



## APPLICATION FOR PARTICIPATION

# 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

MARYLAND STATE DEPARTMENT OF EDUCATION

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Secretary-Treasurer, 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: Elizabeth Faison, Ph.D., NCC, LCPC

Title of contact person: Associate Superintendent of Student Services

Local Educational Agency (LEA): Prince George’s County Public Schools

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Total requested allocation: \$3,652,245

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; and
3. 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Dr. Elizabeth Faison, Associate Superintendent for Student Services



11/18/22

Title IV, Part A Program Manager Printed Name

Date

Dr, Monica Goldson, Chief Executive Officer

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.

The Prince George's County Public School System has recently emerged from an exhaustive, yet comprehensive, planning process that yielded a six-year strategic plan (see *2021 - 2026: Prince George's County Public Schools Strategic Plan or Transformation-2026*). In part, the plan used the input of 495 students, 2,890 employees, 1,204 parents, and 72 members from the greater Prince George's County community to reach consensus on four (4) strategic goals: 1) Academic Excellence; 2) Excellence in Equity; 3) Workforce and Operations; and 4) Mental Health and Wellness. These strategic goals aligned nicely with other recent efforts the school system has undertaken to provide strategic definition for its efforts. For example, the Local ESSA Consolidated Strategic Plan (LECS), written in 2019, identified two primary areas of focus: a) Academic Achievement and Student Growth in English Language Arts and Mathematics; and b) School Quality and Student Success. The academic achievement goal of the PGCPSS Strategic Plan aligns with the first area of focus of the LECS Plan, while the fourth goal from the Strategic Plan (Mental Health and Wellness) is aligned with the LECS Plan's second area of focus.

Moreover, for the 2022-2023 school year, PGCPSS' CEO has narrowed the system's focus to three (3) strategic priorities: 1) Mathematics; 2) School Climate; and 3) Social and Emotional Learning. These narrowed areas of focus are also well-aligned with both the priorities of the school system's Strategic Plan and its LECS Plan. This alignment imperative guided the system's efforts to select activities that would help it meet critical success indicators (CSIs) associated with these strategic goals and areas of focus. For example, one of the selected activities for this grant cycle will be an AVID-developed teacher professional development course entitled, "Mathematics: Cultivating a Discourse-Rich Classroom". The course is predicated on evidence that shows when students are able to talk about mathematical concepts, their understanding of those concepts is substantially enhanced. Similarly, selected bullying mitigation activities can substantially contribute to an improved school climate, freeing students from non-academic distractions. Thirdly, the focus of the selected instructional technology platforms is to create an *engaging* classroom instructional environment that complements classroom engagement efforts that are more academic content focused. The assumption is that each of the selected activities will contribute toward the school system's efforts to reach academic performance targets established in the two strategic plans.

The focus of the selected activities is also an acknowledgement of the challenges the school system faces in attempting reach lofty academic goals with a largely economically and socially challenged student population. The CEO's laser focus on school climate considerations is an acknowledgement that children who come from economically and socially challenged environments require an enhanced and *engaging* classroom environment if they are meet with academic success. The schoolhouse becomes the logical entity to play a major role in developing a well-rounded child as it can be transformed into a hub that can attract a myriad of wraparound services that can enhance a child's academic, mental, and social health.

The convergence of these factors drives the focus of Prince George's County's Title IV, Part A entitlement grant application.

## 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)).**

Prince George's County Public Schools firmly believes that stakeholder engagement is an integral component of educational viability and success. Meaningful engagement is the vehicle by which a community transmits its values and priorities to students, teachers, administrators, and support staff. It is the vehicle by which the school system comes to understand what is important and what is not to a community within which it is immersed. As such, the school district consistently seeks to infuse stakeholder consultation into its operational framework in as many ways as possible, as often as possible. This consultation takes the form of participation on numerous advisory and governing boards that convene consistently throughout the school year, as well as through meaningful involvement in strategic planning activities as the need arises.

In addition to the involvement of parents, teachers, administrators, and support staff on building-based governing and advisory bodies, broad-based consultation is manifested on a wide variety of systemically focused advisory and governing bodies such as: a) the Attendance Taskforce; b) the Interagency Council; c) the Mental Health Steering Committee; d) Mental Health – PGCPs Provider Meetings; e) the Immunization Taskforce; f) the Bullying Advisory Council; and g) the Community Schools Steering Committee. A brief look at a number of examples provides a clearer picture of how PGCPs has attempted to institutionalize meaningful consultation.

### Attendance Task Force

The Attendance Task Force focuses on student attendance – or lack thereof – in Prince George's County. *The taskforce convenes every third Tuesday of the month*, and it reviews attendance data and discusses strategies to minimize truancy and chronic absenteeism. Its membership includes the Prince George's County Department of Social Services (an external agency), the Office of Pupil Personnel Services, school principals across the elementary, middle, and high school levels, representatives from the Office of Pupil Accounting, the Technology Team, the Office of Communications, the Court Liaison, the Department of Special Education, the Office of Research and Evaluation, Instructional Directors, and the Associate Superintendent for Student Services.

### Mental Health Steering Committee

The Mental Health Steering Committee oversees the provision of mental health services to students in need. The program involves the use of 168 clinicians who provide services to students inside the schoolhouse. The committee consists of representatives from the Prince George's County Department of Social Services (external agency), the school system's Director of Community Schools, representatives from the school system's Offices of School Counseling, Mental Health, and Psychological Services, along with the Associate Superintendent for Student Services. This committee meets weekly (every Tuesday) throughout the school year.

### Immunization Taskforce

This taskforce works on addressing immunization non-compliance within PGCPs. It reviews immunization data and discusses strategies for addressing immunization non-compliance, creating immunization clinics, providing resources, and communication and messaging to parents and guardians. This taskforce convenes twice a month, but the frequency of the meetings increases to weekly at the beginning of each semester. External participants on this taskforce include representatives from the Prince George's County Health Department, the Mary Center, and the Maryland Partnership for Prevention. Internal stakeholders participating on this taskforce include a representative from the Offices of School Health, Pupil Personnel Services, Family and School Partnerships, Communications, Instructional Directors from Administrative Area Offices, and the Associate Superintendent for Student Services.

Bullying Advisory Council

The purpose of this advisory council is to focus on finding strategies to reduce bullying within PGCPs. External agencies included on this council include the Prince George's County Department of Social Services and the Behavioral Health Department. Internal participants on this council include parents, students and principals from each of the three main school levels, mental health providers, pupil personnel workers (PPWs), and representatives from the Technology Team, the Office of Communications, the Office of Community Schools, Instructional Directors, and the Associate Superintendent of Student Services. The Council meets monthly.

Community Schools

PGCPs has designated 95 schools as Community Schools. One of the pillars of Community Schools is "inclusive school leadership". School leadership Teams include the principal, a community schools coordinator, parents, staff, and community partners. The Community Schools Steering Committee participants include representatives from the Boys and Girls Club, employee unions (i.e., teachers, service employees, administrators, and classified employees), the University of Maryland, Kaiser Permanente, Associate Superintendents, the Director of the Office of Family and School Partnerships, a community church, the United Way, the Board of Education, the Prince George's County Department of Social Services, a representative from the PGCPs Office of Restorative Practices, and the Director of Community Schools. (The Community Schools Steering Committee meets bi-monthly.)

In each of the above instances, the committees, taskforces, and advisory councils provide consistent fora to solicit meaningful input from a broad range of internal and external stakeholders regarding the day-to-day operations of critical components of the school system.

The 2021 – 2026 Prince George's County Public Schools Strategic Plan

Perhaps the most substantial and wide-ranging consultative endeavor undertaken by PGCPs in recent years is the development of its five (5)-year strategic plan. As part of developing the plan, PGCPs' Department of Strategic Planning and Research Management, with the assistance of an outside consultant, Hanover Research, administered a survey to assess the perceptions of students, parents, staff, and community members about the school/building environment, the academic environment, the social environment, stakeholder inclusiveness, and leadership and personnel. Over a two-year period, the survey was administered to 495 students, 2,890 staff persons, 1,204 parents, and 72 members of the Prince George's County community.

The results from the survey, combined with rigorous data analysis, resulted in a broad consensus around the following strategic outcome goals for the school system to pursue over the next several years: 1) Academic Excellence; 2) Excellence in Equity; 3) Workforce and Operations; and 4) Mental Health and Wellness. These goals and areas of focus are substantially aligned with the purposes of the Title IV, Part A Grant and consistent with the focus of the above-discussed committees, taskforces, and advisory councils.

**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)).**

Ongoing consultation is embedded in the breadth of committees, taskforces, and advisory councils the PGCPs relies on the participation of internal and external stakeholders. These entities meet on a regular basis and are available to lend their expertise to addressing some of the school system's most daunting challenges.

The school system's most structured and consistent consultations are focused on issue areas that are aligned with the purposes of Title IV of the current iteration of the ESEA legislation (ESSA). Note that most of the collaborative consultations discussed above are focused issues pertaining to Safe and Healthy Students.

In addition to the inclusion of external partners on committees, taskforces, and advisory councils, the CEO and the Board of Education continually consult with county, state, and municipal elected officials to further gauge community perceptions of the school system's area of strength and its challenges. Although in many cases these consultations are informal, they are effective, nonetheless.

As new challenges arise, the school system will continue to look for creative and perceptive ways to expand and improve the level and quality of consultation.

**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)).**

PGCPS continues to consistently and aggressively pursue opportunities to establish community partnerships in an effort to fulfill its mission of “providing a transformative educational experience anchored by excellence in equity – developing 21<sup>st</sup> century competencies and enabling each student’s unique brilliance to flourish in order to build empowered communities and a more inclusive and just world”. The Offices of Community Partnerships, and Family and School Partnerships concentrate much of their efforts sponsoring events that are supportive of the school system, its students, and their families outside traditional educational settings. The Office of Family and School Partnerships, which is a foundational pillar of the CEO’s PGCPS Strategy Map, seeks to engage and empower parents as partners in promoting academic growth and development of students across all settings where they can learn – at school, at home, and in the community. Through this office, the district pledges to demonstrate commitment to creating and sustaining relationships to strategically implement meaningful and measurable research-based engagement initiatives to embrace parents, family and community. The Office of Community Partnerships employs several methods focused on outreach and in-reach efforts with and among corporate partners, businesses, non-profits, and community organizations that share the vision of “developing a culturally responsive school district that develops distinguished learners, leaders, voices of social justice, and advocates of humanity for the world of today, tomorrow, and beyond”.



## 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.

### Management Plan Worksheet

Person Responsible	Title, Organization	Responsibilities	Time devoted (%)
Dr. Elizabeth Faison	Associate Superintendent for Student Services	Program Manager; Developer of Overall Project Management Plan; Oversees the implementation of all activities in the Safe and Healthy Students section of the grant; Considers and approves work plans and funding requests made by participating non-public schools related to Safe and Healthy Students; Convenes monthly grant oversight meetings; approves all required interim and annual reports; Oversees the preparation of annual continuation application; Ensures approved activities are evaluated as prescribed in grant application	20%
Edrika Hall	Instructional Supervisor, Advanced Programs	Oversees the implementation of all activities in the Well-Rounded Education section of the grant; Considers and approves work plans and funding requests made by participating non-public schools related to Well-Rounded Education; Ensures approved activities are evaluated as prescribed in grant application	20%
Dr. Kimberly Roberson	Director, Department of Instructional Technology and Support	Oversees the implementation of all activities in the Effective Use of Technology section of the grant; Considers and approves work plans and funding requests made by participating non-public schools related to Effective Use of Technology; Ensures approved activities are evaluated as prescribed in grant application	20%
Danielle Curtis	Budget Analyst, Grants Financial Management Office	Prepares budget and budget narrative for annual continuation grant application; Participates in all meetings pertaining to the Title IV, Part A Grant; Manages grant finances; Considers and approves work plans and funding requests made by participating non-public schools related to all three (3) programmatic sections of the grant	20%
Frederick Hutchinson	Title IV, Part A Administrative Consultant	Oversees the day-to-day administrative operations of the Title IV-A grant program; Coordinates the preparation of the annual continuation grant application; Liaison between PGCPs and all program participating non-public schools; Considers and approves work plans and funding requests made by participating non-public schools related to all three (3) programmatic sections of the grant; Organizes all consultations between PGCPs and participating non-public schools; prepares drafts of all interim and annual reports for program manager approval; Assists section managers with data analysis pertaining to activity evaluations.	100%

## Project Timeline

List of Core Management Activities (add rows as needed)	Responsible Party	Date Completed
Convene Monthly Oversight Meetings	Elizabeth Faison	Every fourth (4 <sup>th</sup> ) Tuesday of the Month throughout the year
Prepare Annual Continuation Application	Elizabeth Faison; Frederick Hutchinson; Edrika Hall; Kimberly Roberson; Danielle Curtis	October 11, 2022
Inform participating non-public schools of their FY2023 Title IV-A allotments	Danielle Curtis; Frederick Hutchinson	October 17, 2022
Convene Monthly Oversight Meetings	Elizabeth Faison	October 25, 2022
Receive and sort non-public schools' work plans by program content area (i.e., Well-Rounded Education, Safe and Healthy Schools, Effective Use of Technology)	Frederick Hutchinson	October 28 through November 11, 2022
Commence bi-monthly mini consultations with select group of non-public school representatives to discuss challenges pertaining to the implementation of the Title IV-A program	Frederick Hutchinson	October 28, 2022
Prepare and submit Interim Progress Report to MSDE	Elizabeth Faison; Frederick Hutchinson	October 31, 2022
Convene Monthly Oversight Meeting	Elizabeth Faison	November 22, 2022
Review and approve non-public schools' FY 2023 work plans	Elizabeth Faison; Edrika Hall; Kimberly Roberson; Danielle Curtis; and Frederick Hutchinson	December 9, 2022
Convene Monthly Oversight Meeting	Elizabeth Faison	January 24, 2023
Convene bi-monthly mini non-public school consultation to discuss challenges pertaining to the implementation of the Title IV-A program	Frederick Hutchinson	January 27, 2023
Prepare and submit Interim Progress Report to MSDE	Elizabeth Faison; Frederick Hutchinson	January 27, 2023
Convene bi-monthly mini non-public school consultation to discuss challenges pertaining to the implementation of the Title IV-A program	Frederick Hutchinson	February 22, 2023
Convene Monthly Oversight Meeting	Elizabeth Faison	February 28, 2023
Convene Monthly Oversight Meeting	Elizabeth Faison	March 28, 2023
Convene bi-monthly mini non-public school consultation to discuss challenges pertaining to the implementation of the Title IV-A program	Frederick Hutchinson	April 19, 2023
Convene Monthly Oversight Meeting	Elizabeth Faison	April 25, 2023
Prepare and submit Interim Progress Report to MSDE	Elizabeth Faison; Frederick Hutchinson	April 29, 2023
Convene Monthly Oversight Meeting	Elizabeth Faison	May 23, 2023
Convene bi-monthly mini non-public school consultation to discuss challenges pertaining to the implementation of the Title IV-A program	Frederick Hutchinson	June 21, 2023
Convene Monthly Oversight Meeting	Elizabeth Faison	June 27, 2023
Prepare and submit Final Progress Report for FY2021 and FY2022 Grants to MSDE	Elizabeth Faison; Frederick Hutchinson	June 30, 2023

List of Implementation Activities (add rows as needed)	Responsible Party	Date Completed
Initial Non-Publics Consultation	Frederick Hutchinson along with staff from Title I, Title II, and Title III	September 7, 2022
Facilitate Extended Consultation for all non-public	Frederick Hutchinson	October 7, 2022

