

**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: Erin Thornton, Comptroller

Contact Email: [thornton.erin@ccpsstaff.org](mailto:thornton.erin@ccpsstaff.org) Contact Phone: 410-479-1460 x1124

Local School System Superintendent (Printed Name): Derek L. Simmons, Ed.D.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 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. **Link to the LEA's Plan:**

<https://www.carolineschools.org/2021-2022-reopening-plan/>

*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.

Caroline County Public Schools has worked closely with the local health department to ensure a safe reopening and operation of school facilities throughout the pandemic. The school system has a layered approach to prevention and mitigation strategies, and will continue to do so in consultation with state and local health officials, and informed by CDC guidelines. CCPS has partnered with both the health department and the school-based wellness center provider, Choptank Community Health, to offer routine testing, both for screening purposes and for diagnostic purposes as it relates to COVID-19. Additionally, the partnership has developed numerous vaccination clinics, and will continue to do so to increase the rate of vaccinations in our staff and community. CCPS has developed a comprehensive reopening plan, with feedback from our community, educating our staff and students on correct wearing of masks, handwashing and respiratory etiquette, cleaning and maintaining facilities, contact tracing including isolation and quarantine procedures, as well as appropriate accommodations for children with disabilities as appropriate. The school system was able to utilize CARES II funding

to provide necessary HVAC controls upgrades to three schools to improve ventilation, bringing all schools to the same high standards of ventilation.

- 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.

CCPS proposes allocating \$608,814 of the total allocation to support efforts toward the safe return of all students. Funding will allow the school system to expand efforts as it relates to contact tracing, isolation, and quarantine by adding staff to assist in this effort. Hiring for this position will occur upon approval of the grant request. Additionally, extra-duty payment for school nurses will begin at the start of the school year to support contact tracing that needs to occur outside of the regular workday. This funding will also support additional PPE, sanitizing supplies, safety supplies, and equipment as we scale up to welcome all students and staff back into the buildings on a regular basis. The purchase of these supplies and equipment will occur upon approval of the grant request. Additional funds will support enhanced communication tools to support school/home communication, including translation services. These tools will be purchased for implementation upon approval of the grant request.

*ARP ESSER 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.

CCPS presented the Reopening Plan for discussion and development at their monthly public Board of Education meeting. Next, the school system presented the proposed plan to a wide group of community stakeholders, including staff, employee associations, local health officials, parents, students, and community organizations. Lastly, the school system sent a survey to the school community for feedback to inform the final submission of the plan. The school system will review the plan, at a minimum, every six months through their established community stakeholder groups. The stakeholder groups will assist in informing any modifications that may be necessary to the reopening plan. The school system may include more frequent reviews of the reopening plan with community stakeholders if data indicates a need to do so.

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.  
Caroline County Public Schools has allocated \$5,057,761 of the total grant to this area.
- 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.

CCPS will begin the school year assessing students in all content areas to determine their baseline after the past year’s interrupted learning. Additionally, the school system will participate in the early Fall MCAP which will provide valuable data for student learning. Each of these assessments will provide information for classroom teachers, Student Support Teams (SST), school-based instructional teams, and district-level instructional teams. Student grades, and other academic data, such as the diagnostic assessment, will be reviewed to determine learning loss and a plan to address learning gaps will be established. The data will also determine student readiness for new learning, as well as determine student need for evidence-based interventions. This may include additional small group support during class hours, intervention time or out-of-school time learning such as afterschool, before school, and/or summer. In addition, school-level equity teams, led by their equity liaison, will engage in data review and develop additional ways to support students.

To strengthen school system implementation of evidence-based interventions, the following chart provides an overview of proposed intervention strategies and programs to support this effort. All interventions will be implemented with fidelity according to the specific intervention. Student data will be reviewed through the Student Support Teams at each school, and at the district level to monitor progress and make additional instructional decisions. In addition, School Improvement Teams meet monthly to monitor and review data.

