



GRANT INFORMATION GUIDE

Title IV, Part A: Student Support & Academic Enrichment (SSAE)

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
October 14, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

Title IV, Part A of the Elementary and Secondary Education Act (ESEA) is the Student Support and Academic Enrichment (SSAE) program. The SSAE program is intended to improve students' academic achievement by increasing the capacity of Local Educational Agencies (LEAs) and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

NAME OF GRANT PROGRAM

Title IV, Part A: Student Support and Academic Enrichment Grant (SSAE)

PURPOSE

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

AUTHORIZATION

[Title IV, Part A of the ESEA is the Student Support and Academic Enrichment \(SSAE\) program.](#)

DISSEMINATION

This Grant Information Guide (GIG) was released on July 29, 2022.

DEADLINE

Draft submissions are optional and are due by September 16, 2022. Final proposals are due no later than 5 p.m. on October 14, 2022.

GRANT PERIOD

The performance period for Title IV, Part A is 15 months with an additional 12 months available from the federal Tydings waiver. The performance period for the fiscal year (FY) 2023 grant is July 1, 2022, to September 30, 2023. The Tydings period is from October 1, 2023, to September 30, 2024.

FUNDING AMOUNT AVAILABLE

Title IV, Part A is formula-based grant. The annual allocation is predicated on the LEA's prior year Title 1, Part A final allocation. The funding amount for FY23 is **\$21,715,506**.

ESTIMATED NUMBER OF GRANTS

25 (24 LEAs and the SEED School of Maryland).

SUBMISSION INSTRUCTIONS

The grant application and required attachments must be submitted by 5:00 p.m. on **October 14, 2022**, via email to jonathan.turner@maryland.gov. LEAs may submit drafts between **July 1, 2022, and September 16, 2022, if earlier feedback is desired.**

STATE RESPONSIBILITIES

The Maryland State Department of Education (MSDE) is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance when requested.

PROGRAM CONTACT

Name: Jonathan Turner
Title: Lead Specialist, Student Support and Academic Enrichment
Phone number: (410) 767-0288
Email: jonathan.turner@maryland.gov

Eligibility

LEAs that received a previous year Title I, Part A allocation. The MSDE reserves the right to take into consideration geographic distribution when making awards.

Use of Funds

Funds may be used for:

- Salaries, wages, stipends
- Fringe benefits
- Contracted services
- Equipment
- Materials and supplies
- Travel
- Up to 2% administrative costs
- Indirect costs

Funds may not be used for:

- construction, renovation, or repair of any school facility, except as authorized under SEC. 8526. [20 U.S.C. 7906];
- transportation unless otherwise authorized under this SEC. 8526. [20 U.S.C. 7906];

- developing or distributing materials, or operating programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
- distributing or to aiding in the distribution by any organization of legally obscene materials to minors on school grounds;
- providing sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or
- operating a program of contraceptive distribution in schools.

Program Requirements

Proposals for funding must contain the following to be considered for funding:

1. Demonstration of **Consultation** with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the LEA (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.
2. Management Plan and Timeline.
3. Any LEA that receives at least \$30,000 in SSAE program funds must conduct a **comprehensive needs assessment** that includes, at a minimum, a focus on three content areas (i.e., Well-Rounded Educational Opportunities, Safe and Healthy Students, and the Effective Use of Technology).
4. **Description of Program Content Areas:**
 - a. any partnership with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
 - b. how funds will be used for activities in the three content areas – well-rounded educational opportunities, safe and healthy students, and effective use of technology; and
 - c. program objectives and intended outcomes and describe how the LEA or its partners will periodically evaluate the effectiveness of its SSAE program activities based on those objectives and outcomes (ESEA section 4106(e)(1)).
5. **Assurances** [ESEA, Section 4106 (E)(2)]:
 - a. Demonstration that the distribution of funds is prioritized to schools based on one or more of several factors, including schools that:
 - i. are among those with the greatest needs, as determined by the LEA;
 - ii. have the highest numbers of students from low-income families;
 - iii. are identified for comprehensive support and improvement under Title I, Part A;
 - iv. are implementing targeted support and improvement plans under Title I, Part A;and/or

