



WEDNESDAY, NOVEMBER 4, 2015
(COUNCIL CHAMBERS)

7:30 P.M.
WORKSESSION

COLLEGE PARK MISSION STATEMENT

The City Of College Park Provides Open And Effective Governance And Excellent Services That Enhance The Quality Of Life In Our Community.

CITY MANAGER'S REPORT

AMENDMENTS TO THE AGENDA

PROPOSED ITEMS TO GO DIRECTLY TO NEXT WEEK'S AGENDA

PROPOSED CONSENT AGENDA ITEMS

1. CPV-2015-06, Resolution Of The Mayor And Council Of The City Of College Park, Maryland Adopting The Recommendations Of The Advisory Planning Commission Regarding Variance Application Number CPV-2015-06, 9603 53rd Avenue, College Park, Maryland, Recommending Approval Of Variances From The Prince George's County Zoning Ordinance: Section 27-442(C), Table II, Prescribing Maximum Lot Coverage And Section 27-442(E), Table IV, Prescribing Minimum Required Setbacks ***(appeal period ends November 3, 2015)***
2. Approval of an FY 2016 application for DHCD's Technical Assistant Grant for \$25,000 to support a joint City, UMD and CPCUP Safety Ambassador pilot project – Bob Ryan, Director of Public Services
3. Proclamation on November 10 Agenda: Small Business Saturday (November 28)

WORKSESSION DISCUSSION ITEMS

4. Discussion with Marc Bashoor, Fire Chief, Prince George's County Fire/EMS
5. Review of Education Advisory Committee recommendations for FY '16 Public School Education Grants *and* Discussion of which schools are eligible to apply for competitive education grants in the future – Carolyn Bernache, Chair, Education Advisory Committee

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6. Award of Contract for Public Works Modular Building RFP CP-16-01
7. FY 2016 Budget Amendment #1: An Ordinance of the Mayor and Council of the City of College Park to Amend the Fiscal Year 2016 Operating and Capital Budget of the City of College Park, Maryland – Steve Groh, Director of Finance
8. Approval of a letter to Governor Hogan requesting increased funding for Youth Service Bureaus - Peggy Higgins, Director, Youth, Family and Senior Services
9. Legislative Agenda and use of lobbyist – Bill Gardiner, Assistant City Manager
10. Appointments to Boards and Committees

STATUS/REVIEW OF PENDING AGENDA ITEMS

COUNCIL COMMENTS

INFORMATION/STATUS REPORTS (For Council Review)

11. Information Report: Looney’s Renewal of County Dance Hall License – Bob Ryan, Director of Public Services
12. Information Report: Update on Strategic Plan – Bill Gardiner, Assistant City Manager

This agenda is subject to change. For the most current information, please contact the City Clerk. In accordance with the Americans with Disabilities Act, if you need special assistance, please contact the City Clerk’s Office and describe the assistance that is necessary. City Clerk’s Office: 240-487-3501

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CPV-2015-06
9603 53rd Avenue

RESOLUTION OF THE MAYOR AND COUNCIL OF THE CITY OF COLLEGE PARK, MARYLAND ADOPTING THE RECOMMENDATIONS OF THE ADVISORY PLANNING COMMISSION REGARDING VARIANCE APPLICATION NUMBER CPV-2015-06, 9603 53RD AVENUE, COLLEGE PARK, MARYLAND, RECOMMENDING APPROVAL OF VARIANCES FROM THE PRINCE GEORGE'S COUNTY ZONING ORDINANCE: SECTION 27-442(C), TABLE II, PRESCRIBING MAXIMUM LOT COVERAGE AND SECTION 27-442(E), TABLE IV, PRESCRIBING MINIMUM REQUIRED SETBACKS

- WHEREAS**, the City of College Park, Maryland (hereinafter, the "City") has, pursuant to §190-1 *et seq.*, and in accordance with Section 27-924 of the Prince George's County Zoning Ordinance (hereinafter, "Zoning Ordinance"), enacted procedural regulations governing any or all of the following: departures from design and landscaping standards, parking and loading standards, sign design standards, and variances for lot size, setback, and similar requirements for land within the corporate boundaries of the City, alternative compliance from landscaping requirements, certification, revocation, and revision of nonconforming uses, and minor changes to approved special exceptions; and
- WHEREAS**, the City is authorized by the Ordinance to grant an application for a waiver or variance for lot size, setback, and similar requirements where, by reason of exceptional narrowness, shallowness, shape, topography, or other extraordinary situation or condition of the specific parcel of property, the strict application of the Zoning Ordinance would result in peculiar and unusual practical difficulties or an exceptional or undue hardship upon the owner of the property, and a variance can be granted without substantial impairment of the intent, purpose and integrity of the General Plan or Master Plan; and
- WHEREAS**, Section 27-422 (c), Table II, of the Prince George's County Zoning Ordinance prescribes a maximum lot coverage of 5% in the O-S zoning district; and
- WHEREAS**, Section 27-442(e), Table IV of the Prince George's County Zoning Ordinance prescribes a minimum side yard setback of 20 feet in the O-S zoning district; and
- WHEREAS**, the Advisory Planning Commission (hereinafter "APC") is authorized by §190-3 of the City Code to hear requests for variances from the terms of the Zoning Ordinance with respect to lot size, setback, and other requirements from which a variance may be granted by the Prince George's County Board of Appeals, including variances from Section 27-442(c) of the Prince George's County Zoning Ordinance, and to make recommendations to the Mayor and Council in connection therewith; and

WHEREAS, on September 8, 2015, Neil Ordiers (hereinafter, the “Applicant”), submitted an application for variances from Prince George’s County Zoning Ordinance, Section 27-442 (c), Table II, and Section 27-442 (e), Table IV to permit the applicant to construct an addition at the premises known as 9603 53rd Avenue, College Park, Maryland (the “Property”); and

WHEREAS, on October 1, 2015, the APC conducted a hearing on the merits of the application, at which time the APC heard testimony and accepted evidence, including the staff report and Exhibits 1 – 10 with respect to whether the subject application meets the standards for granting variances set forth in the Ordinance.

WHEREAS, based upon the evidence and testimony presented, the APC voted 4-0-0 to recommend that the variances be granted; and

WHEREAS, the Mayor and Council are authorized by §190-6 to accept or deny the recommendation of the APC with respect to variance requests; and

WHEREAS, the Mayor and Council have reviewed the recommendation of the APC as to the Application and in particular have reviewed the APC’s findings of fact and conclusions of law; and

WHEREAS, no exceptions have been filed; and

WHEREAS, the Mayor and Council are in agreement with and hereby adopt the findings of fact and conclusions of law of the APC as to the Application as follows:

Section 1. Findings of Fact

- 1.1 The property is located at 9603 53rd Avenue in the Daniels’ Park subdivision and is zoned O-S (“Property”).
- 1.2 The Property is irregular in shape and has an area of 9,150 square feet.
- 1.3 The front property line measures 113 feet, the rear property line measures 70 feet, the eastern side property line measures 109 feet, and the western side property line measures 100 feet.
- 1.4 The Property is improved with a one-story single family home, detached garage now used as a shed, and driveway.
- 1.5 The surrounding neighborhood is zoned R-55, single-family detached residential and O-S, open space.
- 1.6 The existing home was constructed in 1960 and the subdivision dates to 1906.

- 1.7 There are a total of 5 single-family residential properties in the O-S zone in this area, two on Kenesaw Street and three on the east side of 53rd Avenue (including the applicant's property). These properties, all originally zoned R-55, have developed similarly to the Property in terms of lot size, setbacks, house size, etc. None of these properties now comply with the minimum O-S development standards (net lot area, lot width/frontage at the front building line, and front and side yard setbacks).
- 1.8 The existing improvements on the Property were constructed before it was re-zoned from R-55 to O-S and are grandfathered. The Property complies with all the R-55 requirements, and no variance would be required for the addition if the Property were still zoned R-55.
- 1.9 The Property is adjacent to the Davis Field Playground and City-owned property that features a stormwater management pond.
- 1.10 The applicant applied for and was granted a variance for this same addition on November 9, 2011 but did not apply for a building permit until November 14, 2014, over a year after the variance expired. The dimensions of the grandfathered addition are increased only a small amount by this variance.
- 1.11 The original variance was to allow the applicant to construct a 6-inches by 8-foot addition (rounded up to 1-foot by 8-foot) to an existing 8.0-foot by 12.6-foot addition for a total dimension of 8-feet by 13-feet. This original addition was not built according to code and has been torn down. The applicant proposes to build a new 8-foot by 13-foot addition, to the same dimensions as originally approved. The lot coverage variance has been reduced from the original request because the applicant has reduced the size of his driveway.
- 1.12 The applicant states in his application that he did not obtain a building permit within the two-year time frame due to financial reasons but that he did comply with the condition of the original variance which specifically required that "the Applicant remove the concrete that connects the gravel driveway to the garage." Staff field verified that this condition was met.
- 1.13 In response to a concern about additional lot coverage, the applicant has proffered that he will remove the lawn tarp covering his front yard by November 1, 2015.

Section 2 Conclusions of Law

The Mayor and Council make the following conclusions of law with regard to CPV-2015-06, for the following Variances from the Prince George's County Zoning Ordinance: Section 27-442(c) prescribing maximum lot coverage, and Section 27-442(e) prescribing minimum front yard setback:

- 2.1 The Property has an extraordinary situation in that the existing home is located in the O-S zone and does not conform to any requirements of the zone. The existing improvements were constructed before the Property was re-zoned from R-55 to O-S and are grandfathered. The Property

complies with all the R-55 requirements, and no variance would be required for the addition if the Property were still zoned R-55.

- 2.2 The strict application of the County Zoning Ordinance will result in an undue hardship to the Applicant because the O-S zone is more restrictive than the R-55 that originally applied to the Property. The side yard setback of 20 feet in the O-S zone could only be met if the applicant's entire house were moved 13 feet to the northeast, which would be an undue hardship. The lot coverage requirement could only be met if the house, garage and driveway were all reduced to not exceed a total square footage of 457.5 square feet, which would also be an undue hardship.
- 2.3 Granting the requested variances will not impair the intent and purpose of the applicable County General Plan or County Master Plan. The O-S zoning was placed on the property after it was subdivided and improvements constructed. The new addition replaces a previous addition in approximately the same location where a previous variance request was granted. The subject property is consistent with other houses in the vicinity zoned O-S and meets the requirements of the R-55 zone, which is the prevalent zone in the neighborhood. The proposed addition is consistent with development in the surrounding neighborhood.
- 2.4 There is no reason based on the evidence in this record to override the prior grant of this variance on November 9, 2011.

NOW, THEREFORE, BE IT RESOLVED, by the Mayor and Council of the City of College Park, Maryland to approve CPV-2015-06, and grant a variance of 20.3% or 1,856.22 square feet from the maximum allowable lot coverage of 5% or 457.5 square feet and a variance of 13 feet from the minimum side yard setback requirement of 20 feet to allow the Applicant to construct an 8-foot by 13-foot addition.

ADOPTED, by the Mayor and Council of the City of College Park, Maryland at a regular meeting on the 10th day of November 2015.

CITY OF COLLEGE PARK,
MARYLAND

Janeen S. Miller, CMC
City Clerk

Andrew M. Fellows, Mayor

APPROVED AS TO FORM AND
LEGAL SUFFICIENCY

Suellen M. Ferguson
City Attorney

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FY 2016
Grant Application
For A
Safety Ambassador
Pilot Project

MEMORANDUM

TO: Mayor and City Council
THRU: Scott Somers
FROM: Robert W. Ryan, Public Services Director 
DATE: October 30, 2015
SUBJECT: Council Approval of \$25,000 Grant Application for Safety Ambassador Program

ISSUE

A CPCUP Public Safety Sub-Committee goal is the development of a Safety Ambassador program to enhance public safety and hospitality. A MD Dept. of Housing and Community Development (DHCD) source of grant funds which may be used for this program has been identified.

SUMMARY

The CPCUP Public Safety Sub-Committee has previously identified a goal of establishing a "Safety Ambassador" program. This would be similar to other urban area programs such as those found in Baltimore, Philadelphia, etc. Identifiable, trained staff would be on patrol and would be additional eyes and ears to report suspicious activity to police, and to meet and greet visitors and provide local information. Working with City and CPCUP staff to develop a proposed pilot project, UMD PD has submitted a grant application to the Governor's Office of Crime Control and Prevention (GOCCP) for a proposed basic 12 month pilot program (see attachment) to place Safety Ambassadors in the UMPD area of concurrent jurisdiction. UMPD's experience and infrastructure with their Police Auxiliary program made UMPD the logical organizational location for the Safety Ambassador pilot project. The UMD grant application has been received favorably by GOCCP, with Sen. Rosapeppe's support, and is expected to be funded.

CPCUP staff have sought and identified other potential sources of funds for this pilot project. They are pursuing grants to non-profits which CPCUP can use to supplement the GOCCP grant. They identified a grant opportunity with DHCD for which the City can apply for supplemental funds for this project. A grant application for DHCD funds is attached. This application was due to be submitted on Thursday, 29 Oct. 2015. Due to short notice to CPCUP and City staff of funds available, staff was not able to prepare the application in time for Council review prior to submitting the application.

RECOMMENDATION

Council should approve the City application to DHCD for a grant of \$25,000 to supplement the Safety Ambassador pilot project, and place approval on the Consent Agenda for Tuesday, 10 Nov. 2015.

Attachments: (1) UMD GOCCP grant application; (2) City DHCD grant application

GOCCP Application Narrative

College Park Safety Ambassador Pilot Program

A. Program Title

College Park Safety Ambassador Pilot Program

B. Program Summary

The College Park Safety Ambassador Pilot Program is a partnership between the University of Maryland, the City of College Park, and the College Park City-University Partnership. This innovative program is designed to enhance existing public safety services, with an initial pilot program in the downtown area of College Park, and will further foster collaboration between the University of Maryland Police, the City of College Park, and community members. Safety Ambassadors are non-sworn public safety personnel who will focus specifically on crime prevention and quality of life issues. Once proven successful, the goal is to expand the Safety Ambassador program city-wide. These ambassadors will be highly trained, unarmed, part time employees focused on patrolling the public right of way in and around the downtown area of College Park. The College Park Safety Ambassador Program is designed to have ambassadors who patrol the city with a focus on safety and hospitality – greeting visitors; giving directions; doing outreach to community members and visitors in need; reporting problems they see such as potholes, downed trees, outages, and other hazards and addressing nuisance crimes and other quality of life issues.

