

**American Rescue Plan  
Elementary and Secondary School  
Emergency Relief (ESSER) Fund**

**Maryland Local School System  
Application and Certification**

**June 25, 2021**



## **Purpose**

Under the federal American Rescue Plan Act of 2021, Public Law 117-2, enacted on March 11, 2020, the Department awards grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to safely reopen and sustain the safe operation of schools and to address the impact of the coronavirus pandemic on the nation's students. The American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) requires local education agencies (LEAs) to reserve a portion of the allocation to address learning loss through evidence-based interventions. The remaining allocation has the same allowable uses as the CARES Act and CRRSA Act ESSER Funds. The ARP ESSER funds **do not** have an equitable services requirement.

## **Timeline**

Local School System applications are due to MSDE by **July 30, 2021**.

## **Availability**

Funds are available for use from March 13, 2020 through September 30, 2024, including the Tydings Amendment.

## **Uses of Funds**

Local School Systems must reserve not less than 20% of its total allocation to address learning loss through the implementation of evidence-based interventions, ensure that the interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. The remaining ARP ESSER funds may be used for the same allowable purposes as the CARES and CCRSA ESSER funds, including hiring new staff and avoiding layoffs. Section 2001(e) of the ARP authorizes an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with the guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. An LEA may use ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.

## **Contact Information**

Questions should be addressed to Donna Gunning by email at [donna.gunning@maryland.gov](mailto:donna.gunning@maryland.gov) or by phone at 410-767-0757; or Steve Brooks by email at [steve.brooks@maryland.gov](mailto:steve.brooks@maryland.gov) or by telephone at 410-767-0793.

## **PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES**

### **Programmatic Assurances**

1. The Local Educational Agency (LEA) will use ARP ESSER funds for activities allowable under Section 2001(e) of the American Rescue Plan Act of 2021 (ARP). (See Appendix A.)
2. The LEA will implement evidence-based interventions as required under section 2001(e)(1) of the ARP Act.
3. The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act.

### **Reporting Assurances**

4. LEAs comply with all reporting requirements at such time, and in such manner, and containing such information as the Secretary may reasonably require, including on matters such as:
  - a. How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
  - b. Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
  - c. Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
  - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  - e. LEA uses of funds to sustain and support access to early childhood education programs;
  - f. Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  - g. Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
5. The LEA will provide the required data to ensure the LEA has met the Maintenance of Equity Requirement per Section 2004 of the American Rescue Plan Act of 2021.

### **Fiscal Assurances**

6. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized

individuals available for interview and examination, upon the request of (i) the United States Department of Education (USDE) and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

7. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
8. The LEA will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
9. The LEA will sign and return the Assurances page of the Notice of Grant Award (NOGA) which includes a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
10. To the extent applicable, a LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
11. The LEA will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP Act.
12. The LEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the USDE in 2 CFR part 3474.

**SIGNATURE PAGE**

**LEA ESSER Fund Contact/Title: Kevin Lowndes, Deputy Superintendent**

**Contact Email: klowndes@ccboe.com**

**Contact Phone: 301-934-7377**

**Local School System Superintendent: Maria V. Navarro, Ed.D.**

**Signature:**



**Date:**

8/11/21



**Elementary and Secondary School Emergency Relief Fund (ARP ESSER) American Rescue Plan Act of 2021**

**Maryland Local School System Application**

**Part I – Safe Return to In-person Instruction and Continuity of Services**

- 1. In accordance with Section 2001(i) of the ARP, please provide a link to the LEA's Safe Return to In-person Instruction and Continuity of Services Plan.**

<https://www.ccboe.com/index.php/road-to-reopening>

*ARP ESSER requires that LEA plans include elements that are consistent with current, relevant guidance from the CDC related to the safe reopening of schools. These elements include: Universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials. Additionally, an LEA Plan must describe how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services. This item will be addressed in question two below.*

- A. Please provide a description of the prevention and mitigation policies that have been implemented, including how the LEA has revised policies to ensure alignment with current Centers for Disease Control (CDC) guidance for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.**

During June 2020, CCPS developed a COVID Standard Operation Procedure (SOP) based on guidance from the Centers for Disease Control and Prevention (CDC), Maryland Department of Health (MDH), Maryland State Department of Education (MSDE), and the Charles County Department of Health. As the pandemic continued and science learned more about COVID-19, the SOP was updated and redistributed. As of today (7-22-2021) the latest SOP was published on 7-1-2021. Due to increasing COVID-19 cases in our county and region, a new version of SOP will be published in the coming weeks. Currently, CCPS uses the following strategies to mitigate the spread of COVID-19 amongst its students and staff on all campuses:

- COVID SOP as a guiding document
- Masks- currently masks optional, but strongly encouraged for everyone. Will likely change soon.
- Maximizing physical distancing

- Mandatory in home pre-screening for students and staff
- COVID-19 weekly screening- began May of 2021 in partnership with the CDC and HHS: MDH will be running the program during the fall
- Daily intelligence reporting- published by our Intelligence Unit
- Required notifications of positive cases and exposures
- Required quarantine for exposure (unvaccinated or sick) and isolation (for positive cases)
- Contacting tracing- in conjunction with Charles County Health Department and Maryland Department of Health
- Diagnostic testing (rapid and PCR)
- Community notifications
- PPE for staff and students who forget or need replacements

Charles County Public Schools has also taken the following steps to ensure a safe opening of schools that will reduce the risk of the spread of infection.

**Summer Cleaning:**

- Building Service Staff started the day teachers left for break
- Each facility is thoroughly cleaned from top to bottom
- Each facility will be inspected prior to the first day of school by staff from Operations and Maintenance

**Daily Cleaning**

- Touch points and surfaces are cleaned daily
- Restrooms are thoroughly cleaned nightly with periodic cleaning during the day

**Disinfectant Information:**

- Benefect, a green EcoLogo Certified disinfectant, will be used in all facilities by building service staff
- July 2020 – Benefect was added to the EPA's List N

Alcohol based hand sanitizer will continue to be available in all facilities

- Dispenser stands and wall mounted dispensers are in all common areas
- All classrooms have wall-mounted dispensers

Fogging of facilities will occur on an "as needed" basis

**Other preventative measures that will continue include:**

- Providing paper towels and a spray bottle of Virex, a hospital grade disinfectant, in each classroom for teachers to use at their discretion
- Ensuring exhaust fans in restrooms, kitchens, and locker rooms are operational
- Flushing waterlines
- Scheduling regular air filter changes

- B. Please identify the amount of ARP ESSER funds, if any, that will be used to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance. In the response, please include a general description and timeline for the planned use of the funds. A more detailed description is required in the Budget Narrative.**

Charles County Public Schools maintenance staff has worked over the last year to identify potential indoor air quality issues within all schools and buildings. One of the proposed

projects is a complete replacement and upgrade of the HVAC system at one of our high schools, Maurice McDonough High School, which opened in 1977. The original design of the building was an open space concept. Ductwork for supplying fresh air and return air is located throughout the building based on the open classroom concept. Since the opening of the building in 1977, some walls have been constructed to create a more traditional classroom setting consisting of four walls. At least one or more of the walls of a typical classroom does not go from floor to ceiling based on the original design of the HVAC system. The openings in the constructed walls do not affect airflow since the original layout of ductwork was designed for an open space environment. The openings allow for fresh air supply and return air between classrooms and the HVAC system.

CCPS would install new ductwork and purchase a new cooling tower and chiller for cooling the building. The project would include installing new rooftop units and dampers for providing additional fresh air into the building.

The proposed project needs design funding. The design phase could take up to six months for completion. Based on receipt of design funding, six months for completion of design, and two months for bidding and awarding a bid for the project, a contractor could start the project at the end of heating season during school year 2021-2022. The second half of the project could start at the end of the cooling season in the fall of school year 2022-2023 to be completed before the spring of 2023. The intent of the project is to ensure every classroom, instructional space, auditorium, cafeteria, gymnasium, and other support areas have a sufficient number of air changes while efficiently and cost effectively heating and cooling the building while it is fully occupied. The completed project would meet current ASHRAE (American Society of Heating, Refrigeration, and Air Conditioning Engineers) standards. The estimated cost of the project is \$8,300,000.

A second proposed project is the complete replacement and upgrade of the HVAC system at one elementary school, Malcolm Elementary School, which opened in 1955. The school was renovated in 1984. The project would include installing new rooftop units and dampers for providing additional fresh air into the building.

The proposed project needs design funding. The design phase could take up to six months for completion. Based on receipt of design funding, six months for completion of design, and two months for bidding and awarding a bid for the project, a contractor could start the project at the end of heating season during school year 2021-2022. The second half of the project could start at the end of the cooling season in the fall of school year 2022-2023 to be completed before the spring of 2023. The intent of the project is to ensure every classroom, instructional space, cafeteria, gymnasium, and other support areas have a sufficient number of air changes while efficiently and cost effectively heating and cooling the building while it is fully occupied. The completed project would meet current ASHRAE (American Society of Heating, Refrigeration, and Air Conditioning Engineers) standards. The estimated cost of the project is \$4,500,000.

***ARPESSER requires that LEA Plans be reviewed every six months during the grant period. LEAs must seek public input and incorporate public input when determining if revisions are necessary and in making and revisions to the Plan.***

- C. Please provide a description of the LEA's plan for periodic review and update of the plan, including a description of the LEA's inclusion of public comments in the**



**development of the plan, as well as the inclusion of public comments in any revisions to the plan.**

The Superintendent and the leadership team are committed to including all stakeholders in the planning and reviewing process of the school's systems local plan. We continue to assess ways to collaborate and gather meaningful input from the Charles County community. CCPS has already used the information that the Title I office collects during their community meetings to aid and guide our planning.