List of Implementation Activities (add rows as needed)	Responsible Party	Date Completed
participants		
<b>Well-Rounded Education Activities</b>		
Send out flyers advertising AVID “Fostering an Equitable and Engaging Culture in the Classroom” training	Edrika Hall	December 2022
Send out flyers advertising AVID “The Mathematics: Cultivating a Discourse-Rich Classroom” training	Edrika Hall	December 2022
Identify location for AP Summer Institute PD for Teachers	Edrika Hall	January 2023
Secure vendor for AP Summer Institute PD for Teachers	Edrika Hall	January 2023
Finalize registrations for “Fostering an Equitable and Engaging Culture in the Classroom” and “The Mathematics: Cultivating a Discourse Rich Classroom” trainings	Edrika Hall	February 2023
Finalize the number of teacher registrants for AP Summer Institute	Edrika Hall	March 2023
Host “Fostering an Equitable and Engaging Culture in the Classroom” and “The Mathematics: Cultivating a Discourse-Rich Classroom” trainings	Edrika Hall	March/April 2023
Finalize AP Summer Institute Registrations	Edrika Hall	May 2023
Host AP Summer Institute PD for Teachers	Edrika Hall	July 2023
Hold teacher training workshops in preparation for the district wide Mikva Challenge	Edrika Hall	Fall 2023
Implement Action Civics Program and submit student work for the Soapbox Mainstage Event	Edrika Hall	November 2023 through January 2024
Student participation in Rounds 1 and 2 of the district wide Soapbox Event and submission of capstone drafts	Edrika Hall	February through April 2024
Summary reports/interviews of capstone action civics project	Edrika Hall	May through June 2024
<b>Safe and Healthy Schools</b>		
Implement Quaver (Social Emotional Learning Platform)	Elizabeth Faison	January 2023 through January 2024
Implement Safe Schools suicide, bullying, cyberbullying, sexual harassment, and drug and alcohol prevention program	Elizabeth Faison	January 3, 2023, through January 2, 2024
Implement Second Step mental health online platform	Elizabeth Faison	SY2023 through SY2024
Open Evening Counseling Centers	Elizabeth Faison	January 2023 through June 17, 2023
Facilitate Immigrant and Refugee Enrollment	Elizabeth Faison	January 2023 through June 2023
Extend supplemental support for mitigating attendance, bullying, graduation, immunization, and restorative approaches	Elizabeth Faison	Summer 2023
Develop and implement school-based Wellness Plans	Elizabeth Faison	January through December 2023
PBIS Implementation	Elizabeth Faison	January through July 2023
Providing professional development in Peer Mediation, for School Counselors, in Restorative Approaches, and for PPWs	Elizabeth Faison	January 2023 through August 2024
<b>Effective Use of Technology</b>		
Overview of role of ETLs to principals for the “PGCPS EmPowered Program for Teachers’ Professional Learning” and “School-Based Engagement for ETLs”	Kimberly Roberson	October 2022
Present Balancing Instruction with Technology to	Kimberly Roberson	October 2022

List of Implementation Activities (add rows as needed)	Responsible Party	Date Completed
Academics staff and ETLs		
Purchase Camtasia licenses for video equipment	Kimberly Roberson	October 2022
Prepare STEAM coordinators for classroom activities options using the STEAM Mobile Lab	Kimberly Roberson	October 2022
Schedule schools and bus drivers for STEAM Lab appearances	Kimberly Roberson	October 2022
Introduce <i>Canvas</i> to ETLs	Kimberly Roberson	November 2022
Advertise Canvas Champions Bootcamp	Kimberly Roberson	October/November 2022
Secure contracted services for developing interactive video	Kimberly Roberson	November 2022
Secure contracted services for developing online courses leading to micro-credentials	Kimberly Roberson	November/December 2022
Introduce <i>Interactive Flat Panels</i> to ETLs	Kimberly Roberson	December 2022
Host Fall, multi-day Canvas Champions Bootcamp	Kimberly Roberson	December 2022 to January 2023
Plan and advertise Winter “Canvas Champions Bootcamp” and “Google Certified Educator Bootcamp”	Kimberly Roberson	December 2022
Host Winter “Canvas Champions Bootcamp” and “Google Certified Educator Bootcamp”	Kimberly Roberson	January 2023
Host consultant services for course design and development	Kimberly Roberson	January to February 2023
Engagement Technology Leads (ETLs) to conduct turnkey Canvas and Interactive Flat Panels professional development	Engagement Technology Lead (ETLs)	January to June 2023
Replenish activities and peripheral materials for STEAM Mobile Lab	Kimberly Roberson	March 2023
Attendance at one technology conference and/or one additional professional development activity centered on innovative practices in training and development	Kimberly Roberson	October 2022 to September 2023
Develop and share outline for online course development with stakeholders	Kimberly Roberson	June 2023
Utilize outline to design two online courses and accompanying training materials	Kimberly Roberson	July to August 2023
Design online courses and training materials for learners in <i>Canvas</i>	Kimberly Roberson	August to September 2023

Evaluation Activities (add rows as needed)	Responsible Party	Date Completed
<b>Well-Rounded Education</b>		
Administer Self-Assessment to registrants of the “Fostering an Equitable and Engaging Culture in the Classroom” training	Edrika Hall	February/March 2023
Completion of post-training survey after “Fostering an Equitable and Engaging Culture in the Classroom” and “The Mathematics: Cultivating a Discourse-Rich Classroom” trainings	Edrika Hall	March/April 2023
Conduct post-workshop survey on the effectiveness of AP Summer Institute	Edrika Hall	July 2023
Conduct “Fostering an Equitable and Engaging Culture in the Classroom” post-workshop informal learning walks to observe levels of student engagement	Advance Programs Office and school leaders	April through June 2023
Conduct post-workshop informal learning walks to observe levels of student engagement	Mathematics Office and school leaders	April through June 2023
Collect data on student performance on 2023 AP exams from the classrooms of teachers who attend	Edrika Hall	June/July 2023

Evaluation Activities (add rows as needed)	Responsible Party	Date Completed
the AP Summer Institute in July 2023		
Collect data on student performance on 2024 AP exams from the classrooms of teachers who attend the AP Summer Institute in July 2023; compare 2023 and 2024 performance levels	Edrika Hall	July 2024
<b>Safe and Healthy Schools</b>		
Pre-test to determine level of Social Emotional Skills prior to using Quaver	Elizabeth Faison	January 2023
Post-test to determine level of Social Emotional Skills learned from using Quaver	Elizabeth Faison	January 2024
Monitor quarterly usage of Quaver through SchoolMax	Elizabeth Faison	Quarterly from March 2023 through December 2023
Monitor the number of students that receive support services through Evening Counseling Centers	Elizabeth Faison	August 2022 through June 17, 2023
Monthly review of the number of Immigrants and Refugees that registered for school using International Student Admission	Elizabeth Faison	Ongoing throughout the 2022-23 school year
Compare SY2022 and SY2023 discipline data, the number of students who earn graduation certification through online system, the number of immunizations issued, attendance, and incidence of bullying	Elizabeth Faison	Ongoing throughout the 2022-23 school year
Examine the increase in the number of schools with Wellness Champions over the course of the 2022-23 school year	Elizabeth Faison	July 2023
Monitor student behavioral data from PBIS schools	Elizabeth Faison	July 2023
Compare and pre- and post -student behavior data in schools where teachers received significant professional development in peer mediation, restorative approaches, or student behavior and discipline	Elizabeth Faison	August 2024
<b>Effective Use of Technology</b>		
Data Collection of teacher feedback about turnkey professional development workshops	Kimberly Roberson	November 2022 through September 2023
Administer pre-and post-surveys of ETL training in Canvas, Interactive Flat Panels, and PIC-RAT	Kimberly Roberson	January through June 2023
Analyze attendance logs to determine the extent to which representatives from 80% o schools attended all four Canvas Learning Management Training sessions	Kimberly Roberson	January 2023
The extent to which the training team can successfully create high-quality video, competency-based course that leads to micro-credential	Kimberly Roberson	July 2023

### 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?	<p>In SY2020 and SY2021, PGCPs conducted a comprehensive diagnostic survey to determine stakeholder priorities for the school system. The survey was the first activity undertaken as part of a comprehensive strategic plan and was distributed to 495 students, 2,890 staff persons, and 1,204 parents. The stakeholders emphasized the importance of setting high expectations, providing high-quality, relevant, accessible instruction, and offering <i>challenging curricula</i> with necessary academic supports as key priorities for the district. They also prioritized the delivery of a <i>relevant curriculum</i> to support both student engagement and an equitable and inclusive classroom environment. Student responses emphasized the need for more relevant curriculum that connects classroom lessons to life outside of the classroom.</p> <p>Stakeholders also felt that a safe and supportive environment is an important foundation for student academic learning and success. Data highlighted the need for the creation of a positive culture and climate that is welcoming and inclusive to individuals from all backgrounds as a top priority for PGCPs. In the equity diagnostic survey (2020-2021), 97% of respondents ranked <i>creating a positive culture where all feel welcome</i> at a medium or high priority. Stakeholders also highlighted parent involvement in student learning and schools as a high priority. Additionally, stakeholders believe that the district should plan for deep and lasting impacts related to COVID-19 on student and staff mental health and well-being.</p> <p>Finally, stakeholders felt that access to and the use of relevant, evidence-based technologies (hardware and software) to enhance and support all learning environments for students and employees are critical for student academic success.</p>
3.2	What data support the identified local needs?	<p>Through the equity strategic planning process, a wealth of data including benchmark assessment data, attendance, SAT, college enrollment, kindergarten readiness, and discipline data were collected and analyzed by subgroup to create PGCPs' Critical Success Indicators. In addition, data to support local needs was extrapolated from PGCPs' collective data storage systems (including our SIS - <i>SchoolMax</i>).</p> <p>Data to addressing issues related to student health and safety were taken from the reports maintained by student counselors, student climate surveys, and student attendance. In addition, data used to identify local needs was taken from district-wide stakeholder</p>

Item #	Guiding Questions	LEA Response
		surveys (Strategic Planning Diagnostic Survey) and completed by community members, PGCPs families, students, and staff.
3.3	What are the hardest to serve student groups?	Students in the lower economic areas of the County due to a lack of resources and/or the ability to access programs after school. Also, students living in more rural areas with limited Internet Service Providers (ISPs) in the area can be difficult to serve under certain circumstances.
3.4	What inequities inherent in the system are driving some of the local needs to support marginalized student groups?	<p>Meeting the academic and social needs of an increasingly diverse student population is fraught with inherent inequities, particularly in the absence of equitable resources. For example, the Hispanic/Latino students comprise 36% of the school system's student population, while 21% of the system's students are English Language Learners. Moreover, the school system has more than 90 Title I Schools, and these schools represent more than 40% of all schools in the county. In addition, there are large concentrations of poverty in the county as well as more limited concentrations of wealth.</p> <p>The Department of Student Services does attempt to address inequities by assigning additional staff to schools based upon the needs found within each school. Additionally, the department works with county agencies to ensure that those agencies, where possible, have their resources assigned to schools based upon needs. For example, the Health Department operates four Wellness Centers at four high schools in the county. These high schools are located in the northern end of the county, the southern end of the county, and two in the middle part of the county. In School Year 2018-19, the County Health Department created community clinics at two of the schools to serve parents and children on the weekend or evening hours.</p>
3.5	How are the identified needs being prioritized for the students with the greatest need when several significant needs are identified?	The identified needs are prioritized through the district's rigorous systemic needs assessment and analysis processes. PGCPs uses a collaborative approach to identify and prioritize needs. Also integral to this process are key community stakeholders (i.e., community organizations, parents, and community leaders). The Department of Student Services works to ensure that priorities reflect areas that, if addressed, will have a measurable and lasting impact on implementation. In addition, the demand for equity and innovation in education is more significant now than ever before. Equity in PGCPs is ensuring each student has what s/he needs to receive a student-centered education that empowers her or him to be active participants in their learning experience and contributors in creating and sustaining thriving communities.

## 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>The PGCPs Social Studies Office partners with middle and high schools within the district to engage students in workshops that promote social justice. The school system will also coordinate with Study Smart Tutors to offer an AP Summer Bridge for students taking an AP course for the first time.</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>The Advanced Placement Teacher Summer Institute will be conducted by the College Board to build the capacity of our teachers in providing quality instruction to ensure success for our students in AP Classes. The College Board authors the curriculum used by the schools and develops the training materials to be aligned to what teachers should be using for instruction. Partnership with the Mikva Challenge to facilitate student engagement through the Conflict and Compromise: Agents of Change Through Social Movement. The Mikva Challenge organization developed the Soapbox Challenge and holds workshops around the nation.</p>
<p>(3) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)</p>	<p>The following activities funded through this grant program will help foster safe, healthy, supportive, and drug-free environments to support student academic achievement: 1) Bullying and Harassment Prevention Programs; 2) Counseling Support for Students through Evening Counseling Centers; 3) Supporting Efficient School Entry for Immigrant, ESOL, and Refugee Students; 4) Program support to improve attendance and increase immunizations; 5) Expansion of School Wellness Programs; and 6) PBIS. In addition, this grant will help PGCPs increase its capacity to support Safe and Healthy Schools by expanded staff development in the areas of Peer Mediation; Counseling; and Restorative Approaches.</p>
<p>(4) Promote the involvement of parents and in the activity or program; [Section 4108](3)</p>	<p>Parents will be integrally involved in the participation and in the monitoring of the above-listed activities through their continued institutionalized involvement in the following advisory councils/committees: 1) Bullying Advisory Council; 2) Mental Health Steering Committee; 3) Attendance Task Force; 4) Immunization Task Force; and 5) Community Schools Steering Committee. Moreover, parents will be provided de facto involvement in the operation of Evening Counseling Centers as these centers will operate after normal working hours. Also, PGCPs offers <i>Wellness Wednesday</i>, which is a virtual forum for parents, on the first Wednesday of each quarter. Finally, the focus of enhanced support for increasing the efficiency of immigrant, ESOL, and refugee student enrollment will be on parents by teaching them how to navigate the school system in support of their children.</p>



## 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

Activities to promote the instruction of American history, social studies, economics, geography, or government education.

##### Fostering an Equitable and Engaging Culture in the Classroom

- Based on research conducted by the Office of Research and Evaluation in PGCPs, there has been a precipitous decline in student enrollment and attendance over the past two years. Given this, if schools are provided with the tools to create engaging and equitable classrooms, this could support a decrease in the chronic absenteeism rates.
- Prince George's County currently partners with AVID to implement programs in 28 schools across the district. This includes 22 middle schools and six (6) high schools. AVID's mission of closing the achievement gap by preparing all students for college and career readiness and success in a global society directly aligns with the district's mission in providing a transformative educational experience. PGCPs will provide training to approximately 140 teachers on how to develop equitable and engaging classroom culture.
- Administrative teams from each AVID Site will also be invited to attend this training to support these efforts at their respective sites. Teams could include the Principal, Assistant Principal, Professional School Counselor, AVID Coordinator, Instructional Lead Teacher, but could vary from site to site based on staff availability and site focus.

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

Multiple discipline integration programs or activities

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

Level II - Moderate Evidence

[https://consortium.uchicago.edu/sites/default/files/2018-10/Noncognitive%20Report\\_0.pdf](https://consortium.uchicago.edu/sites/default/files/2018-10/Noncognitive%20Report_0.pdf)

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

Students will develop critical non-cognitive behaviors, skills, attitudes, and strategies "that are crucial to academic performance". These non-cognitive factors consider "the ways students interact with the educational context within which they are situated and the effects of these interactions" (UChicago CCSR, 2012), p. 2. As a result of this enhanced engagement, PGCPs expects to see the following:

- Improvement in the overall GPA of students in the AVID schools.
- Improvement in RELA and Math Benchmark scores for students in the AVID Schools
- Improvement in the overall performance of students on the MCAP in the AVID schools.

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

- Completion of an exit survey by all participants - This exit survey data gauges the impact/effectiveness of the trainings by including items on educators’ beliefs and their perceived future action, to include the CoP content, relevancy, and application.
- Pre workshop self-assessment by staff to indicate levels of student engagement in the classroom
- Post workshop informal learning walks – conducted collaboratively by the Advanced Programs office and school leaders to determine the extent to which the level of student engagement has increased.

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

Objective: Significantly reduce chronic absenteeism in AVID schools and demonstrate a noticeable improvement in student engagement in the classrooms of teachers who receive the training.

Measurable Outcome #1: By June 2023, staff from **at least** 80% of the AVID Schools will be trained on creating an equitable and engaging classroom for instruction.

Measurable Outcome #2: By the end of the grant performance period, at least 35% of post training observed classrooms will exhibit noticeable student-teacher engagement.

Measurable Outcome #3: By the end of the grant performance period, chronic absenteeism at the AVID sites will be reduced by at least 5%.

Milestone: Release of flyer to announce the training; Registration confirmations; Workshop attendance;

*\* 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*

Identify dates for the training.	Dates: November 2022
Confirm with AVID the dates for training	November 2022
Confirm location for training	November 2022
Send flyer to schools for registration	December 2022
Finalize registrations	February 2023
Conduct Self-Assessment	February/March 2023
Host Training	March/April 2023

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

<p><b>\$153,749</b></p> <p><b>AVID Path Training Contract: \$91,000</b>  <b>Workshop Pay: 175 x 2 x 140 = \$49,000</b>  <b>Fringe: \$3,748.50</b>  <b>Facilities Rental: \$10,000</b></p>
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## Well-Rounded Activity #2- Title

Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects.