C. Program Narrative

1. Program Purpose Areas (consistent with BJAG funding)
 - a. Federal Purpose Area – Law enforcement and task forces programs
 1. The College Park Safety Ambassador Program will be an extension of law enforcement focused within the City of College Park. Safety Ambassadors will focus on community crime prevention and helping to report and address quality of life issues within College Park, while being a visible welcoming presence.
 - b. GOCCP Priority Area – Law enforcement projects that rely on strong partnerships and collaboration to leverage scarce resources and shared priorities
 1. The College Park Safety Ambassador Program is aimed at enhancing existing programs focused on crime prevention and quality of life issues in College Park. The City of College Park does not have its own municipal police force and relies on partnerships with the University of Maryland Police Department, Prince George’s County Police, and a supplemental contract Police program funded by the City which adds an additional 10 FTE who are assigned city-wide patrol. These agencies have been stretched thin through budget allocations and cuts, forcing a shift to enforcement and response, rather than proactive policing aimed at quality of life issues and crime prevention awareness. The Safety

Ambassadors are not response-oriented and will help fulfill the community policing model in College Park, even while Police resources are limited.

2. Understanding the Problem

The City of College Park is undergoing unprecedented redevelopment that is poised to reshape the city. Residents and visitors to College Park are experiencing a rapidly changing and exciting local landscape. There is \$540 million in active private investment, including 525 new hotel rooms in three separate projects; 748 apartments and 45 townhouses in three developments; 2,322 new student beds in construction along Route 1; and an overall total of 115,922 square feet of planned retail coming to the city. This year MARC Train service was expanded with four new daily stops and this past summer, Governor Hogan announced that the Purple Line light-rail would go forward. The Purple Line will bring 5 stops to College Park. This, in addition to the MARC service expansion, will be a game changer for further redevelopment. Revitalization efforts to build an exciting, electrifying, atmosphere must be coupled with programs that ensure safety for students, residents and visitors.

- a. The Downtown, Mid-town, and Old Town area is patrolled by University of Maryland Police, whose primary responsibility rests within the UMD campus, and Prince George's County Police, whose resources are often allocated to other areas within the County with higher crime rates, and City contract Police officers who often are primary backup to City Code Enforcement Officers responding to resident complaints about large parties and noise. Use of Safety Ambassadors for high visibility and public interaction in this area is anticipated to relieve some City contract and PGPD police patrol activity to focus on areas of the City without Ambassadors, such as North College Park.
- b. The University of Maryland, a top public research institution with over 30,000 students who live on campus and off, is within the City of College Park along with residential housing also located in the downtown area. This results in many of the concerns raised by community members to focus on quality of life issues. These issues are not able to be fully addressed as other priorities tend to pull resources out of the area.
 - i. Data collected from College Park Stakeholders (Police and City Officials/Departments) shows an average of more than 575 nuisance related calls per Month (includes Alcohol/Drug Related Incidents, Disorderly Persons/Conduct, Neglect Exterior Premises, Noise Complaints, Nuisance, Suspicious Activity, Trespass, and Vandalism).

3. Project Description

- a. The College Park Safety Ambassador Program is a joint partnership between the University of Maryland, the City of College Park and the College Park City-University Partnership. The College Park Safety Ambassador Program is designed to have ambassadors who patrol the city with a focus on safety and hospitality – greeting visitors; giving directions; doing outreach to folks in need; reporting problems they see such as potholes, downed trees, outages, and other hazards and

quality of life issues. The Safety Ambassadors will be visible in welcoming community members and addressing nuisance issues as observed or brought to their attention.

- b. The University of Maryland Police Department (UMPD) will be responsible for coordinating all of the needed training and will manage the project on a day to day basis.
 - c. A pilot program is recommended in order to test the feasibility and utility of the Safety Ambassador program in College Park. Based upon previous meetings related to the Safety Ambassador program, it is suggested that the project begin with ten safety ambassador positions and focus primarily in the area of the city where the UMPD has concurrent jurisdiction – most of the Downtown, Mid-town, and Old Town areas.
Once the program is successful, the plan is to expand the program throughout the City.
4. Proposed Activity for the Pilot program
- a. Safety Ambassadors will be required to patrol the public right of way in and around the Downtown, Mid-town, and Old Town area of College Park, including the area near the College Park / UMD Metro station, to accomplish the following:
 - i. Patrol specifically assigned areas on foot, on a bicycle or in a vehicle.
 - ii. Assist residents and visitors with directions, maps and general information.
 - iii. Provide escort services as needed to ensure safe passage for residents, visitors and students.
 - iv. Deter nuisance activities that tend to inhibit or discourage public enjoyment.
 - v. Conduct routine patrols of parks and bike trails.
 - vi. Observe and report problems such as potholes, downed trees, outages, and other hazards.
 - vii. Observe and report problems or criminal activity to the University of Maryland Police Department or other applicable law enforcement agencies. Illegal activity such as public intoxication, public urination, public drunkenness, aggressive panhandling and other undesirable behavior will be reported.
 - viii. Document violations on appropriate report forms.
 - ix. Enter all service activity for data collection purposes.
 - b. Safety Ambassadors would be required to work day, evening and overnight shifts. The pilot program will operate six days per week over an initial 12 month period. The 12 month period would begin once funding is secured and the hiring of Safety Ambassadors is completed. In an attempt to limit personnel costs, it is recommended that reduced staffing be deployed during summer and holiday weeks. This reduction would correspond to the decrease in population in the College Park area during those periods. This would essentially remove twelve full weeks of staffing from the 12 month period. If this recommendation is approved, each Safety Ambassador will be scheduled to work approximately 20

hours per week. This will result in 8,000 total work hours (collective 40 weeks) over the duration of the pilot program.

5. Goals, Objectives & Performance Measures

a. Goals

- i. To enhance hospitality and public safety service to the College Park community.
- ii. To provide an increased and highly visible safety and security presence within College Park.
- iii. To provide highly qualified service to community members and visitors to the College Park area, reducing quality of life issues and concerns.

b. Objectives

- i. Obtain funding for a 12 month pilot Safety Ambassador Program.
- ii. Fund 10 Safety Ambassadors to patrol the UMPD concurrent jurisdiction area of College Park, primarily on foot and bicycle, during this pilot program.

c. Performance Measures

- i. Hire 10 Safety Ambassadors.
- ii. Complete training for 10 Safety Ambassadors.
- iii. Equip and Outfit Safety Ambassadors.
 1. Properly outfit and equip bicycles for use by Safety Ambassadors.
 2. Identify and program radios for Safety Ambassador use.
- iv. Reduction in identified and reported nuisance and quality of life issues within the City of College Park
- v. Increase in perception of safety and hospitality

6. Performance Measures

- a. Hire 10 Safety Ambassadors.
- b. Complete training for 10 Safety Ambassadors.
- c. Equip and Outfit Safety Ambassadors.
 - i. Properly outfit and equip bicycles for use by Safety Ambassadors.
 - ii. Identify and program radios for Safety Ambassador use.
- d. Reduction in identified and reported nuisance and quality of life issues within the City of College Park
- e. Increase in perception of safety and hospitality

7. Spending Plan

a. Line Items

i. Personnel Costs - \$123,000 (\$96,000 Grant Funds, \$27,000 In-Kind)

1. Safety Ambassadors Compensation - \$12.00/Hour

- a. 10 Ambassadors each working 20 hours per week. 40 weeks (combined) within a one year period, including a reduction in staffing during University Holidays and breaks.

- b. Costs to incur evenly during each quarter with minor variations for holidays and breaks.
- 2. Supervision - \$600/Week for 40 weeks.
 - a. In-Kind costs to incur evenly during each quarter with minor variations for holidays and breaks.
- 3. Training - \$3,000 – 80 hours of instruction
 - a. In-Kind costs to be incurred in First Quarter (first two weeks of implementation).

ii. Equipment Costs - \$61,200 (\$5,000 Grant Funds, \$56,200 In-Kind)

- 1. Clothing and Personal Equipment - \$500/Safety Ambassador
 - a. Costs to be incurred in First Quarter.
- 2. Vehicles - \$1,000/Month for gas and maintenance
 - a. In-Kind costs to incur as expensed, but expected to be roughly even throughout all Quarters.
- 3. Bicycles - \$1,400/Bicycle – 3 bicycles
 - a. In-Kind costs already incurred.
- 4. Communications Equipment (Radios) - \$4,000/radio – 10 radios
 - a. In-Kind costs already incurred.

8. Strategy & Timeline

a. Strategy

i. Training and Oversight

- 1. All training and supervision will be provided by the University of Maryland Police Department at no cost during the pilot phase. A total of 80 hours of instruction will be needed to prepare selected individuals. Training will include the following:
 - a. CPR certification and first responder medical aid.
 - b. Training related to the boundaries of College Park, local business and points of interest around the city and University.
 - c. Instruction relating to applicable city, county, state and federal laws.
 - d. Proper use of police radios along with reporting procedures.
 - e. Conflict resolution and techniques for de-escalation.
 - f. Instruction related to the safe operation of the vehicles and bicycles that will be utilized.
- 2. **Training Costs** - The overall cost of training is estimated to be \$3,000. This amount covers the initial training for 10 positions. During the pilot program, training costs will be incurred by the UMPD (In-Kind).

- ii. **Supervision Costs** - The cost to provide daily supervision during the pilot program is estimated to be \$24,000. During the pilot program, supervision costs will be incurred by the UMPD (In-Kind).
- iii. **Vehicle Costs** - A minimum of two patrol vehicles will be needed for the pilot program. The cost to purchase two vehicles is estimated to be \$40,000. Due to the significant funds needed to purchase vehicles, UMPD will allow Safety Ambassadors to use non-patrol use vehicles that are currently available. These vehicles are serviceable vehicles that are used only by UMPD officers to travel back and forth to court and for special events. The use of these vehicles is estimated to cost \$1,000 per month, which includes fuel and all required maintenance. During the pilot program, all vehicle costs will be incurred by UMPD (In-Kind).
- iv. **Bicycle Costs** - Three bicycles will be needed to outfit Safety Ambassadors for patrol duties. Each patrol rated bicycle costs approximately \$1,400 each. It is suggested that Safety Ambassadors use bicycles that are currently being utilized by the UMPD Student Police Auxiliary. This measure will save \$4,200 (In-Kind).
- v. **Communications Costs** - A total of ten police radios will be needed for the pilot program. Each UMPD compatible radio costs \$4,000. Due to this significant expense, the UMPD will offer the use of existing Student Police Auxiliary radios. These radios will meet the needs of the pilot program and will save approximately \$40,000 (In-Kind).
- vi. **Equipment and Clothing Costs** - The total cost to equip and outfit 10 Safety Ambassadors during the pilot program is estimated to be \$5,000. This amount will cover the cost of uniforms, jackets, hats, flashlights and other related items.
- vii. **Safety Ambassador Personnel Costs – 12 Month Pilot Program / \$12.00 per hour**

Safety Ambassadors Scheduling	Hours per week	Total hours	Total
40 weeks / Limited deployment during summer and holiday weeks	200 hours total per week / 20 hours per person	8,000	\$96,000

viii. Total Program Costs – 12-month Pilot Program

- 1. Grant Funded - \$101,000
 - a. Personnel Costs and Equipment and Clothing
- 2. UMPD In-Kind Contribution - \$83,200
 - a. Training Costs, Supervision Costs, Vehicle Costs, Bicycle Costs, and Communication Costs

- b. Timeline – UMPD and the City of College Park will ensure that proposed tasks are completed within the timeline when possible. Funding, hiring and training processes will dictate the specific start of the 1 year period.
 - i. **First Quarter**
 - 1. **Prior to start of Quarter 1**
 - a. Hire 10 Safety Ambassadors
 - b. Train 10 Safety Ambassadors
 - c. Gather and test equipment (radios, bicycles, clothing, etc.)
 - 2. **During Quarter 1** – Implement and begin safety ambassador patrols.
 - 3. **End of Quarter 1** – Complete quarterly review. Use CMAST and College Park City-University Partnership (CPCUP) Public Safety Committee as a sounding board for feedback.
 - 4. **End of Quarter 1** – Complete program reporting.
 - 5. **End of Quarter 1** – Complete fiscal reporting.
 - ii. **Second Quarter**
 - 1. **During Quarter 2** – Continue safety ambassador patrols.
 - 2. **End of Quarter 2** – Complete quarterly review. Use CMAST and CPCUP as a sounding board for feedback.
 - 3. **End of Quarter 2** – Complete program reporting.
 - 4. **End of Quarter 2** – Complete fiscal reporting.
 - iii. **Third Quarter**
 - 1. **During Quarter 3** – Continue safety ambassador patrols.
 - 2. **End of Quarter 3** – Complete quarterly review. Use CMAST as a sounding board for feedback.
 - 3. **End of Quarter 3** – Complete program reporting.
 - 4. **End of Quarter 3** – Complete fiscal reporting.
 - 5. **End of Quarter 3** – Evaluate and implement continuation of Safety Ambassador Program beyond the pilot program. Start additional hiring, evaluate funding entities, etc.
 - iv. **Fourth Quarter**
 - 1. **During Quarter 4** – Continue safety ambassador patrols.
 - 2. **End of Quarter 4** – Complete quarterly review. Use CMAST and CPCUP as a sounding board for feedback.
 - 3. **End of Quarter 4** – Complete program reporting.
 - 4. **End of Quarter 4** – Complete fiscal reporting.
9. Collaboration
- a. The University of Maryland Police Department, the City of College Park and the College Park City-University Partnership are committed to ensuring the City of College Park remains an attractive place to learn, work, and live – and continues to become a vibrant, top 20 college town by 2020, as outlined in the University District Vision – a comprehensive community development strategy agreed to by the City, University, State and County. The University of Maryland Police Department will provide In-Kind contributions toward this program and has agreed to its oversight and supervision. The Department has been and continues

to work closely with City of College Park leaders and the College Park City-University Partnership to develop and implement this Safety Ambassador Program.