An update on CCPS plans for ESSER III and all grant funding was presented at the Charles County Board of Education public meeting on August 10, 2021. In addition, at the CCPS annual Leadership Institute, scheduled for August 12-13, school leaders will have an opportunity to learn about the ESSER grant and provide meaningful feedback based on their specific school and community needs. CCPS plans to conduct information sessions for the community in which feedback and suggestions will be collected at intervals throughout the grant period.

- 2. An LEA that receives ARP ESSER funds must reserve at least 20% of the funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. The LEA must also ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.**

- A. Please identify the amount of funds that will be reserved for this purpose.**

**\$11,949,657.84**

- B. Please identify the method(s) the LEA will utilize to measure the impact of lost instructional time, and the means that will be used to address the impact of lost instructional time, including the timeline for implementation. LEAs must identify the intervention that will be implemented, include the tier rating (Tier 1, 2, 3, or 4) for the intervention, and discuss the LEA's plan to collect and analyze data to demonstrate the impact of the intervention on student learning.**

At all levels, Charles County Public Schools will utilize i-Ready to measure the impact of lost instructional time for reading and math. This assessment will be administered in September, with subsequent administrations occurring in the winter and spring. We will use this data, combined with other system and standardized data, to determine what actions to take to address learning loss. Data analysis sessions will occur at a minimum monthly.

When data indicates significant gaps in learning for all students, content specialists will adjust the current scope and sequence of the curriculum to ensure that all critical skills and strategies have ample and successful instructional time.

Individual student data will be analyzed to determine those students who require direct supplemental instruction. This will be provided in a number of ways, including in-school intervention, before and/or after school extended learning opportunities, and summer programming. During school, interventions can be administered during the following times:

<b>Elementary</b>	Math: 30-minute supplemental block designed for intervention and supplemental support. Reading: 40-minute block during guided reading when the student is not involved in direct instruction with the teacher.
<b>Middle</b>	Reading and math: Interventions and supports are directly embedded into the 90-minute ELA and math block
<b>High School</b>	Reading: Interventions are provided during separate elective courses in addition to the student's core English course for students who are identified as needing this type of intensive intervention. Math: Additional supports are provided to students during the regular math class period.  During the one-hour lunch/activity period, additional math and reading supports are provided to students who have been identified.

The following interventions will be utilized to support learning.

<b>MATHEMATICS</b>	<b>ESSA EVIDENCE LEVEL</b>	<b>TIER OF SUPPORT</b>
<b>Do the Math</b>	Tier 2	Tier 2
<b>DreamBox</b>	Tier 3	Tier 1 and 2
<b>Number Worlds</b>	Tier 3	Tier 3
<b>IXL</b>	Tier 3	Tier 1 and 2
<b>Delta Math</b>	Tier 4	Tier 1 and 2
<b>Khan Academy</b>	Tier 4	Tier 1 and 2
<b>APEX</b>	Tier 2	Tier 1 and 2

<b>READING</b>	<b>ESSA EVIDENCE LEVEL</b>	<b>TIER OF SUPPORT</b>
<b>Leveled Literacy Intervention</b>	Tier 1	Tier 2
<b>Wilson</b>	Tier 1	Tier 3
<b>Foundations</b>	Tier 1	Tier 2
<b>Heggerty Phonemic Awareness</b>	Tier 2	Tier 2
<b>Sound Partners</b>	Tier 1	Tier 2
<b>Study Island</b>	Tier 4	Tier 1 and 2
<b>Commonlit</b>	Tier 2	Tier 1,2 and 3
<b>APEX</b>	Tier 2	Tier 1 and 2

Charles County Public Schools will follow a cyclical process of data collection, analysis, planning, implementation and tracking for all students receiving intervention and supplemental instruction. This cycle must occur quarterly at a minimum, with adjustments

being made based on data. Schools will submit reports quarterly to central office. Central office will offer support or direction as needed.

ESSER funding will be used to replace consumable materials related to intervention and program offerings. In addition, funds will be reserved for inclusion of other interventions and/or resources that may become necessary or available during the grant period.

A full description of summer and extended year learning opportunities is provided in Appendix A.

**For the remaining allocation of funds, please identify the specific programs, projects, or activities that will be implemented, including the timeline for implementation, the budgeted amount, and the expected outcome. Additionally, for each program, project, or activity, please provide a description of how the program, project, or activity will address the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic, including low-income students, students of color, English learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

#### **QUALTRICS PLATFORM**

**Goals:** The Qualtrics Platform will be used to collect data from our school communities, including students, teachers, other staff members, parents and guardians and even community members.

**Description:** As a result of the COVID-19 pandemic, our school system has been inundated with new and unexpected tasks. In order to safely return students to in-person instruction and maximize in-person instruction time, we will need to use the Qualtrics platform to continually conduct surveys that will allow us to operate schools successfully. Periodically, we will need to survey students regarding pre-screening, testing and safety and security procedures, and based on results, new procedures may be put in place to ensure the safe return of students to school. Also as a result of the pandemic, our technology that we have issued to students has increased greatly and the proper handling of this technology including a survey of access and returning of material will need to be conducted regularly. The use of the platform, due to the availability of the unlimited responses will allow for a survey that reveals the current pulse of our community on the re-opening of schools and continued safety of our school community.

**Timeline:**      **Fall 2022**                      **Purchase Qualtrics**

**School Year 2022**      **Periodically use the system to gather and analyze**  
                         **and ongoing**                      **data, allowing our system to be better informed.**

**Outcome:**      **More accurate and real time data to ensure safely reopening of schools.**

#### PROFESSIONAL LEARNING TO SUPPORT DATA LITERACY

<b>Goals:</b>	Increase administrator and teacher proficiency with data literacy in order to better utilize data to drive instruction.	
<b>Description:</b>	Charles County Public Schools will contract with i-Ready to create an intense and ongoing professional learning and guidance model. Teachers and administrators will first receive intense, high-quality PD concerning how to administer and analyze data. Then, i-Ready staff will continue to meet with school staff after i-Ready assessments to guide and coach during data analysis meetings. This will continue through the three-year cycle of implementation if needed.	
<b>Timeline:</b>	<b>August 2022</b>	Initial PD for principals, ILT, and teachers
	<b>September 2022</b>	System-wide PD for all administrators and teachers on analyzing live data from their students.
	<b>October/ November 2022</b>	School based guiding and coaching during data meetings
	<b>Ongoing</b>	Cyclical continuation of process, at least three times a year. Some of these sessions may occur before or after the school day, and staff will be compensated for attending.
<b>Outcome:</b>	School staff will analyze data to make correct instructional decisions, including for whom additional support is needed and what specifically those supports are. This will result in increased student achievement and eliminate learning deficits.	

#### PROFESSIONAL LEARNING TO SUPPORT SEL AND PANDEMIC LEARNING LOSS

<b>Goals:</b>	Increase systemwide knowledge of methods of response to issues created by the pandemic.	
<b>Description:</b>	Charles County Public Schools will actively participate in local, state and national trainings and conferences that will build capacity to address student learning loss and social emotional concerns. This information will be infused as part of our system's pandemic response plan and school improvement plans.	
<b>Timeline:</b>	<b>August 2021</b>	Begin researching highly recommended and recognized opportunities.
	<b>September 2021</b>	Create a system plan for who will attend which sessions.

**Ongoing**

As participants attend events, they will follow-up with the Instructional Directors who will determine how to infuse learning into programs.

**Outcome:** Charles County Public School will be able to incorporate best practices in pandemic response across the system.

#### SCOPE AND SEQUENCE REALIGNMENT

**Goals:** Ensure that critical skills and standards have all been taught directly and successfully.

**Description:** Charles County Public Schools content specialists will convene teacher expert teams to audit the scope and sequence of curricular documents. They will identify, using data documentation from previous years, which standards and skills were not addressed due to closures and virtual learning. Using this information, they will adhere to the following:

<b>Timeline:</b>	<b>August 2022</b>	Initial PD for principals, ILT, and teachers
	<b>September 2022</b>	System-wide PD for all administrators and teachers on analyzing live data from their students.
	<b>October/ November 2022</b>	School based guiding and coaching during data meetings
	<b>Ongoing</b>	Cyclical continuation of process, at least three times a year. Some of these sessions may occur before or after the school day, and staff will be compensated for attending.

**Outcome:** School staff will analyze data to make correct instructional decisions, including for whom additional support is needed and what specifically those supports are. This will result in increased student achievement and eliminate learning deficits.

#### LEARNING MANAGEMENT SYSTEM \$560,000

**Goals:** To implement a Learning Management System that includes all curriculum resources and professional development courses for the school system.

**Description:** A robust Learning Management Systems will provide equitable access and instructional continuity for all students, from anywhere at any time. Due to the COVID-19 pandemic, schools across the world shut down and moved to virtual learning environments. While CCPS had digital applications to meet our immediate needs, a true needs assessment of the instructional program was not completed, thus having to use multiple systems to meet the many instructional demands.