### The Mathematics: Cultivating a Discourse-Rich Classroom

- Student performance in mathematics has been identified as an area of concern by our CEO, and a district focus has been placed on mathematics instruction for all levels.
- This PD will support providing teachers with instructional strategies to increase the mathematics discourse in their classrooms to support student understanding of the learned concepts.

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

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

Level I - Strong Evidence

<http://68.77.48.18/RandD/Educational%20Leadership/Let's%20Talk%20Math%20-%20EL.pdf>

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

- Evidence of student-led and student facilitated learning activities in the mathematics classroom of teachers who received the training.
- Use of strategies that support discourse in the mathematics classroom.
- Identification of success criteria for students engaged in classroom discourse.
- Trained mathematics teachers will feel more efficacious about their ability to transform their classrooms into discourse rich learning environments (Everette and Shuldiner, 2020), p. 67.

### Well-Rounded Activity #2 - Evaluation

- Completion of an exit survey by all participants - This exit survey data gauges the impact/effectiveness of the trainings by including items on educators' beliefs and their perceived future action, to include the CoP content, relevancy, and application.
- Post-workshop informal observations – conducted collaboratively by the Mathematics Office and Advanced Programs Office to observe the leaned strategies in practice and provide feedback as needed.

### Well-Rounded Activity #2 - Objectives and Measurable Outcomes

Objective: By June 2023, at least 80% of mathematics teachers in grades 6-8 will be trained on strategies that support creating a discourse-rich mathematics classroom in order to build students' understanding of the concepts being taught and assessed.

Measurable Outcome #1: By the end of the grant performance period, student performance on State Mathematics Assessments will increase by five (5) percentage points.

Milestone: Release of flyer to announce the training; Registration confirmations; Workshop attendance;

*\* 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*

Meet with the Math Department to identify dates for the training.	Dates: November 2022
Confirm with AVID the dates for training	November 2022
Confirm location for training	November 2022
Send flyer to schools for registration	December 2022
Finalize registrations	February 2023
Host Training	March/April 2023
Conduct informal post-training classroom observations	

Activities to promote the instruction of American history, social studies, economics, geography, or government education

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

\$ 299,336

**AVID Path Training Contract:** \$165,000

**Workshop Pay:** 175 x 2 x 330 = \$115,500

**Fringe:** \$8,835.75

**Facilities Rental:** \$10,000

### Well-Rounded Activity #3- Title

Activities to promote the instruction of American history, social studies, economics, geography, or government education.

#### **Conflict and Compromise: Agents of Change Through Social Movement**

- Prince George's County Public Schools is committed to creating a safe and inviting culture for students to use their voices to impact change. In the past few years, the district has focused on culturally relevant teaching and learning with staff in order to support them in creating these spaces.
- The Mikva Soapbox program encourages students to use their voices to inspire and impact change and take action.

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

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

- Students will identify issues in their communities and learn about local government and political processes through research, analysis, and the creation of action plans to address issues and increase their awareness and understanding of civic engagement.
- Students will improve critical thinking and research skills.
- Students will improve public speaking and listening skills.
- Students will come to realize that the same approaches that are used to impact change at the community level can be used to resolve conflict and foster change at the more confined school level. See the impact of restorative justice/practices approaches on school climate, student behavior, and relationships between students and staff – (Fronius et al., 2016 (p. 2) citing findings from Ashley and Burke (2009).

### Well-Rounded Activity #3 – Level of Evidence & Link or Citation

Level I - Strong Evidence	<p><a href="https://www.wested.org/wp-content/uploads/2016/11/1456766824resourcerestorativejusticeresearchreview-3.pdf">Fronius, Trevor, et al. “Restorative Justice in US Schools a Research Review.” WestEd, Feb 2016</a></p> <p><a href="https://www.wested.org/wp-content/uploads/2016/11/1456766824resourcerestorativejusticeresearchreview-3.pdf">https://www.wested.org/wp-content/uploads/2016/11/1456766824resourcerestorativejusticeresearchreview-3.pdf</a></p>
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### Well-Rounded Activity #3 - Evaluation

This program will start with a pre-survey for students that measures mindsets and students’ belief in their ability to meaningfully impact the community and world they live in. A Likert scale survey will be administered to students at the beginning and conclusion of the workshop series to measure their perception on the skills and strategies learned to support the development of student voice and taking informed action. Once survey results have been tabulated for each student, respondents can be classified in the following way:

- Disengaged: 0 or 1 checks in BOTH columns
- Civic Activist: 2 or more checks in the civic column and 0 or 1 in the electoral column
- Electoral Activist: 2 or more checks in the electoral column and 0 or 1 in the civic column
- Dual Activist: 2 or more checks in columns
- Engaged Voice: 2 or more checks in democratic voice column

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

Objective: Middle school and high school students will engage in activities during this after school program to identify issues in their communities and learn about local government and political processes through research, analysis, and civic engagement.
Measurable Outcome #1: By the end of the grant performance period, 80% of students participating in Prince George’s County Conflict and Compromise: Agents of Change Through Social Movement program will engage public speaking skills, critical thinking skills, and research strategies to take informed action and increase civic participation.
Milestone: The development of a written student speech and participation in the Project Soapbox Mainstage Event about the top issues facing youth today to their peers and adult allies in the civic, political, and business communities.

*\* 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*

Teacher training workshops will be held in the Fall of 2023 to support them in conducting in-school workshops and preparing for the district-wide Mikva Challenge in the Spring of 2024.	Fall 2023-September/October
Teacher Implementation of the Action Civics program curriculum and submission of student work for the Soapbox Mainstage Event slated for the Spring of 2024.	November2023- End of grant performance period
Student participation in rounds 1 and 2 of the district-wide Soapbox Event and submission of capstone drafts.	February 2024- End of grant performance period
Summary reports/interviews of capstone Action Civics project.	At the end of grant performance period

**Use of funds for the activity #3 (Provide a total dollar amount per activity)****\$136,374****Mikva Challenge Contract - \$100,000** (Professional Development; Mainstage Event Coordination; Capstone Culmination)**Workshop Pay: 3 Days x \$175/day x 40 teachers = \$21,000****Fringe: \$1,607****Workshop Pay: ½ day x \$87.50 x 40 teachers = \$3,500****Fringe: \$268****Facilities Rental: \$10,000****Well-Rounded Activity #4- Title**

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

**AP Professional Development for Teachers**

- Prince George's County is committed to providing students an opportunity to engage in rigorous courses while in high school. The Advanced Placement Program provides schools the option to offer courses that give students a college-level instructional program while in high school. In order to support that instruction, the district is committed to providing regular training opportunities for new and returning Advanced Placement teachers.

**Well-Rounded Activity #4 (Refer to pages 9-11 in the Grant Information Guide)****Well-Rounded Activity #4 - Level of Evidence & Link or Citation**

Level I - Strong Evidence

<https://files.eric.ed.gov/fulltext/ED561037.pdf>**Well-Rounded Activity #4 - Evidence of Impact**

- Teachers' capacity to understand the AP content and best instructional practices will directly impact students' experience in their ability to
  - (1) complete a college-level rigorous course in high school; and
  - (2) be better prepared for the AP Exam.
- Teachers will provide effective instruction that will support students as they matriculate to other related courses.

**Well-Rounded Activity #4 - Evaluation**

- Compare the student performance on AP exams from SY2023 to SY2024 for teachers who attended an AP Summer Institute.
- Compare student performance on Progress Checks for SY2023 to SY2024 based on AP Classroom usage reports.
- Post-workshop evaluation on the effectiveness of the sessions in preparing teachers for the upcoming school year.

**Well-Rounded Activity #4 - Objectives and Measurable Outcomes**

Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

Objective: Provide AP teachers with an engaging and content focused professional development workshop to

support planning for instruction and developing best instructional practices to support student learning.
Measurable Outcome #1: By the end of the grant performance period, the percentage of students earning a score of 3 or higher on AP Exams will increase by five (5) percentage points over the 2023 performance level in AP courses taught by teachers attending the 2023 AP Summer Institute and/or the A Day with an AP Reader PDs.
Milestone: Summer institute registrations; Summer institute attendance records;

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

**Well-Rounded Activity #4 - Implementation Plan & Timeline**

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

Identify the local Summer Institute locations	January 2023
Secure vendor status for the Summer Institute providers	January 2023
Finalize the number of teachers to be sponsored	March 2023
Share information with the AP Coordinators	March 2023
Open registration for teachers – first come, first served	March 2023
Finalize registrations	May 2023
Obtain attendance confirmations from providers	July 2023

**Use of funds for the activity #4 (Provide a total dollar amount per activity)**

<p><b>\$ 155,355</b>  <b>AP Summer Institute:</b>  <b>Registrations:</b> \$1,000 @80 teachers = \$80,000  <b>Workshop Pay:</b> 5 days x \$175/day x 80 teachers = \$70,000  <b>Fringe:</b> \$5,355</p>
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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.*

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

#### Bullying and harassment prevention programs or activities

##### Social Emotional Learning (SEL) Online Platforms – Quaver, Second Step and Safe Schools

- PGCPs is committed to ensuring safe and supportive learning environments according to our Strategic Plan as aligned with goal #3.
- According to our Culture and Climate Parent Survey, 30% of our staff believe that the district does not meet their expectations as it relates to developing students’ social-emotional skills. This work seeks to improve this perception with the intentional implementation of Quaver, Second Step and Safe Schools learning tools for student K-12.
- Additionally, it is our goal to ensure the availability, access, and acceptance of social-emotional and mental health and well-being support for both students and staff is highlighted as a top priority and an area for district improvement consistently noted by many stakeholders.
- Our district has also turned its attention to reducing the number of bullying instances that occur to increase safe and supportive learning environments for students. Second Step and Safe Schools both address bullying by providing necessary student learning. Quaver provides SEL components that if implemented, provides students with resources for developing healthy relationships.
- Lastly, this work support staff’s confidence with necessary resources that align to our goal of ensuring social emotional infused instruction.

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

#### Bullying and harassment prevention programs or activities

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

#### Level III - Promising Evidence

##### Activity #1.1: Quaver

Howard, K. A. S., & Ferrari, L. (2021). Social-emotional learning and career development in elementary settings. *British Journal of Guidance & Counselling*.

Huble, S., Moldow, E., Robbins, C., Harper, B., Martin, C., & Zhou, S. (2020). The Impact of Entertainment Education for Social and Emotional Learning in Elementary Schools. *American Journal of Health Education*, 51(5), 299–309.

##### Activity #1.2: Safe Schools

[Evidence of Student Training Programs for Help Seeking](#)  
[Role of Counselors Providing Student Education to Increase Climate](#)  
[Cybersafety for Students](#)

DeVoe, J., & Murphy, C. (2011). Student Reports of Bullying and Cyber-Bullying: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey (No. NCEs 2011-336). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Fekkes, M., Pijpers, F. I. M., & Verloove-Vanhorick, S. P. (2006). Effects of Antibullying School Program on Bullying and Health Complaints. *Archives of Pediatrics & Adolescent Medicine*, 160(638-644).



	<p><b>Activity #1.3: Second Step</b>  Richard Albrecht, N. M., &amp; Brunner, M. (2019). How positive behavioral supports and social-emotional curriculum impact student learning. <i>The European Journal of Social &amp; Behavioural Sciences</i>.</p> <p>Espelage, D. L., Rose, C. A., &amp; Polanin, J. R. (2015). Social-Emotional Learning Program to Reduce Bullying, Fighting, and Victimization Among Middle School Students With Disabilities. <i>Remedial and Special Education</i>, 36(5), 299–311. <a href="https://doi.org/10.1177/0741932514564564">https://doi.org/10.1177/0741932514564564</a></p> <p>Frey, K. S., Hirschstein, M. K., &amp; Guzzo, B. A. (2000). Second Step: Preventing Aggression by Promoting Social Competence. <i>Journal of Emotional and Behavioral Disorders</i>, 8(2), 102–112.</p> <p><a href="https://sourcesofstrength.org/">https://sourcesofstrength.org/</a></p> <p>Review of Second Step for Middle School.  <a href="https://cfccdn.blob.core.windows.net/static/pdf/middle-school/second-step-ms-review-of-research.pdf">https://cfccdn.blob.core.windows.net/static/pdf/middle-school/second-step-ms-review-of-research.pdf</a></p>
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### Safe and Healthy Schools Activity #1 – Evidence of Impact

<p><b>Activity 1.1: Quaver</b></p> <ul style="list-style-type: none"> <li>▪ Improvement in students’ ability to identify and manage their emotions in support of improved academic outcomes.</li> <li>▪ Effective use of SEL practices by educators to positively impact students’ social and emotional learning.</li> <li>▪ Engagement of community partner organizations in providing resources on issues related to SEL.</li> </ul> <p><b>Activity 1.2: Safe Schools</b></p> <ul style="list-style-type: none"> <li>▪ Students and educators will have access to resources on to suicide prevention, bullying, sexual harassment, cyberbullying and drug and alcohol use.</li> <li>▪ Students and educators will demonstrate increased understanding on issues related to suicide prevention, bullying, sexual harassment, cyberbullying and drug and alcohol use.</li> <li>▪ Reduction in number of suicidal ideation reported across 6 and 9<sup>th</sup> graders. (<i>Sources of Strength</i> is a best practice suicide prevention program that uses Peer Leaders to enhance protective factors across the school population. It has been shown to (a) increase youth-adult connectedness; (b) increase Peer Leader school engagement; and (c) increase positive perceptions of adult support for suicidal youth and the acceptability of seeking help.) See <a href="https://sourcesofstrength.org/">https://sourcesofstrength.org/</a>.</li> </ul> <p><b>Activity 1.3: Second Step</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to notice their emotions and reflect on the actions their emotions influence.</li> <li>▪ There will be a decrease in both internalizing and externalizing problems for students when their knowledge of emotion regulation increases.</li> <li>▪ There will be a reduction in bullying for 6-8 grade students.</li> </ul>
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### Safe and Healthy Schools Activity #1 - Evaluation

<p><b>Activity 1.1 Quaver</b></p> <ul style="list-style-type: none"> <li>▪ Quarterly usage monitoring based on predetermined benchmarks</li> <li>▪ Student Pre and Post Assessment of Social Emotional Skills</li> <li>▪ Student pre and post assessment of learned social emotional skill</li> <li>▪ Quarterly usage monitoring based on predetermined benchmarks</li> <li>▪ Student pre and post assessment of learned social emotional skills</li> </ul>
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<p><b>Activity 1.2 Safe Schools</b></p> <ul style="list-style-type: none"> <li>▪ Monitor and report online usage by students using application software.</li> <li>▪ Review counseling logs to assess frequency with which students are seeking help for suicidal ideation.</li> <li>▪ Review counseling logs to assess frequency with which students are seeking help for suicidal ideation.</li> </ul> <p><b>Activity 1.3 Second Step</b></p> <ul style="list-style-type: none"> <li>▪ Monitor the number of counselors teaching the curriculum</li> <li>▪ Review bullying data to determine decrease between SY 2021-2022 and SY 2022-2023</li> <li>▪ Review the number of PS 74 discipline referrals between SY 2021-2022 and SY 2022-2023</li> </ul>
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**Safe and Healthy Schools Activity #1 - Objectives and Measurable Outcomes**

<p><b>Objective:</b> To implement online Social Emotional Learning platforms that provide students with knowledge on how to (1) Self Awareness; (2) Self-Management; (3) Social Awareness; (4) Responsible Decision Making; and (5) Relationship Skills</p>
<p><b>Measurable Outcome #1.1: Quaver</b></p> <p><b>Outcome a:</b> By June 2023, 85% of students in K-5 will show an increase in social emotional skills by learning how to recognize and manage emotions, care about others and improved decisions making skills.</p> <p><b>Outcome b:</b> By June 2023, 100% students in grades K-5 will create academic and personal SMART goals to support improved social emotional skills and improved academic performance.</p>
<p><b>Measurable Outcome #1.2: Safe Schools</b></p> <p><b>Outcome a:</b> 80% of identified high school students will complete bundles 1 and 2, and 80% of identified middle school students will complete bundle 1 of online behavioral modules.</p> <p><b>Outcome b:</b> Achieve an increase of 10% in the number of students who seek counseling support from a trained professional for suicidal ideation.</p> <p><b>Outcome c:</b> Improve the maintenance and accuracy of the suicidal ideation logs by 50%.</p>
<p><b>Measurable Outcome #1.3: Second Step</b></p> <p><b>Outcome a:</b> 50% of students in middle school will receive instruction in new SEL platform</p> <p><b>Outcome b:</b> There will be a 10% reduction in bullying instances substantiated as bullying.</p>
<p><b>Milestone:</b> Quaver, Safe Schools, and Second Step - access to the new platform has been granted to all staff (new and returning); counselors trained; schedule to deliver lessons have been established; lessons are taught; data reports reflect improved culture and climate and in decrease in bullying incidents</p>