- b. CMAST – City Multi-Agency Services Team (CMAST) Report – A monthly strategic and tactical crime analysis product and ongoing project support distributed to CMAST stakeholders. This product was developed in 2011 and includes data from multiple agencies operating within the City of College Park. Content and needs adapt as relevant and requested, and support includes regular briefing and presentations to the CMAST group.
 - i. The reports and presentations are utilized by the City of College Park, Prince George’s County Police Department – District 1, Prince George’s County Fire and EMS Department, Maryland State’s Attorney’s Office, University of Maryland Office of Student Conduct, and the College Park Property Owner’s Association. The City of College Park utilizes this information when deciding how to schedule contract police cars as well as code enforcement officers. Prince George’s County Police uses this information when identifying locations that are problems and how to schedule staff within District 1 on nights and weekends. The Office of Student Conduct uses the information to assist in off campus referral investigations.
 - ii. This existing structure allows the stakeholders to have input on the Safety Ambassador Program and evaluate its effectiveness in addressing a wide variety of issues or concerns within College Park that are currently being identified and tracked.
- c. Other jurisdictions utilizing a similar non-sworn Safety Ambassador program.
 - i. The College Park Safety Ambassador program will be specifically tailored to address several identified College Park issues.
 - ii. Collaboration and best practices will be derived from collaboration with:
 - 1. University of Cincinnati – Utilizes Block by Block Safety Ambassadors in areas south and east of their campus.
 - 2. University of Pennsylvania - Philadelphia – Center City District – Community Service Representatives patrol in downtown Philadelphia
 - 3. North Hollywood (CA) Business Improvement District – Neighborhood Ambassadors to address nuisance issues.

10. Sustainability

- a. The University of Maryland Police Department, the City of College Park and the College Park City-University Partnership are committed to the Safety Ambassador Program and will be seeking additional funding after the pilot program is complete. Additionally, after a successful pilot program, it is expected that both UMPD and the City of College Park will be able to obtain some additional internal funding (in-kind) to help with program costs moving forward. The plan is for the program to not only continue, but to expand throughout the City.

11. Project Evaluation

- a. CMAST – City Multi-Agency Service Team
 - i. Key stakeholder report – CMAST will put together a recommendation for continuation as well as any changes needed for further success. This includes input from both the University of Maryland Police, the City-University Partnership, and the City of College Park.
 - 1. Focus on positive interactions and feedback reported through each stakeholder’s entity.
 - ii. Comparison with the number of complaints/quality of life issues from previous years.
 - 1. This data is already collected for CMAST and will be available for comparison after the first quarter of implementation.
 - iii. Comparison with the crime rate and number of police calls for service in the downtown area.
 - 1. This data is already collected for CMAST and will be available for comparison after the first quarter of implementation.

12. Person Completing the Project Narrative

- a. Lieutenant Kenneth Leonard
Grant Manager & Special Projects
University of Maryland Police, College Park
Telephone: (301) 405-7130
Fax: (301) 314-9552
E-mail Address: kleonard@umpd.umd.edu

Operating Assistance Grants FY2016 Application

Consolidated Application for DHCD's Main Street Improvement Program, Nonprofit Assistance Fund and Technical Assistance Grant

Maryland Department of Housing and Community Development
Division of Neighborhood Revitalization
2 North Charles Street, Suite 450
Baltimore, Maryland 21201

APPLICATION DEADLINE:

October 29, 2015 by 5:00 pm



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Kenneth C. Holt
Secretary

OPERATING ASSISTANCE GRANTS OVERVIEW

The Maryland Department of Housing and Community Development (DHCD) is committed to assisting Maryland's local governments and nonprofit organizations build capacity to achieve their community revitalization and economic development goals. DHCD is consolidating three operating assistance programs into one Operating Assistance Grant application for FY16 funding: the ***Main Street Improvement Program, the Nonprofit Assistance Fund and the Technical Assistance Grants***. These programs offer funding to support operating and technical assistance costs associated with local housing and revitalization projects and/or initiatives. Applicant organizations must serve communities that include designated Sustainable Community areas and projects and/or initiatives themselves should be in alignment with local Sustainable Community Action Plans.

Using the Operating Assistance Grant application, eligible applicants are able to apply for funding from the following programs:

NOTE: Applicants meeting eligibility requirements may apply for funding from all three programs and should submit an Operating Assistance Grant Application for each project and program.

Main Street Improvement Program

The Main Street Improvement Program (MIP) helps stimulates the economic development of the State's 28 designated Main Street Maryland business districts and Baltimore City's 9 designated Baltimore Main Streets. MIP grants are intended to support a broad range of local initiatives aimed at supporting the development and revitalization of these historic business districts by retaining and attracting investment.

Eligible Applicants: The State's 28 designated Main Street Maryland communities and Baltimore City's 9 designated Baltimore Main Streets. Applicant may either be the local government or the nonprofit Main Street organization. Nonprofit Main Street organizations must have the support of the local government for their application.

Eligible Activities: (include, but are not limited to) costs associated with staff and consultant services, a portion of general operating expenses, market and business recruitment strategies which will improve a business district and other projects that have been identified in the applicant's work plans as key to its Main Street efforts.

For FY16 the amount of up to \$150,000 will be available for the MIP program. ***NOTE:*** Although applicants are not required to provide a match for the amount requested, applications that demonstrate other funding support will score better when evaluated for Project Budget, Leverage and Timeline.

Nonprofit Assistance Fund

The Nonprofit Assistance Fund (NAF) aims to strengthen the ability of locally based nonprofits to bring reinvestment and economic revitalization to their communities. NAF supports operating expenses of community development organizations mobilizing housing and neighborhood rein-

vestment and implementing projects that result in the physical and economic revitalization of their community.

Eligible Applicants: nonprofit community development corporations (CDCs) involved in community and economic revitalization; Main Street Maryland organizations; community development financial institutions (CDFIs); and community action agencies (CAAs) that are undertaking community and economic revitalization activities.

Eligible Activities: (include, but are not limited to) expansion of an existing program, deployment of a new initiative, such as a revenue producing social enterprise, engagement of consulting expertise/technical assistance for organizational development or community assessment and goal setting.

For FY16 up to \$600,000 will be available for the NAF. The maximum request for funds is \$50,000 with awards expected to range from \$25,000 to \$50,000 relative to the scope of an organization's project. **NOTE:** *Although applicants are not required to provide a match for the amount requested, applications that demonstrate other funding support will score better when evaluated for Project Budget, Leverage and Timeline.*

Technical Assistance Grant

The Technical Assistance Grant (TAG) provides funding to obtain advisory, consultative, training, information, and other services which will assist or carry out community development activities. Special areas of focus for TAG include projects that involve and support designated Main Street and/or Maple Street communities, Transit Oriented Development, BRAC Zones, and initiatives within local Sustainable Community Action Plans.

Eligible Applicants: nonprofit organizations, local governments, local development agencies and local development corporations

Eligible Activities: (include, but are not limited to) costs associated with consultants or services, a portion of general operating expenses and other costs directly associated with community development projects.

For FY16 up to \$150,000 will be available for the TAG program. The maximum request for funds is \$25,000. **NOTE:** *Although applicants are not required to provide a match for the amount requested, applications that demonstrate other funding support will score better when evaluated for Project Budget, Leverage and Timeline.*

APPLICATION

All applicants must submit an Operating Assistance Grant application and the documents outlined in the Required Documents Checklist– ***all materials must be provided as outlined in the checklist by the application deadline***; those applicants with incomplete applications will be invited to apply in the FY17 round, assuming funding is available.

In order to obtain an Operating Assistance Grant application, applicants **MUST** register via DHCD's Project Portal System <http://projectportal.dhcd.state.md.us>. When registering please

indicate in the “Notes” section you are interested in applying for Operating Assistance Grant (OAG). Once your registration is submitted and verified you will be able to login to complete an application. All registered users, once logged in, can access the application by selecting “Operating Assistance Grants” from the “My Opportunities” tab. **NOTE: Applicants, based on program eligibility, may only submit one application per program.**

All applications and required documents should be submitted electronically via DHCD’s Project Portal System <http://projectportal.dhcd.state.md.us>. Please refer to the Required Documents checklist to determine where within the Project Portal documents are to be uploaded. The completed application(s) and some required documents should be uploaded to the Operating Assistance Grant Application Page and others will be uploaded under “Organization Uploads” under the “My Organization” tab within the Project Portal.

AWARD CRITERIA

All Operating Assistance Grants and required documents are due **October 29, 2015 by 5:00 pm**. Applications with incomplete information will be invited to apply in the FY17 round, assuming funding is available.

Applications will be evaluated based on, but not limited to, the proposed project and/or initiative’s impact on designated Sustainable Community areas and their alignment with local Sustainable Community Action Plans.

Additionally, each application responses will be scored as follows:

- Project Description, Goals and Impact:** 35 points
- Organizational Experience & Capacity to Implement:** 40 points
- Project Budget, Leverage and Timeline:** 25 points

FOR MORE INFORMATION CONTACT:

Karen Forbes
Assistant Director, Community Access and Partnership
Division of Neighborhood Revitalization
Maryland Department of Housing and Community Development
2 North Charles Street, Suite 450
Baltimore, Maryland 21201
410-209-5809
karen.forbes@maryland.gov

Operating Assistance Grants Required Documents List: *Required Documents should be submitted electronically via DHCD's Project Portal System <http://projectportal.dhcd.state.md.us>.*

UPLOAD TO:	ALL APPLICANTS MUST PROVIDE:
Application Page	Completed and Signed Operating Assistance Grant: All questions, budget and timeline must be completed in full. <i>NOTE: The application must be signed by an authorized signatory listed on the Incumbency Certificate submitted at time of application.</i>
Application Page	Project Location Map: verify that project is located in and/or serves a designated Sustainable Community area – maps can be obtained using: http://www.mdhousing.org/Website/DHCDmapper.aspx
Application Page	Proof of Site Control (if applicable) Provide verification of site control: copy of deed and/or commitment from property owner, signed letter or Memorandum of Agreement or the like, <u>must</u> be submitted with application
Application Page	Pictures of the Proposed Project (if applicable, max 3 photos)
Application Page	Applicant and/or Other Funds Letter(s) of Commitment must be included with the application and must be on organizational or company letterhead and must include the dollar amount of the contribution, reference the proposed or related project/activity and be signed.
Application Page	Assurance of Compliance: completed, signed and witnessed
Application Page	Contract Affidavit: completed, signed and dated
Organization Uploads	Incumbency Certificate: completed, signed and dated
FOR NONPROFIT APPLICANTS: <i>In addition to the items listed under "All Applicants", nonprofit organizations must submit the following:</i>	
Application Page	Corporate/Board Resolution: completed, signed and dated – NOTE: Nonprofit Main Street organizations must also submit a Local Government Resolution
Organization Uploads	Internal Revenue Service Letter of Determination: verifying organization's approved nonprofit status.
Organization Uploads	Document Verifying Applicant is a Registered Charitable Organization (Maryland Secretary of State: www.sos.state.md.us)
Organization Uploads	On-line Verification of Certificate of Good Standing (Maryland State Department of Assessments and Taxation: https://sdatcert1.resiusa.org/certificate_net/) NOTE: Do not obtain an official Certificate at the time of application. If an award is made, DHCD will request an official Certificate when the agreement is executed.
Organization Uploads	Articles of Incorporation (including any amendments)
Organization Uploads	Organizational By-Laws (including any amendments)
Organization Uploads	List of Board of Directors/Trustees <i>(List should include: Board member's name, occupation, number of years with your non-profit and if applicable, the constituency each represents.)</i>
FOR LOCAL GOVERNMENT APPLICANTS: <i>In addition to the items listed under "All Applicants", local governments must submit the following:</i>	
Application Page	Local Government Resolution: resolution must be on jurisdiction's letter head or other official document of the local government

Maryland Department of Housing and Community Development
Operating Assistance Grants Application

I. APPLICANT INFORMATION:

Name of Organization: *(For nonprofit applicants provide the name of organization as it appears in the Articles of Incorporation.)*

City of College Park

Address: 4500 Knox Road

City: College Park County: Prince George's State: MD Zip Code: 20740-3390

Phone: 240-487-3501 Fax: 301-699-8029 Website: www.collegeparkmd.gov

Federal Identification Number: 52-0564508

Contact Name and Title: *(Name of individual completing and submitting application)*

Name: Scott Somers

Title: City Manager

Address: 4500 Knox Road

City: College Park County: Prince George's State: MD Zip Code: 20740-3390

Phone: 240-487-3501 Fax: 301-699-8029 Email: ssomers@collegeparkmd.gov

Organizational History and Recent Accomplishments: Provide a brief description of the applicant's history, mission and role in the community relative to other organizations citing specific recent accomplishments.

The City of College park is home to the University of Maryland (UMD). Approximately half of its resident population of 32,256 (US Census estimate, 07/01/2014), consists of UMD students. This demographic includes a significant portion of people who participate in risk-taking behaviors including binge drinking, drug use, and late-night single-person pedestrian or bicycle traffic. The City also has a growing number of commuters who walk and bike to work, to school, or to public transportation. This program would serve growing areas of off-campus student housing, and residential neighborhoods connected to the College Park Metro station.

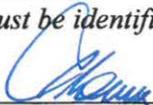
The City population peaks daily at 55,000 and at almost 100,000 during special UMD events, including Maryland Day and various BIG-10 athletic events. The University and City promote the use of public transportation, bicycling, and walking for daily commuting and travel for special events. Pedestrian and vehicular traffic in the targeted areas of this program include a high percentage of local residents, UMD students, faculty, staff and visitors.

We anticipate supplemental funding under a BJAG/GOCCP grant awarded to UMPD for this pilot program.

Applicant Signature

(This person must be identified on the Incumbency Certificate as authorized to sign documents on behalf of the applicant.)

