

**Title IV, Part A:**

**Student Support & Academic Enrichment**

**(SSAE)**

**Maryland State Department of Education**200 West Baltimore Street

Baltimore, Maryland 21201

**Deadline
October 14, 2022**

No later than 5:00 p.m. EST

**APPLICATION FOR PARTICIPATION**

MARYLAND STATE DEPARTMENT OF EDUCATION

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Secretary-Treasurer, Maryland State Board of Education

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MARYLAND STATE BOARD OF EDUCATION

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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: Title of contact person:

Local Educational Agency (LEA):

Address:

Phone number:

 Email address:

Total requested allocation: $

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 well-rounded education;2) improve school conditions for student learning; and3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. |

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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)).

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

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)).

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

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)).

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

# 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 its needs for improvement of:

• Access to, and opportunities for, a well-rounded 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? | Type response here. |
| 3.2 | What data support the identified local needs? | Type response here. |
| 3.3 | What are the hardest to serve student groups? | Type response here. |
| 3.4 | What inequities inherent in the system are driving some of the local needs to support marginalized student groups? | Type response here. |
| 3.5 | How are the identified needs being prioritized for the students with the greatest need when several significant needs are identified? | Type response here. |

##

# 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.

|  |  |
| --- | --- |
| (1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1) | Type response here. |
| (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) | Type response here. |
| (3) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)] | Type response here. |
| (4) Promote the involvement of parents and in the activity or program; [Section 4108](3)] | Type response here. |

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

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**

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

|  |
| --- |
| Select a Well-Rounded Activity. |

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

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

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

**Well-Rounded Activity #1 – Evidence of Impact**

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

**Well-Rounded Activity #1 - Evaluation**

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

**Well-Rounded Activity #1 - Objectives and Measurable Outcomes**

|  |
| --- |
| Objective: |
| Measurable Outcome #1: |
| Milestone:  |

*\* 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*

|  |  |
| --- | --- |
| Type response here. | Dates: |
|  |  |

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

|  |
| --- |
| $ |

**Well-Rounded Activity #2– Title**

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

###  Well-Rounded Activity #2 (Refer to pages 9-11 in the Grant Information Guide)

|  |
| --- |
| Select a Well-Rounded Activity. |

**Well-Rounded Activity #2 – Evidence of Impact**

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

**Well-Rounded Activity #2 – Level of Evidence & Link or Citation**

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

**Well-Rounded Activity #2 - Evaluation**

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

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

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| --- |
| $ |

**Well-Rounded Activity #3– Title**

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| Type response here. |

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

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| --- |
| Select a Well-Rounded Activity. |

**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)**

|  |
| --- |
| $ |

# 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)**

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| --- |
| $ |

|  |
| --- |
| 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. |

**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)**

|  |
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| $ |

##

|  |
| --- |
| 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. |

**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. |

**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. |

**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)**

|  |
| --- |
| $ |

**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. |

**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-centered. 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)**

|  |
| --- |
| $ |

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

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

|  |
| --- |
| 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-centered. 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)**

|  |
| --- |
| $ |

# 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-A 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 a **needs assessment, monitoring practices**, and a **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)

# 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.

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

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

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

# 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.***](https://docs.google.com/spreadsheets/d/1VzHEIybxZDM8JokgmeLmMp3B4ABKxm-K/edit?usp=sharing&ouid=100420515196556139195&rtpof=true&sd=true)Add more rows if needed as there is no page limit. An MSDE [Grant Budget C-125](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls) 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 |
|  |  |  |  | **Total:** |  | **$3,768** |
| WRE | 203-205 – 02 / 03 | Supplemental materials to support instruction | $314/site x 5 sites | 1,570 |  | 1,570 |
|  |  |  |  | **Total:** |  | **$1,570** |
| WRE | 203-205 – 01 / 02 | Consultants to provide professional development trainingStrategy # | 6 days x $500 | $3,000 |  |  3,000 |
|  |  |  |  | **Total:** |  | **$3,000** |
| 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 |
|  |  |  |  | **Total:** |  | **$3,769** |
| 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 |
|  |  |  |  | **Total:** |  | **$6,600** |
| 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 |
|  |  |  |  | **Total:** |  | **$6,459** |
| EUT | 203-205 – 01/ 02 | Buses for two field trips to art museums | 2 x $450 |  900 |  |  900 |
|  |  |  |  | **Total:** |  | **$900** |
| N/A | 202 – 16 / 08  | Transfers | 2% Admin costs | 585 |  | 585 |
| N/A | 202 – 16 / 04  | Indirect Cost | 10% | 2,866 |  | 2,866 |
|  |  |  |  | **Total:**  |  | **$3,451** |
|  |  |  |  | **Grand Total:** |  | **$29,517** |

# 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](https://www.marylandpublicschools.org/about/Documents/Grants/GrantForms-12-10-2020.xls)
* 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](https://www.marylandpublicschools.org/about/Documents/Grants/GrantRecipientAssurances.pdf)
* [Title IV, Part A – Blank Budget Narrative](https://msdeps-my.sharepoint.com/%3Ax%3A/g/personal/jturner_msdeps_org/EUN196IAlINIqrT0kNW9v2IBZsO9W9LChH-C3q4BFLj6dA?e=xmGnbS&download=1) (Draft is available for download using the hyperlink. Request access if prompted to do so.)