*\* 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*

<p><b>Activities:</b></p>	<p><b>Dates:</b></p>
<p><b>Quaver</b></p> <ul style="list-style-type: none"> <li>▪ Ensure new counselors have access to the platform;</li> <li>▪ Ensure new staff are trained;</li> <li>▪ Communicate teaching lessons to parents;</li> <li>▪ Providing students with information on accessing online modules;</li> <li>▪ Schedule is created to teach the lessons;</li> </ul>	<p>January 2023- End of grant performance period</p>

<ul style="list-style-type: none"> <li>▪ Lessons are implemented</li> <li>▪ Providing mental health-related resources and supports to students and educators (virtually or in-person) from the Mental Health Coordinator.</li> <li>▪ Data is monitored via SchoolMax</li> </ul>	
<p><b>Second Step</b></p> <ul style="list-style-type: none"> <li>▪ Ensure new counselors have access to the platform;</li> <li>▪ Ensure new staff are trained;</li> <li>▪ Communicate teaching lessons to parents;</li> <li>▪ Providing students with information on accessing online modules;</li> <li>▪ Schedule is created to teach the lessons;</li> <li>▪ Lessons are implemented</li> <li>▪ Providing mental health-related resources and supports to students and educators (virtually or in-person) from the Mental Health Coordinator.</li> <li>▪ Data is monitored via SchoolMax</li> </ul>	<p>January 1, 2023 – End of grant performance period</p>
<p><b>Safe Schools</b></p> <ul style="list-style-type: none"> <li>▪ Ensure new counselors have access to the platform;</li> <li>▪ Ensure new staff are trained;</li> <li>▪ Communicate teaching lessons to parents;</li> <li>▪ Providing students with information on accessing online modules;</li> <li>▪ Schedule is created to teach the lessons;</li> <li>▪ Lessons are implemented</li> <li>▪ Work towards students getting accounts to take the course on designated days and taking the assessments.</li> <li>▪ Providing mental health-related resources and supports to students and educators (virtually or in-person) from the Mental Health Coordinator.</li> <li>▪ Data is monitored via SchoolMax</li> </ul>	<p>By the end of the grant performance period</p>

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

<p><b>Quaver License</b> 125 site licenses @ \$1,975.68 per unit <b>\$ 246,960</b></p> <p><b>Safe Schools</b> Lessons will be provided to students through online modules for the following groups (On-line subscriptions): (Collection 1, Grades 9-12) <b>38,181 High School Students</b> (Bundle &amp; 1&amp;2) = \$21,406.06 (Collection 1, Grades 6-8) - <b>27,993 Middle School Students</b> (Bundle 1) = \$9,083.86 <b>\$30,489.92 - Subtotal</b></p> <p><b>Second Step</b> K-8 Digital: 5-year subscription Cost per campus / per year (41 sites; \$8,096) = 331,936 Discount rate for 20 or more licenses applied (-33,193.60) <b>\$298,742.40</b></p>
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### Safe and Healthy Schools Activity #2 – Title

School-based mental health services, including early identification of mental health symptoms, drug use, and violence

#### Providing Counseling Support for Students through Evening Counseling Centers (Tobacco, Drug, Alcohol-Related and Mental Health)

- This work directly provides action towards meeting PGCPs’ Strategic Plan to increase awareness of mental health and wellness linkages to learning by eliminating stigmas, increasing access to supports and decreasing the number of avoidable adverse educational outcomes.
- It also increases student access to mental health supports in hopes of increasing the percentage of students using supports for student mental health and wellness according to goal #4.
- According to the district’s Culture and Climate Parent Survey, 31% of staff believe that PGCPs does not meet expectations for addressing student’s mental health and wellness. This work seeks to improve this perception and increase linkages to mental health resources.
- The goal of this activity is to decrease adverse outcomes for students who utilize tobacco, drugs, other substances or who have mental health concerns in alignment with goal #4.
- This work provides an avenue for students who would otherwise experience an expulsion, according to our Students Rights and Responsibility Handbook, to receive the necessary support without cost
- Lastly, this service is offered in the evening and to students who also want mental health counseling who do not choose to access those services during the school day.

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

School-based mental health services, including early identification of mental health symptoms, drug use, and violence

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

Level I - Strong Evidence

<https://www.samhsa.gov/sbirt>

### Safe and Healthy Schools Activity #2 – Evidence of Impact

- Reduction in the likelihood of alcohol and other drug misuse for students referred per the Students Rights and Responsibilities Handbook, with an impact on students, parents and the community.
- Active participation of students and parents in seeking school resources on issues of social-emotional well-being.
- Access to community partnerships with expertise in the area of student behavioral health.
- Improve students’ behavioral health and well-being as a result of training and resources invested on issues related to anger management, alcohol/drug misuse, intervention/assessment and supporting behavioral health.

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

- Number of students receiving Screening, Brief Intervention and Referral to Treatment (SBIRT).
- Number of students receiving Adolescent Community Reinforcement Approach (A-CRA).
- The number of students that participate in the tobacco/nicotine prevention program.
- Number of students serviced through the Evening Counseling Center Initiative that report an increase in school connectedness (exit survey).
- Use information from student counseling centers evaluations and exit surveys to adjust counseling services to meet the social-emotional needs of the student population

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

Objective: To provide counseling services to students identified at school as being in possession of alcohol or other substances, those who are impaired while on school grounds or those who are referred for services by parents or self-referred.

<p>Measurable Outcome #1:</p> <ul style="list-style-type: none"> <li>▪ 90% of students referred for alcohol, tobacco and substance misuse will receive 2-4 counseling sessions as interventions by June 30, 2023.</li> <li>▪ 70% of students seen through the Evening Counseling Center Initiative will report feeling connected to school by June 30, 2023.</li> </ul>
<p>Milestone: Students referred for counseling; students not referred again for services</p>

*\* 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*

Activities:	Dates:
<ul style="list-style-type: none"> <li>▪ PGCPS maintains a cadre of counselors trained in SBIRT.</li> <li>▪ Evening counseling services will be announced to schools and the referral process. It will also be written in the Students' Rights and Responsibilities Handbook (SRRH).</li> <li>▪ Students identified at school as being in possession of alcohol or other substances, those who are impaired while on school grounds will be referred to the Office of Student Engagement and School Support</li> <li>▪ Parents may also refer students for services.</li> <li>▪ Appointments will be made at one of two counseling locations in the county.</li> <li>▪ Students must complete counseling in order to avoid expulsion for being in possession or being impaired by substances while at school.</li> </ul>	<p>Services will be delivered to students from August 29, 2022 - June 17, 2023</p>

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

<p><u>Budget Narrative</u></p> <p><b>Cost for Counselors</b> = 12 evening counselors total @ 3 centers @\$60/hour X 4.5 hours X 33-34 weeks (estimated) = <b>\$108,831 subtotal</b></p> <p><b>FICA</b> \$108,831 x .0765 = <b>\$8,326</b></p> <p><b>Total:</b> \$ 117,156</p>
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### Safe and Healthy Schools Activity #3 - Title

Providing safe and healthy learning environments, such as integrated systems of student and family supports

#### Supporting School Entry for Immigrant, ESOL and Refugee Students through International Student Admissions and Enrollment Counselors

- PGCPs' Theory of Action in our Strategic Plan declares that we will develop a district culture that fosters cultural responsiveness with an additional focus deepening our understanding of our students' needs.
- According to our Culture and Climate Survey, only 28% of parents believe that our schools provide enough support for English Language Learners.
- According to the Strategic Planning and Equity Diagnostic Survey, 97% of believe that our school system's ability to create a positive and welcoming culture as well as parent's involvement in their child's school was medium to high priority.
- The increasing influx of international, unaccompanied and refugee students into PGCPs requires additional support by removing the lag in school enrollment and adequate grade placement by reviewing and evaluating student's transcript, assessing current skills and supporting parents' knowledge in how to navigate the school system which can be achieved by this activity.

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

Providing safe and healthy learning environments, such as integrated systems of student and family supports

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

Level II - Moderate Evidence

<https://files.eric.ed.gov/fulltext/ED610689.pdf>

#### Safe and Healthy Schools Activity #3 - Evidence of Impact

- Students will be enrolled within 10 days of initial enrollment into ScribEnroll system pending clearance in comparison to the average number of days students were enrolled in SY 2021-2022. (TBD)
- Parents will indicate understanding of how to navigate school system after workshop/orientation (Immigrant, ESOL and Refugee). Although the proposed activities are research-based, the research is largely descriptive due to the paucity of rigorous research in the area. Nonetheless, "newcomer practices, policies, and procedures are likely to be more successful if they reflect this heterogeneity and are flexible and responsive to individual students as well as the school context". (Motomedi, et al., 2021), p. 39

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

- Enrollment data (tracked monthly beginning in November and measured for success in June)
- Immigrant, ESOL and refugee parent evaluations (reviewed monthly beginning in November and measured for success in June).

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

Objective: To ensure the enrollment and transition of immigrant families into PGCPs

Measurable Outcome #1:

- By the end of the grant performance period, the timeliness of immigrant, ESOL, and refugee student enrollment will increase by 20%.
- By the end of the grant performance period, 80% of immigrant parents will demonstrate an increased understanding of and participation in the local school system as a result of orientation through multilingual and multicultural outreach.

Milestone: Registration appointments; Days pending registration from initiation; actual orientation and enrollment; survey development

*\* 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*

Activities:	Dates:
<ul style="list-style-type: none"> <li>▪ Personnel will access our ScribEnroll platform and reach out to parents indicated as new arrivals to the US</li> <li>▪ Staff will make appointments with parents to help accelerate their enrollment into PGCPs</li> <li>▪ Staff will review transcripts and determine appropriate grade placement</li> <li>▪ Personnel will provide orientation services</li> <li>▪ Staff will coordinate with schools to ensure all elements needed to finalize enrollment occurs</li> </ul>	<p>Services will occur throughout the school year 2022-2023 in the evening and during the summer months of 2023 for staff who are 10-month intake counselors, registrars and bilingual technicians.</p>

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

<p><b>Budget Narrative:</b></p> <p><b>Evening work: 5 counselors</b> x 18 days x 3.75 hours x \$60/hr = \$20,250; FICA = \$20,250 x .0765 = \$1,549.13; Total = <b>\$21,799.13</b></p> <p><b>Evening work: 3 registrars</b> x 40 days x 4 hours x \$33/hr = \$15,840; FICA= \$15,840 x .0765 = \$1,211.76; Total = <b>\$17,051.76</b></p> <p><b>Evening work: 2 International registrars</b> x 70 days x 4 hours x \$49/hr = \$27,440; FICA: \$27,440 x .0765 = \$2,099.16; Total = <b>\$29,539.16</b></p> <p><b>Summer work: 7 counselors</b> x 10 days x 7.5 hours x \$60/hr. = \$31,500; FICA: \$31,500 x .0765= \$2,409.75; Total = <b>\$33,909.75</b></p> <p><b>Summer work: 3 registrars</b> x 28 days x 8 hours x \$33/hr = \$22,176; FICA: \$22,176 x .0765 = \$1,696.46; Total = <b>\$23,872.46</b></p> <p><b>Total: \$ 126,172.26</b></p>
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### Safe and Healthy Schools Activity #4 - Title

<p><b>Providing safe and healthy learning environments, such as integrated systems of student and family supports</b></p> <p><b>Providing Extended Program Support for Attendance, Bullying, Graduation, Immunization and Restorative Approaches</b></p> <ul style="list-style-type: none"> <li>▪ The Pupil Personnel Specialist will be hired to support the district’s focus on attendance which is intended to remove the barrier to students’ access to rigorous education.</li> <li>▪ The district also has focused on its improvement of instances of bullying which also includes the efficient maintenance of data in order to accurately gauge the culture and climate of our schools relative to bullying. The data clerk will be hired to oversee this portion of the work to improve our efficiency in data collection for the state LSS bullying, harassment and intimidation report.</li> <li>▪ School Counselors employed over the summer will work for the purpose of supporting our equity in educational goals by ensuring our students graduate through their graduation certification process.</li> <li>▪ School Nurses will be employed to connect with parents of students who are non-compliant in an effort of students receiving the needed vaccinations to avoid health crisis and reduce school health exclusions. Advertisement campaign supports ensuring linkages to families of needed resources by increasing awareness of available services. This will also support school attendance in the Fall of 2023.</li> <li>▪ The Restorative Approaches Coordinator (10-month staff) will be hired to work and an additional 10 days to provide training to teachers over the summer. This work improves the progression of restorative approaches in schools to reduce out of school suspensions.</li> </ul>
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**Safe and Healthy Schools Activity #4 (Refer to pages 12-14 in the Grant Information Guide)**

**Providing safe and healthy learning environments, such as integrated systems of student and family supports**

**Safe and Healthy Schools Activity #4 – Level of Evidence & Link or Citation**

<p>Level IV - Logic Model/Rationale</p>	<p>Extended Support 1: Restorative Approaches Coordinator/Discipline  <a href="https://www.rand.org/pubs/research_reports/RR2840.html">https://www.rand.org/pubs/research_reports/RR2840.html</a></p> <p>Extended Support 2: School Counselors/Graduation  <a href="https://www.schoolcounselor.org/administrators/role-of-the-school-counselor">https://www.schoolcounselor.org/administrators/role-of-the-school-counselor</a></p> <p>Extended Support 3: School Nurses/Immunization  <a href="http://marylandpublicschools.org/about/Documents/DSFSS/SSSP/SHS/SHSGuidelines/RoleofHealthStaffinSchools.pdf">http://marylandpublicschools.org/about/Documents/DSFSS/SSSP/SHS/SHSGuidelines/RoleofHealthStaffinSchools.pdf</a></p> <p>Extended Support 4: Pupil Personnel/Attendance  <a href="https://www.attendanceworks.org/chronic-absence/the-problem/">https://www.attendanceworks.org/chronic-absence/the-problem/</a></p> <p>Extended Support 5: Data Entry Clerk/Bullying  <a href="https://www.unicef.org/media/66496/file/Behind-the-Numbers.pdf">https://www.unicef.org/media/66496/file/Behind-the-Numbers.pdf</a></p>
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**Safe and Healthy Schools Activity #4 – Evidence of Impact**

<p>Extended Support #1: Restorative Approaches Coordinator/Discipline</p> <ul style="list-style-type: none"> <li>▪ Reduction in out of school suspensions for acts of violent incidents</li> </ul> <p>Extended Support #2: School Counselors/Graduation</p> <ul style="list-style-type: none"> <li>▪ Increase in number of students certified to graduate in comparison to those registered for summer graduation</li> </ul> <p>Extended Support #3: School Nurses/Immunization</p> <ul style="list-style-type: none"> <li>▪ Realize a decrease in the number of non-compliant students by five (5) percent from the number of non-compliant students the previous year by September 30, 2023.</li> </ul> <p>Extended Support #4: Pupil Personnel/Attendance</p> <ul style="list-style-type: none"> <li>▪ Increase in parents and students actively engaged in the use of attendance plans prior to and during the school year.</li> <li>▪ Increase in educators’ understanding of their role in assisting with monitoring student attendance via routine inspection of student attendance plans and contract.</li> </ul> <p>Extended Support #5: Data Entry Clerk/Bullying</p> <ul style="list-style-type: none"> <li>• Realize a reduction in bullying, harassment and intimidation in cases of students attending K-5 schools.</li> <li>• Realize an improvement in the ability of elementary school educators and parents to recognize and support efforts in decreasing acts of bullying, harassment and intimidation in K-5 schools.</li> </ul>
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**Safe and Healthy Schools Activity #4 - Evaluation**