- v. are identified as a persistently dangerous public school under section 8532 of the ESEA.
 - b. Demonstrate consultation with non-public school officials to identify the needs of eligible private school students and teachers
 - c. Evidence that the LEA complied with the spending requirements prescribed for any allocation that is greater than or equal to \$30,000:
 - i. At least 20 percent of funds for activities to support well-rounded educational opportunities;
 - ii. At least 20 percent of funds for activities to support safe and healthy students; and
 - iii. A portion of funds for activities to support effective use of technology of which cannot exceed 15% of said portion to purchase technology devices, software, hardware, etc.
 - d. Special Rule. – Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraph (C) (i), (ii) and (iii)
6. Equitable Services to Students in Non-Public Schools (see application page #20)
7. Completed set of assurances (see application page #21)
8. Compliance with the Internet Safety requirements (see application page #22)
9. The General Education Provisions Act (GEPA), Section 427 (see application page #22)
10. Detailed budget and budget narrative that is compliant with Title IV, Part A spending rules.

PLAN OF OPERATION

The Title IV, Part A details how the LEA will implement Title IV, Part A in their respective school system. Specifically, the Plan of Operation identifies the following key elements:

- the proposed activities/programs under each content area that align to a listed federal example;
- the objectives, outcomes, and milestones for each program/activity;
- the level evidence for each proposed activity/program;
- the evaluation plan for each proposed activity/program;
- the specific implementation plan and timeline for each proposed activity/program; and
- the total projected use of funds for each program.

When considering the allowability of programs/activity under the three content areas, LEAs must ensure the proposed activity/program satisfies the following conditions:

- the activity/program aligns with one of the purposes of Title IV, Part A (i.e., Well-Rounded Education Opportunities, Safe and Healthy School Initiatives, and the Effective Use of Technology). See [ESEA § 4101 Purpose](#).
- the activity/program meets the federal cost principles (i.e., reasonable, necessary, allowable, and allocable). See the [Code of Federal Regulations \(CFR\) §200 Subpart E Cost Principles](#);

- the use of funds supplements and does not supplant other State or local funds that would otherwise pay for the activity/program in the absence of [Title IV, Part A funding. See ESEA §4110 Supplement Not Supplant:](#)
- the proposed activity/program is not one of the listed prohibited uses of funds for Title IV, Part A. See [ESEA § 8526 Prohibited Uses of Funds](#); and
- the proposed activity/program was identified as a need in consultation with relevant stakeholders.

Selecting Evidence-Based Activities

Title IV, Part A stakeholders should select relevant evidence-based activities, when evidence is available, that will have the likelihood of working in the local context. Evidence-based activities are more likely to improve student outcomes but the effectiveness also depends on the local context (e.g., the alignment of that activity to other efforts underway, the population being served) and local capacity (e.g., funding, staff and staff skills, resources, buy-in from stakeholders).

ESSA defines an evidence-based activity, strategy, or intervention as: (See [ESSA § 8101 \(21\) Definitions](#))

- demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of three levels of evidence; or
- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

[ESSA § 8101 \(21\)\(B\) Definition for Specific Activities Funded under this Act](#) requires LEAs to prioritize the use of a Level I, II, III, or IV activity, strategy, or intervention for Title IV, Part A. The levels of evidence are defined as:

- **Level 1:** Strong evidence from at least one well-designed and well-implemented experimental study.
- **Level 2:** Moderate evidence from at least one well-designed and well-implemented quasi-experimental study of the intervention.
- **Level 3:** Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
- **Level 4:** The practice demonstrates a rationale based on a strong theory of action or logic model, and there is a plan in place to study its impact on outcomes.

Evidence of Impact

Describe how the proposed activities and strategies being implemented are evidence-based and will lead to the desired impact and outcomes. Include a description of the chosen program or organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.

Allowable Activities

The following section provides information on the activities that LEAs may conduct under the three content areas of the Title IV, Part A program and offers examples of practices that may be helpful to grantees. Generally, LEAs may use funds for a wide variety of activities within each content area including, but not limited to, direct services for students, professional development for teachers and administrators, salaries of personnel to carry out identified programs and services including, but not limited to athletic administrators, and supplemental educational resources and equipment. The examples provided below are

not an exhaustive list of strategies, but rather, describe a range of practices that are illustrative of the possibilities under the law. See [Title IV, Part A: Non-Regulatory Guidance p. 18-36](#).