Signature:



Date:

12/29/15

Name and Title: Scott Somers, City Manager

II. PROJECT SUMMARY:

Project Name: College Park Public Safety Ambassador Program

Applicant is requesting funding for the above named project from:

- Main Street Improvement Program** **Total Amount Requested:** \$ _____
- Nonprofit Assistance Fund** **Total Amount Requested:** \$ _____
- Technical Assistance Grant** **Total Amount Requested:** \$ 25,000.00

Total Amount of Applicant and/or Other Funds* \$ _____

Total Project Costs \$ 184,200.00 (estimated)

** Applicant and/or Other Funds Letter(s) of Commitment must be included with the application and must be on organizational or company letterhead and must include the dollar amount of the contribution, reference the proposed or related project/activity and be signed.*

NOTE: Although applicants are not required to provide a match for the amount requested, applications that demonstrate other funding support will score better when evaluated for Project Budget, Leverage and Timeline.

Project Location/Area: *(Check all designations that apply to the proposed project or will be impacted by the proposed project)*

- Priority Funding Area**
- Sustainable Community; Name:** City of College Park
- Main Street; Name:** _____
- Maple Street; Name:** _____
- Arts & Entertainment District; Name:** _____
- Maryland Heritage Area; Name:** ATHA
- Other:** State TOD, RISE, National Register Historic District, Local Historic District

III. PROJECT DESCRIPTION, GOALS AND IMPACT: (35 POINTS)

Summarize the project for which you are requesting funds: Information provided should include narrative details on the scope of the project, what challenges and/or need(s) will be addressed as a result of the project, how the proposed project assists or carries out community development activities or why the proposed project is needed to improve organizational capacity. *Limit response to no more than 400 words/one page, single spaced.*

The City of College Park, the University of Maryland and the College Park City-University Partnership are working together to develop a College Park Safety Ambassador Program. This innovative program is intended to enhance existing public safety services, and will further foster collaboration between the University of Maryland Police, the City of College Park, and community members.

The goal is to launch the College Park Safety Ambassador Program with a 12-month pilot period. This proposal is to help secure supplemental funding to hire and train safety ambassadors to patrol the economic areas of College Park, primarily on foot and bicycle, in order to enhance hospitality and safety in College Park with an increased – and highly visible – safety and security presence.

College Park Safety Ambassadors (non-sworn public safety personnel) will patrol the public right-of-way in and around the Downtown, Midtown, and Old Town areas of College Park, to include the residential area near the College Park/UMD Metro station. The Ambassadors would focus on safety and hospitality – greeting visitors; giving directions; doing outreach to community members and visitors in need; reporting problems they see such as potholes, downed trees, outages, and other hazards and addressing nuisance crimes and other quality of life issues – benefitting both law enforcement collaboration and economic revitalization for College Park at this vital time.

Increasing smart public safety measures can bolster existing law enforcement efforts. Today, the Downtown, Mid-town, and Old Town areas of College Park are patrolled by University of Maryland Police, whose primary responsibility rests within the UMD campus, Prince George's County Police, whose resources are often allocated to other areas within the County with higher crime rates, and City contract Police officers who often are primary backup to City Code Enforcement Officers responding to resident complaints about large parties and noise. We anticipate use of Safety Ambassadors for high visibility and public interaction will relieve some City contract and PGPD police patrol activity to focus on areas of the City without Ambassadors outside of the UMPD concurrent jurisdiction.

Additionally, smart public safety measures complement economic revitalization efforts. The City of College Park is undergoing unprecedented redevelopment poised to reshape the city. Residents and visitors to College Park are experiencing a rapidly changing and exciting local landscape. There is \$540 million in active private investment, including 525 new hotel rooms in three separate projects; 748 apartments and 45 townhouses in three developments; 2,322 new student beds in construction along Route 1; and an overall total of 115,922 square feet of planned retail coming to the city. This year MARC Train service was expanded with four new daily stops and this past summer, Governor Hogan announced that the Purple Line light-rail would go forward. The Purple Line will bring five (5) stops to College Park, which will be a game changer for further redevelopment. Revitalization efforts to build an exciting, electrifying, atmosphere must be coupled with programs that ensure safety for students, residents and visitors.

Describe the project goals and the measurable objectives. Include the following information: What are the goals of the proposed project? What do you expect to achieve? What positive impact and outcome(s) are expected? Explain in detail how this impact will be measured and how the funding will help achieve your goals. Be specific when describing both goals and outcomes.

There are three overarching goals associated with this program: enhance hospitality and public safety service to the College Park community, provide an increased and highly visible safety and security presence within College Park, and provide highly qualified service to community members and visitors to the College Park area, reducing quality of life issues and concerns.

The main way to gauge the impact of the pilot program will be through a City Multi-Agency Services Team (CMAST) Report; a monthly strategic and tactical crime analysis product and ongoing project support distributed to CMAST stakeholders. The report was developed in 2011 to include data from multiple agencies operating within the City of College Park. Content and needs adapt as relevant and requested, and support includes regular briefing of the Team members. The reports and presentations are utilized by the City of College Park, Prince George's County Police Department – District 1, Prince George's County Fire and EMS Department, Maryland State's Attorney's Office, University of Maryland Office of Student Conduct, and the College Park Property Owner's Associa

tion. The City of College Park utilizes this information when deciding how to schedule contract police cars as well as code enforcement officers. Prince George's County Police uses this information when identifying problem locations and scheduling staff within District 1 on nights and weekends. The Office of Student Conduct uses the information to assist in off campus referral investigations.

This existing structure allows the stakeholders to have input on the Safety Ambassador Program and evaluate its effectiveness in addressing a wide variety of issues or concerns within College Park that are currently being identified and tracked.

A 12-month pilot period will begin as soon as funding can be secured, with the main goals of:

1. Hire 10 Safety Ambassadors.
2. Complete training for 10 Safety Ambassadors.
3. Equip and Outfit Safety Ambassadors.
4. Begin pilot program

The funding requested in this grant application will help hire and train the safety ambassadors for the pilot period. If successful in its pilot, there will be a reduction in identified and reported nuisance and quality of life issues within the City of College Park and an increase in the perception of safety and hospitality.

IV. ORGANIZATIONAL EXPERIENCE AND CAPACITY TO IMPLEMENT: (40 POINTS)

Describe the capacity of the applicant to administer the proposed project. Information should include, but need not be limited to the following: identification of staff who will oversee this project and description of their experience and capabilities; and, description of the applicant's past experience in administering a similar project in a successful manner. If the proposed project includes hiring consultants identify the consultants, if known, and provide information on their capabilities or expected capabilities.

The City of College Park and the University of Maryland Police Department are working together to develop and implement a pilot Safety Ambassador program. The City of College Park does not have its own municipal police force and relies on partnerships with the University of Maryland Police Department, Prince George's County Police, and a supplemental contract Police program funded by the City which adds an additional 10 FTE who are assigned city-wide patrol.

The University of Maryland Police Department, as one of many policing agencies serving the area where use of Safety Ambassadors is planned, has agreed to implement and oversee the program. UMPD provides law enforcement and related services to the community of approximately 60,000 members, which includes a student population of approximately 30,000. In order to provide effective services to the community as a whole, UMPD and the Prince George's County Police Department entered into a "Concurrent Jurisdiction Agreement" which created a mutual and positive working relationship and provide assistance and expertise to each other as needed.

The City of College Park's capacity to support the Safety Ambassador program is crucial to its success. Securing additional funding to hire and train qualified safety ambassadors will go a long way in helping to make the pilot program a success.

Describe the applicant's readiness and strategy to complete the proposed project. Provide a narrative regarding your organization's readiness to utilize the requested funds and include a clear plan for expending those funds during the 12-month term of the agreement.

The City of College Park and the University of Maryland Police Department stand ready to begin the pilot program as soon as funding is made available for this purpose with the goal to launch in early 2016. The timeline for the program requires that the first step is to hire, train and equip public safety ambassadors. It is expected that funds granted by DHCD would be drawn down for these operating expenses within the first and second quarter of the 12-month pilot period.

Describe your organization's track record of implementing State revitalization grants.

Has the applicant organization previously received any funding from DHCD or its programs, such as Community Investment Tax Credit, Community Legacy, Community Development Block Grant, Local Government Infrastructure Bond, etc.

PLEASE COMPLETE

YES, if YES, complete the chart below **NO.**

<u>Project Name</u>	<u>Funding Program Name</u>	<u>Fiscal Year</u>	<u>Amount of Funds Awarded</u>	<u>Remaining Funds/How Much</u>	<u>Percent Complete/Funds Used</u>
Demolition Grant	DHCD/Community Legacy	2014	\$ 75,000.00	0	
Commercial Tenant Grant	DHCD/Community Legacy	2013	\$ 30,000.00	0	

If the applicant has previously received State funding, in addition to completing the chart above, please provide information on the project funded, including the results and impact of the project.

1. Demolition Grant was applied to the demolition of structures at 4700 Edgewood Road in preparation for the Hollywood Gateway Project. Remaining funds were applied to Hazmat abatement at two other properties along Baltimore Avenue.
2. Commercial Tenant Program. City awarded grants to eleven businesses for façade and sign improvements.

Maryland Department of Housing and Community Development
Operating Assistance Grant Application

V. PROJECT BUDGET, LEVERAGE AND TIMELINE: (25 POINTS)

Budget: Using the form below, please complete the Sources & Uses budget for the proposed project

- Under “*Uses of Funds*”, please indicate activities/expenditures for each line item, which applies to the project.
- Under “*Sources of Funds*”, complete the chart to provide information on whether or not additional project funds are from the applicant or from other private and/or public funds. *NOTE: Although applicants are not required to provide a match for the amount requested, applications that demonstrate other funding support will score better when evaluated for Project Budget, Leverage and Timeline.*

USES OF FUNDS	SOURCES OF FUNDS				TOTALS
	DHCD	Grantee	Other	*Names of Other Sources	
Personnel (hiring, compensation, training, supervision)	\$25,000.00	0.00	\$27,000.00	UMPD	\$52,000.00
Equipment		0.00	\$56,200.00	UMPD	\$56,200.00
TOTALS	\$25,000.00		\$83,200.00		\$108,200.00

Provide a brief explanation of each line item under “Uses of Funds” listed in the project budget above. Include information on what the use of funds/activity is and the basis for the cost of the expense/activity. If the activity’s Source of Fund was indicated as “Other”, please note that source and status of those funds – have they been committed? applied for? etc. *Applicant and/or Other Funds Letter(s) of Commitment must be included with the application and must be on organizational or company letterhead and must include the dollar amount of the contribution, reference the proposed or related project/activity and be signed.*

** We have received a verbal commitment and anticipate a letter of commitment from UMPD.*

This Program requires hiring, training and equipping safety ambassadors for a 12-month pilot period. The expectation is that the funds secured through the City’s application will supplement the program’s personnel expenses, including:

1. *Expenses associated with hiring safety ambassadors.*
2. *Safety Ambassadors Compensation. We project hiring 10 safety ambassadors who will be required to work 20 hours per week for 40 weeks within the one-year pilot period.*
3. *Training for Safety Ambassadors. We expect that each safety ambassador will be required to complete 80-hours of instruction and training for the pilot program.*
4. *Supervision of Safety Ambassadors.*
5. *We anticipate supplemental funding under a BJAG/GOCCP grant awarded to UMPD for this pilot program, but these amounts are not included in the project budget pending receipt of the award notice.*

Maryland Department of Housing and Community Development
Operating Assistance Grant Application

Timeline: Please complete the chart below providing information on the activities required in order to complete the proposed project activities. Be specific with regard to activity and realistic as to when those activities will begin and when they will end.

The City of College Park and UMPD will ensure that proposed tasks are completed within the timeline when possible. Funding, hiring and training processes will dictate the specific start of the 1 year period.

a. First Quarter

i. Prior to start of Quarter 1

1. Hire 10 Safety Ambassadors
2. Train 10 Safety Ambassadors
3. Gather and test equipment (radios, bicycles, clothing, etc.)

ii. During Quarter 1 – Implement and begin safety ambassador patrols.

iii. End of Quarter 1 – Complete quarterly review. Use CMAST and College Park City-University Partnership (CPCUP) Public Safety Committee as a sounding board for feedback.

iv. End of Quarter 1 – Complete program reporting.

v. End of Quarter 1 – Complete fiscal reporting.

b. Second Quarter

i. During Quarter 2 – Continue safety ambassador patrols.

ii. End of Quarter 2 – Complete quarterly review. Use CMAST and CPCUP as a sounding board for feedback.

iii. End of Quarter 2 – Complete program reporting.

iv. End of Quarter 2 – Complete fiscal reporting.

c. Third Quarter

i. During Quarter 3 – Continue safety ambassador patrols.

ii. End of Quarter 3 – Complete quarterly review. Use CMAST as a sounding board for feedback.

iii. End of Quarter 3 – Complete program reporting.

iv. End of Quarter 3 – Complete fiscal reporting.

v. End of Quarter 3 – Evaluate and implement continuation of Safety Ambassador Program beyond the pilot program. Start additional hiring, evaluate funding entities, etc.

d. Fourth Quarter

i. During Quarter 4 – Continue safety ambassador patrols.

ii. End of Quarter 4 – Complete quarterly review. Use CMAST and CPCUP as a sounding board for feedback.

iii. End of Quarter 4 – Complete program reporting.

iv. End of Quarter 4 – Complete fiscal reporting.

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Proclamation for Small Business Saturday

**PROCLAMATION OF THE MAYOR AND COUNCIL
OF THE CITY OF COLLEGE PARK, MARYLAND**

SMALL BUSINESS SATURDAY – NOVEMBER 28, 2015

- Whereas,** the City of College Park, Maryland celebrates our local small businesses and the contributions they make to our local economy and community; according to the United States Small Business Administration, there are currently 27.9 million small businesses in the United States, they represent 99.7 percent of American employer firms, create more than two-thirds of the net new jobs, and generate 46 percent of private gross domestic product, as well as 54 percent of all US sales; and
- Whereas,** small businesses employ over 55 percent of the working population in the United States; and
- Whereas,** 89 percent of consumers in the United States agree that small businesses contribute positively to the local community by supplying jobs and generating tax revenue; and
- Whereas,** 87 percent of consumers in the United States agree that small businesses are critical to the overall economic health of the United States and 93 percent of consumers in the United States agree that it is important for people to support the small businesses that they value in their community; and
- Whereas,** local residents spent over \$205 million on retail-related purchases throughout 2014
- Whereas,** the City of College Park, Maryland is home to over 140 independently-owned restaurants and shops
- Whereas,** the City of College Park, Maryland supports our local businesses that create jobs, boost our local economy and preserve our neighborhoods;
- Whereas,** advocacy groups as well as public and private organizations across the country have endorsed the Saturday after Thanksgiving as Small Business Saturday.
- Now, Therefore,** I, Andrew M. Fellows, as Mayor of the City of College Park, Maryland, do hereby proclaim November 28, 2015, as **SMALL BUSINESS SATURDAY** and urge the residents of our community, and communities across the country, to support small businesses and merchants on Small Business Saturday and throughout the year.

