

**Coronavirus Aid Relief and Economic Security
Act - Coronavirus Relief Fund**

**Maryland Local School System
Application and Certification:
Tutoring Program**

June 30, 2020



Purpose

Section 5001 of the Coronavirus Aid, Relief, and Economic Security Act established the Coronavirus Relief Fund to make payments for specific uses to States and certain local governments, the District of Columbia and U.S. Territories, and Tribal Governments as a result of the Novel Coronavirus Disease 2019 (COVID-19).

Timeline

Local School System applications are due to MSDE by **July 17, 2020**.

Availability

Funds are available for use from March 26, 2020 until December 31, 2020.

Uses of Funds

Local school systems may receive funds to implement a tutoring program that meets certain criteria to compensate for the learning loss associated with time away from direct instruction as a result of the school closures due to the COVID-19 Pandemic.

Contact Information

Questions should be address 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

1. The LSS 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 the Treasury and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
2. The LSS 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.
3. LSS will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
4. The LSS 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).
5. To the extent applicable, an 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.
6. The SEA 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 ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
7. The LSS 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.

Coronavirus Relief Fund - Tutoring Application Signature Page

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Contact Phone: 410-996-5401 x50209

Local School System Superintendent (Printed Name): Dr. Jeffrey A. Lawson

Signature: 
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Date: 7/23/2020 | 6:02 PM EDT

Corona Virus Relief Fund - Tutoring Program Maryland Local School System Application

The lack of direct instruction in reading and math for the last 4 months due to the COVID-19 Pandemic, creates a critical need to support students who are deficient in those skills. Research has shown that the rate of learning gain can be improved with intensive tutoring and that intensive tutoring will decrease the learning gap by increasing the rate of learning.

Part I – Tutoring Program

1. Please provide a brief overview of the Local School System’s (LSSs) tutoring program for students with significant reading or math deficiencies.

- Cecil County Public Schools uses NWEA as a universal screener for grades 2 - 8 that measures growth and proficiency. This data is used to help tailor instruction and intervention strategies. CCPS uses the NWEA MAPS score along with MCAP results and class academic grades to target students in need of reading and math tutoring. In addition, students with IEP goals in reading and math at part of the tutoring target group.
- CCPS focus is more on intervention and support than calling it a tutoring program. CCPS uses a Multi-Tier System of Support with key indicators to target students needing Tier I, II and III support. The following are programs that CCPS started this summer to provide needed support and intervention to groups of students.
- CCPS integrates intervention programs into daily instruction using data from research-based programs. With the school closure from March 2020, CCPS plans to offer additional support for reading and math outside of the normal school day. Many schools offer after school programs when schools are operating normally to support student academics throughout the school year. By expanding our virtual environment, a safer tutoring plan can be implemented.

2. Please provide the specific intervention programs that will be used and the ESSA evidence level.

- CCPS is providing summer school programs to address math and reading deficiencies for students enrolled in grades K-8 from 2019-20 school year. The program being used is Exact Path. Parents registered their children in this program for ELA and math tutoring support. The students are assigned to a teacher who monitors and supports students through the summer online program. The teachers schedule virtual breakout sessions with groups of students check -in and provide educational and technical support. Students are able to access the online program at times that are convenient to their families. In addition, teachers are communicating with parents throughout the 4-week program. In addition, CCPS made this online program available to all K-8 students giving them the same opportunity as the students who had registered for the program. The only y difference will be these students will not be monitored by a teacher, but CCPS is providing technical support for any student who needs it. Providing this opportunity will allow

all K-8 students the ability to practice valuable ELA and math standards to help address any learning gaps. As we move forward into the school year, the data from the summer online program will be available to all teachers to use as measurement for their students' progress level. The online program will be available as an additional resource for teachers throughout the 2020-21 school year.