Activity Keys

Listed below are the Title IV, Part A Activity Keys for each content area. LEAs will use these keys and the abbreviated names for the corresponding federal examples when completing the application. Using the keys and selecting an abbreviated name for the programs and activities proposed under each content area will ensure the LEA satisfies the first condition outlined above on page seven regarding allowability (i.e., the activity and program aligns with one of the purposes of Title IV, Part A (i.e., Well-Rounded Education Opportunities, Safe and Healthy School Initiatives, and the Effective Use of Technology).

Activity Key for Well-Rounded Education Opportunities

This table details the federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please use the abbreviated federal example that most closely aligns with the proposed activity.

FEDERAL EXAMPLE	ABBREVIATED NAME
College and career guidance and counseling programs, such as (i) postsecondary education and career awareness and exploration activities	Providing postsecondary education and career awareness and exploration activities
College and career guidance and counseling programs, such as (ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	Training counselors to effectively use labor market information to assist students with college and career planning
College and career guidance and counseling programs, such as (iii) financial literacy and federal financial aid awareness activities	Financial literacy and federal financial aid awareness activities
Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	Music and arts programs or activities

<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as (i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, students with disabilities, and economically disadvantaged students, to high-quality courses (e.g., honors, Advanced Placement (AP), etc.)</p>	<p>Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as (ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)</p>	<p>Supporting the participation of low-income students in nonprofit competitions related to STEM subjects</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as (iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects</p>	<p>Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as (iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))]</p>	<p>Supporting the creation and enhancement of STEM-focused specialty schools</p>
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as (v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects</p>	<p>Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects</p>

Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as (vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education	Integrating other academic subjects into STEM subject programs
Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as	Reimbursing low-income students for accelerated learning examination fees
(ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses	Increasing access to accelerated learning courses and dual or concurrent enrollment programs
Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education	Activities to promote the instruction of American history, social studies, economics, geography, or government education
Foreign language instruction	World language instruction
Environmental education	Environmental education

Additional Resources for Well-Rounded Education Activities

- [Best Evidence Encyclopedia \(Center for Data-Driven Reform\)](#)
- [What Works Clearinghouse \(Institute of Education Sciences\)](#)
- [Evidence-Based Intervention Network \(University of Missouri\)](#)
- [National Center on Intensive Intervention \(American Institutes for Research\)](#)
- [MSDE Title IV, Part A: Repository of Allowable Strategies and Activities](#)
- [Results First Clearinghouse Database \(PEW Charitable Trust\)](#)

Activity Key for Safe and Healthy School Initiatives

This table details the federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated federal example that most closely aligns with the proposed activity.

FEDERAL EXAMPLE	ABBREVIATED NAME
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including (i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes	Evidence-based drug and violence prevention activities and programs
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including (ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention	Evidence-based professional development and training to prevent drug use and violence
In accordance with sections 4001 and 4111 (i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers	School-based mental health services, including early identification of mental health symptoms, drug use, and violence
In accordance with sections 4001 and 4111 (ii) school-based mental health services partnership programs that (I) are conducted in partnership with a public or private mental health entity or health care entity; and (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices

Programs or activities that (i) integrate health and safety practices into school or athletic programs	Programs or activities that integrate health and safety practices in schools or athletic programs
Programs or activities that (ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students	Healthy, active lifestyle programs and activities
Programs or activities that (iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse
Programs or activities that (v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	Mentoring and school counseling programs and activities
Programs or activities that (vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports	Providing safe and healthy learning environments, such as integrated systems of student and family supports
High-quality training for school personnel, including specialized instructional support personnel, related to (i) suicide prevention	Suicide prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to (ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to (iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques

High-quality training for school personnel, including specialized instructional support personnel, related to (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to (v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to (vi) drug abuse prevention, including educating children facing substance abuse at home	Drug abuse prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to (vii) bullying and harassment prevention	Bullying and harassment prevention training for school personnel

Additional Resources for Safe and Healthy Schools Activities

- [Best Evidence Encyclopedia \(Center for Data-Driven Reform\)](#)
- [Crime Solutions.gov \(National Institute of Justice\)](#)
- [What Works Clearinghouse \(Institute of Education Sciences\)](#)
- [Evidence-Based Intervention Network \(University of Missouri\)](#)
- [National Center on Intensive Intervention \(American Institutes for Research\)](#)
- [MSDE Title IV, Part A: Repository of Allowable Strategies and Activities](#)
- [Results First Clearinghouse Database \(PEW Charitable Trust\)](#)
- [Social and Emotional Learning Interventions under ESSA \(RAND\)](#)
- [Substance Abuse and Mental Health Services Registry \(Substance Abuse and Mental Health Services Administration\)](#)

Activity Key for the Effective Use of Technology

The table shown below details the federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated federal example that most closely aligns with the proposed activity.

