students in Non-Public Schools

Equitable Services: Services and other benefits to private school students must be secular, neutral, and non ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding *the names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV services.* *\*Ensure all bolded items are included.*

Type response here.

Describe the school system's written process to invite private schools to the **initial** consultation meeting, provide **on-going** consultation, and **manage disputes and/or complaints**. *\*Ensure all bolded items are included.*

Type response here.

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of **needs assessment, monitoring practices**, and **professional development action plan**. *\*Ensure all bolded items are included.*

Type response here.

\$

**Total Amount for Non -Public Transfers:**

## 7. Complete Set of Assurances [ESEA, Section 4106(E)(2)]:

(A) prioritize the distribution of funds to schools served by the LEA that—

- (i) are among the schools with the greatest needs, as determined by such LEA;
- (ii) have the highest percentages or numbers of children counted under section 1124(c);
- (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
- (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2);

or

(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

(B) comply with section 8501 (regarding equitable participation by private school children and teachers);

(i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);

(ii) the LEA expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and

(iii) the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

(C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;

(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

(E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA will comply with section 4109(b); and

(F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

(G) ensures the LEA has completed the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity;

(f) SPECIAL RULE.—Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

## 8. Internet Safety [ESEA, Section 4121]:

No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene;
- (ii) child pornography; or
- (iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene; or
- (ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

### (A) INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES:

A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

## 9. The General Education Provisions Act (GEPA), Section 427

Please refer to page 23 of the Grant Information Guide for further information.

Type response here.

## 10. Budget and Budget Narrative

Please provide a detailed description of the requested funds that will be spent over the entire performance period of the grant by using the categories listed below *Please complete the budget narrative on the provided Excel sheet*. Add more rows if needed as there is no page limit. An MSDE [Grant Budget C-125](#) form must also be completed, signed and submitted as an appendix. Content Area (i.e., Well-Rounded = WRE; Safe and Healthy = SHS; Effective Use of Technology = EUT)

### Sample Budget Narrative

*Content Area #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
WRE	203-205 – 02 / 01	Stipends for summer workshop for English for Speakers of Other Languages (ESOL) teacher	1 teacher x 20 days x 175/day	3,500		3,500
	212 / 04	FICA	7.65% of \$3,500	268		268
				<b>Total:</b>		<b>\$3,768</b>
WRE	203-205 – 02 / 03	Supplemental materials to support instruction	\$314/site x 5 sites	1,570		1,570
				<b>Total:</b>		<b>\$1,570</b>
WRE	203-205 – 01 / 02	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
				<b>Total:</b>		<b>\$3,000</b>

SHS	203-205 – 09 / 04	Membership/registration fees for conf. & workshops for ESOL staff	11 ESOL staff members x \$342.64	3,769		3,769
				<b>Total:</b>		<b>\$3,769</b>
SHS	203-205 – 02 / 02	Delivery of workshop: “Best Practices for Teachers of English Language Learners (ELL) Students”	\$600/school x 4 schools x 2 days at each school + \$600/school x 3 schools x 1 day	6,600		6,600
				<b>Total:</b>		<b>\$6,600</b>
SHS	203-205 – 02 / 01	Parent outreach programs	4 schools x \$1,500	6,000		6,000
	212 / 04	FICA	7.65% of \$6,000	459		459
				<b>Total:</b>		<b>\$6,459</b>
EUT	203-205 – 01 / 02	Buses for two field trips to art museums	2 x \$450	900		900
				<b>Total:</b>		<b>\$900</b>
N/A	202 – 16 / 08	Transfers	2% Admin costs	585		585
N/A	202 – 16 / 04	Indirect Cost	10%	2,866		2,866
				<b>Total:</b>		<b>\$3,451</b>
				<b>Grand</b>		<b>\$29,517</b>

	<b>Total:</b>		
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## Appendix

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative.

- A [signed C-1-25 MSDE budget form](#)
- Equitable services forms (i.e., Intent to Participate, Affirmation of Consultation, Per Pupil Allocation Spreadsheet, and plan for activities/programs)
- A [signed recipient assurances page](#)
- [Title IV, Part A – Blank Budget Narrative](#) (Draft is available for download using the hyperlink. Request access if prompted to do so.)