<p>Extended Support 1: Restorative Approaches Coordinator/Discipline</p> <ul style="list-style-type: none"> <li>▪ Suspension Reports from Apex/SchoolMax for SY 2022-2023.</li> </ul> <p>Extended Support 2: School Counselors/Graduation</p> <ul style="list-style-type: none"> <li>▪ Review of students certified graduates through new online certification system in comparison to those enrolled in summer school.</li> </ul> <p>Extended Support 3: School Nurses/Immunization</p> <ul style="list-style-type: none"> <li>▪ Immunization data are reviewed and analyzed weekly for compliance via SHERE/Frontline Platform</li> </ul> <p>Extended Support 4: Pupil Personnel Specialist/Attendance</p> <ul style="list-style-type: none"> <li>▪ SchoolMax/Apex Attendance Reports</li> </ul> <p>Extended Support 5: Data Entry Clerk/Bullying</p> <ul style="list-style-type: none"> <li>▪ SchoolMax, Apex, Reporting and Investigation Forms – Bullying Database</li> </ul>
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**Safe and Healthy Schools Activity #4 - Objectives and Measurable Outcomes**

<p>Objective: To ensure support to students through summer graduation certification process, student attendance and behavior (restorative approaches and bullying)</p>
<p>Measurable Outcome #1: (Extended Support 1: Restorative Approaches Coordinator/Discipline)                  During SY 2022-2023, suspensions in all restorative approaches trained schools will be reduced by 2% from the number reported during SY2020 by June 2023.</p> <p>Measurable Outcome #2: (Extended Support 2: School Counselors/Graduation)                  Increase the number of summer school students who are certified to graduate by 20 percent over the number of such students that graduated the previous year.</p> <p>Measurable Outcome #3: (Extended Support 3: School Nurses/Immunization)                  The number of students attempting to enter school without required immunizations in will be reduced by 10% from the number of non-compliant students during the previous year by the end of the grant performance period.</p> <p>Measurable Outcome #4: (Extended Support 4: Pupil Personnel/Attendance)                  Reduce truancy cases by 2% by improving processes for ensuring student Case Managers transition cases and records with other PPWs for continuity of services (i.e., Interventions, Attendance) by June 30, 2023.</p> <p>Measurable Outcome #5: (Extended Support 5: Data Entry/Bullying)                  By the end of the grant performance period, 100% of PGCPs schools will accurately report data completing all required data fields, reporting and investigation forms to determine compiled numbers of bullying, harassment, and intimidation incidences.</p>
<p>Milestone:</p> <p><b>Extended Support #1: Restorative Approaches Coordinator/Discipline</b> - approved overtime through human resources; summer training communicated and registered through eDoctrina after approval of the Office of Professional Learning and Leadership; number of registrants and schools implementing restorative approaches;</p> <p><b>Extended Support #2: School Counselors/Graduation</b> - number of counselors approved to work overtime during the summer; number of seniors enrolled in summer school in comparison to the number of students certified to graduate;</p> <p><b>Extended Support #3: Nurses/Immunization</b> - number of counselors approved to work overtime during the summer; number of students out of contacted in comparison to those out of compliance; number of parents who make appointments for vaccinations; number of students who obtain required vaccinations; number of students compliant districtwide; students who remain in school versus those excluded due to overdue immunizations; number of ads placed in accordance with the communication plan;</p> <p><b>Extended Support #4: PPW Specialist/Attendance</b> - number of attendance plans developed for previously truant students; number of subpoenas due to non-attendance are served;</p> <p><b>Extended Support #5: Data Entry/Bullying</b> - number of bullying reports made; number of reports investigated; number of instances substantiated in comparison to SY2021-2022; number of reports entered into SchoolMax SIS; number of investigative forms and notes sent to <a href="mailto:studentservices.br@pgcps.org">studentservices.br@pgcps.org</a> email account; number of reports captured in SIS with no missing fields.</p>

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

**Safe and Healthy Schools Activity #4 - Implementation Plan & Timeline**

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

Activities:	Dates:
<ul style="list-style-type: none"> <li>▪ Extended Support 1: Restorative Approaches - 1 Coordinator</li> <li>▪ Extended Support 2: School Counselors – 40 Employees</li> <li>▪ Extended Support 3: School Nurses (Immunization) - 50 Employees</li> <li>▪ Extended Support 4: Pupil Personnel Specialist</li> </ul>	<p>Services for extended support staff will occur over the summer of 2023</p>
<ul style="list-style-type: none"> <li>▪ Extended Support 5: Data Entry Clerk - 1 Employee</li> </ul>	<p>Services rendered to support accuracy of district-wide bullying data will occur as a second assignment during the school year 2022-2023 and into the fall of 2023 to generate state report for SY 2022-2023.</p>

**Use of funds for the activity #4 (Provide a total dollar amount per activity)**

<p><b>Budget Narrative:</b></p> <p><b>Extended Support 1: Restorative Approaches Coordinator/Discipline</b>                  Restorative Approaches - 1 Coordinator                  Summer Work - 10 additional days - 1 employee @ \$60.00/per hour x 7.5 hours per day x 10 days = \$4,500;                  FICA: \$4,500 x .0765 = \$344 Subtotal = \$4,844; <b>Total = \$4,844</b></p> <p><b>Extended Support 2: School Counselors/Graduation</b>                  School Counselors – 39 Employees                  39 school counselors x 7.5 hours x \$60.00/hour x 10 days = \$175,500; FICA: \$175,500 x .0765 = \$13,425.75;  <b>Total = 188,925.75</b></p> <p><b>Extended Support 3: School Nurses/Immunization</b>                  School Nurses (Immunization) - 50 Employees                  50 nurses X 7.5 hours X 43.69/hour X 10 = \$163,837.50; FICA: \$163,837.50 X .0765 = \$12,533.57; <b>Total = \$176,371.07</b></p> <p><b>Advertisement</b> (Launch a robust advertising immunization campaign to decrease the number of non-compliant students upon entry into school.)</p> <ul style="list-style-type: none"> <li>• General mailing to non-compliant PGCPs students \$20,000.00</li> <li>• Utilizing Safeway and Giant grocery carts and back of receipts \$10,000.00</li> <li>• Radio and television commercials \$23,000.00</li> <li>• Printed advertisement in newspapers \$4000.00</li> <li>• <b>Total = \$ 57,000</b></li> </ul> <p><b>Extended Support 4: Pupil Personnel/Attendance</b>                  Pupil Personnel Instructional Specialist (1) to work 10 days during the summer with a salary of approximately \$70/hour x 8 hours x \$70x 10 days = \$5,600: \$5,600 x .0765 = \$428.40 Subtotal= \$6,028.40</p> <p><b>Extended Support 5: Data Entry Clerk/Bullying</b>                  Bullying Support (Bullying, Harassment and Intimidation data entry) - 1 Employee                  Second Assignment – 1 employee @ \$55.00/hour x 195 hours = \$10,725 x .0765 (FICA) = 820.46; = \$11,545.46</p> <p><b>Total: \$ 444,714.68</b></p>
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**Safe and Healthy Schools Activity #5 – Title**

<p>Healthy, active lifestyle programs and activities</p> <p>School Wellness</p>
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- The United States Department of Agriculture requires that each local educational agency participating in the National School Lunch/Breakfast Program was to have a local wellness policy in place by 2006.
- In response, the Board of Education of Prince George's County approved Policy No. 0116, Wellness, Nutrition, and Physical Activity. In addition, PGCPs maintains an administrative procedure that prescribes the mandates regarding our school wellness program. (AP 0116 – Health and Wellness)
- This activity supports our commitment to provide a safe and supportive learning environment for all students in accordance with our Strategic Plan. Also, provide consistent information and education to our students regarding proper nutrition, increased physical activity, and the benefits of healthy lifestyle choices throughout the school, classroom, and cafeteria.
- This activity supports schools developing and implementing a plan as well as a team attending training to remain abreast of the latest learning and resources pertaining to the Whole Child.

### Safe and Healthy Schools Activity #5 (Refer to pages 12-14 in the Grant Information Guide)

#### Healthy, active lifestyle programs and activities

#### Safe and Healthy Schools Activity #5 – Level of Evidence & Link or Citation

##### Level III - Promising Evidence

- [COMAR 13A.04.18](#)
- [MSDE – School Wellness](#)
- [MSDE Wellness Program Implementation](#)
- Mull, L., Koch, P., Abrams, E., Contento, I. R., & Lee, H. (2013). Food, Health & Choices: Development and Implementation a Classroom Wellness Intervention “Positively Healthful Classrooms”. *Journal of Nutrition Education and Behavior*, 45(4), S60-S61. [Link](#)

#### Safe and Healthy Schools Activity #5 – Evidence of Impact

- According to the *Journal of Nutrition Education and Behavior*, (2013), research lead by Koch and colleagues discovered that wellness interventions such as Positively Healthy Classrooms assist schools in implementing their wellness plans for students. Their research yielded student’s achieving their physical health goals as well as weekly participating in healthier food choices.
- Engagement of schools in promoting wellness as evidenced by hosting a minimum of one wellness activity during the established timeline.
- Participation of school and community in wellness activities with demonstrated increase in awareness on health and wellness impacting youths.

#### Safe and Healthy Schools Activity #5 - Evaluation

##### Evaluation for Outcome 1:

- Data collected by the Instructional Specialist of Student Services/Chair of Wellness Council will reflect an increase in the number of schools with a wellness champion at the end of the school year

##### Evaluation for Outcome 2:

- Data collected by the Instructional Specialist of Student Services/Chair of Wellness Council determine the number of schools that have established a functional Wellness Council or that deployed Wellness Coaches at the end of the school year.

#### Safe and Healthy Schools Activity #5 - Objectives and Measurable Outcomes

**Objective:** To ensure our compliance with the US Department of Agriculture and AP 0116 by overseeing the district’s health and wellness program.

##### Measurable Outcome #1:

- All (100%) schools, by the end of the school year, will have a Wellness Champion.

<p><b>Measurable Outcome #2:</b></p> <ul style="list-style-type: none"> <li>Wellness Coaches and/or a Wellness Council will be maintained at each of the school district's 204 schools.</li> </ul> <p><b>Measurable Outcome #3:</b></p> <ul style="list-style-type: none"> <li>By the end of the grant performance period, schools with less than 100% of the student population receiving free or reduced-price lunch will experience an increase in the number of students receiving free or reduced-price lunch by five percent (5%) over the number receiving this service the previous year.</li> </ul>
<p>Milestone: Wellness Council meeting schedule; memorandum to schools regarding wellness champions; wellness plans (school-based); #plans implemented; conference registration</p>

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

### Safe and Healthy Schools Activity #5 - Implementation Plan & Timeline

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

Activities:	Dates:
<ul style="list-style-type: none"> <li>Hold bi-monthly wellness council meetings</li> <li>Communicate with schools to discern appointed wellness champion</li> <li>Communicate requirement that schools develop and implement a wellness plan</li> <li>Supporting collaboration of wellness council and Wellness Champions to review, update and implement school-based wellness plan and activities.</li> <li>Render stipend to schools with a designated wellness champion who worked to implement the school-based plan</li> <li>Ensure a cadre of the district's wellness council attend the Urban School Wellness Coalition Conference in October/November of 2023</li> <li>Using evaluation data to adjust school-based wellness activities as needed.</li> </ul>	<p>Services will occur during the school year 2022-2023 through December of 2023</p>

### Use of funds for the activity #5 (Provide a total dollar amount per activity)

<p><b>Budget Narrative:</b></p> <p>Funds will be provided at the end of the school year to each Wellness Champion @ \$300 x 209 schools = <b>\$62,700</b></p> <p>FICA @ .0765x \$62,700 x = <b>\$4,797</b></p> <p><b>Subtotal: \$ 67,497</b></p> <p>Funds will be used to send 4 staff members to the Urban School Wellness Coalition Conference in November 2023</p> <p>4 staff x \$550 registration fee = \$2200</p> <p>4 staff x 3 nights (hotel) @ \$250 per night = \$3,000</p> <p>4 staff x \$1,076 pp airfare = \$4,305</p> <p>Miscellaneous Expenses (meals/parking, etc.)</p> <p>4 staff @ \$125pp = \$500</p> <p><b>Subtotal = \$10,005</b></p> <p><b>Total: \$77,502</b></p>
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**Safe and Healthy Schools Activity #6 – Title**

**Implementing schoolwide PBIS**

**Positive Behavior Intervention Supports (PBIS)**

- The Maryland State Department of Education mandates that schools that have been identified as having exceeded established suspension or truancy rates are required, by law, to implement positive behavioral interventions and supports or an alternative behavior modification program in collaboration with the Maryland State Department of Education.
- Schools that are newly identified must attend training as well as those with new staff who have not been trained.
- This activity will ensure training is possible for school staff after hours as training for school staff during the instructional day is being held sacred to allow for optimal instruction especially post pandemic.
- This activity also supports PGCPs realizing its goal to ensure safe and supportive environments for our students as an imperative.

**Safe and Healthy Schools Activity #6 (Refer to pages 12-14 in the Grant Information Guide)**

**Implementing schoolwide PBIS**

**Safe and Healthy Schools Activity #6 – Level of Evidence & Link or Citation**

**Level I - Strong Evidence**

"Positive Behavioral Interventions and Support Program" defined in Maryland Statute 7-304.1.

"Positive Behavioral Interventions and Support Program" means the research-based, systems approach method adopted by the State Board to build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach, and students can learn.

"Maryland Senate Bill 96- Education – Truancy Rates—Behavioral Interventions and Support Programs and Behavior Modifications Programs requires that PBIS be in certain schools based upon truancy rates and suspensions rates. All high schools in PGCPs are required to have a PBIS program. Each PBIS trained school must have a team that is responsible for building the framework, leaders that will lead the team, and the team is responsible for sharing, training and implementation with the overall staff.

- <http://www.pbismaryland.org/resources/research-briefs>
- <https://www.pbis.org/resource-type/evaluation-briefs>
- <https://www.pbis.org/search?query=OSEP>

**Safe and Healthy Schools Activity #6 – Evidence of Impact**

- Experience a decrease in problematic behaviors.
- Improved school staff’s ability to manage behavior and engage students in the educational process.
- Enhanced ability by school administrators and educators to address: Implicit Bias, Equity, Brain Function, Bullying, a Tiered-based approach, behavior management and building positive climate and culture. The trainings will be offered throughout the 2022/2023 school year.
- Implementation of positive school climate, behavior management and alignment to academic success through access of texts, videos and forms by PBIS Coaches.
- Implementation of PBIS and leadership of a team as a result of technical support provided to coaches.
- Use data to identify the students needing additional support, and a system for moving students into the tier 2 interventions and a system for exiting when a student has reached their goals.

**Safe and Healthy Schools Activity #6 - Evaluation**

**Evaluation for Outcome 1:**

PBIS trained schools will submit an action plan to develop implementation of tier 1 features. The action plan would

include how they will teach and support staff and implement a timeline with students. The PBIS Coordinator will follow-up with site visits to monitor progress and provide support.

**Evaluation for Outcome 2:**

The PBIS Coordinator will assign a playlist of videos for review and activities to accompany the playlist that will be submitted and discussed. PBIS coordinator will also assign a mini-course to be completed, which includes an assessment, and activities to be completed. PBIS coaches will include in their action plan how they will use the resource.

**Evaluation for Outcome 3:**

Measure impact on students by reviewing data related to student academic performance indicators (i.e., SchoolMax/student grades, suspension data, school attendance data).

**Safe and Healthy Schools Activity #6 - Objectives and Measurable Outcomes**

**Objective:** To provide PBIS trained and newly identified schools with an opportunity to attend on-site or virtual trainings in order to build their skill set to better manage behavior and engage students in the educational process.

**Measurable Outcome #1:**

100% of students who attend schools mandated by MSDE to receive PBIS training will have a viable PBIS framework that supports their culture and climate by June 30, 2023.

**Measurable Outcome #2:**

180 PBIS Coaches receiving subscriptions to the Solution Tree Global PD library will enhance their ability to implement the PBIS and leadership of a team during SY 2022-2023.

**Measurable Outcome #3:**

20 seasoned tier 1 schools will show improvement in identifying interventions and strategies for students who need additional levels of support in SY 2022-2023 by June 30, 2023.