Special note, any LEA receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). **(THE 15% RULE INCLUDES NONPUBLIC SPENDING.)**

FEDERAL EXAMPLE	ABBREVIATED NAME
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to (A) personalize learning to improve student academic achievement.	Providing professional learning resources to personalize learning
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to (B) discover, adapt, and share relevant high-quality educational resources.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to (C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.	Providing professional learning resources to use technology effectively in the classroom
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to (D) implement and support school and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning	Providing professional learning resources to implement and support school and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
Building technological capacity and infrastructure, which may include (A) procuring content and ensuring content quality	Procuring technological content and ensuring content quality

Building technological capacity and infrastructure, which may include (B) purchasing devices, equipment, and software applications in order to address readiness shortfalls	Technology infrastructure: Purchasing devices, equipment, and software applications
Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology	Delivering specialized or rigorous academic courses and curricula through the use of technology
Carrying out blended learning projects, which shall include (A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities	Technology infrastructure: Carrying out blended learning projects and planning activities
Carrying out blended learning projects, which shall include (B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project	Ongoing professional development to support blended learning project implementation and academic success
Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science	Providing professional development in the use of technology to enable educators to increase STEM achievement
Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	Providing high-quality digital learning experiences to students in rural, remote, and underserved areas

Additional Resources for the Effective Use of Technology Activities

- [Best Evidence Encyclopedia \(Center for Data-Driven Reform\)](#)
- [What Works Clearinghouse \(Institute of Education Sciences\)](#)
- [Evidence-Based Intervention Network \(University of Missouri\)](#)
- [National Center on Intensive Intervention \(American Institutes for Research\)](#)
- [MSDE Title IV, Part A: Repository of Allowable Strategies and Activities](#)
- [Results First Clearinghouse Database \(PEW Charitable Trust\)](#)

EVALUATION AND DISSEMINATION

Evaluation is a means to assess the performance, merit, and worth of a program and should be thorough, meaningful, yield actionable information for improvement, integrated at the beginning of a program or activity, and checked over the course of implementation.

Process evaluations focus on the implementation process and seek to answer the question, does the intervention work as intended?

Outcome evaluations determine the degree to which a program achieves its stated goals and objectives and are what most people think of when they hear the word evaluation. Outcome evaluation, on the other hand, answers the questions: Does the intervention have the intended impact?

Process and outcome evaluations are also essential to assessing the true impact of the intervention on the intended audiences. A quality evaluation includes both types of evaluation in order to provide a more complete picture of the success or failure of an intervention, as well as a possible explanation for those outcomes.

Application

PROPOSAL COVER PAGE

The Proposal Cover Page captures standard point-of-contact information. Specifically, the Proposal Cover Page identifies the LEA, the LEA's program manager, mailing address, phone number, email address, and total allocation amount being awarded.

PROGRAM ABSTRACT

The Title IV, Part A Project Abstract provides a comprehensive snapshot of how the LEA proposes to utilize the Title IV, Part A grant to advance student achievement and educational equity. Specifically, the purpose of the project abstract is to describe the following:

- how the required stakeholders and needs assessment were utilized to inform the planning and design of the proposed activities and programs in each content area;
- the connection between the core objectives identified in each content with State and LEA areas of focus addressed in the LEA's Local ESSA Consolidated State Strategic Plan; and
- how the LEA will address educational equity and advance student achievement through the proposed activities and programs.

1. CONSULTATION

Please see program requirements on page 6 #1 to complete this section

2. MANAGEMENT PLAN AND PROJECT TIMELINE

Submit a detailed and time-specific management plan with pre-assigned responsibilities. In this section, present a clear discussion of partners, respective roles in the project, the benefits each expects to receive, and the specific contributions each will make to the project (financial, equipment, personnel, or other resources). It is essential that partner commitments be documented.