**Timeline:** **Fall 2021** Develop needs assessment

	<b>Spring 2022</b>	Begin implementation and build out of LMS with curriculum
	<b>Summer 2022 - Ongoing</b>	Provide professional development on the use of the LMS
<b>Outcome:</b>	A LMS with everything in one place, with little to no learner disruption due to technical difficulties, will give the school district the ability to keep track of learner progress and ensure students are meeting their performance goals. This will help move the district from education disruption to recovery.	

#### INSTRUCTIONAL TECHNOLOGY MANAGEMENT TOOLS \$500,000

<b>Goals:</b>	To enable instructional staff to utilize instructional technology in a safe and secure manner consistent with the school system policies.	
<b>Description:</b>	During the past school year, Charles County Public Schools began deploying a 1-1 student laptop initiative to address the needs of students to ensure they have equitable and appropriate access to technology during virtual and hybrid learning. During this time, staff and students began using a variety of instructional applications.	
<b>Timeline:</b>	<b>August - September 2021</b>	Procure instructional management tools
	<b>September - November 2021</b>	Deploy tools to devices
	<b>November 2021 - February 2022</b>	Provide professional development to staff on the use of the tools
	<b>Ongoing</b>	Cyclical continuation of professional development
<b>Outcome:</b>	Staff will be able to monitor the use of instruction technology tools. Teachers will be able to monitor instructional technology tools during class, share resources on their computer to student laptops, and block students from accessing or using their laptops as needed during class. Additionally, staff will be able to see websites regularly accessed for instructional use, evaluate the usage across the system and easily determine if the application is approved for instructional use by Charles County Public Schools and meets data privacy requirements.	

#### IT INFRASTRUCTURE \$4,575,000

<b>Goals:</b>	To provide a robust secure network infrastructure to support staff and student access to resources both on and off site.
<b>Description:</b>	The current IT infrastructure in Charles County Public Schools was designed to support on site learning. With the change to virtual and hybrid



learning, there is a need to provide equitable access to resources both on and off site. The first component is to continue to provide equipment for use by students and staff that were utilized in virtual and hybrid learning. We would provide hotspots for students in the county without the ability to access broadband for the 2021-2022 school year. The county government is in the process of building out broadband in areas that are not currently served by existing Internet Service Providers but until it is completed, hotspots would provide some access for those students. In addition to hotspots, we would provide additional laptops for students. Although CCPS deployed 1-1, with changes in enrollment and the need to have spare devices on site for students who do not have access to their device, additional laptops are needed. We will also deploy touchscreens to multiple schools that do not currently have touchscreens or LCD's mounted in their classrooms. While we have projection devices in many schools, they are not in all classrooms. In order to ensure all students and staff have equitable access to utilizing display technology during instruction; we will deploy touchscreens to classrooms. The second component is to begin to build a centralized infrastructure in the data center. This will enable CCPS to pull services into a secure environment and have redundancies built in. This environment would create the foundation to enable the use of virtualization with users to access resources from anywhere, if needed, in a safe and secure manner. The third component is to utilize Microsoft Premier services to assist CCPS in deploying security throughout our Microsoft environment. With the deployment of devices to all students and the utilization of online resources, it is imperative that we ensure the school system's data is secure and that we can monitor and track any potential incidents. We will contract with Microsoft to assist with developing automated mechanisms to ensure the Microsoft environment is secured and that we are alerted to any potential threat or compromise.

<b>Timeline:</b>	<b>August - September 2021</b>	Procure the solutions
	<b>September - December 2021</b>	Develop individual project plan for each component
	<b>Fall 2021 - Summer 2022</b>	Deployment of each solution
	<b>Summer 2022</b>	Completion of all projects

**Outcome:** Students will have access to hotspots and laptops for instructional use enabling them to use instructional technology tools on demand both on and off school sites. CCPS' centralized data center will have a fully implemented SAN and server farm with backup system utilizing encrypted technology to secure our systems and utilize virtual servers/workstations enabling us to scale up resources on demand for new programs. Our Microsoft 365 and on-premises systems will utilize the advanced threat protection and data privacy tools to automate security and alert us of incidents in our environment enabling us to comply with federal and state cyber security policies and laws.

## **Part II – LEA Maintenance of Equity for High Poverty Schools**

Section 2004 (c) of the ARP requires local education agencies in fiscal years 2022 and 2023 to maintain per-pupil funding (combined State and local) for any high-poverty school. The maintenance of equity provisions ensure that each LEA safeguards its high-poverty schools from disproportionate cuts to funding and staffing so that students from low income families in each LEA are not disproportionately impacted by State and local cuts to vital resources. For FY 2022 and FY 2023, LEAs may not: reduce combined State and local per-pupil funding for any high-poverty school by an amount that exceeds the total reduction, if any, of combined State and local per-pupil funding for all schools in the LEA, OR reduce the number of FTE staff per-pupil in any high-poverty school by an amount that exceeds the total reduction, if any, of FTE staff per-pupil in all schools in the LEA.

MSDE will distribute guidance and templates to demonstrate FY 2022 Maintenance of Equity in August 2021. The same process will be followed for the FY 2023 Maintenance of Equity requirement. Please note, this application includes an assurance that LEAs will provide the required information to ensure Maintenance of Equity has been met for FY 2022 and FY 2023.

## **Part III – Budget Documents**

Please submit a budget narrative that includes a description of the planned use of funds, the cost basis for the activities included in the budget, and a completed C125 workbook with the application.

Attached.

### **Appendix A:**

Charles County Public Schools will use ESSER III funding to support three major instructional initiatives critically needed due to the COVID-19 pandemic school closures and distance learning concerns.

### **Learning Extensions for additional time and support**

#### **THE SUMMER BOOST LEARNING PROGRAM**

**Goals:** The goal of the Summer Boost Program is to:

- Provide small group instruction on critical content standards in reading and math
- Address learning gaps and deficits identified through screening tools
- Provide mental health supports

**Description:** This program is for students entering grades K-9. This program will provide reinforcement of critical skills from the previous grade level. Students will be recommended to attend based on criteria that includes performance below grade level expectations. Students in groups that are disproportionately affected due to the Coronavirus school closures will be prioritized for inclusion in the program. The Summer Boost



Program will run for 18 days, 4 hours a day focusing on foundational and core reading and math skills. A social-emotional component will be included. Breakfast, lunch, and transportation will be provided.

<b>Timeline:</b>	<b>January-March 2022</b>	Comprehensive Planning for Summer Boost
	<b>April 2022</b>	Begin hiring process for teachers and IAs
		Meet with Summer Boost staff for an informational session
		Identify students for program
	<b>May 2022</b>	Procure instructional materials/programs
	<b>June 2022</b>	Provide PD for teaching staff
	<b>July-August 2022</b>	Implement Summer Boost
	<b>August-September 2022</b>	Data Analysis and evaluation of the program
	<b>September 2022</b>	Redistribute materials from Summer Boost to schools for continuation of services
	<b>SY 23 and 24</b>	The Summer Program will be repeated, with adjustments made based on data and feedback

- Evaluation:**
- Students will achieve the minimum recommended growth on specific grade level and content measures. Example:
    - Students in grade 3 will show a 40% increase on the end of module assessment for math compared to the beginning of module assessment.
  - Student articulation will provide a successful transition from summer programs to upcoming school year.

#### **THE SUMMER BOOST LEARNING PROGRAM FOR SPECIAL EDUCATION STUDENTS**

**Goals:** The goal of the program is to address learning loss and lack of progress on goals and objectives related to IEP goals and objectives.

**Description:** This program will be implemented and based on the IEP goals and objectives of students receiving special education services and will include students aged 2 through 21. Depending upon the IEP, services may be offered in self-contained settings or provided inclusively through the Summer Boost program. Specialized programs, such as SOAR (autism spectrum,) and ACHIEVE (non-diploma track students) will also be included.

**Timeline:** **January-March 2022** Comprehensive Planning for Summer Boost

<b>April 2022</b>	Begin hiring process for teachers and IAs  Meet with Summer Boost staff for an informational session  Identify students for program
<b>May 2022</b>	Procure instructional materials/programs
<b>June 2022</b>	Provide PD for teaching staff
<b>July-August 2022</b>	Implement Summer Boost
<b>August-September 2022</b>	Data Analysis and evaluation of the program
<b>September 2022</b>	Redistribute materials from Summer Boost to schools for continuation of services
<b>SY 23 and 24</b>	The Summer Program will be repeated, with adjustments made based on data and feedback

**Evaluation:** Data collection on IEP goals and objectives.

#### **SUMMER SCHOOL**

**Goals:** The goal of summer school is to ensure:

- Secondary students can recover failing grades
- Students recover missed learning opportunities
- Students may earn up to two credits to remain with their grade level cohort

**Description:** Traditional summer school for credit recovery and original credit will be expanded to provide more opportunities for students to successfully complete courses at the middle and high school level. Students experiencing learning loss throughout the pandemic will have an opportunity to connect with summer school teachers virtually and experience small class sizes and instruction tailored to meet their needs. Tuition will not be charged. In addition, students in need may request transportation to and from their zoned high school and complete work at school-based "Internet cafes."