**Milestone:** Approval of PBIS training; Memorandum to principals; number of registrants; completed reports

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

**Safe and Healthy Schools Activity #6 - Implementation Plan & Timeline**

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

Activities:	Dates:
<ul style="list-style-type: none"> <li>▪ Providing PBIS trained schools an opportunity to attend on-site or virtual trainings in order to build their skill set to better manage behavior and engage students in the educational process.</li> <li>▪ Establish training schedule and submit the course into eDoctrina approved through the Office of Professional Learning and Leadership</li> <li>▪ Communicate via memorandum to all schools the training schedule as well as newly identified schools</li> <li>▪ Ensure schools have a designated team, coach and register for a site visit</li> <li>▪ Hold training sessions</li> <li>▪ Hold coaches' meetings to ensure the teams that have been trained have implemented the work</li> <li>▪ Ensure schools complete the Implementation Reports while communicating with schools out of compliance</li> <li>▪ Provide c</li> </ul>	<p>Services will occur throughout the school year 2022-2023 with additional training over the summer of 2023</p>

**Use of funds for the activity #6 (Provide a total dollar amount per activity)**

**Budget Narrative:**

**PBIS New Team Training**

<ul style="list-style-type: none"> <li>• 150 Participants</li> <li>• Workshop Pay @\$87.50ea. ½ Day for 4 days for after school training = \$52,500 x .0765 (FICA) = \$4,016.25; Total = \$56,516.25</li> </ul> <p><b>Solution Tree Global PD Subscription</b></p> <ul style="list-style-type: none"> <li>▪ 180 @ \$70 each; Total=\$12,600</li> </ul> <p><b>Tier 2 Training</b></p> <ul style="list-style-type: none"> <li>▪ 40 participants</li> <li>▪ Workshop Pay @87.50 ea. ½ day for 4 days for after school training = \$14,000 x .0765 (FICA) = \$1,071; Total = \$15,071</li> </ul> <p><b>Total: \$ 84,187.25</b></p>
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**Safe and Healthy Schools Activity #7 – Title**

Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse

**Increasing capacity to Support Safe and Supportive Learning Environments for Students through Professional Development**

- Peer Mediation is an evidence-based strategy and a restorative approach that the district is employing to support safe and supportive learning environments that provides students with the skills to resolve conflicts.
- Restorative coordinators will attend a restorative justice conference to engage in professional learning and collaborate with other restorative practitioners across the region. This activity directly connects to a district priority to support school culture and climate.
- Pupil Personnel Workers are uniquely utilized in PGCPs to reduce instances of chronic absenteeism and habitual truancy among our students. Their ongoing training, especially offered by the state of Maryland, is critical for their continued ability to be impactful with targeted student populations.
- Student Services maintains many departments charged with supporting student attendance, safety, behavior and discipline. The adherence to COMAR that mandates PreK-2 grade suspensions is monitored by the work of student services. In addition, it oversees SEL, mental health, restorative approaches, bullying, Student’s Rights and Responsibilities Handbook, long-term suspension conferences, 504 services, counseling. The department also oversees special student populations to include immigrant, refugee, undocumented, foster, homeless and students on home and hospital teaching who must also be supported in safe school environments. Therefore, it is critical that this department strategically plans and implements learning that benefits a department of approx. 500 employees to address and support the goals of PGCPs as it relates to work directly connected to our efforts.

**Safe and Healthy Schools Activity #7 (Refer to pages 12-14 in the Grant Information Guide)**

Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse

**Safe and Healthy Schools Activity #7 – Level of Evidence & Link or Citation**

<p>Level III - Promising Evidence</p>	<p><b>Activity #7.1 Peer Mediation</b>                  Community Board Conflict Resolution                  The starting point in managing conflict more effectively is the active participation of those involved. To resolve a dispute, it is crucial that people in conflict communicate directly with one another to clarify their value differences, their perspectives, their emotions, and the attitudes and impressions they have of the other person. (Conflict Resolution: A Middle and High School Curriculum, Community Boards – San Francisco, CA).</p>
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	<p><b>Activity #7.2 – School Counselors</b>  American School Counselor Association Position Statements. (2019). Retrieved May 10, 2019, from <a href="https://www.schoolcounselor.org/school-counselors-members/publications/position-statements">https://www.schoolcounselor.org/school-counselors-members/publications/position-statements</a></p> <p>Bray, B. (2019, January 18). The counselor’s role in ensuring school safety. Retrieved from <a href="https://ct.counseling.org/2016/08/counselors-role-ensuring-school-safety/">https://ct.counseling.org/2016/08/counselors-role-ensuring-school-safety/</a></p> <p>Durlak, J.A., Weissberg, R.P., Dymnickie, A.B., Taylor R.D., &amp; Schellinger, K.B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. <i>Child Development</i>, 82(1), 405-432. doi:10.1111/j.1467-8624.2010.01564.x</p> <p><b>Activity #7.3 – Restorative Approaches</b>  Evans, K., &amp; Vaandering, D. (2016). The little book of restorative justice in education: Fostering responsibility, healing, and hope in schools. Simon and Schuster.</p> <p>Morrison, B., Blood, P., &amp; Thorsborne, M. (2005). Practicing restorative justice in school communities: Addressing the challenge of culture change. <i>Public Organization Review</i>, 5(4), 335-357.</p> <p><b>Activity #7.4 – Pupil Personnel Worker – MAPP</b>  Cultivating Calm: A Trauma-informed Approach to our Work  Meredith McNerney, The Trauma Trainer (<a href="http://www.meredithmcnerney.org">www.meredithmcnerney.org</a>).</p> <p><a href="https://www.attendanceworks.org/chronic-absence/the-problem/">https://www.attendanceworks.org/chronic-absence/the-problem/</a></p> <p><b>Activity #7.5 – Student Safety, Behavior and Discipline Conference</b>  Baker-Henningham, H., Scott, Y., Francis, T., &amp; Walker, S. P. (2021). Effects of a teacher-training violence prevention program in Jamaican preschools on child behavior, academic achievement, and school attendance in grade one of primary school: follow up of a cluster randomized trial. <i>Frontiers in psychology</i>, 12, 652050.</p> <p>Sugai, G., &amp; Horner, R. H. (2020). Sustaining and scaling positive behavioral interventions and supports: Implementation drivers, outcomes, and considerations. <i>Exceptional Children</i>, 86(2), 120-136.</p> <p>McCready, A. R. (2020). <i>Pushed out or kept in: How an alternative to suspension influences students’ behavior and academic achievement</i> (Doctoral dissertation).</p>
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### Safe and Healthy Schools Activity #7 – Evidence of Impact

<p><b>Activity 7.1 - Peer Mediation</b></p> <p>Realize a decrease in the number of student suspensions for fighting as a result of peer mediation activities.</p> <ul style="list-style-type: none"> <li>▪ Increase interest of students in being peer mediator.</li> <li>▪ Reduce student conflict and increase restorative practices in schools.</li> <li>▪ Increase in student peer mediators as a result of educators actively engaged in supporting students.</li> <li>▪ Implement Peer Mediation program in schools with staff trained in Peer Mediation.</li> </ul> <p><b>Activity 7.2 - School Counselors</b></p> <ul style="list-style-type: none"> <li>▪ Counselors will be able to conduct mental health groups with students.</li> <li>▪ Students will demonstrate an increase in knowledge as a result of groups</li> </ul> <p><b>Activity 7.3 - Restorative Approaches</b></p> <ul style="list-style-type: none"> <li>▪ Educators will become knowledgeable about new strategies and engage with thought partners in restorative approaches in schools.</li> <li>▪ Students will benefit from new knowledge and strategies educators will acquire and use to create communities</li> </ul>
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of care that assist in helping students improve their social capital and social responsibility.

- There will be a reduction in out of school suspensions.

#### **Activity 7.4 - Pupil Personnel Workers – MAPP Conference**

- Ability to provide trauma informed support to students and staff.
- Proficient in delivering accurate legislative information to the district and schools.
- Network with other district stakeholders to learn trends and best practices to serve students around attendance, discipline, and enrollment.
- Increase in student attendance in comparison to SY 2021-2022

#### **Activity 7.5 - Student Services – Student Safety, Behavior and Discipline Conference**

- There will be a reduction in out of school suspensions for Pre-K – 2 grade students without a threat assessment.
- There will be an increase in attendance.
- There will be an increase in the number of students accessing mental health services.
- There will be a reduction in the number of out of school suspensions.
- Participants will report receiving information applicable to their work.

### **Safe and Healthy Schools Activity #7 - Evaluation**

#### **Evaluation for Outcome Activity 7.1: Peer Mediation**

- Number of schools with a trained staff member to provide oversight of the program and training for student mediators.
- Review of school climate report and suspension data.
- Number of schools with a trained staff member to provide oversight of the Peer Mediation program and train student mediators

#### **Evaluation for Outcome Activity 7.2: School Counselors**

- End of year data collection from professional school counselors
- Student post survey

#### **Evaluation for Outcome 7.3: Restorative Approaches**

- Post conference survey.
- Database with restorative approaches school list
- Out of school suspensions via SchoolMax

#### **Evaluation for Outcome 7.4: PPWs - MAPP**

- Quarterly usage monitoring based on predetermined benchmarks of legislative updates.
- Log of trauma informed practices on contact log.
- Contact logs
- SchoolMax data

#### **Evaluation for Outcome 7.5a: Student Services – Student Safety, Behavior and Discipline Conference**

- SchoolMax data to compare the number of out of school suspensions for Pre-K – 2 grade students without a threat assessment last year.
- SchoolMax to compare attendance rate for the past two years.
- Utilize BH Works to review the number of students accessing mental health services.
- Utilize SchoolMax to determine the rate of reduction in the number of out of school suspensions.
- Utilize post conference survey to assess the number of participants will report receiving information applicable to their work.

### **Safe and Healthy Schools Activity #7 - Objectives and Measurable Outcomes**

Objective: To support the increase in knowledge and improved outcomes for students regarding safety, behavior, discipline, restorative approaches and peer mediation through training opportunities for staff

#### **Measurable Outcome Activity 7.1a: Peer Mediation**

In SY 2022-2023, the number of schools adopting a peer mediation program will increase from 75% of schools to 90% (185) of schools, and as a result student aggression will decrease by 10% by June 30, 2023.

**Measurable Outcome Activity 7.11b: Peer Mediation**

100% of schools with staff trained in Peer Mediation will implement a program in their school by June 30, 2023.

**Measurable Outcome Activity 7.2a: School Counselors**

By June 2023, 75% of Professional School Counselors will facilitate one small group designed to increase mental health awareness for students in grades K-12.

**Measurable Outcome Activity 7.2b:**

By June 2023, 75% of Professional School Counselors will deliver 2 or more classroom guidance lessons designed to increase mental health awareness for students in grades K-12.

**Measurable Outcome Activity 7. 2c:**

By June 2023, 75% of Professional School Counselors will by June 2023, 75% of Professional School Counselors will implement 1 or more school wide activity designed to increase mental health awareness for students in grades K-12.

**Measurable Outcome Activity 7.3: Restorative Approaches**

By the end of the grant performance period, there will be a 10% increase in the number of schools implementing restorative approaches.

By the end of the grant performance period, there will be a 5% reduction in out of school suspensions.

**Measurable Outcome 7.4a: Pupil Personnel Worker Conference**

By June 2023, 70% of Pupil Personnel Workers will be knowledgeable of recent legislative updates and applications to assist students in managing trauma and access to the laws that govern school policies and safety.

**Measurable Outcome Activity 7.4b:**

By June 2023, 70% of Pupil Personnel Workers will be trained to provide trauma informed practices to students in their assigned schools.

**Measurable Outcome Activity 7.4c:**

By the end of the grant performance period, there will be a 5% reduction in the number of students who are habitually truant.

**Measurable Outcome 7.5: Student Services – Student Safety, Behavior and Discipline Conference**

- By the end of the grant performance period, there will be a 50% reduction in out-of-school suspensions for Pre-K – 2 grade students without a threat assessment.
- By the end of the grant performance period, there will be a 5% reduction in habitual truancy.
- By the end of the grant performance period, there will be a 20% increase in the number of students accessing mental health services.
- By the end of the grant performance period, there will be a 5% reduction in the number of out of school suspensions.
- By the end of the grant performance period, 75% of participants will report receiving information applicable to their work.

Milestone: All training milestones will include communication of training, planned training approved via OPPL (district-level) or via Chief if travel; procurement of conference registration; number of staff participating in conference; staff implementing learned strategies in daily work; review of data.

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

**Safe and Healthy Schools Activity #7 - Implementation Plan & Timeline**

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

Activities:	Dates:
<p><b>Peer Mediation</b></p> <ul style="list-style-type: none"> <li>▪ Training will be scheduled and approved;</li> <li>▪ Participants will take part in training and implement Peer Mediation programs in their schools.</li> <li>▪ Returning Coordinators will attend scheduled meetings to receive</li> </ul>	<p>All training will take place throughout the school year and through summer August 30, 2024.</p>

<p>support for continued implementation.</p> <p><b>School Counselors</b></p> <ul style="list-style-type: none"> <li>▪ High-quality training for professional school counselors on student mental health, wellness, social emotional learning and resilience in February 2023.</li> <li>▪ Procurement will allow NYCI to receive compensation after the district contract has been fully executed.</li> <li>▪ Location will be identified, and staff will participate in the training.</li> </ul> <p><b>Restorative Approaches</b></p> <ul style="list-style-type: none"> <li>▪ Supervisor, district restorative coordinator, and at least three school-site restorative coordinators will attend a Restorative Practices Conference to participate in organized training opportunities to foster understanding of these issues from a restorative perspective focused on creating safe, just, equitable and sustainable school communities.</li> <li>▪ Staff will register for conference and packet will be submitted to Chief for approval.</li> <li>▪ Non-local Travel will be contracted via Globetrotter (flights, hotel)</li> <li>▪ Staff will participate in the training.</li> <li>▪ Staff trained will return and present on learning.</li> </ul> <p><b>Pupil Personnel Workers – MAPP Conference</b></p> <ul style="list-style-type: none"> <li>▪ PPW supervisor, specialist and PPWs will attend MAPP Conference in May 2023.</li> <li>▪ Staff will register for conference and packet will be submitted to Chief for approval.</li> <li>▪ Staff will participate in the training.</li> <li>▪ Staff trained will return and present on learning.</li> </ul> <p><b>Student Services – Student Safety, Behavior and Discipline Conference</b></p> <ul style="list-style-type: none"> <li>▪ Planning committee will be developed with lessons learned from RISE Conference held this year in August 2022;</li> <li>▪ Themes, presenters in behavior, discipline, student safety strategies will be determined</li> <li>▪ Location and contract will be secured</li> <li>▪ Contracts for national presenters will be submitted for approval;</li> <li>▪ Training will be scheduled and approved;</li> <li>▪ Participants will take part in training</li> <li>▪ End of conference survey will be completed</li> <li>▪ Staff will implement programs in their schools.</li> </ul>	
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**Use of funds for activity #7 (Provide a total dollar amount per activity)**

**Budget Narrative:**

**Activity 7.1 – Peer Mediation**

\$500 x 150 (annual stipends to be paid to peer mediation teachers.  $\$75,000 \times .0765 = \$5,737.50 =$   
**\$80,737.50.**

\$87.50 for a half day workshop pay for 60 staff members (2 from 30 schools) to participate in peer mediation training and quarterly meetings (as funding allows); minimum of 2 trainings/meetings depending on number of participants.  $\$10,500 \times .0765 = \$803 =$  **Subtotal: \$11,303.**

**Activity 7.2 – School Counselors**

Training of 380 school counselors through the National Center for Student Issues: Cost of speaker \$5000 and \$7500 book showcase = Subtotal: **\$12,500**

**Activity 7.3 – Restorative Approaches Conference**

Registration Cost:  $\$500 \times 5 = \$2500$

**Activity 7.4 – Pupil Personnel Worker – MAPP Conference**

50 participants

Hotel:  $\$218.00$  per person (2 nights @  $\$109/\text{night}$ )

Registration:  $\$125$

Mileage:  $145 \times 0.625 = 90.63$

Tolls:  $\$2.50$

Per Diem:  $\$115$

Total per person =  $\$551.13 \times 50 =$  Subtotal: **27,005.37**

**Activity 7.5 – Student Services – Safety, Behavior and Discipline Conference**

500 Student Services attendees

Guest Speakers ( $\$5,000 \times 8$ ); 1x  $\$10,000$  (headliner) =  $\$50,000$

UMD Conference Center -  $\$80,000$

Sched Registration Platform -  $\$800$

Books/Resources/Materials -  $\$19,200$

Subtotal: **\$150,000**

**Total: \$284,045.87**

**Total Section 5.0: \$1,709,969.98**

## 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.*

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

The *PGCPS EmPowered Program* for Teachers' Professional Learning is designed to build capacity in creating, delivering, and innovating in instruction using technology by offering flexible, personalized, performance-based professional learning experiences where educators have an opportunity to earn micro-credentials.