Method(s) to measure impact of lost instructional time	Means to address impact of lost instructional time	Timeline for implementation	Intervention that will be implemented	Tier Rating (1, 2, 3, 4)	Plan to collect and analyze data to demonstrate impact of intervention
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Summer/After School Coordinator and programming	A coordinator of Afterschool/summer programs will allow CCPS to have an efficiently run program to serve students. This will allow for more students to be entered into the programs and meet their learning needs.	Hire in Fall of 2021, Offer afterschool program each Fall ('21, '22, '23) and Spring and offer Summer program for '22, '23, '24	A menu of interventions will be offered to meet individual student need	Tier 3	Pre- and post diagnostics will be utilized for Math and Reading
Reading Interventionists	Additional Reading Interventionists will allow additional students to receive Tier 3 interventions to address learning gaps.	Hire in Fall of 2021 to serve students during the school day for 3 years ('22, '23, '24)	A menu of interventions will be offered including Wilson, Foundations and OG	Tier 3	
Grades 6-8 Tier 2 Reading Intervention: Utilize SERP Institute's Strategic Adolescent Reading Tier 2 evidence-based reading program	All students needing this reading intervention will have access to Tier 2 resources during the school day.	21-24 SY	STARI (Strategic Adolescent Reading Intervention)	Tier 4	Assessment utilizing STARI fluency passages and then student benchmark progress on iReady Reading diagnostic BOY, MOY, EOY
DIBELS 8 Management System & Tier II Amplify Resources (K-5 ELA)	All students will be screened for potential difficulties in reading foundational skills. Teachers will have access to resources within the management platform to address the weaknesses identified by the screener, in targeted small group instruction.	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	Targeted Small Group Instruction by Teachers and RRTs	Tier 2	Benchmark assessment is administered three times per year and progress monitoring administered for 'at risk' students

Grades K-8 i-Ready Math Diagnostic administered 3 times per year.	K-5 math students engage in a precise instructional pathway that is guided by i-Ready Diagnostic Assessment data.	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	i-Ready Personalized Instruction - Math		Diagnostic assessment administered 3 times per year.
End of course grades and diagnostic data used to identify students who are leaving grades 8 or 9 without needed foundational Algebra skills.	High School Math intervention program - in grades 9-10 math evidence-based intervention program to address specific unfinished learning skills during the regular school day.	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	Math 180; Moving with Algebra		Implement plans with fidelity. Monitor implementation. Gather program specific student data to determine effectiveness of intervention.
Grades K-8 i-Ready Math Diagnostic administered 3 times per year.	K-8 math evidence-based intervention programs to address specific unfinished learning skills embedded during a dedicated intervention block during the regular school day. Implement plans with fidelity.	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	Bridges; Moving with Math: Foundations; Moving with Math: Extensions; Moving with Algebra; Number Rockets; Pirate Math; Hot Math; Fraction Face Off; Math 180;		Implement plans with fidelity. Monitor implementation. Gather program specific student data to determine effectiveness of intervention. Administer i-Ready Math Diagnostic and Growth Monitoring assessments.

3. 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.

Specific program/project/activity	Timeline for Implementation	Budgeted Amount	Expected Outcome(s)	Description of how this addresses academic, social, emotional, mental health needs of all students, particularly those disproportionately impacted by the pandemic
HS Science Vernier Equipment	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22-23 and 23 - 24 SYs	\$14,000	Students will utilize science probe wear in lab settings to analyze real world situations and apply that learning to the world around them.	Use of vernier probe ware and technology in the lab setting allows for students to work in small groups to analyze data, calculate results in real time using laptops and other forms of technology, all while discussing the outcomes and feedback with peers. During the pandemic, all hands-on labs and small group work was halted due to safety. Science students need the interaction with peers to learn from and talk through problems to become real world problem solvers. The inquiry that takes place in a science lab using authentic equipment is valuable to all students.
NSTA Science Conference Registration	National Conference is being held in National Harbor, MD November 11 -13, 2021	\$9,000	Teachers will attend PD sessions for professional growth in areas of need. Teachers will then return to the district and present their learning to peers during county PD sessions.	Teachers need continuous PD to support students especially post pandemic. Teachers attending the conference will gain knowledge and understanding on how to support students in the post pandemic classroom using the NGSS standards. The topics/strands at the conference include: Supporting the Social and Emotional Needs of Students Post-COVID-19, Developing More Inclusive Classrooms, Innovating the Future of Education: Technology and Science Education, Successful Collaborations Between Informal and Formal Educators, Sharing Authentic Assessment