- An online credit recovery program is being offered to high school students who have fallen behind in earning credits in the core courses. The program being used is Ed Options through the Edmentum platform. Administrators at each high school will monitor their students in this program. They will check on students and provide support when needed. The students will work with an Edmentum approved teacher who will teach the selected the concepts from the curriculum. The program will last 4 weeks.
- Other programs will address students with IEPs, ELLs and gifted and talented students. ESY students are taking part in a face-to-face program at one of the elementary schools. Students and teachers work in a safe environment on skills that are needed to prevent a learning loss throughout the summer. The grant funds are needed to increase the level of ESY services beyond what is normally budgeted by the school system. This population of students were tremendously impacted by the school closure since March 2020. In addition to educational tutoring, students also receive related services during the 6-week program. ELL students will work on an online program with the assistance of EL teachers in a virtual format. Imagine Learning is a program that targets instruction to each student through learning paths that continually adapt based on performance. Strategic scaffolding and support for further personalize the learning experience for the English learners. This program will be continued to be used throughout the 2020-21 school year as an additional resource for students and teachers. Teachers will be able to use the data from Imagine Learning to develop lessons and interventions for students.
- It is important to also include Gifted and Talented students in a tutoring program to support their growth as with all other students. CCPS will use be using The Renzulli Learning System with the targeted gifted and talented students. The program identifies student strengths, interests, learning and expression styles and then matches the student to personalized engaging enrichment activities. Teachers will be able to monitor and use the data from the online system to identify strengths and needs for the students as they progress throughout the school year.
- Each of these programs will target different groups of students and provide them with valuable learning experiences throughout the summer and upcoming school year. These programs will assist teachers in identifying learning gaps that students may have experienced since the closure of schools in March 2020 that lasted until the end of the school year. Teachers can use these programs as an additional teaching resource or as an intervention tool throughout the school year. This data along with the NWEA/MAPS assessments will provide a growth measure as student progress the next school year.
- In addition to Edmentum's Exact Path and Ed Options online program, CCPS will add two other research-based programs to provide reading and math support and interventions as we start the school year. DreamBox is a researched based program that will target students in grades K-8 and Read Live Naturally will be used to support reading in grades 1 – 8.

- CCPS is also creating online lessons through a new LMS platform to assist teachers in providing a robust learning experience for students.
- By using the research-based programs to support reading and math, CCPS anticipates the tutoring and online programs improve proficiency levels on MCAP and other state assessments. In 2019, CCPS was at or below state averages in most grade level MCAP assessments in reading and math. CCPS sees a correlation in MAPS data and MCAP data. Using the NWEA assessments at different points in the school year give CCPS teachers valuable information on MCAP proficiency levels. Adding the extra tutoring programs will give students additional learning experiences that provide important growth data for teachers.

3. Please provide the evidence that the selected intervention programs will be effective for the students participating, including the implementation, monitoring, and evaluation plans. Please also identify the connection between the classroom teacher and the tutor.

- The following research-based programs will be used throughout the 2020-21 school year.
 - NWEA
 - DreamBox
 - Read Live Naturally
 - Edmentum's Exact Path
- Students in grades 2 – 10 will be assessed with NWEA in fall to determine their current level of growth. A second assessment of the NWEA will take place in the winter.
- CCPS will assess all 11th graders with the PSAT in the fall as a universal screener.
- CCPS will assess all 12th graders with the SAT in the fall as a universal screener.
- In addition to growth measure data from each of the research-based programs, MCAP assessment scores, promotion rates, course pass rates and graduation rates will be reviewed as evidence of the program's success.
- All teachers will use the data from all of the programs to create differentiated lessons to learning gaps.
- Other timelines can be found in the attached budget narrative.

Part II – Budget Documents

Please provide a budget narrative and submit a completed C125 workbook with the application.

Coronavirus Relief Fund - Grants to Local School Systems

	ESSERF Grant	Coronavirus Relief Fund - Tutoring
Allegany	2,557,898	1,367,490
Anne Arundel	11,855,603	6,338,178
Baltimore City	48,392,781	25,871,484
Baltimore	23,741,773	12,692,697
Calvert	1,201,857	642,530
Caroline	1,490,079	796,618
Carroll	1,975,725	1,056,252
Cecil	3,128,807	1,672,706
Charles	3,127,289	1,671,894
Dorchester	1,901,155	1,016,385
Frederick	4,008,532	2,143,019
Garrett	957,166	511,715
Harford	4,451,782	2,379,987
Howard	4,236,699	2,265,001
Kent	522,155	279,152
Montgomery	24,768,196	13,241,438
Prince George's	30,031,745	16,055,408
Queen Anne's	739,946	395,586
St. Mary's	2,574,352	1,376,286
Somerset	1,347,240	720,254
Talbot	896,148	479,094
Washington	5,606,131	2,997,119
Wicomico	5,166,051	2,761,846
Worcester	1,565,973	837,192
SEED School	805,569	430,669
Total	187,050,653	100,000,000