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

Providing professional learning resources to personalize learning

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

Level I - Strong Evidence

<https://www.nea.org/professional-excellence/professional-learning/micro-credentials>

“Micro-credentials: A Short Competency Based Recognition”

<http://roycekimmons.com/tools/picrat>

“PIC-RAT Matrix: A Matrix to Guide Technology Integration Practices”

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

- Increase facilitators' knowledge, understanding and skills to design and deliver flexible, personalized professional learning activities implementing and utilizing instructional technology
- Increased educators' knowledge, strategies, and use of digital tools for integrating technology for instructional delivery as evidenced by performance-based demonstrated mastery of instructional strategies and receipt of micro-credentials.
- Increase level of student engagement through building the capacity for educators utilizing technology effectively.

### Effective Use of Technology Activity #1 - Evaluation

- Feedback (survey) from teachers who attend professional learning sessions about the use of the *Canvas* and *Interactive Flat Panels* platforms to enhance instruction will be used to determine teacher perceptions of the effectiveness of the training.
- During the Fall of 2023, fifty (50) principal-identified ETLs will use the PIC-RAT Technology Framework to conduct 500 classroom observations to determine the extent to which *Canvas* and *Interactive Flat Panels* (IFP) are being effectively used in classrooms of teachers who received turn-key training.

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

Objective #1: To train teachers across the school system how to use the *Canvas* and the *Interactive Flat Panels* digital platforms to improve the quality of classroom instruction.

Measurable Outcome #1: By June 2023, PGCPS will provide professional development and support for 165 (80%) of the principal-identified ETLs across the system's 208 schools on utilizing the PIC-RAT Technology Framework for lesson planning and evaluating the use of technology in lessons, as well as *Canvas Introduction* or *IFP Introduction* sessions.

Measurable Outcome #2: By June 2023, 70% of the 500 classrooms observed by ETLs will show student engagement to be at the “interactive” or “creative” levels, rather than the “passive” level, as measured by the PIC-RAT Technology Framework.

<p><b>Milestone:</b></p> <ul style="list-style-type: none"> <li>▪ During the Fall of 2022, PIC-RAT Training will be offered to all school based ETLs</li> <li>▪ By the end of December 2022, all school based ETLs will be trained on how to use the Canvas and Interactive Flat Panels instructional platforms</li> <li>▪ Starting in December 2022, data collection pertaining to the training of ETLs begins</li> <li>▪ Fall to Spring 2023 – Professional development attendance by district staff</li> <li>▪ By May 2023, school-based Engagement and Technology Leads (ETLs) will conduct two turn-key training sessions on the use of <i>Canvas</i> and/or <i>Interactive Flat Panels</i> at their assigned school(s).</li> <li>▪ ETL classroom observations begin in September 2023</li> <li>▪ Data collection pertaining to classroom monitoring ends by November 2023</li> </ul>
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*\* 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*

Introduction to the role of the ETL and fundamentals needed in each school to effectively integrate technology (e.g., digital citizenship, PIC-RAT framework, etc.). Administer pre-survey	Dates: October 2022
Reminder of the ETL role and expectations for the year; Canvas turnkey introduction and support provided to ETLs	November 2022
Reminder of the ETL role and expectations for the year; Interactive Flat Panel introduction and support provided to ETLs	December 2022
ETLs conduct Canvas and IFP turnkey professional development session at their schools	Spring 2023
Data collection of teacher’s feedback on turnkey professional development continues	November 2022 to June 2023
Classroom monitoring of sample size of teachers on the implementation of Canvas and/or IFP through the lens of PIC-RAT continues	January 2022 to September 2023
Attendance at one technology conference and/or one additional professional development activity centered on innovative practices in training and development	October 2022 to September 2023

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

<p>\$126,720</p> <p><b>Workshop Pay for Required School-Based Sessions - \$90,300</b></p> <ul style="list-style-type: none"> <li>▪ Canvas/Interactive Whiteboard Turnkey Workshop Pay – 10 participants * 103 schools * (1 ½ day session * \$87.50) = \$90,125 (workshop pay) * .0765 (FICA) = \$6,895 (fringes)</li> </ul> <p><b>ISTE 23 Conference Registration - \$14,700</b></p> <ul style="list-style-type: none"> <li>▪ 28 participants * \$525 registration fee = \$14,700</li> </ul> <p><b>Professional Development Course Registration - \$15,000</b></p> <ul style="list-style-type: none"> <li>▪ 10 participants * \$1,500 registration fee (COSN, ATD)- \$15,000</li> </ul>
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**Effective Use of Technology Activity #2 (Refer to pages 15-16 in the Grant Information Guide)**

Providing professional learning resources to personalize learning
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**Effective Use of Technology Activity #2 - Title**

**Empowered School-based Engagement and Technology Leads (ETLs)**

180 ETLs will attend five professional development sessions on topics that include, but not be limited to, conducting professional development at their assigned school, conducting coaching sessions with small groups of teachers, sharing information on best practices within their technology team and school community.

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

Level I - Strong Evidence

<https://www.kqed.org/mindshift/52648/coaching-teachers-to-become-powerful-users-of-classroom-tech>

“Coaching Teachers to Become Powerful Users of Tech”

**Effective Use of Technology Activity #2 – Evidence of Impact**

- Increase facilitators’ knowledge, understanding, and skills necessary to design and deliver flexible, personalized professional learning activities implementing and utilizing instructional technology.
- Increase ETLs knowledge, understanding, and skills necessary to coach one-on-one or with small groups of educators in lesson design, and in development and delivery of instructional strategies when using technology to address their unique classroom needs.
- Expand communication to PGCPs schools on topics involving technology integration strategies and district-wide implementation of key initiatives, *Canvas* and *IFP*
- Increase level of student engagement through building the capacity for educators utilizing technology effectively.

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

1. Administer pre- and post-surveys (Fall 2022 and June 2023) to ETLs to determine their understanding of technology use and integration using the PIC-RAT Technology Framework, coaching strategies, and leading teams.
2. Analyze attendance records and submitted assignments from training sessions and observations of ETLs at their assigned schools.

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

Objective: To provide school-based ETLs with comprehensive professional development on the latest of research-based best practices for using technology in classroom instruction.

Measurable Outcome #1: By June 2023, 180 of principal identified ETLs will have attended five (5) professional development sessions related to using technology to improve classroom instruction and will have completed all five (5) assigned activities (100%) from the training sessions.

Measurable Outcome #2: By the end of the grant performance period, ETLs, who completed the Empowered school-based professional development sessions, will be able to document increased student attendance and student engagement in at least 70% of their assigned classrooms.

Milestone:

- Fall to Winter 2022: Two (2) live online professional development sessions will be conducted for ETLs, and technology updates will be provided monthly
- Winter 2023: A mid-year progress update will be provided to ETLs and their principals toward meeting 50% of their five (5) assigned activities.
- Winter to Spring 2023: Three (3) live online professional development sessions will be conducted for ETLs, and technology updates will continue to be provided monthly
- Spring 2023: An end-of-year progress update will be provided to ETLs and their principals toward meeting 100% of their five (5) assigned activities.

*\*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*

<ul style="list-style-type: none"> <li>• Introduction to the role of the ETL and fundamentals needed in each school to effectively integrate technology (e.g, digital citizenship, PIC-RAT framework, etc.).</li> <li>• Administer pre-survey</li> <li>• Explain how to form and manage internal school-based teams</li> <li>• Provide monthly technology updates</li> </ul>	Dates: October 2022
<ul style="list-style-type: none"> <li>• Reminder of the ETL role and expectations for the year;</li> <li>• <i>Canvas</i> turnkey introduction and support provided to ETLs,</li> <li>• Share strategies for coaching one-on-one or in small groups with teachers</li> <li>• Provide monthly technology updates</li> </ul>	November 2022
<ul style="list-style-type: none"> <li>▪ Reminder of the ETL role and expectations for the year;</li> <li>▪ <i>Interactive Flat Panel</i> introduction and support provided to ETLs;</li> <li>▪ Share ways to connect with colleagues within and outside of the district to build their professional knowledge at conferences or other learning events centered on K12 technology practices</li> <li>▪ Share mid-year progress check toward meeting assigned activities</li> <li>▪ Provide monthly technology updates</li> </ul>	December 2022
<ul style="list-style-type: none"> <li>▪ ETLs conduct <i>Canvas</i> and <i>IFP</i> turnkey professional development session at their schools</li> </ul>	November 2022 to June 2023
<ul style="list-style-type: none"> <li>▪ Provide support to ETLs to progress in meeting their expectations</li> <li>▪ Provide monthly technology updates</li> <li>▪ Share end of the year progress check toward meeting assigned activities</li> </ul>	January 2023 to June 2023

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

<p>\$ 379,070</p> <p><b>ETL Stipends:</b> ETLs x \$(1,040.40 stipend for schools up to 999 students; \$1,264.09 stipend for schools between 1,000 – 1,999 students, and 1,818.62 stipend for schools at or above 2,000 students)</p> <ul style="list-style-type: none"> <li>▪ 65 ETLs @ \$1,818.62 = \$118,210</li> <li>▪ 50 ETLs @ \$1,264.09 = \$63,205</li> <li>▪ 92 ETLs @ \$1,040.40 = \$95,717</li> <li>▪ Subtotal - \$277,132 (stipends) * .0765 (FICA) = \$21,201 (fringes)</li> </ul> <p><b>ETL Workshop Pay for After School Sessions</b> Instructor Pay for Workshop Leads: 50 ETL Leads * (2 days * 225.00) = \$22,500 (facilitator pay) * .0765 (FICA) = \$1,721 (fringes) Workshop Pay for ETL Attendees: 150 ETLs * 2 days * 175.00) = \$52,500 (workshop pay) x .0765 (FICA) = \$4,016 (fringes)</p>
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**Effective Use of Technology Activity #2 (Refer to pages 15-16 in the Grant Information Guide)**

<p>Providing professional learning resources to personalize learning</p>
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**Effective Use of Technology Activity #3 - Title**

<p>Implementation and training for the <i>Canvas Learning Management System (LMS)</i></p>
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**Effective Use of Technology Activity #3 – Level of Evidence & Link or Citation**

Level I - Strong Evidence	Type response here. <a href="https://files.eric.ed.gov/fulltext/EJ1286531.pdf">https://files.eric.ed.gov/fulltext/EJ1286531.pdf</a> “Learning Management Use with Online Instruction”
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**Effective Use of Technology Activity #3 – Evidence of Impact**

- Increase stakeholders’ knowledge of developing online resources for use in *Canvas* that balances active, offline learning strategies with LMS features such as online collaborative groupings, discussions, and professional learning
- Increase the level of support available for educators by building the capacity of internal school-based Canvas Champions who understand *Canvas*, use it regularly for instruction with their learners, and are interested in sharing what they know with educators in their schools
- Increase students’ access to learning by extending their access to online content during and outside of the school day

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

- Analyze attendance logs to determine if representatives from at least 80% of district schools attended the sessions, and to what extent participating leaders attended all four sessions.
- Use PIC-RAT to evaluate the use and level of technology integration in lessons, and the extent of student engagement in classrooms of Canvas Champions.

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

<p>Objective 1: To provide updated professional development for principals, assistant principals, academic staff, and ETLs on balancing the integration of technology into classroom instruction</p> <p>Measurable Outcome #1: By June 2023, four (4) professional learning sessions on balancing active, offline instructional practices with effective technology practices will be conducted for leaders from 80% of district schools.</p> <p>Milestone: Four (4) professional learning sessions on Balanced Instruction and post session resources online for internal stakeholders will have been held before Spring Break 2023.</p>
<p>Objective 2: Organize two full-day (or 8-hour sessions) as Canvas Champion bootcamps for educators interested in learning more about <i>Canvas</i> and supporting other educators in their school</p> <p>Measurable Outcome #2: By September 2023, two 8-hour Canvas Champion bootcamps for 200 educators interested in learning more about Canvas and supporting other educators in their school to effectively implement Canvas for students’ learning.</p> <p>Measurable Outcome #3: By the end of the grant performance period, students in the classrooms of 180 (90%) of the 200 Canvas Champions will be engaged at either the “interactive” or “creative” levels as determined by using the PIC-RAT Technology Framework.</p> <p>Milestone:</p> <ul style="list-style-type: none"> <li>▪ By mid-December 2023, the Department of Instructional Technology and Support will have hosted two (2) Canvas Champion Bootcamps that immerse participating educators in learning <i>Canvas</i> features over the course of one (1) full day (or 8 hours over the course of multiple days) session.</li> <li>▪ Winter to Fall 2023: Gather feedback from 80% (160) Canvas Champions that reflects on the new learning gained because of attending Canvas Champion Bootcamp and shares their plan for supporting other educators in their assigned school.</li> </ul>

*\*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:
<ul style="list-style-type: none"> <li>▪ Present Balancing Instruction with Technology to principals and assistant principals in partnership with Academics</li> <li>▪ Gather attendance data</li> <li>▪ Share session resources</li> </ul>	July to August 2022
<ul style="list-style-type: none"> <li>▪ Present Balancing Instruction with Technology to Academics staff</li> <li>▪ Gather attendance data</li> <li>▪ Share session resources</li> </ul>	October 2022
<ul style="list-style-type: none"> <li>▪ Present Balancing Instruction with Technology to ETLs</li> <li>▪ Gather attendance data</li> <li>▪ Share session resources</li> </ul>	November 2022
<ul style="list-style-type: none"> <li>▪ Plan and advertise first Canvas Champions bootcamp to interested educators</li> </ul>	October to November 2022
<ul style="list-style-type: none"> <li>▪ Host multi-day Canvas Champions bootcamp</li> <li>▪ Gather feedback data and plan for supporting educators in their schools</li> </ul>	December 2022 to January 2023
<ul style="list-style-type: none"> <li>▪ Plan and advertise second Canvas Champions bootcamp to interested educators</li> </ul>	December 2022
<ul style="list-style-type: none"> <li>▪ Host second Canvas Champions bootcamp</li> <li>▪ Gather feedback data and plan for supporting educators in their schools</li> </ul>	January 2023

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

<p>\$134,589</p> <p><b>Canvas Champions Bootcamp</b>                  Workshop Pay for Fall Bootcamp - 65 Champions * (3 ½ day sessions * \$87.50) = \$17,062.50 (workshop pay) x .0765 (FICA) = \$1,305 (fringes)</p> <p>Workshop Pay for Winter Bootcamp - 100 Champions * (1 full day session * 175.00) = \$17,500 (workshop pay) x .0765 (FICA) = \$1,339 (fringes)</p> <p>8 instructors * (1 full day session * \$225.00) = \$1,800 (facilitator pay) x .0765 (FICA) = \$138 (fringes)</p> <p><b>Materials and Supplies for Canvas Champions - \$3,000</b></p> <p><b>Canvas After School Sessions</b>                  6 instructors * (30 ½ day sessions * \$112.50) = \$20,250 (facilitator pay) x .0765 (FICA) = \$1,549 (fringes)                  25 attendees * (30 ½ day sessions * \$87.50) = \$65,625 (workshop pay) x .0765 (FICA) = \$5,020 (fringes)</p>
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**Effective Use of Technology Activity 4 - Title**

Google Certified Educators Certification Bootcamp
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**Effective Use of Technology Activity #4 (Refer to pages 15-16 in the Grant Information Guide)**

Providing professional learning resources to personalize learning
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### Effective Use of Technology Activity #4 – Level of Evidence & Link or Citation

Level IV - Logic Model/Rationale	<a href="https://ce.fresno.edu/news/why-become-a-google-certified-educator">https://ce.fresno.edu/news/why-become-a-google-certified-educator</a> “Why Become a Google Certified Educator?”
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### Effective Use of Technology Activity #4 – Evidence of Impact

- Increased use of the core Google Workspace for Education tools, Docs, Sheets, and Slides to create instructional activities that promote student collaboration, critical thinking, and problem-solving opportunities as well as improve stakeholder collaboration and productivity for staff.
- Increased level of student engagement and staff efficiency by offering Google-focused professional learning for educators and staff seeking recognition from Google to become Google Certified Educators.

### Effective Use of Technology Activity #4 - Evaluation

Count the number of bootcamp attendees that become Google Certified Educators and then calculate the percentage.