The Title IV, Part A grant should have a core team to govern the project. Duties of the team include establishing major program policies, reviewing interim progress reports, and making recommendations for

programmatic change. Core team members should represent the major stakeholders in the project. (e.g., representatives from project partners, parents, principals, Board of Education). Title IV, Part A program directors act as advisors to the team, the duties, members and meeting dates of the teams should be identified in this section of the project proposal.

List the staff or personnel involved in the project’s implementation. LEA teams will be asked to complete the following management plan chart as part of the application.

Management Plan Worksheet

Person Responsible	Title, Organization	Responsibilities	Time devoted (%)

The Project timeline is a list with a column representing the months of the funding cycle. A Project Timeline should be created for each year of the project. It should contain three sections: management, implementation, and evaluation. See sample below:

List of Core Management Activities (add rows as needed)	Responsible Party	Date Completed
List of Implementation Activities (add rows as needed)	Responsible Party	Date Completed
Evaluation Activities (add rows as needed)	Responsible Party	Date Completed

3. NEEDS ASSESSMENT

Please see program requirements on page 6 #3 to complete this section

4. DESCRIPTION OF PROGRAM CONTENT AREAS

Please see program requirements on page 6 #4 to complete this section

5. PROGRAM ASSURANCES

Please see program requirements on pages 6 & 7 #5 to complete this section

6. EQUITABLE SERVICES TO STUDENTS IN NON-PUBLIC SCHOOLS

Demonstrate consultation with non-public school officials to identify eligible non-public school students and teachers for participation and service needs

7. COMPLETE SET OF ASSURANCES

Please sign this page in the application

8. INTERNET SECURITY

Please complete this page in the application

9. THE GENERAL EDUCATION PROVISIONS ACT (GEPa), SECTION 427

Please complete the General Education Provisions Act (GEPa), Section 427. See page 23 of the Grant Information Guide

10. BUDGET AND BUDGET NARRATIVE

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- **Column 1** = list the content area (i.e., Well-Rounded = WRE; Safe and Healthy = SHS; Effective Use of Technology = EUT, etc.) for the program and activity.
- **Column 2** = Category/Program/Object numbers corresponding to where the line item will factor in on the C-1-25 (e.g., Regular Program – Salaries and Wages = **203-205 – 01-01**; Contract Services – Instructional Staff Development = **203-205 – 09 – 02**; Equitable Services Share = **203-205 – 07 – 08**)
- **Column 3** = A description of the specific line item (What is it?)
- **Column 4** = A calculation that mathematically explains how the LEA estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)
- **Column 5** = Requested amount of funds proposed for the line item.
- **Column 6** = In-Kind contributions (if any are utilized).
- **Column 7** = Overall total amount of funds proposed for the line item.

SAMPLE BUDGET NARRATIVE

*Content Area (i.e., Well-Rounded = WRE; Safe and Healthy = SHS; Effective Use of Technology = EUT)

*Content Area #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
WRE	203-205 - 02 / 01	Stipends for summer workshop for English for Speakers of Other Languages (ESOL) teacher	1 teacher x 20 days x 175/day	3,500		3,500
	212 / 04	FICA	7.65% of \$3,500	268		268
				Total:		\$3,768
WRE	203-205 - 02 / 03	Supplemental materials to support instruction	\$314/site x 5 sites	1,570		1,570
				Total:		\$1,570
WRE	203-205 - 01 / 02	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
				Total:		\$3,000
SHS	203-205 - 09 / 04	Membership/registration fees for conf. & workshops for ESOL staff	11 ESOL staff members x \$342.64	3,769		3,769
				Total:		\$3,769
SHS	203-205 - 02 / 02	Delivery of workshop: "Best Practices for Teachers of English Language Learners (ELL) Students"	\$600/school x 4 schools x 2 days at each school + \$600/school x 3 schools x 1 day	6,600		6,600

				Total:		\$6,600
SHS	203-205 - 02 / 01	Parent outreach programs	4 schools x \$1,500	6,000		6,000
	212 / 04	FICA	7.65% of \$6,000	459		459
				Total:		\$6,459
EUT	203-205 - 01 / 02	Buses for two field trips to art museums	2 x \$450	900		900
				Total:		\$900
N/A	202 - 16 / 08	Transfers	2% Admin costs	585		585
N/A	202 - 16 / 04	Indirect Cost	10%	2,866		2,866
				Total:		\$3,451
				Grand Total:		\$29,517

[Please use the Title IV, Part A - Blank Budget Narrative](#)

APPENDIX

The following appendices must be included but not apply to the page limit of the Project Narrative. Include other appendices as deemed necessary.