PROCLAIMED this 10th day of November 2015.

Andrew M. Fellows
Mayor

4

Discussion with Chief Marc Bashoor, Prince George's County Fire/EMS

5

EAC FY 2016
Public School Education
Grants recommendations
and
Discussion Of Which
Schools Are Eligible For
Future Grants

MEMORANDUM

TO: Mayor and Council
FROM: Carolyn Bernache, Education Advisory Committee Chair
DATE: October 26, 2015
RE: Education Advisory Committee Recommendations regarding Mayor and Council Award of Public School Education Grants

BACKGROUND

Since 2008, the Mayor and Council have provided grant monies to those City neighborhood schools that serve their respective College Park neighborhoods. The purpose of the grants is to support these local schools in enriching students’ educational experience.

Grant amounts available are in two tiers – Tier 1 maximum \$7,500 and Tier 2 maximum \$2,500. Which tier a school is in and thus the amount that the school is eligible for is dependent on the number of College Park students in their school.

The four schools with the largest number of College Park students, Hollywood Elementary, Paint Branch Elementary, Greenbelt Middle and Parkdale High, are eligible for a \$7,500 grant. The other City neighborhood boundary schools that have at least 14 College Park students and thus eligible to apply for the \$2,500 grant award are Berwyn Heights Elementary, Cherokee Lane, University Park Elementary, Buck Lodge Middle, Hyattsville Middle and High Point High School. See Attachment A for data regarding College Park student SY’14 – ‘15 enrollment by school.

Application packets were sent to each of the 10 qualified City neighborhood schools in September. On October 19, 2015 the City’s Education Advisory Committee reviewed the submitted applications. Present were Chair Carolyn Bernache, Vice Chair Tricia Homer and Committee members Peggy Wilson, Charlene Mahoney, Doris Ellis, Cory Sanders and Melissa Day. Also present were City Staff Liaison Peggy Higgins and Recording Secretary Laura Salers.

RECOMMENDATION

Following review and approval of the submitted applications, the EAC is recommending that the Mayor and Council award \$7,500 each to the following schools for their submitted projects.

- | | |
|-------------------------|---|
| Hollywood Elementary | Equipment and Materials Investment to Enhance Educational Opportunities |
| Paint Branch Elementary | Educational Technology |
| Greenbelt Middle School | Greenbelt Middle School College Awareness |
| Parkdale High School | Parkdale Robotics |

The Education Advisory Committee also recommends that the Mayor and Council award \$2,500 in grant monies to each of the following schools for their submitted projects.

Berwyn Heights Elementary
Cherokee Lane Elementary
University Park Elementary
Buck Lodge Middle School

Hyattsville Middle School

High Point High School

Science and Museum Week Excursions
Cherokee Lane Science Club
Parent Engagement Program
Positive Behavior Intervention and Supports Incentive
Program
Environmental/Wildlife Outings – Baltimore
Aquarium/National Zoo
Nutrition Intervention
SAT Saturday School Program

Submitted applications are provided.

The total of all of the awards is \$45,000. (Budgeted amount \$47,500)

Attachment A: SY '14 – '15 College Park Students Enrollment by School**

**Table 1: College Park Student Enrollment by
City of College Park Neighborhood Public Schools**

City Grant Awardees*	City of College Park's Neighborhood Public Schools	# Col Pk Students
	Total Col PK Students Enrolled in PGCPS Elementary Schools	829
X	Hollywood Elementary	330
X	Paint Branch Elementary	245
X	Cherokee Lane Elementary	58
X	Berwyn Heights Elementary	35
X	University Park Elementary	30
	Total Col PK Students Enrolled in PGCPS Middle Schools	200
X	Greenbelt Middle	172
X	Buck Lodge Middle	14
X	Hyattsville Middle	14
	Total Col Pk Students Enrolled in PGCPS High Schools	335
X	Parkdale High	214
X	High Point High	45
	Northwestern High	12

*Grant criteria is City neighborhood schools with at least 14 College Park students.

**Table 2: Other Public Schools that College Park Students Attend by
Number of College Park Students Enrollment**

Choice Schools via Lottery/Competitive Testing Where Col Pk Students Applied or Special Education Schools where Enrolled	# Col Pk Students
Eleanor Roosevelt HS	36
College Park Academy	28
Glenarden Woods Elem	12
Beltsville Academy	10
Springhill Lake Elem	10
Dora Kennedy Frnch Immsrn	10
James E. Duckworth	10
Robert Goddard Montessori	8
Francis Fuchs ECC	8
Laurel HS	6
Academy of Health Sciences	6
2 Additional Schools	5 students each
1 Additional School	4
4 Additional Schools	3 students each
7 Additional Schools	2 students each
11 Additional Schools	1 students each

**SY 14 – '15 Enrollment Data provided by Prince George's County Public Schools (PGCPS)

City of College Park
FY2015 Public School Education Grant Application
(Deadline: Monday, October 12, 2015 6:00 pm)
MAXIMUM AWARD AMOUNT = \$7,500

NOTE: A five point scale is used in review of the applications for City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: : Hollywood Elementary School

School Address: 9811 49th Ave.

City/State/Zip: College Park, MD 20740

Program Name (if different): Equipment + Materials Investment to Enhance Educational Opportunities.

Contact Person/Title: April J. M. Lee, Principal

Telephone Number: 301-513-5900 FAX Number: 301-513-5383

E-mail Address: april.morris@pgcps.org

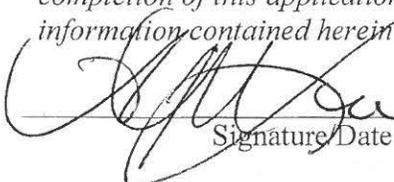
Grant Request: \$ 7500

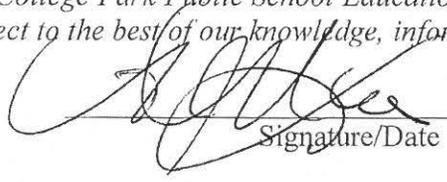
Use of Grant Funds: Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

Maintain Existing Program Expand Existing Program Start New Program

Included with Application is signed City of College Park Hold Harmless form Yes _____

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.

 10-09-2015
Signature/Date

 10-09-2015
Signature/Date

April J. M. Lee/Principal
Printed Name/School Principal

April J. M. Lee/Principal
Printed Name/Title

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.

This year, our school budget has continued to be limited. Therefore, we are suggesting that this grant be used for a variety of materials and equipment that we believe will give us the support for our educational program that we would not otherwise be able to do.

a. The first project is purchasing 10 ipads for first grades to share. Last year, we were able to use the grant funds to purchase 10 ipads for the first grade classes to use. By purchasing an additional set, each classroom will have 10. By providing each class with 10 ipads, the students can use them for reinforcement of skills in reading, language arts and math during their center time. The protective covers for the ipads would also need to be purchased.

b. The second project is for two additional visualizers for the Pre-K classroom and the reading specialist. These can be smaller projectors that will be used with the computers to demonstrate or show students information.

c. The third project is to improve writing practices in grades K – 2. We will purchase wipe-off lined writing boards and wipe-off markers for kindergartners and first graders. We will purchase journals for second graders.

d. The fourth project is to provide materials for our reading specialist to use with her small remedial groups. We will purchase word boxes, index cards and dividers for students to develop vocabulary boxes.

e. The final project would be used to purchase copy paper and other instructional materials; such as chart paper, pencil sharpeners, sheet protectors, and items that are used frequently.

2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.

The purchase of the above materials would help teachers to enhance and enrich the curriculum. The ipads and projectors all help teachers to display materials in ways that will enhance instruction and involve students in learning activities. The reading and writing materials also serve to enhance the programs and allow students to practice forming letters, words and beginning sentences.

3. List at least one measurable educational outcome. Identify and describe the method of evaluation for the educational outcome. These methods may include questionnaire, interview, survey, pre- and post- test, rating scale, observation, other. Be specific.

The equipment that will be purchased will be used in classrooms. The ipads and covers will be used in the first grade classrooms as center activities. The teacher may also use them for demonstrations and to share information. The visualizers for the classroom and reading specialist will allow those teachers to share information from the computers as well as other resources with

students. The reading and writing materials will be used by students for them to increase writing stamina and reading vocabulary.

4. Describe the educational impact your project will have on students and/or the school community. Outcomes can be defined as the changes/benefits in skill, behavior, knowledge, attitude, conditions, status or awareness that participants experience during or after taking part in program activities. Relate the elements of your project that contribute/cause/result in the achievement of your project’s educational outcomes.

These materials and equipment support the teacher and students in learning the curriculum. By enhancing reading, writing and math activities with ipads, and projectors, teachers are able to make the topics more meaningful to students. This will help our students in using technology as well as learning the content.

B. COMMUNITY OUTREACH

It is not necessary to have a community partner for this project, but if so, who are they and how is the partnership realized? Does your partner provide funds, equipment, personnel, etc.?

C. PROJECT ACHIEVABILITY

1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parnets, and other volunteers. If applicable, identity the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

Position/Title	Activity/ Specific Task	Average Days/Hrs per Month	Target Dates
First grade teachers	Ipad use in classrooms. Teachers will instruct students on use of ipads and apps.	Students will use the ipads independently each day.	Oct. – June
Reading specialist and Pre-K teacher	ELMO visualizer	Use with instruction; used daily	Oct. - June
Teachers grades K-2	Wipe-off writing boards, markers, journals	Increased use of writing activities	Oct. - June
Reading Specialist	Word boxes, index cards, dividers	Development of vocabulary boxes	Oct. - June

All instructional staff	Instructional materials	Support materials are used throughout the year as needed.	Oct. - June
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09/2014 rev

D. PROGRAM BUDGET

Income

Grant request from City of College Park	\$7500.00
Foundations, other grants	_____
Public agencies	_____
Corporations	_____
Other receipts (describe: _____)	_____
In-kind contributions (goods and services donated)	_____
TOTAL INCOME	\$ 7500.00

Expenses

Personnel costs	_____
Equipment purchases	_____
Supplies	_____
Transportation	_____
Equipment rentals	_____
Consulting fees	_____
Other services (describe: _____)	_____
Other expenses (describe: _____)	_____
TOTAL EXPENSES	\$ _____
NET SURPLUS / (DEFICIT)	\$ _____

Include a paragraph (budget narrative) explaining what the money will be used for. Some detail is needed to provide a clear understanding of the costs of the items and/or personnel costs. If food is an expense of the grant, be sure to justify in the budget narrative how the food expense supports the project and how the project meets an educational need.

- a. ipads (10 in a pack) = \$3790
- b. Protective covers for ipads = \$400
- c. Visualizers for 2 rooms = \$1196
- d. Writing materials = \$1260
- e. Reading materials = \$100
- f. Other materials for instruction (such as copy paper) = \$754

These prices are based on vendors that are approved by the school system. Shipping and handling has not been included. Additional funds will be needed to cover this expense. Those funds will come from our fund-raiser money or PTA will assist.

RE: FY2016 Public School Education Grant

HOLD HARMLESS AGREEMENT

In consideration for the receipt of certain grant monies from the City of College Park, and other good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, Hollywood ES does hereby
(name of school)

agree to indemnify and hold the City of College Park, its agents, servants and employees, harmless from and against any and all claims, demands, actions, causes of action, suits, and proceedings by others, and against all liability for damages, including attorneys' fees, incurred by reason of or arising from any program, class, equipment or activity for which funds provided by the City of College Park are used directly or indirectly, regardless of whether or not the City is named as a sponsor.

School: Hollywood ES

Signature of Authorized Representative:  _____

Printed Name: April J. M. Lee

Title: Principal

Date: October 9, 2015

City of College Park
FY2016 Public School Education Grant Application
(Deadline: Monday, October 12, 2015 6:00 pm)
MAXIMUM AWARD AMOUNT = \$7,500

NOTE: A five point scale is used in review of the applications for the City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: Paint Branch ES

School Address: 5101 Pierce Ave.

City/State/Zip: College Park, Md 20740

Grant Program Name: Educational Technology

Contact Person/Title: Emmett Hendershot, Principal

Telephone Number: 301-513-5300 FAX Number: 301-513-5303

E-mail Address: emm.hendershot@pgcps.org

Grant Request: \$ 7,500

Use of Grant Funds: Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

- Maintain Existing Program Expand Existing Program Start New Program
- Organizational Support

Included with Application is signed City of College Park Hold Harmless form Yes X

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.

<u>Emmett Hendershot</u> <u>10/12/15</u>	
Signature/Date	Signature/Date
<u>Emmett Hendershot/Paint Branch ES</u>	
Printed Name/School Principal	Printed Name/Title

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.
 - PBES is in need of additional educational technology in the classrooms. Students can create presentations or projects if there is more technology for student use. Teachers can also use the additional technology to create lessons and activities.
2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.
 - Grant money will be used to upgrade the educational technology in classrooms. PBES is lacking in technology for both students and teachers. Equipment to be purchased is Smartboards, LCD Projectors, Visualizers, Software Licenses, and other educational technology.
3. List at least one measurable educational outcome. Identify and describe the method of evaluation for the educational outcome. These methods may include a questionnaire, interview, survey, pre- and post- test, rating scale, observation, or other. Be specific.
 - Literacy is one of PGCPS major outcomes. The use of technology in the classroom will support early literacy in our K-2 classes. Students in grades K-2 take an assessment called the DRA- Directed Literacy Assessment. The goal is to have all students test on grade level in Reading on the DRA assessment. Technology in the classroom will help students reach proficiency on that assessment.
4. Describe the educational impact your project will have on students and/or the school community. Outcomes can be defined as the changes/benefits in skill, behavior, knowledge, attitude, conditions, status or awareness that participants experience during or after taking part in program activities. Relate the elements of your project that contribute/cause/result in the achievement of your project's educational outcomes.
 - The educational impact that having technology in the classroom is that all students will get hands on experience on the computers. Students will be able to access different educational programs that otherwise would not be open to them. Teachers can use the technology to build literacy skills in all of the students.

