



APPLICATION FOR PARTICIPATION

Stronger Connections Grant (SCG)

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

May 10, 2023

No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Proposal Cover Page (1 page)

Program name:

Stronger Connections Grant Program (SCG)

Name of contact person:

Title of contact person:

Local Educational Agency (LEA):

Address:

Phone number:

Email address:

Total allocation: \$

Project statement describing the program (not to exceed 100 words):

The purpose of the SCG is to increase the capacity of SEAs and the identified high-need LEAs to:

- provide ALL students with safe, inclusive, and supportive learning environments.
- increase students' sense of belonging with culturally and linguistically responsive practices where students are surrounded by trusting and caring adults committed to building strong relationships.
- build connections that will make students less likely to bring weapons to school and more likely to report the presence of weapons in school; and
- support students with overcoming challenging and traumatic experiences through nurturing learning environments that provide a sense of emotional and physical safety.

SCG Program Manager Printed Name Date

Superintendent or Head of Agency Signature Date

Program Abstract (1 page)

The SCG Project Abstract provides a comprehensive snapshot of how the LEA proposes to utilize the SCG grant to create safe and nurturing learning environments for ALL students. Specifically, the purpose of the project abstract is to describe how:

- comprehensive, evidence-based strategies will be implemented.
- students, families, educators, staff, and community organizations will be engaged in the planning process; and
- policies and practices that advance equity will be designed and implemented.

Type response here.

1. Consultation

Please provide a description of how the LEA meaningfully consulted with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the ESEA section 4106 (c)(1).

Type response here.

Please provide a description of how the LEA will use ongoing consultation to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

Type response here.

Please provide a description of how the LEA will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

Type response here.

2. Extent of Need

LEAs may utilize components of the Title IV, Part A comprehensive needs assessment that focus on the areas outlined below that apply to the SCG grant program. Please refer to pages 7 of the GIG for assistance completing this section.

Item #	Guiding Questions	LEA Response
1.	How does the LEA provide safe, inclusive, and supportive learning environments?	Type response here.
2.	How does the LEA support students' sense of belonging?	Type response here.
3.	How does the LEA offer culturally and linguistically responsive practices?	Type response here.
4.	How does the LEA demonstrate a commitment to building strong relationships with students?	Type response here.
5.	How does the LEA promote and develop student connections with trusting and caring adults?	Type response here.
6.	How does the LEA support students who have experienced challenging and/or traumatic events?	Type response here.
7.	How does the LEA ensure students have a sense of emotional and physical safety?	Type response here.

3. Management Plan and Project Timeline

Please refer to pages 14 & 15 of the Grant Information Guide (GIG) for guidance on completing this section. Add more rows as needed.

Management Plan Worksheet and Project Timeline

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

4. Commitment Statements

Please refer to page 7 #4 of the GIG for more detail on what is expected in this section.

<p>(1) Describe the LEA's commitment to implement comprehensive, evidence-based strategies that meet each student's social, emotional, physical, and mental well-being needs; create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services.</p>	<p>Type response here.</p>
<p>(2) Describe the LEA's commitment to engage students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive, and supportive learning environments.</p>	<p>Type response here.</p>
<p>(3) Describe the LEA's commitment to design and implement policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.</p>	<p>Type response here.</p>

5(a). Description of Program/Activities

Please refer to page 7 #5 of the GIG for more detail on what is expected in this section.

(1) Coordinated with other schools and community-based services and programs; [Section 4108] (1)]	Type response here.
(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities; [Section 4108] (2)]	Type response here.
(3) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108] (3)]	Type response here.
(4) Promote the involvement of parents and in the activity or program; [Section 4108] (4)]	Type response here.

5 (b). Safe and Healthy Schools (SHS) Activities and Programs

Please provide the indicated details below for each program or activity the LEA proposes to implement under the **Safe and Healthy Schools** content area. **Add more pages for additional activities if necessary.*

Safe and Healthy Schools Activity #1 – Title

Type response here.

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

Select a Safe & Healthy Schools Activity

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

Select a Level of Evidence.

Type response here.

Safe and Healthy Schools Activity #1 – Evidence of Impact

Type response here.

How does your proposal align to federal example and exemplary program ideas as referenced in the Grant Information Guide?

Type response here.

Specifically, which examples did you benchmark against in constructing your proposal?

Type response here.

Safe and Healthy Schools Activity #1 - Evaluation

Type response here.

Safe and Healthy Schools Activity #1 - Objectives and Measurable Outcomes

Objective:

Measurable Outcome #1:

Milestone:

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

Safe and Healthy Schools Activity #1 - Implementation Plan & Timeline

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

Type response here.	Dates:

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

\$

Safe and Healthy Schools Activity #2 - Title

Type response here.

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

Select a Safe & Healthy Schools Activity

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

Select a Level of Evidence.	Type response here.
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Safe and Healthy Schools Activity #2 - Evidence of Impact

Type response here.

How does your proposal align to federal example and exemplary program ideas as referenced in the Grant Information Guide?

Type response here.

Specifically, which examples did you benchmark against in constructing your proposal?

Type response here.

Safe and Healthy Schools Activity #2 - Evaluation

Type response here.