**Timeline:**

<b>January–March 2022</b>	Comprehensive Planning for Summer School
<b>April 2022</b>	Meet with Summer School staff for an informational session
<b>May 2022</b>	Procure instructional materials/programs

	Begin hiring process
<b>June 2022</b>	Conduct student enrollment
<b>July-August 2022</b>	Begin Summer School
<b>SY 23 and 24</b>	Offer Summer School, following the same procedures, adjusting as needed
<b>Evaluation:</b>	Students will show growth on embedded course assessments and pre/post assessments

#### ENRICHMENT OPPORTUNITIES

**Goals:** The goals of the summer enrichment opportunities include the following:

- Ensure a solid understanding of previous skills and standards
- Promote success in upcoming enrichment/advanced courses

**Description:** Students who have lost their momentum to obtain success in above grade level content due to COVID-19 closure will have an opportunity to attend a variety of enrichment opportunities that include Advanced Placement Boot Camp, Grade 5 Accelerated Math Boot Camp, and a variety of summer enrichment camps. These programs will assist students who were not able to maintain high levels of performance due to school closures and distance learning concerns.

<b>Timeline:</b>	<b>January-March 2022</b>	Comprehensive Planning for Enrichment Opportunities
	<b>April 2022</b>	Meet with Enrichment staff for an informational session
		Advertise sessions and open registration
	<b>May 2022</b>	Procure instructional materials/programs
	<b>July-August 2022</b>	Implement Enrichment Opportunities
	<b>Summer 23 and 24</b>	Implement Enrichment Opportunities, adjusting as needed

**Evaluation:** Pre/post assessment based on critical course pre-requisite skills

At the conclusion of each of these programs, teachers will develop and create a student profile for each student in attendance. This individual student data will reflect progress and identify any instructional needs that continue to exist. Specific data on program pre/post data, as well as performance levels on interventions and programs will be included.

In the early fall, schools will use the student profiles, along with the i-Ready screening tool, and other school formative and summative assessment data, to identify students who require extended learning or tutoring beyond the school day. This initiative will be conducted as follows:

**Grades K-12:** Each school will be provided a funding allotment to provide services beyond the school day for those students who require supplemental instruction to address lingering learning deficits. This will include continuation of the instruction provided during the summer programs, with students being added or exited based on continued need and performance. Schools will be required to use data to prioritize services to be provided. Transportation, materials, and stipends for staff will be provided.

Charles County Public Schools will repeat this cycle of extended learning opportunities for the subsequent school year cycles. In the spring, students will be identified based on school year performance and the system-wide screening assessment for inclusion in summer programs. Using the student profile sheets, students will then be prioritized for inclusion in tutoring and additional support services for the upcoming school year. Data from summer and school year programs will be compiled to follow student progress and complete student achievement profiles.

In addition to academic programs, CCPS will provide SEL supports through extended learning as described below.

#### **SUPPORTING MENTAL HEALTH THROUGH ELOs AND CLASSROOM EMBEDDED RESOURCES**

##### **PROGRAMS AND MATERIALS TO SUPPORT SOCIAL EMOTIONAL LEARNING WITH ACCOMPANYING PROFESSIONAL DEVELOPMENT FOR STAFF**

**Goals:** The goal of these programs is to provide staff with training and resources that address social-emotional issues by engaging students in instructional therapeutic activities related to fine and performing arts and physical education.

**Description:** These materials will be used within and beyond the classroom to deliver a variety of SEL lessons and activities.

- **OmmWorks**—Mental health and wellness education program that incorporates mindful meditation and movement to relieve anxiety and manage stress.
- **HealthSmart**—Health Ed. Curriculum with guided lessons, K-5; lessons offer a comprehensive approach to instructing mental health & wellness education and teaching health-based skills.
- **Project Adventure**—Adventure Curriculum for physical education that incorporates a variety of physical activity experiences and initiatives that explore community building to enhance learning outcomes aligned with standards related to development of social-emotional skills.
- **The Art of Ed University Pro** which includes 45 hours of Social Emotional Learning (SEL) professional development and 36 hours of cultural competencies focusing on core principles, competencies, classroom management, implementation of SEL in your classroom and the curriculum.

- **Social-Emotional Learning and the Arts** coursework from the Institute for Arts Integration and STEAM for 17 teachers followed by 30 hours of curriculum writing to incorporate social emotional learning into the Fine and Performing Arts curriculum.
- **2021 Social Emotional Learning Exchange Virtual Summit** by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Teachers who attend will be offered "a unique and timely national forum for those who are committed to creating caring, productive, and equitable schools and communities that develop the whole child and ensure that all students can thrive."

**Timeline:** **August 2021** or **Order materials NOGA**

**September, November** Provide system-wide professional development on programs. Contract with consultants to guide PD and curriculum development.

**Ongoing beginning September** Provide focused professional learning and program development sessions with staff to customize materials and resources for student group needs.

**Evaluation:** Parent satisfaction survey sent after every session.

#### EXTENDED LEARNING OPPORTUNITIES TO PROMOTE SOCIAL EMOTIONAL LEARNING IN THE ARTS AND PHYSICAL EDUCATION

**Goals:** The goal of these programs is to address social emotional issues through therapeutic activities related to fine and performing arts and physical education.

**Description:** Resources have been strategically selected that provide opportunities for therapy through the visual arts and music, as well as physical education activities and exercises. Such opportunities will engage students in managing anxiety and stress while developing student social-emotional skills. Staff within these content areas as well as beyond will be trained extensively. (See above.) Schools will be provided a menu of different options for these opportunities and will be able to personalize the sessions to their needs. Stipends for staff members to deliver these programs after school will be available. Transportation will be provided.

**Timeline:** **September/October** School staff and administration collect data to identify student needs.

<b>August and ongoing</b>	Staff is provided training on materials.
<b>Winter</b>	Small group Extended Learning Opportunities commence. Meet twice a week for a 5 – 8 week sessions.
<b>Spring</b>	Small group Extended Learning Opportunities commence. Meet twice a week for a 5 – 8 week sessions. These students may be the same students or different students.
<b>May</b>	Data Analysis and evaluation of the program including what supports will be provided for the summer
<b>August</b>	Begin planning for upcoming year with the goal of having fall, winter and spring sessions.

**Evaluation:** Student surveys, incident referrals, counselor observations and annotations.

#### **PROGRAMS AND MATERIALS TO SUPPORT LEARNING**

Evidence based instructional resources have been selected to serve as a supplement to the general curriculum and are intended to be used for summer and extended learning programs. This model will ensure that supplemental services are connected and consistent for students. Materials for general education students, as well as special education students, have been included and differentiated as needed. A detailed list is included in Appendix B.

#### **STAFFING**

Below is a description of the staffing required to manage the grant:

- **Grant Manager:** A grant manager will be hired to maintain all documentation, budget and expenditures for the grant to ensure compliance.
- **Student Services Parent Liaison:** A dedicated staff member will provide support to families to ensure they are equipped with information and resources needed for students' academic achievement.






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

ORIGINAL GRANT BUDGET	\$ 30,888,651.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	ARP - ESSER III	GRANT RECIPIENT NAME	Charles County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	Charles County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	3/13/2020	9/30/2024	

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						219,593.16	219,593.16
Prog. 23 Centralized Support		1,860,000.00			1,520,000.00		3,180,000.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal	129,960.00						129,960.00
Prog. 16 Inst. Admin. & Supv.	143,136.00						143,136.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	4,500,845.00	150,000.00	2,099,889.65				6,750,714.65
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.			73,450.00				73,450.00
Prog. 04 Gifted & Talented Prog.	150,000.00						150,000.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.	118,130.00			300,000.00			418,130.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services	137,692.80						137,692.80
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.			150,121.36				150,121.36
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>		134,400.00					134,400.00
<b>209 Student Transportation</b>		3,600,000.00					3,600,000.00
<b>210 Operation of Plant</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services			1,745,000.00	860,000.00			2,605,000.00
<b>211 Maintenance of Plant</b>							0.00
<b>212 Fixed Charges</b>				396,453.01			396,453.01
<b>213 Food Services</b>							0.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling					12,800,000.00		12,800,000.00
<b>Total Expenditures By Object</b>	<b>5,179,763.80</b>	<b>5,544,400.00</b>	<b>4,068,441.03</b>	<b>1,556,453.01</b>	<b>14,320,000.00</b>	<b>219,593.16</b>	<b>30,888,651.00</b>

Finance Official Approval	Earl Sorsby III		5/11/21	301-934-7354
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Maria V. Navarro, Ed.D.		9/16/21	301-934-7223
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Donna Gunning		10-4-2021	
	Name	Signature	Date	Telephone #

ESSER III Grant	Item/Description	Quantity	Cost Each	Totals
<b>Salaries (71)</b>				
Grant Manager	Temporary Support Staff to process all grand funding payroll, orders, etc. for summer programs (Sept 2021 - Sept 2024)	28hrs/wk 48wk/yr 3yrs	35.50/hr 4,032 total hrs	143,136.00
Student Services Parent Liaison	Families will have access to support and resources needed for academic achievement	28hrs/wk 48wk/yr 3yrs	34.15/hr 4,032 total hrs	137,692.80
Stipends for AP Bootcamps and Enrichment Camps	Provide summer programs for students that have been affected in their trajectory to high achievement	Varies	\$35.00/hr	150,000.00
Stipends for Summer Program Lead Supervisors	Provide overall organization of the program for the summer boost programs beginning with planning in January	2 ES and 2 MS for 3 summers	38.00/hr	85,000.00
Stipends for Summer Program Leadership	Summer Boost Site Coordinators - (8 elementary, 8 middle) 7.5hrs X 19days X \$38 X 16ppl X 3yrs	16 for 3 summers	\$38.00/hour	259,920.00
Stipends for Summer Program Leadership	Vice Principals 7.5hrs X 19days X \$38 X 8ppl X 3yrs	8 for 3 summers	\$38.00/hour	129,960.00
Stipends for Summer School	Hourly Stipends for Summer School Recovery Credit (7.5 hours/24days) 7.5hrs X 24days X \$35 X 60ppl X 2yrs	60 x 2 summers	\$35.00/hour	756,000.00
Stipends for Summer Boost Programs Staff	Hourly stipend (summer rate) for Summer Boost teachers and IAs who will provide direct face to face services to students. Teachers will create a student profile including strengths, needs and levels of current performance at the conclusion of the program. (7.5 hrs X 19 days X \$35 X 184ppl X 2yrd)	Elementary: 120 tchr; Secondary: 64 tchr for 2 summers	5300 each	1,835,400.00
Stipends for Summer Boost Programs Staff	Hourly stipend (summer rate) for Summer Boost teachers and IAs who will provide direct face to face services to students. Teachers will create a student profile including strengths, needs and levels of current performance at the conclusion of the program. (7.5 hrs X 19days X \$35 X 50ppl X 3yrs)	Spec Ed: 50 tchr x 3 summers	5300 each	748,125.00