				Strategies, and Literacy/Science Connections in the Classroom.
Elem PE First Tee Golf Equipment	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for subsequent years	\$13,000	Students will build character through lessons integrated with the game of golf and life skills. The lessons create learning experiences that build inner strength, self confidence, and resilience, while learning the game of golf.	All students will benefit from the embedded SEL lessons within the lessons. Students will practice building self confidence, build inner strength, and resilience while working through golf skills. PE was also altered during the pandemic to more independent skill work in a classroom. All students will benefit from learning a new skill not taught prior and working again with peers as a team.
Accelerate Learning- MS/HS Science- Contracted Service	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	\$34,165	Students will engage in lessons containing real world phenomena, learning through inquiry, hands on, and discourse. Students apply skills learned to the real world around them. Learning to think and act like a scientist.	With analytics from Benchmark Assessments, teachers design a plan for addressing learning gaps, pinpoint the standards students struggle with, and define learning or reteaching strategies. Hands on inquiry was put on hold during the pandemic, this curricular resource has embedded the 5 E model with hands on inquiry at the core. Built in reteaching/relearning, as well as extensions for students that require that.
Ongoing Assessment Program (OGAP) professional development services for all math teachers in grades K-9	Begin PD in Fall '21 and continuing for 22 -23 and 23 - 24 SYs	\$48,000	Teachers will become more knowledgeable in learning trajectory oriented formative assessment. This instructional knowledge is necessary to teach to the high expectations of the Maryland CCR Math	The OGAP professional development builds teacher capacity to use two high leverage evidence-based teaching practices. OGAP combines formative assessment practices with how to provide targeted instructional responses. Teachers learn the Assess - Analyze - Respond Cycle formative assessment process. The expected student percentile gain is based on the experimental impact of OGAP in

			Standards. The expected impact to student achievement is a 6 to 11 point percentile point gain over 2 years on state and local assessments.	a 2 year study. Similar to our own district, the student characteristics in the study sample were about 69% free/reduced lunch.
Grades 6-12 Feedback Studio, Revision Assistant, and Draft Coach--Writing program	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22-23 and 23 - 24 SYs	\$69,000	All students will receive timely and automatic feedback on their reading comprehension, written expression and conventions using this tool in order to improve in these key areas.	All students will utilize Feedback Studio in English courses in order to address lost instructional time during Tier 1 instructional time. This instructional tool will positively impact student academic needs and it includes accessibility tools to address the writing needs of special populations, as well.
Grades 6-12 Killgallon Sentence Composing-Grammar Teaching Resource	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22-23 and 23 - 24 SYs	\$1,100	All teachers will utilize the grammar sentence-composing resource in English classes in order to explicitly teach sentence structure to all students using modeling and imitation.	All students will benefit from this academic tool that focuses on modeling and imitation of grammar/sentence structures utilizing authentic texts from a variety of authors representing multiple ethnicities and backgrounds.
Grades 6-12 English novel sets representing a variety of ethnicities and perspectives, including a focus on social-emotional learning	Purchase in Winter of 21- 22 for use starting in the 21-22 SY and continuing for subsequent years	\$600,000	All students will engage with extended texts that include an equity and Social-Emotional Learning lens in English courses.	The purchase of approved novel sets addresses the academic, social, and emotional needs of students in that the focus of the selected texts will be to incorporate culturally responsive literature as well as address the appropriate emotional needs of all students in each grade band.

<p>Grades 6-8: Utilize SERP Institute's Strategic Adolescent Reading Intervention (STARI) Tier 2 evidence-based reading program</p>	<p>Purchase in Winterl '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs</p>	<p>\$45,000</p>	<p>Students needing Tier 2 reading intervention in grades 6-8 will improve their grade level reading proficiency utilizing the STARI program</p>	<p>The STARI program addresses the reading fluency, decoding, reading stamina, and comprehension needs of students while utilizing texts that are culturally and socially relevant to middle school students. This program may also be utilized during summer programming.</p>
<p>Grade 6: Young Audiences of Maryland Theatre Residency</p>	<p>An authentic experience will be provided during the 21 - 22, 22 - 23 and 23 - 24 SYs</p>	<p>\$82,800</p>	<p>Students in grade 6 will have an authentic theatre arts experience that will allow them to explore both the English standards and Theatre standards and also address social-emotional learning needs appropriate for the age group.</p>	<p>The Young Audiences of Maryland artist in residency program allows all students to engage in the performing arts in order to learn grade level standards and to also address social-emotional learning needs through creative activities.</p>
<p>K-12 Fine Arts learning acceleration programs</p>	<p>Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs</p>	<p>\$14,000</p>	<p>Students in music and visual arts will have access to digital tools and print resources in order to address learning loss in the general music, visual arts, and band, orchestra, and choral music classrooms.</p>	<p>The use of these digital and print tools will address students' academic needs in Fine Arts courses. In addition, all students, including students disproportionately impacted by the pandemic, will be able to actively engage in the creative arts using these tools, which addresses social-emotional learning needs.</p>
<p>K-5 Social Studies Local History Enhancements and Experiences</p>	<p>An authentic experience will be provided during the 21 - 22, 22 - 23 and 23 - 24 SYs</p>	<p>\$15,000</p>	<p>Social studies students in grades K-5 will access and attend experiential opportunities such as the</p>	<p>By allowing students the opportunity to take part in experiential learning opportunities as well as hear from local experts in their classroom, students will be able to extend their learning outside of the classroom, engage in</p>