B. PROJECT ACHIEVABILITY

1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parents, and other volunteers. If applicable, identify the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

Position/Title	Activity/ Specific Task	Average Days/Hrs per Month	Target Dates
Classroom Teachers	Instruction	20 days per month	2015-2016
Resource Teachers	Instruction	20 days per month	2015-2016

09/2015 rev

C. PROGRAM BUDGET

Income

Grant request from City of College Park	<u>7,500</u>
Foundations, other grants	<u> </u>
Public agencies	<u> </u>
Corporations	<u> </u>
Other receipts (describe: _____)	<u> </u>
In-kind contributions (goods and services donated)	<u> </u>
TOTAL INCOME	\$ <u>7,500</u>

Expenses

Personnel costs	<u> </u>
Equipment purchases	<u>7,500</u>
Supplies	<u> </u>

Transportation	_____
Equipment rentals	_____
Consulting fees	_____
Other services (describe: _____)	_____
Other expenses (describe: _____)	_____
TOTAL EXPENSES	\$ <u>7,500</u>
NET SURPLUS / (DEFICIT)	\$ _____

Budget will be used to purchase educational technology. The technology will include Smartboards, LCD Projectors, visualizers, software licenses, and other educational equipment.

09/2015 rev

RE: FY2016 Public School Education Grant

HOLD HARMLESS AGREEMENT

In consideration for the receipt of certain grant monies from the City of College Park, and other good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, Paint Branch ES does hereby
(name of school)

agree to indemnify and hold the City of College Park, its agents, servants and employees, harmless from and against any and all claims, demands, actions, causes of action, suits, and proceedings by others, and against all liability for damages, including attorneys' fees, incurred by reason of or arising from any program, class, equipment or activity for which funds provided by the City of College Park are used directly or indirectly, regardless of whether or not the City is named as a sponsor.

School: Paint Branch ES

Signature of Authorized Representative: E. Hendershot

Printed Name: Emmet Hendershot

Title: Principal

Date: 10/12/15

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.

Our vision at Greenbelt Middle School is to foster an environment where the culture is centered on rigor and student success through collaboration with all educational stakeholders. Exceptional achievement and strong relationships are the tread of the school's culture.

2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.

Greenbelt Middle School will prepare all students to become 21st century learners, and provide information pertaining to opportunities to enroll in colleges and universities, and or facilitate interest with all students to join the work force with the technological skills and a trade to support their entrance into a global society.

3. List at least one measurable educational outcome. Identify and describe the method of evaluation for the educational outcome. These methods may include a questionnaire, interview, survey, pre- and post- test, rating scale, observation, or other. Be specific.

- a. Students will develop and maintain a career development portfolio in order to promote a college going culture via classroom projects, team activities, and college tours.
- b. Students will use a rubric to measure content of the career portfolio with efficiency.
- c. Students will take part in a Career Interest Inventory survey.

4. Describe the educational impact your project will have on students and/or the school community. Outcomes can be defined as the changes/benefits in skill, behavior, knowledge, attitude, conditions, status or awareness that participants experience during or after taking part in program activities. Relate the elements of your project that contribute/cause/result in the achievement of your project's educational outcomes.

- a. Students will increase their knowledge of college readiness and career awareness
 - i. Use skills of listening and observing during college trips
 - ii. Use technology to research colleges of interests
 - iii. Begin to develop an understanding of the value college education
 - iv. Develop an understanding of college vocabulary
 - v. Prepare for and conduct a career interview on a profession of choice (Invited Guest)
 - vi. Research various careers, comparing salaries and qualifications for careers.

B. PROJECT ACHIEVABILITY

1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parents, and other volunteers. If applicable, identify the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

Position/Title	Activity/ Specific Task	Average Days/Hrs per Month	Target Dates
8 th Grade Classroom Teachers (9)	Over night College visits	4 days/36 hrs	Winter 2015/Spring 2016
Professional Counselors & Librarian	Continue using Carer Center to work with 8 th graders on researching careers and colleges	36 days/4.0 hrs	Oct. 2015 – May 2016

09/2015 rev

C. PROGRAM BUDGET

Income

Grant request from City of College Park	<u>\$7500</u>
Foundations, other grants	<u> </u>
Public agencies	<u> </u>
Corporations	<u> </u>
Other receipts (describe: _____)	<u> </u>
In-kind contributions (goods and services donated)	<u> </u>
TOTAL INCOME	\$ <u>7500</u>

Expenses

Personnel costs	<u>0</u>
Equipment purchases	<u>0</u>
Supplies	<u>\$976</u>
Transportation	<u>\$2600</u>
Equipment rentals	<u>0</u>
Consulting fees	<u>0</u>
Other services (describe: <u>Hotel Stay</u>)	<u>\$4100</u>
Other expenses (describe: _____)	<u>0</u>
TOTAL EXPENSES	\$ <u>\$7676</u>

NET SURPLUS / (DEFICIT)

\$ 176
To be provided by school.

Include a paragraph (budget narrative) explaining what the money will be used for. Some detail is needed to provide a clear understanding of the costs of the items and/or personnel costs. If food is an expense of the grant, be sure to justify in the budget narrative how the food expense supports the project and how the project meets an educational need.

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Each college tour will include approximately 200 students. Bus transportation is approximately \$1300.00 per trip. Hotel accommodations Woodlands Hotel in Colonial Williamsburg for the College of William and Mary trip \$2100 and the Wyndham Hotel in Philadelphia for Drexel University trip \$2000.

Fridays will be College Day at Greenbelt Middle School students will receive t-shirts to wear every Friday to promote our College Bound Programs.

- 400 College Bound tshirts from Jiffy Shirts.com Anvil model 980 @2.44 total \$976.00.

RE: FY2016 Public School Education Grant

HOLD HARMLESS AGREEMENT

In consideration for the receipt of certain grant monies from the City of College Park, and other good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, _____ does hereby
(name of school)

agree to indemnify and hold the City of College Park, its agents, servants and employees, harmless from and against any and all claims, demands, actions, causes of action, suits, and proceedings by others, and against all liability for damages, including attorneys' fees, incurred by reason of or arising from any program, class, equipment or activity for which funds provided by the City of College Park are used directly or indirectly, regardless of whether or not the City is named as a sponsor.

School: Greenbelt Middle School

Signature of
Authorized
Representative:  _____

Printed Name: George V. Covington

Title: Principal

Date: October 14, 2015

City of College Park
FY2016 Public School Education Grant Application
(Deadline: Monday, October 12, 2015 6:00 pm)
MAXIMUM AWARD AMOUNT = \$7,500

NOTE: A five point scale is used in review of the applications for the City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: Parkdale High School _____

School Address: 6001 Good Luck _____

City/State/Zip: Riverdale, MD 20737 _____

Grant Program Name: Parkdale Robotics _____

Contact Person/Title: Karen Bogoski _____

Telephone Number: 734-587-3350 FAX Number: 866-542-0763 _____

E-mail Address: karen.bogoski@pgcps.org _____

Grant Request: \$ 7500.00

Use of Grant Funds: Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

Maintain Existing Program Expand Existing Program Start New Program

Organizational Support

Included with Application is signed City of College Park Hold Harmless form Yes X

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.

Signature/Date

Signature/Date

Printed Name/School Principal

Printed Name/Title

09/2015 rev

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.
 - a. Parkdale has a technology program that only focuses on very basic skills, with small hands-on projects in STEM, and the new Programming class is the same. The robotics program has allowed students to realize how the math and physics concepts learned in class actually work when applied to building the robot. To have the FIRST robotic's program allows any Parkdale student intersted in engineering, programming, and even graphic arts, to join and learn about relevant and often cutting edge problems and technologies. With the current deficit in students going into fields for Math, Science and Engineering, the push has been on to focus more education on the STEM subjects, this program has allowed Parkdale to step up their STEM understanding.
2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.
 - a. The off season robotics program at Parkdale teaches students the basic principals of STEAM, Robert's Rules of Order for meetings, as well as how to run a small business like the robotic's team. Some topics that are covered are; personal and tool safety, mechanical, electrical, and programming engineering, media and graphics for the website and advertising, business and finance for fundraising and money handling. On Saturday, January 9, 2016 the FIRST Robotics Organization, www.usfirst.org, announces the new game, and distributes the Kit-of-Parts of the year, teams then have six and a half weeks to design, prototype, build and program a robot for competition. Teams may register for competition events through out the world to attend, compete and hopefully place for the World Championship.
3. List at least one measurable educational outcome. Identify and describe the method of evaluation for the educational outcome. These methods may include a questionnaire, interview, survey, pre- and post- test, rating scale, observation, or other. Be specific.
 - a. This year we are focusing off-season work on teaching basic systems building; pneumatics, motors and gears, chassis building, electrical and programming. The idea behind this is to introduce and build on these skills so when the build season comes, the students will have confidence in the skills they have acquired that they participate in the robot designing without hesitations. That will be the measurable outcome.

4. Describe the educational impact your project will have on students and/or the school community. Outcomes can be defined as the changes/benefits in skill, behavior, knowledge, attitude, conditions, status or awareness that participants experience during or after taking part in program activities. Relate the elements of your project that contribute/cause/result in the achievement of your project's educational outcomes.
 - a. The school community has become very supportive of the Robotics team, it has become expected that the robot will be at school events, and no longer overlooked. This being the third year of the program, teammembers starting their third year have expressed how their skills have improved and the Seniors have stated that they want to expand their learning and try other skills.

B. PROJECT ACHIEVABILITY

1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parents, and other volunteers. If applicable, identify the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

Position/Title	Activity/ Specific Task	Average Days/Hrs per Month	Target Dates
Karen Bogoski Lead Mentor	Team Manager, manage the Robotics team, administrative duties for the school and for FIRST robotics participation. Oversee the running of the club, teaching students about robotics and STEAM, and supervise the building of a robot.	Off season: two days a week for 2.5 hrs per day, for a total of 5 hours per week with students. Administrative duties vary on team needs and fundraising events occurring. Build season: six days a week for 6.5 hrs per day, for a total of 36.5 per week with students.	9/1/2015 – 5/30/2016, build season runs from January 9, 2016 to February 23, 2016
Francisco Gomez Mentor	Asst Manager Mechanical Dept, Assits with all duties of the Lead Mentor	Off season: two days a week for 1 hr per day, for a total of 2 hours per week with students. Administrative duties vary on team needs and fundraising events occurring. Build season: five days a week for 1.5 hrs per day, for a total of 7.5 hrs per week with students.	9/1/2015 – 5/30/2016, build season runs from January 9, 2016 to February 23, 2016
Karen Powe Mentor	Mechanical & Electrical Depts, Assits with all duties of the Lead Mentor	Off season: two days a week for 1 hr per day, for a total of 2 hours per week with students. Administrative	9/1/2015 – 5/30/2016, build season runs from January 9, 2016 to February 23, 2016

		<p>duties vary on team needs and fundraising events occurring.</p> <p>Build season: five days a week for 1.5 hrs per day, for a total of 7.5 hrs per week with students.</p>	
David Burnham Faculty Mentor	Programming Dept	<p>Off season: two days a week for 1 hr per day, for a total of 2 hours per week with students.</p> <p>Administrative duties vary on team needs and fundraising events occurring.</p> <p>Build season: five days a week for 1.5 hrs per day, for a total of 7.5 hrs per week with students.</p>	9/1/2015 – 5/30/2016, build season runs from January 9, 2016 to February 23, 2016
Steven LaValle Industry Mentor Lockheed Martin	Mechanical & Electrical Depts, Mentors students in the robot design and build process.	<p>Off season: one day a week for 2.5 hrs per day, for a total of 2.5 hours per week with students.</p> <p>Build season: six days a week for 4 hrs per day, for a total of 24 hrs per week with students.</p>	9/1/2015 – 5/30/2016, build season runs from January 9, 2016 to February 23, 2016
UMD College Park Engineering Majors	Mentors students in the robot design and build process.	<p>Off season: one day a week for 1.5 hrs per day, for a total of 1.5 hours per week with students.</p> <p>Build season: unknown at this time what their Winter schedules will allow.</p>	10/1/2015 – 3/30/2016, build season runs from January 9, 2016 to February 23, 2016

C. PROGRAM BUDGET**Income**

Grant request from City of College Park	<u>7500.00</u>
Foundations, other grants	<u>3000.00</u>
Public agencies	<u> </u>
Corporations	<u>2000.00</u>
Other receipts (describe: _ fundraising _)	<u>1000.00</u>
In-kind contributions (goods and services donated)	<u> </u>
TOTAL INCOME`	\$ <u>13,500.00</u>

Expenses

Personnel costs (describe: ___proposed banquet)	<u>1000.00</u>
Equipment purchases (describe: 3D printer, 2 laptops for CAD)	<u>4000.00</u>
Supplies (describe: materials/supplies for robot)	<u>2000.00</u>
Transportation	<u> </u>
Equipment rentals	<u> </u>
Competition fees (\$5000 initial registration, \$4000 potential Regional)	<u>9000.00</u>
Other services (describe: ___Team uniform shirts ___)	<u>1200.00</u>
Other expenses (describe: _____)	<u> </u>
TOTAL EXPENSES	\$ <u>17,200.00</u>
NET SURPLUS / (DEFICIT)	\$ <u>3700.00</u>

Include a paragraph (budget narrative) explaining what the money will be used for. Some detail is needed to provide a clear understanding of the costs of the items and/or personnel costs. If food is an expense of the grant, be sure to justify in the budget narrative how the food expense supports the project and how the project meets an educational need.

09/2015 rev

The listed expenses are for expenses to be incurred during the build season (Jan 9 – Feb 23 2016) and Competition season (Feb 25 – Apr 20 2015). Equipment purchases would be for two laptops that would be used for CAD (computer aided design) and programming. A 3D printer would be used to manufacture parts for the robot, for training, and eventually making a product to sell for profit. Supplies needed would be various materials for building the robot, like nuts and bolts, aluminum, pneumatics, electrical wiring to name a few. This year the mentors want to add an end of year banquet to highlight and reward teammembers for their hard work and determination.