Stipends for Professional Learning to support Intervention and SEL services	Staff will be provided appropriate professional development associated with all initiatives related to addressing deficits and mental health issues they are required to participate in.	Varies by topic - estimate that each staff	\$35.00/hr	100,000.00
Stipends for Scope and Sequence realignment	Social Studies, Science and Math need to adjust their scope and sequences to accommodate time for teaching skills that were not able to be addressed during pandemic affected time periods.	Varies by topic and grade level	\$35.00/hr	150,000.00
Stipends for Summer Boost Programs Staff	Hourly stipend (summer rate) for Summer Boost teachers and IAs who will provide direct face to face services to students. (5 hrs X 19days X \$17 X 120ppl X 3yrs)	120 IA's for 3 summers	\$2500/each	581,400.00
Stipends for SEL ELOS tutoring	Extended Learning Opportunities to promote Social Emotional Learning in the arts and physical education	Varies by topic - estimate that each staff	\$35.00/hr	85,000.00
2021 Social Emotional Learning Exchange Virtual Summit	17 Teachers will attend an asynchronous conference	17 teachers @ \$35/hr 4 hrs total per teacher	\$35.00/hr	2,380.00

Arts Integration Professional Development and Curriculum Writing	<p>After 25 hours of coursework on "Social-Emotional Learning and the Arts Online Class," teachers will work to integrate SEL opportunities into F&amp;PA curriculum.</p> <p>6 Visual Art (ES, MS, HS)  2 General Music (ES)  2 MS/HS Instrumental  2 MS/HS Vocal Music  2 HS Theatre  1 HS Dance</p>	Contract for 15 teachers * 30 hours * \$35/hour = \$15,750	\$35.00/hr	15,750.00
<b>SALARIES TOTAL</b>				<b>5,179,763.80</b>
<b>Contracted Services (72)</b>				
SEL support for staff through the Arts	Young Audiences of Maryland artists in residence	3 years	50000	150,000.00
Transportation for Summer Learning Programs	Bus Transportation service for students eligible during the school year for transport. Summers 22, 23 and 24	1400	\$140/student	600,000.00
School Nurses	School nurses for the summer programs (4 hours/day, 4 days, 5 weeks)	10	\$56.00/hour	134,400.00
Transportation for Extended Learning Opportunities	Bus Transportation service for students attending ELOs fall, winter and spring, ES, MS and HS. For three years.			3,000,000.00
Learning Management System	Cost of LMS for 2 years and project management for implementation			560,000.00
Instructional Technology Management Tools	Software for Data collection on instructional applications			360,000.00
Instructional Technology Management Tools	Software for monitoring/sharing screens with students			140,000.00
Safe Reopening of School Management Tool	The Qualtrics Platform will be used to collect data from our school communities, including students, teachers, other staff members, parents and guardians and even community members, to continually conduct surveys that will allow us to operate schools successfully			150,000.00

IT Infrastructure	Microsoft Premier Services - 1 year of services to assist with Security in online environment			180,000.00
IT Infrastructure	Software licensing for Data Center Servers and SANS			240,000.00
IT Infrastructure	Consulting services for implementation of SAN/Server Farm and VM tools			30,000.00
<b>CONTRACTED SERVICES TOTAL</b>				<b>5,544,400.00</b>
Supplies (73)				-
IT Infrastructure	Additional student assigned laptops and cases for 1-1			870,000.00
IT Infrastructure	Smart Panels for classrooms			875,000.00
Instructional Materials	Materials for Summer Programs and materials to augments school year curriculum to address learning gaps. See Appendix B Additional materials may be included based on data, feedback, public comment, etc.			2,323,441.03

<b>SUPPLIES-MOI TOTAL</b>				<b>4,068,441.03</b>
<b>Other Services (74)</b>				
IT Infrastructure	1 year extension of 2000 hotspots with web filtering and unlimited data			860,000.00
Professional Development registration	System and content leaders will attend professional learning events focused on SEL integration and ways to address student deficits due to the pandemic.	Varies	Varies	300,000.00
<b>OTHER SERVICES TOTAL</b>				<b>1,160,000.00</b>
<b>Equipment (75)</b>				
IT Infrastructure	Equipment for Data Center			1,520,000.00
McDonough High School HVAC replacement	McDonough High School HVAC upgrade/replacement project design plan			300,000.00
McDonough High School HVAC replacement	Upgrade current HVAC system for COVID compliance			8,000,000.00
Malcom Elementary School HVAC replacement	Upgrade current HVAC system for COVID compliance			4,500,000.00
<b>EQUIPMENT TOTAL</b>				<b>14,320,000.00</b>
<b>Fixed (78)</b>				
Grant Manager	Temporary Support Staff to process all grand funding payroll, orders, etc. for summer programs (May - Sept)	FICA	\$ 10,949.90	10,949.90
Student Services Parent Liaison	Families will have access to support and resources needed for academic achievement	FICA	\$ 10,533.50	10,533.50
Stipends for AP Bootcamps and Enrichment Camps	Provide summer programs for students that have been affected in their trajectory to high achievement	FICA	\$ 11,475.00	11,475.00

Stipends for Summer Program Lead Supervisors	Provide overall organization of the program for the summer boost programs beginning with planning in Summer Boost Site Coordinators - (8 elementary, 8 middle) 7.5hrs X 19days X \$38 X 16ppl X 3yrs	FICA	\$ 6,502.50	6,502.50
Stipends for Summer Program Leadership		FICA	\$ 19,883.88	19,883.88
Stipends for Summer Program Leadership	Vice Principals 7.5hrs X 19days X \$38 X 8ppl X 3yrs	FICA	\$ 9,941.94	9,941.94
Stipends for Summer School	Hourly Stipends for Summer School Recovery Credit (7.5 hours/24days)	FICA	\$ 57,834.00	57,834.00
Stipends for Summer Boost Programs Staff	Hourly stipend (summer rate) for Summer Boost teachers and IAs who will provide direct face to face	FICA	\$ 140,408.10	140,408.10
Stipends for Summer Boost Programs Staff	Hourly stipend (summer rate) for Summer Boost teachers and IAs who will provide direct face to face	FICA	\$ 57,231.56	57,231.56
Stipends for Professional Learning to support Intervention and SEL services	Staff will be provided appropriate professional development associated with all initiatives related to	FICA	\$ 7,650.00	7,650.00
Stipends for Scope and Sequence realignment	Social Studies, Science and Math need to adjust their scope and sequences to accommodate time for	FICA	\$ 11,475.00	11,475.00
Stipends for SEL ELOS tutoring	Extended Learning Opportunities to promote Social Emotional Learning in the arts and physical education	FICA	\$6,703.58	6,703.58
Stipends for Summer Boost Programs Staff	Hourly stipend (summer rate) for Summer Boost teachers and IAs who will provide direct face to face	FICA	\$ 44,477.10	44,477.10
2021 Social Emotional Learning Exchange Virtual Summit	17 Teachers will attend an asynchronous conference	FICA	\$ 182.07	182.07
Arts Integration Professional Development and Curriculum Writing	After 25 hours of coursework on "Social-Emotional Learning and the Arts Online Class," teachers will work	FICA	\$ 1,204.88	1,204.88
<b>FIXED CHARGES TOTAL</b>				<b>396,453.01</b>
Transfers (79)				
Indirect Cost	2% of the optional 18.10% of the Unrestricted IC FY22 rate (see calculation)			<b>219,593.16</b>
<b>TRANSFERS TOTAL</b>				<b>219,593.16</b>
<b>GRANT SUBTOTAL</b>				<b>30,888,651.00</b>
<b>GRANT AWARD TOTAL</b>				<b>30,888,651.00</b>
<b>DIFFERENCE</b>				<b>(0.00)</b>