			Schooner Sultana and local Caroline County Historic Sites.	experiences that many would not otherwise be able to, and practice social skills and other soft skills in real life situations.
Stipends and Fixed Charges for District-wide Social Studies Teacher Collaboration	Monthly District Wide meetings and collaborative opportunities will take place starting in 2nd quarter of the 21 - 22 SY and run for 36 months	\$24,300	Teachers will meet by grade level (Grades K-8) or subject matter (Grades 9-12) on a monthly basis to collaborate, revise curriculum, and share best practices.	Teachers will have the opportunity to come together in small groups over the next three years to collaborate and share ideas. In grades K-5, this will help ensure that culturally responsive methods and resources are being developed and utilized as we transition to the new MSDE Frameworks. In grades 6-12, the focus will be on course curriculum especially as is relevant to social justice, essential life skills (evaluating sources, sharing opinions, engaging in debate) and ensuring the teaching of social studies from multiple perspectives. An overarching goal will be to ensure that students transition back to the classroom experience as learners that feel safe, healthy, and included.
Social Studies Tier I Resources (K-5)	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	\$15,000	CCPS will acquire teaching resources for grades K-5 that seek to ensure that there are multiple perspectives and viewpoints shared during the social studies block, and that students have equitable access to resources as CCPS transitions to a 1-1 Device District.	High quality teaching resources, including those that incorporate narrative and persuasive writing into the social studies program, will allow students to recover and develop disciplinary literacy skills including source evaluation, claim-evidence writing, debate practices, and primary source analysis.

Social Studies Tier I Resources (6-12)	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	\$44,000	CCPS will utilize web-based learning tools, such as the DBQ Project Online as well as primary source and map/image libraries to ensure equitable access to high quality resources and materials.	Students will have access to resources, materials, and writing prompts that present multiple perspectives, promote student collaboration, and require students to utilize social studies skills to present an argument or solve a problem.
Wilson Geodes by Great Minds Decodable Text Sets (1 per non-departmentalized classroom in ELA K-2)	Purchase in Winter/Spring of 21 - 22 SY for use starting in Spring '22	\$267,969	Students will decode text using the skills taught within Foundations, thus becoming fluent readers.	Students will have access to high quality decodable text resources that are in alignment with our systematic and explicit phonics instruction (Foundations). The texts build knowledge and expose students to new cultures and environments that they have not had access to due to the pandemic. They will also utilize hardcopy texts, instead of print on a screen which has negatively impacted our students .
Contracted Services - Great Minds PD	PD to be offered in Winter of 21 - 22 SY	\$3,750	Teachers will receive professional development on how to effectively utilize the Wilson Geodes text sets in conjunction with the Foundations Phonics program.	Student achievement in reading foundational skills will improve as students receive skilled, high quality instruction with high quality materials.
ELA K-5 Core Curriculum, including pilot implementation	The Pilot implementation would occur in the spring of 21 - 22 SY with a purchase of a new curriculum for the start of the 22 - 23 school year	\$615,899	Overall achievement in ELA will improve across grade levels and learning will be accelerated through the utilization of high quality curricula	Student achievement in Reading Language Arts will improve as students receive skilled, high quality instruction with high quality curricular materials. Students were disproportionately affected by the pandemic with the lack of digital curriculum options. This curriculum provides highly rated, quality, resources in