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

Select a Safe & Healthy Schools Activity
Objective:
Measurable Outcome #1:
Milestone:

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

Safe and Healthy Schools Activity #2 - Implementation Plan & Timeline

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

Type response here.	Dates:

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

\$

Safe and Healthy Schools Activity #3 - Title

Type response here.

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

Select a Safe & Healthy Schools Activity
--

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

Select a Level of Evidence.	Type response here.
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Safe and Healthy Schools Activity #3 - Evidence of Impact

Type response here.

How does your proposal align to federal example and exemplary program ideas as referenced in the Grant Information Guide?

Type response here.

Specifically, which examples did you benchmark against in constructing your proposal?

Type response here.

Safe and Healthy Schools Activity #3 - Evaluation

Type response here.

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

Objective:
Measurable Outcome #1:
Milestone:

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

Safe and Healthy Schools Activity #3 - Implementation Plan & Timeline

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

Type response here.	Dates:

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

\$

6. Program Assurances

Please refer to pages 7 and 8 #6 of the GIG for further information.

- (A) prioritize the distribution of funds to schools served by the LEA that—
 - i. a high number or percentage of students living in poverty (e.g., at least 40 percent).
 - ii. a high student-to-mental health professional ratio.
 - iii. high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse; or
 - iv. where students recently experienced a natural disaster or traumatic event.
- (B) Ensure funds will only use for allowable activities under [§4108](#)- Activities to Support Safe and Healthy Students:
- (C) Ensures the LEA will not use funds for the provision to any person of a dangerous weapon or training in the use of a dangerous weapon as prohibited under [§13401](#) of the BSCA;
- (D) Demonstrates that the LEA will provide equitable services to students and teachers in non-public schools, including that the LEA will ensure.
 - i. control of funds for the services and assistance provided to a non-public school with SCG funds.
 - ii. maintains title to materials, equipment, and property purchased with SCG funds.
 - iii. the services to a non-public school with SCG funds are provided by the LEA directly, or through contract with, another public or private entity; and
 - iv. the equitable services provided with the SCG funds are secular, neutral, and nonideological.
- (E) sure, the LEA follow the supplement and not supplant requirements in §4110 of ESEA; and
- (F) Will track the SCG funds separately from its regular allocation under Title IV, Part A of the ESEA.

7. Equitable Services to Students in Non-Public Schools

Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding **the names of participating private schools, the number of private school students, and the calculated cost per pupil, which will benefit from Title IV-A services.** *Ensure all **bolded** items are included.

Type response here.

Describe the school system's written process to invite private schools to the **initial** consultation meeting, provide **on-going** consultation, and **manage disputes and/or complaints.** *Ensure all **bolded** items are included.

Type response here.

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a **needs assessment, monitoring practices,** and a **professional development action plan.** *Ensure all **bolded** items are included.

Type response here.

Total Amount for Non-Public Transfers:

\$

8. Internet Safety [ESEA, Section 4121]:

No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene.
- (ii) child pornography; or
- (iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene; or
- (ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES:

A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

By checking this box, the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

9. The General Education Provisions Act (GEPA), Section 427

Please refer to page 20 of the Grant Information Guide for further information.

Type response here.

10. Budget and Budget Narrative

Please provide a detailed description of the requested funds that will be spent over **year one** of the grant by using the categories listed below. **A new budget narrative must be submitted after July 1 for each subsequent year of funding that takes into account any unspent funds (i.e., carryover funds) from the previous year.** Please complete the budget narrative on the provided [Excel sheet](#). Add more rows if needed as there is no page limit. An MSDE [Grant Budget C-125](#) form must also be completed, signed and submitted as an appendix. **The C-125 should encompass the entire grant performance period (i.e., 09/15/2022 to 09/30/2025) and be amended as needed.**

Sample Budget Narrative

Activity#	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
1	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
1	203-205 - 02 / 03	Supplemental materials to support instruction	\$314/site x 5 sites	1,570		1,570
				Total:		\$1,570
1	203-205 - 01 / 02	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
				Total:		\$3,000
2	203-205 - 09 / 04	Membership/registrati on fees for conf. & workshops for ESOL	11 ESOL staff members x \$342.64	3,769		3,769

		staff				
				Total:		\$3,769
2	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
2	203-205 - 02 / 01	Parent outreach programs	4 schools x \$1,500	6,000		6,000
2	212 / 04	FICA	7.65% of \$6,000	459		459
				Total:		\$6,459
3	203-205 - 01 / 02	Buses for two field trips to art museums	2 x \$450	900		900
				Total:		\$900
N/A	202 - 16 / 08	Transfers	2% Admin costs	585		585
N/A	202 - 16 / 04	Indirect Cost	10%	2,866		2,866
				Total:		\$3,451
				Grand Total:		\$29,517

Appendix

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative.

- A [signed C-1-25 MSDE budget form](#)
- Equitable services forms (i.e., Intent to Participate, Affirmation of Consultation, Per Pupil Allocation Spreadsheet, and plan for activities/programs)
- A [signed recipient assurances page](#)
- [SCG - Blank Budget Narrative](#) (Draft is available for download using the hyperlink. Request access if prompted to do so.)