## Uses of Funds

Content and Grade Level (s)	Item	Description	Quantity	Overall Cost
<b>K- 3 Reading</b>	Guided Reading- Magnetic Letters	Magnetic letters will be used during small group guided reading instruction and tutoring to support students who show deficits with letter sound correspondence, blending and segmenting CVC words, and sight words.	1 per teacher grades K-3 (100 teachers x 4 grade levels x \$49.99)	\$19,996.00
<b>1- 5 Reading</b>	Guided Reading- magnetic white boards	Magnetic white boards will be used in small group guided reading instruction and tutoring to support students who show deficits with foundational reading skills including sight word knowledge and letter sound correspondence.	1 per student in grades 1-5 (2,000 x 5 grade levels= 10,000 students) \$68.99 for a set of 10 x 1000 sets	\$68,990.00
<b>K - 5 Reading</b>	Guided reading- Dry erase markers	Dry erase markers will be used to support small group guided reading instruction.	2 per student (2,000 students per grade level x 6 grade levels= 12,000 students x 2 markers= 24,000 markers) \$12.28 per box of 12 x 2,000 boxes	\$24,560.00
<b>ELA Reading</b>	Reading Intervention- Replacement or supplemental LLI kits	Leveled Literacy Intervention (LLI) is a small group intervention that	8 blue kits (Levels C-N) x \$3,324.00= \$26,592.00	\$66,192.00

		can be utilized with students who are reading below grade level to teach and strengthen skills, particularly comprehension, in order to move up instructional levels	8 red kits (Levels L-Q) x \$4,950.00= \$39,600.00	
<b>K- 2 ELA</b>	Heggerty Phonemic Awareness Curriculum	The results of the Universal Screener showed that a vast majority of our students in kindergarten and 1 <sup>st</sup> grade last year were below grade level expectations for phonological awareness. The Heggerty Phonemic Awareness curriculum will be utilized for supplemental instruction daily. Lessons can be used in small groups to provide intervention and support for 1st and 2nd grade students who need additional support with targeted skills instruction.	Kindergarten 50 books x \$79.99= \$3,999.50  Grade 1: 1 per teacher x 100 x \$79.99= \$7,999.00  Grade 2: 1 per teacher x 100 teachers x \$79.99= \$7,999.00	\$19,997.50
<b>3- 5 ELA</b>	Bridging the Gap books	Through running record analysis many of our students who are reading below grade level are lacking the foundational reading skills especially in the area of phonological awareness. Bridging the Gap is an intervention curriculum that focuses on developing phonemic	75x \$59.99	\$4,499.25

		awareness skills for all learners.		
<b>K – 5 ELA</b>	Hegerty Phonemic Awareness Training	In order to successful implement the Hegerty Phonemic Awareness curriculum, we would need to offer training for the staff that will be using the curriculum.	2 sessions with 125 participants each  \$1,250.00 x 2 sessions	\$2,500.00
<b>1 ELA</b>	Sound Partners	Providing supplemental, one-on-one, effective instruction in early literacy learning skills, Sound Partners is a research-based tutoring program that builds essential early reading skills. Improve phonemic awareness, decoding, word identification, and spelling with young readers.	Sound Partners Master Set 50 x \$248.95 =\$12,497.50  Additional Student Lesson Books 75 x \$62.95= \$4,721.25	\$17,218.75
<b>All Schools (ES, MS, HS) ACHIEVE and SOAR</b>	Core Word Bundle	Materials and lesson plans for structured teaching of Core Word of the Week lessons for students who have low-verbal or non-verbal communication skills  Justification: Research demonstrates that students with complex communication needs require systemic and consistent implementation of augmentative communication systems across settings in order to	1 per school; 38 schools x \$90 per bundle	3,420.00



		become independent communicators. Students with significant communication deficits were disproportionately represented in the number of students with limited or no participation in distance learning. Ex: In the ACHIEVE Program, a total of 59 students (28%) attended virtual learning only 0-2 days per week. Of those, 43 (73%) were students in need of Core Vocabulary instruction and supports.		
<b>MS ELA</b>	Scholastic Short Reads – Nonfiction	Each grade level team uses 12 copies of each text in the P – Z range. 10 texts in each level.	11 Levels (P-Z); 8 schools; 4 sets / school; \$267/set	93,984.00
<b>MS ELA</b>	Scholastic Short Reads – Fiction	Each grade level team uses 12 copies of each text in the P – Z range. 10 texts in each level.	11 Levels (P-Z); 8 schools; 4 sets / school; \$267/set	93,984.00
<b>MS ELA/ SPED</b>	Language! Live Reading Intervention	Supports middle school Tier III intervention for students performing more than two grades below grade level in self-contained ELA classes.	225 Student Licenses @ \$67 each, 24 Teacher Licenses @ \$109 each, 3 days of training/ coaching @ \$2500 per day	25,191.00
<b>MS/HS ELA</b>	Leveled Literacy Intervention	The Leveled Literacy Intervention (LLI) materials are used with our struggling students at the middle and high school levels. The Fountas & Pinnell Leveled Literacy	32 total kits worth to potentially replace; \$5,500 each	176,000.00

		<p>Intervention is a powerful, short-term intervention, that provides daily, intensive, small-group instruction with engaging leveled books and fast-paced systematically designed lessons. Some of the materials were sent home with students during the pandemic and were not returned to the schools. Also, Special Education borrowed some of these materials to use with students enrolled in their Summer Boost Program. Based on this extra usage and unreturned items, there will be a need to replace materials of instruction.</p>		
<b>ES PE &amp; MS- HS Health</b>	OmmWorks	<p>Mental health &amp; wellness education program that incorporates mindful meditation and movement to relieve anxiety and manage stress.</p>	<p>75 Teacher Professional Develop Trainings @ \$250 per teacher. \$18,750</p> <p>OmmWork Guidebook - 75 class sets; 35 per teacher. \$25/book. \$65,625</p> <p>OmmWork App – 28,000 student user access. \$1 per student. \$28,000</p>	\$112,375.00

ES Health	HealthSmart	Updated Health Ed. curriculum w/ guided lessons, K-5. Lessons offer comprehensive approach to instructing mental health & wellness education. Curriculum as whole offers instruction more conducive toward teaching health based skills and is aligned to 2020 updated MD state framework.	<p>1 class set per grade level per school - Grade K-5 complete set w/ flash drives. \$20,482.00</p> <p>Contracted health ed. Teachers to update curriculum content. \$9518</p> <p>Establishment of elementary health liaison and content training using ToT model w/ secondary health educators as facilitators. \$5145.00</p>	\$35,145.00
ES, MS, HS PE	Project Adventure	In-person professional development on Active Social Emotional Learning through Adventure. Participants experience a variety of ground-based games, initiatives, and activities from the Adventure Curriculum for Physical Education (ACPE). Explore cooperative activities and community building exercises. Discuss how to integrate adventure activities into curriculum to enhance learning outcomes, align with	<p>Teacher professional develop, (1) PA Trainer to (25) Charles County Public School participants. 2 consecutive days of training. \$8000</p> <p>Copy of PA Adventure Curriculum for Physical Education per teacher at each level. 30 elem, 35 middle, 40 high. \$4000</p>	\$12,000



		standards and develop social and emotional skills in students.		
<b>K-12 Visual Art</b>	Pro Learning On-Demand Professional Development	Lessons and resources for professional development to engage students in practices of social-emotional learning and cultural competencies through visual art.	1 per teacher (57 total) for a 3-year subscription (\$966.45x57 teachers)	\$55,087.65
<b>K-12 Visual Art</b>	Materials of Instruction	Various materials of instruction for visual art. Materials sent home during the pandemic are not returning and teachers need individual sets of materials for each student to avoid shared use.	1 per teacher (\$1,000x57 teachers)	\$57,000.00
<b>5<sup>th</sup> - 12<sup>th</sup> Instrumental Music</b>	COVID PPE	NFHS and NAFME are now recommending that students use instrument bell covers to reduce the spread of aerosolized particles when playing a wind instrument.	2000 students enrolled in 5 <sup>th</sup> -12 <sup>th</sup> instrumental music * \$20.00 per bell cover	\$40,000.00
<b>Instrumental Music</b>	Wind and String Instruments	Prior to COVID-19, certain instruments were shared by students throughout the day. Sharing instruments is no longer recommended as they cannot easily be disinfected between classes.	23 Flute @\$270/ea 2 B. Cl @\$2500/ea 22 Alto Sax @\$800/ea 4 Tenor Sax @\$2000/ea 2 Bari Sax @\$4000/ea 3 Euphonium @\$3000/ea 1 Tuba \$5000/ea	\$202,000.00

		<p>Further, we have seen a substantial increase in the number of low-income families requesting to borrow an instrument. We provide an instrument to these families at no cost to increase access to music education. The exact number of instruments needed will be determined by enrollment.</p> <p>To provide an instrument for students from low socio-economic status families for the first year (SY21-22) we need \$82,000. This year our attrition rate was 80%, meaning 20% of students do not continue in instrumental music each year. Year 2 of the program we need <math>(82,000 \times 0.80)</math> \$65,600 to give these students instruments. In year 3, we need <math>(65,600 \times 0.80)</math> \$52,480 to provide students with an instrument. The total over 3 years is \$200,080 <math>(\\$82,000 + \\$65,600 + \\$52,480)</math>.</p>	<p>22 Perc Kit @\$125/ea  58 Violin/Viola @\$317/ea  2 Cello @\$1,400/ea</p> <p>Year 1 = \$82,000  Year 2 = \$65,600  Year 3 = \$52,480  Total = \$202,000</p>	
<b>Elementary Music</b>	Folding Music Stands and Cases	Due to Covid, students were lent music stands, which we need to replace. These stands will be loaned out to new students who qualify for	400 Stands (\$15 each), 20 Rolling Storage Bags for Stands (12*100)	\$7,200.00