			that is presented through both print and digital resources, is in alignment with the Science of Reading, and provided by highly trained teachers.	both print and digital formats to provide access to our students who need it most.
Raising a Reader - K	Purchase in Summer '22 for use starting in the 22-23 SY and continuing for subsequent years	\$56,700	Early literacy in our Kindergarten students will improve.	Students will take home weekly backpacks with high quality authentic text. Parents will also receive resources on how to best read with their children. The time dedicated to home reading between families and their students will benefit their academic and mental health needs.
Elementary Tier 1 & 2 Contracted Services/Training (Heggerty PA)	Training to be provided in the Fall/Winter of 21 - 22 SY	\$2,500	CCPS Teachers will receive training in Phonemic Awareness Best Practices and how to provide Tier I and Tier II instruction and support while utilizing Heggerty Phonemic Awareness curricula at all levels K-5.	Students will receive instruction in Phonemic Awareness in both Tier I and Tier II in order to fill academic gaps in foundational reading skills caused by loss of and access to learning time.
Pilot Desmos Middle School Math Curriculum	Purchase in Fall '21 for use starting in the 21-22 SY	\$ 25,400	Teachers will execute a problem based math curriculum that is interactive, dynamic, and accessible (Desmos's API is WCAG 2.0 compliant at the AA level) for students.	The Desmos curriculum was designed with the goal of disrupting conditions of marginalization in education. "We design our curriculum to put students' ideas at its center. Our lessons pose problems that invite a variety of approaches. And our technology helps teachers celebrate and develop all of that interesting thinking in their classrooms." The teacher

				dashboard facilitates monitoring student progress and providing in the moment feedback.
CTE Android Tablet Cases for PLTW App Creators course	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22-23 and 23 - 24 SYs	\$600	Protection for technology used for providing accessible and equitable instruction.	The Android Tablet Cases will protect Android Tablets used for the Middle School PLTW Gateway Program, which are courses designed to support students' knowledge acquisition in Computer Science and Engineering. These courses also provide age appropriate, sequential introduction and access to High School CTE Programs of Study. The tablets provide hands-on, engaging instruction for all students.
CTE iPads and cases for HS Computer Science Essentials and PLTW Gateway Automation & Robotics	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22-23 and 23 - 24 SYs	\$44,700	Available technology access to provide accessible and equitable instruction.	iPads used for the Computer Science Essentials Course will provide access to High School CTE Programs of Study. The tablets provide hands-on, engaging instruction for all students, following the COVID-19 Pandemic and hybrid, synchronous & asynchronous instruction.
Laptop Replacements	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22-23 and 23 - 24 SYs	1,360,380	All students will be provided a device that allows full engagement in their academic programming	CCPS has transformed into a one-to-one technology district, providing all students with a device to access their instruction and curricular materials both in the building, and outside of the building.
Laptop Protective Covers	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22-23 and 23 - 24 SYs	84,000	Protection for devices that are deployed to students	Providing protective covers for student devices will allow CCPS to extend the life of the student device.
Device Charging Solution	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22	575,000	All students will have access to charging abilities for their school system provided	Not every student may have access to the ability to maintain a charged device once they leave the school, making it challenging to return the next day with a fully

	-23 and 23 - 24 SYs		device within each classroom	charged device for use. CCPS will install charging stations in every classroom to provide such access.
Device Insurance for repairs	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	424,800	All students will have access to device insurance, decreasing the costs for the family and the system if the device is damaged.	Over 50% of the students in CCPS qualify for free or reduced priced meals. Student device repairs can be costly if parents are burdened with paying the full costs. Providing a low cost insurance program for parents, for example, that may cost up to \$35 a year will lessen the challenges of covering the cost of a \$600 repair.
Software for device management	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	222,378	All CCPS owned devices will be safely, efficiently, and effectively managed to support the goals of the school system.	Enhance data and network security and improve employee productivity. Enables IT admins to configure security policies and to remotely manage devices and push out applications.
Kajeet Connectivity Solution for students	Purchase in Fall '21 for use starting in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	52,600	All students who may need to access the Internet for learning from home will be able to do so.	Enrich the distance learning experience and ensure all students have access to a virtual learning environment
Additional Technology Support Personnel including fixed charges	Hire in Fall '21 for utilization in the 21-22 SY and continuing for 22 -23 and 23 - 24 SYs	601,200	CCPS Technology Department will provide responsive, efficient, and effective support to schools and students when problems with devices present themselves.	Student devices and teacher devices are the vehicle through which instructional content and materials is being provided. By increasing the number of tech support personnel, the system will be able to deploy them in a more consistent and efficient manner to diminish repair times.