City of College Park
FY2016 Public School Education Grant Application
(Deadline: Monday, October 12, 2015 6:00 pm)
MAXIMUM AWARD AMOUNT = \$2,500

NOTE: A five point scale is used in review of the applications for the City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: Berwyn Heights Elementary _____
School Address: 6200 Pontiac Street _____
City/State/Zip: Berwyn Heights, MD 20740 _____
Program Name: _____
Contact Person/Title: Kathleen Schuster _____
Telephone Number: 240-684-6210 _____ FAX Number: 240-684-6210 _____
E-mail Address: _____ kathle.schuster@pgcps.org _____

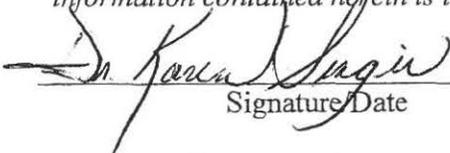
Grant Request: \$ 2,500.00

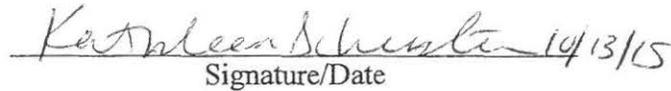
~~Use of Grant Funds:~~ Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

[X] Maintain Existing Program [] Expand Existing Program [] Start New Program

Included with Application is signed City of College Park Hold Harmless form Yes

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.

 10/13/15
Signature/Date

 10/13/15
Signature/Date

Dr. Karen Singer
Printed Name/School Principal

Ms. Kathleen Schuster, Lead Teacher
Printed Name/Title

09/2015 rev

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.

We are requesting this grant in the hope of being able to supplement the transportation cost for two field trip experiences we would like to offer our students this year — Our school-wide Science Camp at the historic Bladensburg Waterfront Park in the spring and a fall/winter "Museum Week". These projects will allow all Berwyn Heights Elementary School students to visit the Maryland National Capital Parks and Planning (MNCPP) facility in nearby Bladensburg Maryland and a museum – either a Smithsonian Institute museum in Washington DC or The College Park Aviation Museum. Visiting the Bladensburg's historic waterfront park and museums support and enhance our curriculum in all areas, especially in the areas of history, science, social studies, and the arts. The opportunity to experience in person, see and touch rare and fascinating material and artifacts will pique our students' interest and curiosity. This will reinforce their day-to-day learning in the classroom, and motivate them to discover, research, and learn more about topics of interest.

2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.

Our plan is to have each grade level spend the day at Bladensburg Waterfront Park, experiencing hands-on activities and learning about science and nature from the Park Rangers and naturalists. In addition, our grades 1-6 students will visit the a Smithsonian Institute museums in Washington DC, and kindergarten will go to the College Park Aviation Museum. The specific choice of museum is determined by the grade level team based on the curriculum area they would like to enrich through this opportunity. Options include: The Air and Space Museum, African Art Museum, American Art Museum, American History Museum, American Indian Museum, Hirshorn Museum and Sculpture Garden, Natural History Museum, Portrait Gallery, Postal Museum, and the National Zoo.

The objective of the field trip is to provide exciting and engaging experiential learning for our students in the areas of science & technology and history & culture. These field trips will expose our students and parent chaperones to the wealth of resources provided by the MNCPP and the Smithsonian Institute in Washington, D.C. The students will experience and interact with the high quality information, resources at the historic waterfront park and museums.

The high cost of transportation make these field trips cost prohibitive for many of our families. If we are awarded this grant, we will apply it toward the fees and make the field trips affordable for all of our students.

3. List at least one measurable educational outcome. Identify and describe the method of evaluation for the educational outcome. These methods may include a questionnaire, interview, survey, pre- and post- test, rating scale, observation, or other. Be specific.

Measurable outcomes of our Science Camp and Museum Week project include the following:

- Students will be able to explain events, ideas, or concepts in a historical, scientific, or technical context, including what and why based on specific information.
- Students will comprehend historical sources.
- Students will examine a variety of physical models and describe what they teach about the real things they are meant to resemble.
- Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the world through both a multicultural and historical perspective.

These outcomes will be measured with the use of teacher observation, student assessment, essays, and performance tasks such as creating models, diagrams, and reports.

To meet our outcomes and enhance the field trip experience, our teachers will utilize the extensive and award winning online resources provided by Smithsonian Institute, and resources provided by MNCPP. Use of these lesson plans and activities, multi-media galleries, lecture archives, and teaching posters will prepare our students for their visit and provide resources for teachers to use instructionally and for assessment of outcomes.

4. **Describe the educational impact your project will have on students and/or the school community. Outcomes can be defined as the changes/benefits in skill, behavior, knowledge, attitude, conditions, status or awareness that participants experience during or after taking part in program activities. Relate the elements of your project that contribute/cause/result in the achievement of your project's educational outcomes.**

Our students will benefit through the experience of visiting the MNCPPC facilities and museums in numerous ways. These field trip experiences will help develop and increase their appreciation of the arts, history, culture, science, and technology. Our students will have the opportunity to learn about our nation's history and natural resources through a high quality and interactive exhibits and experiences. Our students will have the opportunity to interact with fascinating and unique exhibits and collections from all over our world. Our field trips to these outstanding, and nearby, museums and facilities will hopefully be the beginning of many future visits for our students and their families.

B. PROJECT ACHIEVABILITY

1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parents, and other volunteers. If applicable, identify the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

Position/Title	Activity/ Specific Task	Average Days/Hrs per Month	Target Dates
Classroom Teachers	Complete field trip packets and arrange	2-4 hours	October 2015 March 2016

	chaperones		
Classroom Teachers	Prepare students for museum trip with pre-visit activities and instruction	Approximately 3-6 hours	October/November 2014 March 2015
Lead Teacher	Arrange transportation	Approximately 1 hour	November 2014 and March 2015

9/2015 rev

C. PROGRAM BUDGET

Income

Grant request from City of College Park	<u>\$2500.00</u>
Foundations, other grants	<u>\$1000.00 (pending)</u>
Public agencies	_____
Corporations	_____
Other receipts (describe: _____)	_____
In-kind contributions (goods and services donated)	_____
TOTAL INCOME	\$ <u>3500.00</u>

Expenses

Personnel costs	_____
Equipment purchases	_____
Supplies	_____
Transportation	<u>7480.00</u>
Equipment rentals	_____
Consulting fees	_____
Other services (describe: _____)	_____
Other expenses (describe: _____)	_____

TOTAL EXPENSES

\$ 7480.00

NET SURPLUS / (DEFICIT)

\$ (3980.00)

How the funds will be used:

All money awarded will be put towards the transportation expenses to off-set the amount we need to charge our families. It will cost \$7480.00 for bus transportation for 2 school-wide field trips this year. These experiential learning opportunities have high educational value, and in many cases introduce our families to high quality learning and leisure opportunities that are close to home and free. Reducing the expense of our field trips, by subsidising the transportation cost, makes the cost of participating more manageable for our families. Thank you for your consideration.

09/2015 rev

City of College Park
FY2014 Public School Education Grant Application
(Deadline: Monday, October 13, 2014 6:00 pm)
MAXIMUM AWARD AMOUNT = \$2,500

NOTE: A five point scale is used in review of the applications for City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: **Cherokee Lane Elementary School**

School Address: **9000 25th Avenue**

City/State/Zip: **Adelphi, MD 20783**

Program Name (if different): **Cherokee Lane Science Club**

Contact Person/Title: **Andrew Karnes/Assistant Principal**

Telephone Number: **301-445-8415** FAX Number: **301-445-8442**

E-mail Address: **andrew.karnes@pgcps.org**

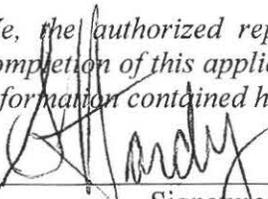
Grant Request: \$ 2,500.00

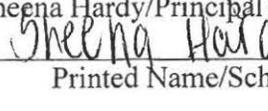
Use of Grant Funds: Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

Maintain Existing Program Expand Existing Program Start New Program

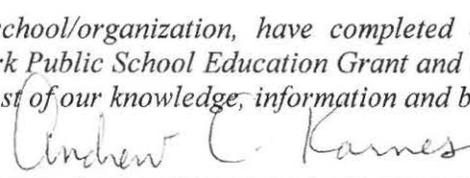
Included with Application is signed City of College Park Hold Harmless form Yes _____

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.



Signature/Date
Sheena Hardy/Principal


Printed Name/School Principal



Signature/Date
Andrew Karnes/Assistant Principal

Printed Name/Title

09/2014 rev

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.
2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.
3. List at least one measurable educational outcome. Identify and describe the method of evaluation for the educational outcome. These methods may include questionnaire, interview, survey, pre- and post- test, rating scale, observation, other. Be specific.
4. Describe the educational impact your project will have on students and/or the school community. Outcomes can be defined as the changes/benefits in skill, behavior, knowledge, attitude, conditions, status or awareness that participants experience during or after taking part in program activities. Relate the elements of your project that contribute/cause/result in the achievement of your project's educational outcomes.

B. COMMUNITY OUTREACH

It is not necessary to have a community partner for this project, but if so, who are they and how is the partnership realized? Does your partner provide funds, equipment, personnel, etc.?

C. PROJECT ACHIEVABILITY

1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parents, and other volunteers. If applicable, identify the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

Position/Title	Activity/ Specific Task	Average Days/Hrs per Month	Target Dates
Nicole Hoffner/Science Club Leader	Provide after school club for students to engage in engineering (both chemical and physical)	4 days per month/6 hours per month	December 2015- March 2016
Sandra Burst/6 th Grade Science Teacher	Provide lab and engineering by design activities every other week	2 days per month/per class/6 hours per month	December 2015- March 2016
Cathy Smith/5 th Grade Science Teacher	Provide lab and engineering by design activities every other week	2 days per month/per class/6 hours per month	December 2015- March 2016

Nicole Hoffner/4 th Grade Science Teacher	Provide lab and engineering by design activities every other week	2 days per month/per class/6 hours per month	December 2015- March 2016

09/2014 rev

D. PROGRAM BUDGET

Income

Grant request from City of College Park	\$2,500.00
Foundations, other grants	_____
Public agencies	_____
Corporations	_____
Other receipts (describe: _____)	_____
In-kind contributions (goods and services donated)	_____
TOTAL INCOME	\$ _____

Expenses

Personnel costs	\$482.34
Equipment purchases	\$2,017.66
Supplies	_____
Transportation	_____
Equipment rentals	_____
Consulting fees	_____
Other services (describe: _____)	_____
Other expenses (describe: _____)	_____

TOTAL EXPENSES **\$ 2,500.00**

NET SURPLUS / (DEFICIT) **\$ 0**

Include a paragraph (budget narrative) explaining what the money will be used for. Some detail is needed to provide a clear understanding of the costs of the items and/or personnel costs. If food is an expense of the grant, be sure to justify in the budget narrative how the food expense supports the project and how the project meets an educational need.

09/2014 rev

City of College Park Grant- Cherokee Lane Elementary October 9, 2015

A. Merits of the project-

- a. College and career readiness are the vital goals necessary that our students strive towards daily. Our global society is changing rapidly and many jobs that are currently within our workforce will be eliminated in the future and be replaced with jobs that require a highly sophisticated ability to work with technology, physics, and engineering. STEM education is what prepares our students to build nations, develop infrastructures, and design/invent state of the art technology that propel our nation into the forefront of international innovation. The STEM based activities we are requesting will provide students with hands on exposure to future technologies, but with “child friendly” materials that are accompanied by creative experiments and demonstrations to not only engage our students intellect, but to inspire interest in the sciences and a realization that our world is surrounded by technology.
- b. There are many outcomes that are associated with the various activity/experiment kits that we are requesting. These outcomes are taken from the Next Generation Science Standards from the various grade levels that would be using the materials.

MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.]

MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawing and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]

MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]

5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.** [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] [Assessment Boundary: Assessment does not include quantitative measurements of energy.]
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*** [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]
- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.** [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.** [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]

- c. The experiments and activities being requested support learning in numerous ways. Each kit is accompanied with reading material that provides scientific information behind each technological component. The reading would enhance our county-wide emphasis on literacy across all content areas. Students would also be required to problem solve in various settings, and there is also an activity that promotes alternative energy sources which would align with our "Green School Initiative". Students would be following the scientific method to strengthen their ability to formulate hypothesis, gather data, conduct research, and analyze results. Students would also be required to use the engineering design model that requires them to:

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**
- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**

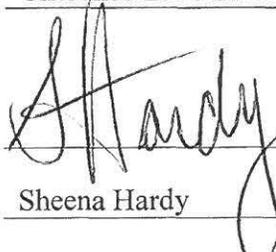
- B. Community Outreach- We will conduct most of our experiments during class time, however we have a teacher in the building that will be the facilitator of the "Science Club." We are currently looking to form a relationship with the University of Maryland, however that has not transpired as of yet.
- C. Project Achievability
- a. We're committed to making our STEM initiative a success. Ms. Hoffner our 4th grade science teacher has committed to being the leader of our Science Club. She is also a member of our "Green Team" at school. We have the designated space and allotted time. We have begun other after school clubs within the past year with much success.
 - b. Andrew Karnes- Grant Writer, materials purchaser, "Science Club" liaison, and curriculum aligner
 Nicole Hoffner- Science Club Coordinator
 Sandra Burst- 6th grade science teacher
 Cathy Smith- 5th grade science teacher
 Nicole Hoffner- 4th grade science teacher
- D. Value For Money
- a. All products we are purchasing have 4+ Star ratings/reviews on Amazon. All products will have multi-year durability and could be used multiple times throughout the year with grade levels 4th-6th as the age range is from 8-12. This would impact ½ of our school population at a critical time since 5th grade is a Science testing year for MSA.
 - b. Items to be purchased and cost:

Product Name	Amount	Cost	Total
Electricity and Magnetism	6	\$37.90	\$227.40
Snap Circuits/Light	6	\$53.24	\$319.44
Smart Machines	6	\$57.99	\$347.94
Physics Workshop	6	\$58.28	\$349.68
Chem C3000	2	\$251.90	\$503.80
Water and Air Power	6	\$44.90	\$269.40
		Total	\$2017.66
Stipend for Nicole Hoffner	12 weeks (90 min/week)		\$482.34
		Total	\$2,500.00

RE: FY2015 Public School Education Grant

HOLD HARMLESS AGREEMENT

In consideration for the receipt of certain grant monies from the City of College Park, and other good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, Cherokee Lane Elementary School does hereby agree to indemnify and hold the City of College Park, its agents, servants and employees, harmless from and against any and all claims, demands, actions, causes of action, suits, and proceedings by others, and against all liability for damages, including attorneys' fees, incurred by reason of or arising from any program, class, equipment or activity for which funds provided by the City of College Park are used directly or indirectly, regardless of whether or not the City is named as a sponsor.