		FARMS and students who cannot afford a music stand.		
<b>K-12 Fine and Performing Arts</b>	Arts Integration Professional Development and Curriculum Writing	After 25 hours of coursework on "Social-Emotional Learning and the Arts Online Class," teachers will work to integrate SEL opportunities into F&PA curriculum. 6 Visual Art (ES, MS, HS) 2 General Music (ES) 2 MS/HS Instrumental 2 MS/HS Vocal Music 2 HS Theatre 1 HS Dance	Course Fees 17 participants*\$199 = \$3,383	\$3,383.00
<b>K-12 Fine and Performing Arts</b>	2021 Social Emotional Learning Exchange Virtual Summit	17 Teachers will attend an asynchronous conference	\$100 per teacher (\$1,700.00)	\$1,700.00
<b>ACHIEVE Elementary</b>	Zones of Regulation Series 5-11 Bundle; <a href="https://www.socialthinking.com/Products/zones-of-regulation-get-started-bundle-school-age-kids">https://www.socialthinking.com/Products/zones-of-regulation-get-started-bundle-school-age-kids</a>	Evidence-based strategies to improve self-regulation, social-emotional learning, executive functioning, perspective, social problem solving Justification: Students in the ACHIEVE Program demonstrate significant adaptive skills deficits, including in the areas of social-emotional learning and/or executive functioning. 41 of 214 ACHIEVE students (19%), did not attend any virtual	1 per classroom; 10 classrooms x \$90.39 each	\$903.90

		<p>instruction during the COVID-19 school closures. 18 (8%) attended 1-2 days per week. An additional 3 (1%) who attended 3+ days per week did not make progress on self-management IEP goals. A resulting 62 total ACHIEVE students (30%) were demonstrably impacted by school closures and distance learning in the area of social/emotional and self-management. This does not include students who did attend regularly who may demonstrate increased difficulties with social/emotional regulation once they return to face-to-face schooling. Zones of Regulation will provide ACHIEVE teachers evidence-based strategies and instruction to address these needs.</p>		
<b>ACHIEVE Secondary</b>	<p>Zones of Regulation Series All-in-One Across Age Groups Bundle;  <a href="https://www.socialthinking.com/Products/zones-of-regulation-all-in-one-bundle">https://www.socialthinking.com/Products/zones-of-regulation-all-in-one-bundle</a></p>	<p>Evidence-based strategies to improve self-regulation, social-emotional learning, executive functioning, perspective, social problem solving.</p>	<p>1 per classroom; 16 classrooms x \$162.39 each</p>	<p>\$2,598.24</p>



		<p>Justification: Students in the ACHIEVE Program demonstrate significant adaptive skills deficits, including in the areas of social-emotional learning and/or executive functioning. 41 of 214 ACHIEVE students (19%), did not attend any virtual instruction during the COVID-19 school closures. 18 (8%) attended 1-2 days per week. An additional 3 (1%) who attended 3+ days per week did not make progress on self-management IEP goals. A resulting 62 total ACHIEVE students (30%) were demonstrably impacted by school closures and distance learning in the area of social/emotional and self-management. This does not include students who did attend regularly who may demonstrate increased difficulties with social/emotional regulation once they return to face-to-face schooling. Zones of Regulation will provide ACHIEVE teachers</p>		
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		evidence-based strategies and instruction to address these needs.		
<b>ACHIEVE Elementary and Secondary</b>	Zone of Regulation Road to Regulation <a href="https://zonesofregulation.com/full-day-webinar.html">https://zonesofregulation.com/full-day-webinar.html</a> Poster; <a href="https://www.socialthinking.com/Products/zones-of-regulation-road-to-regulation-poster">https://www.socialthinking.com/Products/zones-of-regulation-road-to-regulation-poster</a>	Evidence-based strategies to improve self-regulation, social-emotional learning, executive functioning, perspective, social problem solving Justification: Students in the ACHIEVE Program demonstrate significant adaptive skills deficits, including in the areas of social-emotional learning and/or executive functioning. 41 of 214 ACHIEVE students (19%), did not attend any virtual instruction during the COVID-19 school closures. 18 (8%) attended 1-2 days per week. An additional 3 (1%) who attended 3+ days per week did not make progress on self-management IEP goals. A resulting 62 total ACHIEVE students (30%) were demonstrably impacted by school closures and distance learning in the area of social/emotional and self-management. This does not include	1 per classroom; 36 classrooms x \$7.99 each	\$287.64

		<p>students who did attend regularly who may demonstrate increased difficulties with social/emotional regulation once they return to face-to-face schooling. Zones of Regulation will provide ACHIEVE teachers evidence-based strategies and instruction to address these needs.</p>		
<p><b>ACHIEVE Elementary and Secondary</b></p>	<p>Zones of Regulation Full Day Live Webinar;</p>	<p>Presentation provides teachers with hands-on knowledge on the nature of self-regulation and emotional control. Learn a stair-step method to implementing tools. Justification: Students in the ACHIEVE Program demonstrate significant adaptive skills deficits, including in the areas of social-emotional learning and/or executive functioning. 41 of 214 ACHIEVE students (19%), did not attend any virtual instruction during the COVID-19 school closures. 18 (8%) attended 1-2 days per week. An additional 3</p>	<p>31-40 participants (group rate)</p>	<p>\$3,200.00</p>

		<p>(1%) who attended 3+ days per week did not make progress on self-management IEP goals. A resulting 62 total ACHIEVE students (30%) were demonstrably impacted by school closures and distance learning in the area of social/emotional and self-management. This does not include students who did attend regularly who may demonstrate increased difficulties with social/emotional regulation once they return to face-to-face schooling. Zones of Regulation will provide ACHIEVE teachers evidence-based strategies and instruction to address these needs.</p>		
<b>ACHIEVE Elementary and Middles School</b>	<p>Circles: Intimacy &amp; Relationships, Level 1;  <a href="https://stanfield.com/product/circles-curriculum-intimacy-relationships-level-1-w1004-18/">https://stanfield.com/product/circles-curriculum-intimacy-relationships-level-1-w1004-18/</a></p>	<p>Teaches students how to recognize social boundaries and avoid exploitation. Justification: Students in the ACHIEVE Program demonstrate significant adaptive skills deficits, including in the areas of social-emotional learning</p>	1 per classroom; 18 classrooms x \$799.00	\$14,382.00

		<p>and/or executive functioning. 41 of 214 ACHIEVE students (19%), did not attend any virtual instruction during the COVID-19 school closures. 18 (8%) attended 1-2 days per week. An additional 3 (1%) who attended 3+ days per week did not make progress on self-management IEP goals. A resulting 62 total ACHIEVE students (30%) were demonstrably impacted by school closures and distance learning in the area of social/emotional and self-management. This does not include students who did attend regularly who may demonstrate increased difficulties with social/emotional regulation once they return to face-to-face schooling. The Circles curriculum will provide ACHIEVE teachers evidence-based strategies and instruction to address these needs.</p>		
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<b>Elementary SLPs</b>	<u>Everyday Speech</u>	Social Emotional Learning Platform – videos, lesson plans, materials	\$299.99 x 25	\$7,498.00
<b>SLPs-All Schools</b>	<u>Zones of Regulation book</u>	To support social skills and self-regulation for students with identified language disorders.	\$54.99 x 39	\$2,145.00
<b>SLPs-All Schools</b>	Zones of Regulation Poster	To support social skills and self-regulation for students with identified language disorders.	\$29.99 x 39	\$1,170.00
<b>SLPs-All Schools</b>	Zones of Regulation game	To support social skills and self-regulation for students with identified language disorders.	\$54.99 x 39	\$2,145.00
<b>Elementary SLPs</b>	<u>Social Language Development Scenes Elementary for Group Therapy</u>	To support pragmatic language and social skill development in elementary students.	\$42.00 x 21	\$882.00
<b>SLPs-All Schools</b>	<u>Simply Social 7 at School</u>	To support pragmatic language and social skill development	\$34.95 x 39	\$1,363.00
<b>Budget Challenge: Road Test for Personal Finance</b>	Online budgeting simulation	Students enrolled in Financial Literacy will be able to practice content in simulated platform, including managing a paycheck, paying bills, credit card balance, etc. The online simulation allows for real-world connections to the content used in the classroom. This connection is necessary as students are tasked with bridging the gap due to the pandemic. The online simulation will allow for students to have assignments online and at home that will increase overall understanding of financial literacy. The online	\$20 per student; Approx 2,300 students enrolled in Fin. Lit.	\$46,000.00



		simulation will allow for more one on one instruction when the teacher is there to support the entire classroom. The simulation includes instructional videos and supports for struggling learners.		
<b>ICEV Curriculum, Instructional Materials for CTE</b>	Standards aligned curriculum for Career Exploration	Instructors for CRD courses will be able utilize lessons designed for students to explore career options and develop skills needed in the workplace. Because of the pandemic, students have lost time with school counselors and within the classroom to explore possible career options. The software offered from iCEV allows students to take a deep dive into possible careers. The software also develops employability skills that were negatively impacted as students were isolated during the pandemic. This software will increase the likelihood of employment of our students. This software will address social anxieties that have been developed due to the pandemic as well.	\$400 per teacher licenses (8) \$10 per student (225)	\$5,450.00
<b>6th Grade Art</b>	Art Textbook and digital resources	This program, "A Personal Journey", is a hybrid of a physical book and digital license. These textbooks will address SEL issues our students are currently dealing with and will help	10 teachers * \$2841.95 per teacher	\$28,419.50