<p>Therapeutic Support Programs (TSP) (2)</p>	<p>(21-24 SY Implementation) Secure Contract Oct./Nov. 2021 Establish protocols and provide PD with admin and school staff at each building (GES/DES)Nov./Dec. 2021.</p>	<p>1,512,000</p>	<p>Therapeutic Support Programs will provide therapeutic supports to our students with social emotional, behavior and/or academic concerns. This will provide schools with resources that will proactively support children in need rather than utilize suspension, out of school suspension ect that do not help remediate the needs of the student.</p>	<p>Therapeutic Support Programs (TSP) provides short term, targeted solutions for students with social, emotional, behavioral and academic needs. This program exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. The TSP program is predicated on strong collaboration and communication between the school district and the TSP staff. Our district programs are designed to provide support and service to students. The students are served in a highly structured, therapeutic classroom setting. The academic, social-emotional and behavioral needs of each student are met through such means as a low staff-to-student ratio, individualized and small-group teaching approaches and counseling services, and a comprehensive behavior management system. Our staff work in partnership with district teachers and administrators to ensure that our students receive the maximum benefit from both district resources and those of our program.</p>
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<p>MTSS Contracted Services</p>	<p>(21-24 SY) Secure contract Nov. 2021. Develop action plan including needs assessment and development of fidelity tools Jan. 2022)</p>	<p>100,000</p>	<p>Phased Implementation to develop district level capacity building to support school level MTSS implementation, conduct an MTSS Systems Coaching Institute and provide ongoing supports to build school level capacity to sustain effective implementation of MTSS and its essential components, conduct standardized and customized trainings, as needed, for school teams and local educators</p>	<p>The goal is to build sustainable, evidence-based practices across the district through the implementation of a proactive system-wide framework to improve outcomes and ensure high-quality instruction related to the academic, social, emotional, and behavioral needs for all students.</p>
<p>Homeless Liaison including fixed charges</p>	<p>(21-24 SY) Posting Oct. 2021/Hire Nov. 2021</p>	<p>273,000</p>	<p>Students experiencing homelessness will be connected to resources in a timely manner, limiting the impact on their academic, and social/emotional progress.</p>	<p>The impact of Covid-19 on the economy and housing has led, and will likely lead to an increase in the number of students experiencing homelessness. This can have a profound impact on students both in terms of academics, and their health. This position will allow the system to dedicate a specific point-of-contact, to strengthen efforts to provide connection to services for students and families experiencing homelessness.</p>

Additional School Counselors (2) including fixed charges	(21-24 SY) Posting Oct, 2021/ Hire Nov. 2021	546,000	Students will have improved access to their school counselor in order to receive Tier I, II, and III supports as needed. The addition of a school counselor at both Denton Elementary School and Colonel Richardson Middle School will decrease the counselor to student ratio.	Due to the budgetary impact of the pandemic, both positions were unfilled in the 2020-2021 school year. This decreased access by students to their school counselor, and limited the ability of the schools to provide a robust Tier I and Tier II counseling program. Additionally, counselors had to remain in a responsive mode due to the increased needs of students in crisis.
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## 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

**Section 2001 (e), American Rescue Plan Act of 2021**

(e) USES OF FUNDS. —A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 U.S.C. 6311\(b\)\(2\)\(B\)\(xi\)](#)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with

Appendix A: Section 2001(e) of the American Rescue Plan Act of 2021

Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

## Appendix B: American Rescue Plan Act of 2021 LEA Allocations

### ARP ESSER Fund Allocations

<b>Local School System</b>	<b>ARP ESSER</b>
Allegany County Public Schools	25,329,276
Anne Arundel County Public Schools	108,684,942
Baltimore City Public Schools	443,499,452
Baltimore County Public Schools	217,036,616
Calvert County Public Schools	11,450,432
Caroline County Public Schools	13,690,784
Carroll County Public Schools	16,825,388
Cecil County Public Schools	27,830,030
Charles County Public Schools	30,866,467
Dorchester County Public Schools	17,463,078
Frederick County Public Schools	37,907,980
Garrett County Public Schools	8,953,889
Harford County Public Schools	42,459,496
Howard County Public Schools	43,506,702
Kent County Public Schools	5,233,195
Montgomery County Public Schools	252,061,089
Prince George's County Public Schools	274,521,788
Queen Anne's County Public Schools	6,796,056
St. Mary's County Public Schools	26,076,656
Somerset County Public Schools	13,496,264
Talbot County Public Schools	8,232,805
Washington County Public Schools	55,289,352
Wicomico County Public Schools	47,372,036
Worcester County Public Schools	14,389,034
SEED	7,050,315
<b>Total</b>	<b>1,756,023,122</b>