- Application
- Scoring Rubric
- A [signed C-1-25 MSDE budget form](#)
- A [signed recipient assurances page](#)
- [Title IV, Part A - Blank Budget Narrative](#)

The Review Process

The review of proposals will be a four-part process:

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be reviewed.
2. A review team established by the MSDE, will evaluate applications using the scoring rubric attached. The scoring rubric is tailored to the grant program.
3. Applicants may be scheduled for an oral program presentation as determined by the review committee.
4. Final approval for awards will be determined by the review committee. All revised proposals and budgets must be resolved by conclusion of the first quarter or risk forfeiture of award.

Note: The MSDE reserves the right to take into consideration geographic distribution when making awards.

REVIEW TEAM

The team will be composed of representatives from the MSDE's Division of Student Support, Academic Enrichment, and Educational Policy and the Office of Grants Administration and Compliance. Reviewers will provide feedback and insights for any responses that do not meet or exceed the requirements for a given section.

AWARD NOTIFICATION

Notification of approval will be sent by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program, as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within three weeks of the approval letter.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting requirements for each year
March 31, 2023	Interim Progress Report (C-1-25-C)
October 31, 2023	Interim Progress Report (C-1-25-C)
March 29, 2024	Interim Progress Report (C-1-25-C)
December 30, 2024	Final Annual Financial Report (C-1-25-D)

Notes:

Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-1-25-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#).

Final invoices must be submitted no later than 60 days after the grant period ends.

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Operations
Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595

410-767-0123 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

The General Education Provisions Act (GEPa), Section 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

Customer Service Support Sessions

The MSDE will hold two customer service support sessions for all LEA Title IV, Part A program managers on **Wednesday, August 3, 2022**, and **Wednesday, August 17, 2022**. During these sessions, MSDE personnel will provide feedback for previously submitted drafts, discuss allowable uses of funds, share helpful resources to support application completion, and answer any remaining questions. Additionally, LEA Title IV, Part A program managers have the option to request individual support sessions, as needed, by emailing Jonathan Turner, Lead Specialist, Student Support and Academic Enrichment, at jonathan.turner@maryland.gov. Resources and tools for Title IV, Part A are available at the [Every Student Succeeds Act, Title IV, Part A](#) website.

Questions

If you have questions about the application or the process, please contact the Program Monitor:

Name: Jonathan Turner
Title: Lead Specialist, Student Support and Academic Enrichment
Email: jonathan.turner@maryland.gov
Phone: (410) 767 – 0288

A list of frequently asked questions (FAQ) and answers will be posted to the [Every Student Succeeds Act, Title IV, Part A](#) website following customer service support sessions.

Grant Timeline

This funding opportunity, including all attachments and updates, are found on the [Every Student Succeeds Act, Title IV, Part A](#) website.

Date	Program Milestone
07/01/2022	The Grant Information Guide and the application for participating are released
07/01/2022 – 09/16/2022	MSDE will review and provide early feedback on Draft Grant submissions.
06/21/2022, 08/03/2022, & 08/17/2022	The MSDE will hold virtual customer service support sessions for interested applicants
10/14/2022	The grant application period closes
10/14/2022	The MSDE begins reviewing applications for completeness and minimum requirements
10/14/2022 – 11/15/2022	The MSDE Review Committee will convene and evaluate complete proposal. Then MSDE will notify applicants of the award status
07/01/2022	The grant period begins
09/30/2023	The grant period ends

Attachments

- **Application** (Click the link to download.)
- **Scoring Rubric** (Click the link to download.)

Appendix

[APPLICATION FOR PARTICIPATION](#)

(Click the link above to download.)

[SCORING RUBRIC](#)

(Click the link above to download.)