		students learn material that was not able to be covered due to Covid. The digital format will allow students to dive deeper into specific topics/media through the digital resources available in the eBook.		
<b>7th Grade Art</b>	Art Textbook and digital resources	This program "A Community Connection" is a hybrid of a physical book and digital license. These textbooks will address SEL issues our students are currently dealing with and will help students learn material that was not able to be covered due to Covid. The digital format will allow students to dive deeper into specific topics/media through the digital resources available in the eBook.	10 teachers * \$2841.95 per teacher	\$28,419.50
<b>8th Grade Art</b>	Art Textbook and digital resources	This program "A Global Pursuit" is a hybrid of a physical book and digital license. These textbooks will address SEL issues our students are currently dealing with and will help students learn material that was not able to be covered due to Covid. The digital format will allow students to dive deeper into specific topics/media	10 teachers * \$250 per teacher	\$2,500.00

		through the digital resources available in the eBook.		
<b>K Art</b>	Art Textbook and digital resources	This is a hybrid of a physical book and digital license. These textbooks will address SEL issues our students are currently dealing with and will help students learn material that was not able to be covered due to Covid. The digital format will allow students to dive deeper into specific topics/media through the digital resources available in the eBook.	22 schools * \$1818.18 per school	\$40,000.00
<b>1st Grade Art</b>	Art Textbook and digital resources	This is a hybrid of a physical book and digital license. These textbooks will address SEL issues our students are currently dealing with and will help students learn material that was not able to be covered due to Covid. The digital format will allow students to dive deeper into specific topics/media through the digital resources available in the eBook.	22 schools * \$1818.18 per school	\$40,000.00
<b>2nd Grade Art</b>	Art Textbook and digital resources	This is a hybrid of a physical book and digital license. These textbooks will address SEL issues our students are currently dealing with and will help	22 schools * \$1818.18 per school	\$40,000.00



		students learn material that was not able to be covered due to Covid. The digital format will allow students to dive deeper into specific topics/media through the digital resources available in the eBook.		
<b>3rd Grade Art</b>	Art Textbook and digital resources	This is a hybrid of a physical book and digital license. These textbooks will address SEL issues our students are currently dealing with and will help students learn material that was not able to be covered due to Covid. The digital format will allow students to dive deeper into specific topics/media through the digital resources available in the eBook.	22 schools * \$1818.18 per school	\$40,000.00
<b>4th Grade Art</b>	Art Textbook and digital resources	This is a hybrid of a physical book and digital license. These textbooks will address SEL issues our students are currently dealing with and will help students learn material that was not able to be covered due to Covid. The digital format will allow students to dive deeper into specific topics/media through the digital resources available in the eBook.	22 schools * \$1818.18 per school	\$40,000.00

<b>5th Grade Art</b>	Art Textbook and digital resources	This is a hybrid of a physical book and digital license. These textbooks will address SEL issues our students are currently dealing with and will help students learn material that was not able to be covered due to Covid. The digital format will allow students to dive deeper into specific topics/media through the digital resources available in the eBook.	22 schools * \$1818.18 per school	\$40,000.00
<b>Elementary Math</b>	Do the Math Intervention Kits	CCPS has begun to implement the Do the Math by Marilyn Burns as an intervention for students who have some missing critical content. We need to complete the sets at each of the elementary schools so student needs can be met where they are in instructional content.	22 schools x 6 modules x \$1000 per module	\$132,000.00
<b>Elementary Math (3-5)</b>	Illustrative Math TEs for all teachers	Beta version was created pre-COVID (which is what we have currently). The Version 1 Edition was created with adaptation lessons for each of the grades, to bridge the gap between grade level content and previous content necessary for success.	\$130 per teacher (300 teachers)	\$39,000.00



<b>Mathematics</b>	NCTM Subscription for each school	Each school needs access to up to date research and professional development to understand trends with math instruction and how to address loss of learning from COVID.	\$125 per site 40 sites	\$5,000.00
<b>SPED General Elementary</b>	Zones of Regulation Series 5-11 Bundle; <a href="https://www.socialthinking.com/Products/zones-of-regulation-get-started-bundle-school-age-kids">https://www.socialthinking.com/Products/zones-of-regulation-get-started-bundle-school-age-kids</a>	Evidence-based strategies to improve self-regulation, social-emotional learning, executive functioning, perspective, social problem solving	1 per SPED teacher (130) @ \$90.39 each	\$11,750.70
<b>SPED General Elementary</b>	Zone of Regulation Road to Regulation Poster; <a href="https://www.socialthinking.com/Products/zones-of-regulation-road-to-regulation-poster">https://www.socialthinking.com/Products/zones-of-regulation-road-to-regulation-poster</a>	Evidence-based strategies to improve self-regulation, social-emotional learning, executive functioning, perspective, social problem solving	1 per SPED teacher (130) @ \$7.99 each	\$1,038.70
<b>SPED General Elementary</b>	Zones of Regulation Full Day Live Webinar; 25 ES counselors, plus 3 people additional at each school.	This training focuses on education around using the framework laid out in The Zones of Regulation Curriculum	130 participants	\$6,800.00
<b>General Elementary</b>	Zones of Regulation Series 5-11 Bundle; <a href="https://www.socialthinking.com/Products/zones-of-regulation-get-started-bundle-school-age-kids">https://www.socialthinking.com/Products/zones-of-regulation-get-started-bundle-school-age-kids</a>	Evidence-based strategies to improve self-regulation, social-emotional learning, executive functioning, perspective, social problem solving	4-5 staff members per ES (100) @ \$90.39 each	\$9,036.00
<b>General Elementary</b>	Zone of Regulation Road to Regulation Poster; <a href="https://www.socialthinking.com/Products/zones-of-regulation-road-to-regulation-poster">https://www.socialthinking.com/Products/zones-of-regulation-road-to-regulation-poster</a>	Evidence-based strategies to improve self-regulation, social-emotional learning, executive functioning, perspective, social problem solving	4-5 staff members per ES (100)) @ \$7.99 each	\$790.00

<b>General Elementary</b>	Zones of Regulation Full Day Live Webinar; 25 ES counselors, plus 3 people additional at each school.	This training focuses on education around using the framework laid out in The Zones of Regulation Curriculum	100 participants	\$5,200.00
<b>SPED General Elementary</b>	Foundations Level 1 - Teacher kit	1 kit per school	\$523.20 x23 schools	\$12,033.60
<b>SPED General Elementary</b>	Foundations Level 1 – Student Consumables – 10 pk	2 per school	\$144.50 x 23 schools x 2 kits	\$6,647.00
<b>SPED General Elementary</b>	Foundations* Level K Workshop	1 full day virtual training per teacher (35)	\$289.00 x35	\$10,115.00
<b>SPED General Elementary</b>	Foundations* Level 1 Workshop	1 full day virtual training per teacher (35)	\$289.00 x35	\$10,115.00
<b>SPED General Elementary</b>	Just Words* Workshop	1 full day virtual training per teacher (16)	\$289.00 x 16	\$4,624.00
<b>SPED General Elementary</b>	WRS Introductory Course	3 full days virtual training per teacher (30)	\$649.00 x 30	\$19,470.00
<b>SPED General Elementary</b>	Number Worlds Student licenses	5 online student subscriptions – 3 year subscription	\$546.33 x 20	\$10,926.60
<b>SPED General Elementary</b>	Number Worlds Consultant – using student licenses	PD to ensure teachers are knowledgeable about using Number Worlds and increasing fidelity to the program	\$2500 - ½ day virtual training (30-40 participants)	\$5,000.00



<b>TAM</b>	Mursion Virtual Reality	<p>This simulation will assist students to learn and experience classroom management and implement lessons that are developed within the curriculum. This resource is necessary because students in the Teacher Academy of Maryland pathway have missed instructional time due to the pandemic but will still be expected to complete their internship during the senior year. In order to do so successfully, certain skills need to be attained and practiced. The simulation will allow this to occur in a larger capacity, utilizing students' one on one devices. All students will gain instant feedback which will increase the knowledge and skills gained. Students interact with simulation students and have to react in real time, which will increase their experiences. This will positively impact their internship experience and success in the program.</p>	\$220/hours x 100 hours	\$22,000.00
<b>Kindergarten Math</b>	Developing Number Concepts by Kathy Richardson Book 1	The book contains activities for building	50 x \$35.99	\$1,799.50

		number concepts that are the foundation of early math. The activities can be used during kindergarten small groups or tutoring to help students who are entering kindergarten without a strong foundation with these skills that are essential for school readiness.		
<b>Kindergarten Math</b>	Developing Number Concepts Activity Cards for Book 1	The activity cards support activities in Book 1 for building number concepts during small group or tutoring to help students who show a deficit with foundational math skills.	50 x \$179.00	\$8,950.00
<b>MS Math</b>	Number Worlds Kit (intervention) Level D	Teacher Kits- Middle school teachers will need to implement Level D (content currently expected to be mastered at Elem School) but due to COVID, students are missing this content.	8 x \$750	\$ 6,000.00
<b>MS/HS All Content Areas</b>	Apex Student Licenses	Student licenses will be purchased at the middle and high school levels for use in grade and credit recovery as well as intervention materials for middle school math to help compensate for learning loss that occurred during the closure due to the COVID 19 pandemic.	Unlimited Student Licenses – Grades 6-12 SY 23 - \$212,679.00 SY 24 – 212,679.00	\$425,358.00

<b>ES Boost</b>	Replacement student consumable workbooks and manipulatives	As students exhaust the supply of student materials, new ones will be purchased for subsequent summers	<b>Varies</b>	<b>\$40,000.00</b>
<b>Total</b>				<b>\$2,323,441.03</b>