### Effective Use of Technology Activity #4 - Objectives and Measurable Outcomes

Objective: Increase the number of educators and staff eligible to receive Google for Educator certification by hosting one Google Certified Educator bootcamp.
Measurable Outcome #1: By June 2023, half (50%) of the 100 educators invited to attend the Google Certified Educator Bootcamp will become Google Certified Educators and/or share how the knowledge gained in using instructional strategies and core Google Workspace for Education tools promoted collaboration, productivity, or critical thinking among their students and/or colleagues.
Measurable Outcome #2: By September 2023, Google Certified Educators will use instructional strategies learned in Google Bootcamp to create a bank of 10 template activities for K-3 grade students that use Google Workspace for Education tools to promote collaboration, productivity, or critical thinking.
Milestone: <ul style="list-style-type: none"> <li>▪ Winter 2022: Host one Google for Education Certified bootcamp that immerses educators in learning Google for Workspace Education features over the course of 1 full day.</li> </ul>

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

### Effective Use of Technology Activity #4 - Implementation Plan & Timeline

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

Type response here.	Dates:
<ul style="list-style-type: none"> <li>▪ Plan and advertise winter Google Certified Educator bootcamp to interested educators</li> </ul>	December 2022
<ul style="list-style-type: none"> <li>▪ Host winter Google Certified Educator bootcamp</li> <li>▪ Gather feedback data and plan for supporting educators in their schools</li> </ul>	January 2023
<ul style="list-style-type: none"> <li>▪ Gather information on the number of educators and staff who successfully earned Google for Educator certification</li> <li>▪ Gather feedback about how the knowledge gained on using Google for Workspace Education tools promoted collaboration, productivity, or critical thinking among their students and/or colleagues</li> </ul>	January to September 2023

### Use of funds for the activity #4 (Provide a total dollar amount per activity)

<p>\$ 9,904</p> <p><b>Workshop Pay for Google Certified Educator Bootcamp</b> – 50 participants * (1 full day session * 175.00) = \$8,750.00 (workshop pay) x .0765 (FICA) = \$669 (fringes)                  2 instructors * (1 full day session * \$225.00) = \$450 (facilitator pay) x .0765 (FICA) = \$34 (fringes)</p>
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**Effective Use of Technology Activity 5 - Title**

Consultation services for video creation, micro-credentialing, and instructional design for course development

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

Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources

**Effective Use of Technology Activity #5 - Level of Evidence & Link or Citation**

Level I - Strong Evidence

<https://www.knowledgewave.com/blog/self-paced-training>

“5 Reasons Why Self-Paced Training is Highly Effective”

**Effective Use of Technology Activity #5 - Evidence of Impact**

- Enhance trainers' skills, knowledge, and ability in producing interactive course content that may include video, simulations, and interactive elements for competency-based courses, student-centered modules, or training materials

**Effective Use of Technology Activity #5 - Evaluation**

Contracted consultation services will be evaluated based on the success of the team’s ability to create high-quality video, competency-based courses that lead to a micro credential, student-centered modules, and/or training materials that positively impact the effectiveness of staff and the engagement of students.

**Effective Use of Technology Activity #5 - Objectives and Measurable Outcomes**

Objective: Increase the training team members' skills, knowledge, and ability in producing interactive competency-based course content and training material that includes high-quality video for learning, simulations, and other interactive elements.

Measurable Outcome #1: By March 2023, 100% of the members of the training team will demonstrate proficiency in creating training content that includes high-quality videos using Camtasia and contribute to the creation of competency-based micro-credential courses or other training materials.

Measurable Outcome #2: By June 2023, an outline to create consistent courses and training materials that include multimedia and interactive learning components will be developed and utilized within the technology training team and shared with district staff who develop self-paced courses for learners.

Measurable Outcome #3: By September 2023, one (1) self-paced professional learning course focusing on technology integration for teachers will be available on Canvas for credit towards a micro-credential

Measurable Outcome #4: By September 2023, one (1) self-paced training course focusing on improving efficiency and operational effectiveness for central office staff will be available in Canvas for self-registration.

Measurable Outcome #5: By September 2023, trainees will complete and pilot one blended learning module for students focusing on positive digital citizenship strategies.

Milestone:

- Fall 2022 - Consultant(s) will be selected for the *Camtasia* training, micro-credential course development, and development of interactive training materials
- Spring 2023 - Consultant(s) service schedule will be finalized
- Summer 2023 - Outline for course development created and shared
- Fall 2023 - Development of two (2) self-paced courses for staff hosted on *Canvas*

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

**Effective Use of Technology Activity #5 - Implementation Plan & Timeline**

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

Purchase <i>Camtasia</i> licenses for video development	Dates: October 2022
Secure contracted services for developing high quality, interactive video elements using <i>Camtasia</i>	November 2022
Secure contracted services for developing online courses leading to micro-credentials or include interactive learning elements	November to December 2022
Host consultant services for course design and development	January to February 2023
Develop and share outline for online course development with stakeholders	June 2023
Utilize outline to design two online courses and accompanying training materials	July to August 2023
Design online courses and training materials for learners in Canvas	August to September 2023

**Use of funds for the activity #5 (Provide a total dollar amount per activity)**

<p>\$ 75,000</p> <p><b>Contractual Services for Course Development - \$50,000</b>                  Microcredential Consult – Outline Development - Noah Giesel, Colorado State University, Microcredential Program Manager - \$25,000                  Online Course Instructional Design Consultation ISTE - \$25,000</p> <p><b>Software - 1 year license - \$15,000</b></p> <p><b>Materials and Supplies - \$10,000</b></p>
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**Effective Use of Technology Activity #6 - Title**

Use of STEAM Mobile Lab
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**Effective Use of Technology Activity #6 (Refer to pages 15-16 in the Grant Information Guide)**

Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources
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**Effective Use of Technology Activity #6 - Level of Evidence & Link or Citation**

Level I - Strong Evidence	<p><a href="https://www.edutopia.org/article/making-stem-accessible-all">https://www.edutopia.org/article/making-stem-accessible-all</a></p> <p>“Making STEM Accessible to All”</p> <p><a href="https://www.heraldbulletin.com/news/education/ivy-techs-stem-mobile-lab-lets-students-learn-about-technology-at-a-young-age/article_93a235a0-b767-11ec-ac08-db126276e6ca.html">https://www.heraldbulletin.com/news/education/ivy-techs-stem-mobile-lab-lets-students-learn-about-technology-at-a-young-age/article_93a235a0-b767-11ec-ac08-db126276e6ca.html</a></p> <p>“Ivy Tech’s STEM mobile lab lets students learn about technology at a young age”</p>
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**Effective Use of Technology Activity #6 - Evidence of Impact**

Increase level of student engagement by building the capacity for educators utilizing technology effectively

**Effective Use of Technology Activity #6 - Evaluation**

Monitor and track schedule for STEAM Mobile Lab reservation confirmation

**Effective Use of Technology Activity #6 - Objectives and Measurable Outcomes**

Objective: Increase level of student engagement though the building the capacity for educators utilizing technology effectively

Measurable Outcome #4: By June 2023, students in 25 schools will have the opportunity to take part in the activities on and off the bus.

Milestone:

- October 2022 - ongoing: Arrange for bus drivers for transporting the STEAM lab to and from schools/bus lot throughout the year
- October 2022 - STEAM Mobile Lab rollout and introduction to district at Heather Hills Elementary
- October 2022 - Schedule visit at Longfields Elementary
- November 2022 - Start accepting school reservations for STEAM Mobile Lab visits
- June 2023 - Prep Lab for Summer School activities

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

**Effective Use of Technology Activity #6 - Implementation Plan & Timeline**

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

Coordinate with school STE(A)M coordinators for classroom activities upon the arrival of the STEAM Lab	Dates: October 2022
Set up bus driver access with Transportation Office	Dates: October 2022
Setup calendar to reserve and track schedule for sight visits	Dates: October 2022
Replenish activities and peripheral materials to ensure availability to meet the needs of students in schools.	Dates: March 2023

**Use of funds for the activity #6 (Provide a total dollar amount per activity)**

\$50,000

**Budget Narrative:**

**Transportation /CDL Bus Driver (2<sup>nd</sup> Assignment - Support)**

- 1 Bus Driver
- \$25,000 (total) - \$23,223 (part-time) x .0765 (FICA) = \$1,777

**Replenishment of Materials and Supplies**

- \$25,000

**Total: \$ 50,000**

## 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):

have the highest percentages or numbers of children counted under section 1124(c)

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

NA

## 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.

Private Schools Participating in Title IV, Part A Program Prince George's County, SY2023-2024 (Based on Enrollment Data for SY2021-2022)				\$ 26.49
SCHOOL	TCH	STUDENTS	ALLOCATION	
Al-Huda School	60	490	\$ 12,982	
Bishop McNamara HS	122	870	\$ 23,050	
Chelsea School*	32	69	\$ 1,828	
Children's Guild of Prince George's County	120	135	\$ 3,577	
DeMatha Catholic HS	114	799	\$ 21,169	
Elizabeth Seton HS	95	580	\$ 15,367	
Excellence Christian School*	34	162	\$ 4,292	
The Foundation School	138	161	\$ 4,266	
From the Heart Christian School	34	138	\$ 3,656	
George E. Peters Adventist School	15	150	\$ 3,974	
Grace Brethren Christian School	63	443	\$ 11,737	
Holy Redeemer School	24	197	\$ 5,219	
Holy Trinity Episcopal Day School	75	425	\$ 11,260	
Lanham Christian School	32	202	\$ 5,352	
National Christian Academy	27	189	\$ 5,007	
New Hope Academy	40	162	\$ 4,292	
Reid Temple Christian Academy	38	221	\$ 5,855	
Riverdale Baptist	36	365	\$ 9,670	
SHABACH Christian Academy	32	125	\$ 3,312	
St. Ambrose School	17	175	\$ 4,636	
St. Columba School	13	154	\$ 4,080	
St. Jerome Academy	22	450	\$ 11,922	
St. John the Evangelist	19	229	\$ 6,067	
St. Joseph's Regional Catholic School	26	246	\$ 6,518	
St. Mary of the Assumption School	23	244	\$ 6,465	
St. Mary of the Mills	19	230	\$ 6,094	
St. Mary School of Piscataway	14	154	\$ 4,080	
St. Mary's School in Landover Hills	18	199	\$ 5,272	
St. Matthias the Apostle School	21	182	\$ 4,822	
St. Phillip the Apostle Catholic School	26	158	\$ 4,186	
St. Pius X Regional School	43	476	\$ 12,611	



St. Vincent Pallotti HS	56	410	\$ 10,863
Woodstream Christian Academy	60	323	\$ 8,558
Archdiocese of Washington		<i>included in above totals</i>	
<b>TOTAL</b>	<b>1,508</b>	<b>9,513</b>	<b>\$ 252,039</b>
<b>A. Number of Students</b>			
LEA enrollment		125,581	
Participating Private Schools Enrollment		9,513	
Total Enrollment		135,094	
<b>B. Title IV, Part A Allocation</b>			
Total LEA allocation		\$3,652,245	
Administrative Costs up to 2% (for public and private school programs)		\$73,045	
LEA Allocation Minus Admin Costs		\$3,579,200	
<b>C. Per Pupil Rate</b>			
Per Pupil Rate		\$ 26.4941	
<b>D. Equitable Services</b>			
Amount LEA must reserve for equitable services for private school teachers and other educational personnel		\$ 252,039	

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.*

PGCPS convened an Equitable Services **Initial Consultation** for non-public schools that expressed interest in participating in one or more of the federal entitlement educational programs (i.e., Title I, Title II, Title III, Part A, and Title IV, Part A. Non-public schools that participated in one or more educational entitlement programs the previous year were sent an email notification of the meeting approximately one month prior to the scheduled meeting, and this notification was followed up with a formal invitation approximately two weeks prior to the meeting. The meeting was held virtually on September 7, 2022, and approximately 15 of the 30 schools that have indicated interest in participating in one or more of the programs participated in the meeting. Staff from each of the aforementioned entitlement programs made a brief presentation about the purpose of their respective programs, what activities are allowable, what activities are prohibited, as well as general procedures for accessing individual school allotments. The initial consultation lasted approximately one (1) hour.

**A second, Title IV-specific, and more focused consultation was convened one month later on October 7, 2022.** The same procedures that were used to inform non-public school representatives of the initial orientation were used to inform schools of, and invite schools to attend, the follow-up Title IV-specific consultation. This consultation was also virtual, but it attracted approximately 35 participants representing approximately half (or 15) of the 30 schools that have expressed interest in participating in the Title IV Program. Topics discussed included: a) the purpose of the program; b) allowable activities; c) prohibited activities; d) how individual school allotments are determined; e) steps that have to be taken to access individual school allotments; f) common areas of confusion that can delay access to allotments; **g) plans for extended management oversight by PGCPS and for future periodic consultation with participating non-public schools; h) procedures for registering and resolving disputes or complaints with PGCPS; and i) procedures for registering complaints with MSDE if redress cannot be reached with PGCPS.** A detailed PowerPoint presentation was provided to all participants, as well as to school representatives that could not attend the consultation due to school-based emergencies. The extended Title IV-specific consultation lasted two (2) hours.

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.*

PGCPS' Title IV-A Program Office requires all program participating non-public schools to develop a Work Plan that must be completed, signed by the school's principal, and submitted to the PGCPS Title IV-A program office for review and approval as a pre-condition for program participation. The components of the work plan include: a) a profile of the school; b) three (3) categories of questions that must be answered and serve as an evidence- and equity-based foundation for accessing any funds from their respective allotments to fund any proposed activities; and c) a budget that specifies specifically how program funds are proposed to be spent.

The categories of questions that must be answered in order to complete the work plan are as follows:

1. *Needs Assessment – What data was examined to identify areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students and effective use of technology? Please include the date of the available data;*
2. *Based upon the review of the data in the needs assessment, what are the most pressing student needs, including the potential root causes for these needs? and*
3. *How do the activities that your school is proposing to implement coordinate with other programs, activities, or strategies already being implemented in your school? Please be sure to include in your answer the justification activities meeting the ESSA criteria of being evidence based. Evidence based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. Please attach any documents that support your response.*

Once the work plans are submitted, they are reviewed one of three panels that correspond to the three categories of activities that are funded by the grant (i.e., well-rounded education, safe and healthy students, and effective use of technology). Each panel consists of the respective section manager, the PGCPS Title IV-A administrative consultant, and the program's assigned budget analyst from PGCPS' Grants Financial Management Office. The review determines whether the proposed activities are allowable under grant guidelines, whether the proposed activities are grounded in a school needs assessment, and whether the proposed activities will be equitably available and beneficial to the school's student population. Plans must be submitted for review and approval by the end of October/early November, and the panels complete their reviews by the second week in December so PGCPS can begin to process funding requests upon receipt of the Notice of Grant Approval (NOGA), usually at the beginning of the calendar year.

Going forward, PGCPS' Title IV-A Administrative Consultant plans to meet with representatives from program participating non-public schools on a bi-monthly basis over the course of the school year to identify problem areas that need to be addressed and/or topical areas where extended professional development might prove to be useful.

### Total Amount for Non-Public Transfers:

**\$252,039**

## 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.

### GEPA STATEMENT

#### GENERAL EDUCATION PROVISIONS ACT (GEPA), SECTION 427:

The Prince George's County Public School System will assure equitable access to, and participation in, all system-level and school-level activities for all students who are eligible to benefit from the Title IV, Part A entitlement grant. Particular attention will be given to barriers that can impede equitable access to, or participation in, allowable activities on the basis of gender, race, national origin, disability, or ethnicity.

The Prince George's County Board of Education, Prince George's County, and the State of Maryland all have policies prohibiting discrimination and guaranteeing equity. These policies comply with all Federal and State civil rights laws, inclusive of those referencing the Individuals with Disabilities Act, the Rehabilitation Act, and Title IX of the Civil Rights Act of 1964.

Strategies to ensure equal access and participation in the Title IV, Part A Grant include but are not limited to:

- Using the school system's existing networks to disseminate information;
- Translating materials and providing forms in other than a written format for those that need it;
- Providing necessary accommodations for individuals with special needs and English language learners; and
- Providing equitable services for students who live in Prince George's County but who attend a non-public school.

There are no barriers that are delineated in Section 427 of GEPA, which will prevent equitable access to eligible teachers from participating in Title IV activities. The planning and development of all future efforts are based on the commitment to equal access and non-tolerance of discrimination for all eligible stakeholders.

## BUDGET AND BUDGET NARRATIVE (SEE APPENDIX)

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 Total:</b>		<b>\$29,517</b>

## 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.)