School:	<u>Cherokee Lane Elementary School</u>
Signature of Authorized Representative:	 <u></u>
Printed Name:	<u>Sheena Hardy</u>
Title:	<u>Principal</u>
Date:	<u>October 9, 2015</u>

City of College Park
FY2016 Public School Education Grant Application
(Deadline: Monday, October 12, 2015 6:00 pm)
MAXIMUM AWARD AMOUNT = \$2,500

NOTE: A five point scale is used in review of the applications for the City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: University Park Elementary School

School Address: 4315 Underwood Street

City/State/Zip: Hyattsville, MD 20783

Program Name: Parent Engagement Program

Contact Person/Title: Ms. Toi Davis

Telephone Number: 301-985-1898

FAX Number: 301-927-1181

E-mail Address: toi.davis@pgcps.org

Grant Request: \$ 2,500

Use of Grant Funds: Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

Maintain Existing Program Expand Existing Program Start New Program

In an effort to increase parental involvement we wish to purchase simultaneous translation equipment to be used during meetings, workshops, and other events and activities. We also wish to stock a "Parent Resource Room" to assist families in gathering information to better their circumstances and allow for a welcoming school environment that promotes family success.

Included with Application is signed City of College Park Hold Harmless form Yes

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.

Tr. O. Davis 10/14/15
Signature/Date

Signature/Date

Tr. O. Davis
Printed Name/School Principal

Printed Name/Title

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.

- a. **Simultaneous Translation Equipment Set** -- Parental involvement in a child's education is a key factor to success. Many of the parents at UPES are limited English proficient with a large population speaking Spanish. The translation equipment will be used on many occasions at the school where parents are encouraged to attend and become more involved as well as gain important information during "Coffee with the Principal" meetings, honor roll assemblies, PTA meetings, and more.

With close to 600 students, UPES' student population is rich in diversity – 38% Latino, 29% African American, 28% White, and 6% Asian. 57% of our students receive free and reduced meals and 27% are limited English proficient.

- b. **Parent Resource Room Supplies** -- UPES aims to provide a welcoming space for parents to develop their personal and professional skills while sending a clear message that we want them as true partners in their child's education. In doing so, UPES would like to provide the following supplies for our parents to have at their disposal when visiting our school based Parent Resource Room; lending library with books on parent engagement, parenting, early literacy, health and wellness, self-help books, gently used clothing, colored paper, printable tags & stickers, door prizes, small copier. Our Parent Resource Room will be a meeting place for parents to interact with other parents and school staff to discuss ideas on different issues important to them. We believe this meeting space will create a greater sense of "community" which is what we strive for here at UPES.

2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.

- a. We seek to increase the parental involvement of our school's Spanish-speaking population, and other language groups. Having this translation equipment at our school ready and available to use at functions will definitely be of great convenience for our families and staff. We convey a lot of important information to parents in group meetings. PGCPs funds a Parent Engagement Assistant at UPES and she is bilingual in Spanish. She recently used

- a. We need to increase the diversity of the parents who are actively involved and engaged with the school activities. This will strengthen our school community overall and we believe boost school achievement.
- b. Our Parent Resource Room will be a place for parents to research and gain important information about community resources, school policies and procedures, issues important to them with regards to our school and their community, as well push for an increase in parent involvement that has long proven to be a key factor in student achievement.

B. PROJECT ACHIEVABILITY

- 1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parents, and other volunteers. If applicable, identify the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

- a. 1. Research & purchase equipment – volunteer PTA parent with relevant experience – 2 weeks
 2. Principal, PTA, teachers incorporate into event advertisements and execution – 1 month and ongoing
 3. Parent Engagement Assistant translates @ parent events – 1 month and ongoing (other parents have language proficiencies that may also be used when needed.)
- b. 1. Research and purchase PRR supplies - Parent Engagement Assistant -- 3 weeks
 2. Design/ Arrange Parent Resource Room-- Parent Engagement Assistant --2 weeks
 3. Promote Parent Resource Room to parents, staff and community leaders -- Parent Engagement Assistant -- Ongoing (throughout the school year)

C. PROGRAM BUDGET

Income

Grant request from City of College Park

\$2,500 Translation Equipment & PRR Supplies

Foundations, other grants

Public agencies

Corporations

Other receipts (describe: UPES PTA will also help with projects in terms of professional skills and connections and monetarily if the equipment costs run higher-- \$1,000 total)

In-kind contributions (goods and services donated)

TOTAL INCOME \$ 2,500

Expenses

Personnel costs

Equipment purchases \$1,000 Translation Equipment

Supplies \$1,500 PRR Supplies

Transportation

Equipment rentals

Consulting fees

Other services (describe: _____)

Other expenses (describe: _____)

TOTAL EXPENSES \$ \$2,500

NET SURPLUS / (DEFICIT) \$ 0

Include a paragraph (budget narrative) explaining how the funds will be used. Some detail is needed to provide a clear understanding of the costs of the items and/or personnel costs. If food is an expense of the grant, be sure to justify in the budget narrative how the food expense supports the project and how the project meets an educational need.

- a. Simultaneous translation equipment will increase the speed and ease of communications with UPES parents at important information-sharing events, having these devices available for use will increase parental involvement at our school for families who are underrepresented and have limited understanding of the English language. One set of the simultaneous translation equipment contains Fifteen (15) LR-400 Portable Display RF Receiver (72 MHz), Fifteen (15) LA-164 Ear Speakers, One (1) LT-700 Portable RF Display Transmitter (72 MHz) and One (1) LA-278 Behind-the-Head Microphone that will be used by the

Parent Engagement Assistant (interpreter) and attendees during said events. Usage will be tracked by "sign out" sheet used during events. We anticipate the cost for 2 sets of these devices to be approximately \$1,000.

b. Below we list the anticipated cost for each the supplies needed to create our Parent Resource Room :

1. **lending library** with books on parent engagement, parenting, early literacy, health and wellness, self-help books such as resume writing, interviewing skills (**approx. \$450**)
2. **gently used clothing** (professional dresswear) for parents to be used during interviews & in pursuit of other professional opportunities (**approx. \$350**)
3. **colored paper** to print flyers and other printed materials to promote school events and community resources (**approx. \$250**)
4. **printable tags & stickers** to send home as reminders for events with students (**approx. \$50**)
5. **door prizes** (cheap, but nice!) for events to increase event attendance (**approx. \$50**)
6. **small copier** dedicated solely for assisting with distribution of event invitation flyers, sticker reminders, community resources, etc. (**approx. \$350**)

We believe our Parent Resource Room will increase the number of parents who seek out our school as their first stop when looking to advance personally & professionally, find community resources, and to remain informed about their child's education and assist in achieving academic success.

RE: FY2016 Public School Education Grant

HOLD HARMLESS AGREEMENT

In consideration for the receipt of certain grant monies from the City of College Park, and other good and valuable consideration, receipt and sufficiency of which is

hereby acknowledged, University Park ES does hereby
(name of school)

agree to indemnify and hold the City of College Park, its agents, servants and employees, harmless from and against any and all claims, demands, actions, causes of action, suits, and proceedings by others, and against all liability for damages, including attorneys' fees, incurred by reason of or arising from any program, class, equipment or activity for which funds provided by the City of College Park are used directly or indirectly, regardless of whether or not the City is named as a sponsor.

School: University Park ES
Signature of Authorized Representative: Toi O. Davis
Printed Name: Toi O. Davis
Title: Principal
Date: 10/14/15

City of College Park
FY2016 Public School Education Grant Application
(Deadline: Monday, October 12, 2015 6:00 pm)
MAXIMUM AWARD AMOUNT = \$2,500

NOTE: A five point scale is used in review of the applications for the City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: Hyattsville Middle School

School Address: 6001 42nd Avenue

City/State/Zip: Hyattsville, MD 20781

Program Name: Co-Teaching/SPED Team

Contact Person/Title: Lori Colding

Telephone Number: 301-209-5830 FAX Number: 301-209-5849

E-mail Address: lori.colding@pgcps.org

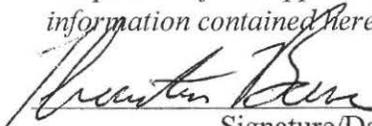
Grant Request: \$ 1000.00

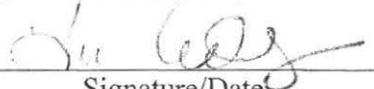
Use of Grant Funds: Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

Maintain Existing Program Expand Existing Program Start New Program

Included with Application is signed City of College Park Hold Harmless form Yes X

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.


Signature/Date

 10/14/15
Signature/Date

THORNTON BOONIE
Printed Name/School Principal

Lori Colding / Teacher
Printed Name/Title

09/2015 rev

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.
2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.
3. List at least one measurable educational outcome. Identify and describe the method of evaluation for the educational outcome. These methods may include a questionnaire, interview, survey, pre- and post- test, rating scale, observation, or other. Be specific.
4. Describe the educational impact your project will have on students and/or the school community. Outcomes can be defined as the changes/benefits in skill, behavior, knowledge, attitude, conditions, status or awareness that participants experience during or after taking part in program activities. Relate the elements of your project that contribute/cause/result in the achievement of your project's educational outcomes.

B. PROJECT ACHIEVABILITY

1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parents, and other volunteers. If applicable, identify the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

Position/Title	Activity/ Specific Task	Average Days/Hrs per Month	Target Dates
2 Teachers (Math)	Chaperones for the Aquarium and the Zoo.	Twice per academic school year	January 2016- March 2016 (Aquarium Field Trip) April 2016- June 2016 (Field trip to National Zoo)
2 Teachers (Science)	Chaperones for the Aquarium and the Zoo.	Twice per academic school year	January 2016- March 2016 (Aquarium Field Trip) April 2016- June 2016 (Field trip to National Zoo)

2 Teacher (ELA)	Chaperones for the Aquarium and the Zoo.	Twice per academic school year	January 2016-March 2016 (Aquarium Field Trip) April 2016- June 2016 (Field trip to National Zoo)
2 Teachers (S.S)	Chaperones for the Aquarium and the Zoo.	Twice per academic school year	January 2016-March 2016 (Aquarium Field Trip) April 2016- June 2016 (Field trip to National Zoo)

9/2015 rev

C. PROGRAM BUDGET

Income

Grant request from City of College Park	1000.00
Foundations, other grants	_____
Public agencies	_____
Corporations	_____
Other receipts (describe: _____)	_____
In-kind contributions (goods and services donated)	_____
TOTAL INCOME	\$ 1000.00

Expenses

Personnel costs	_____
Equipment purchases	_____
Supplies	_____
Transportation	<u>1000.00</u>
Equipment rentals	_____
Consulting fees	_____
Other services (describe: _____)	_____
Other expenses (describe: _____)	_____
TOTAL EXPENSES	\$ <u>1000.00</u>
NET SURPLUS / (DEFICIT)	\$ <u>0</u>

Include a paragraph (budget narrative) explaining how the funds will be used. Some detail is needed to provide a clear understanding of the costs of the items and/or personnel costs. If food is an expense of the grant, be sure to justify in the budget narrative how the food expense supports the project and how the project meets an educational need.

09/2015 rev

Zoos and aquariums play a vital role in environmental education. It's our responsibility as teachers to educate students and help them to understand the role that they as responsible citizens can play in the preservation of the wild places of the world. Our field trips to the Baltimore Aquarium and the National Zoo in Washington, D.C. will give students a hands on and out of classroom experience. This experience will also enable students to make real world connections. Both field trips to the zoo and the aquarium are in alignment with Maryland State Environmental Literacy Standards. During these visits, students will investigate and analyze environmental issues ranging from local to global perspectives, and develop and implement, a local action project that protects, sustains, or enhances the natural environment. (MSELS- Standard 1) Students will also analyze and apply the properties of systems thinking and modeling to the study of Earth's systems. (MSELS-Standard 2)

The College Park funds will be used to help pay for transportation and the entrance cost for the field trip experience for the students on our team. Due to the fact that we are a late school, the school system is unable to provide us with transportation after 1PM. Therefore, we will have to use a charter bus system approved by the school system. The estimated cost of a charter bus to visit from Hyattsville to Baltimore for four hours will cost approximately \$250.00 per bus. We have a

total of 100 students on our team. We will need two buses for each field trip. The approximate total cost will be \$1000.00 for both field trips. (This includes: the trip to the Aquarium and the National Zoo.)

Although entrance to both trips are free of charge, the cost of transportation is what prevents our students to attend field trips, because it is very costly.

City of College Park
 FY2016 Public School Education Grant Application
 (Deadline: Monday, October 12, 2015 6:00 pm)
 MAXIMUM AWARD AMOUNT = \$2,500

NOTE: A five point scale is used in review of the applications for the City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: Hyattsville Middle School
 School Address: 6001 42nd Ave.
 City/State/Zip: Hyattsville MD 20781
 Program Name: "Nutrition Intervention"
 Contact Person/Title: Elise R. Dent
 Telephone Number: 301.209.5830 FAX Number: 301.209.5849
 E-mail Address: elise.adams@pgcps.org

Grant Request: \$ ~~1,000.00~~ ^{\$} 1,500.00

Use of Grant Funds: Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

[] Maintain Existing Program [] Expand Existing Program Start New Program

Included with Application is signed City of College Park Hold Harmless form Yes

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.

Thornton Boone 10/12/15
 Signature/Date

EDent 10/9/15
 Signature/Date

Thornton Boone
 Printed Name/School Principal

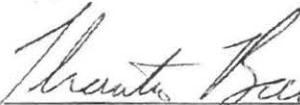
Elise R. Dent Health Educator
 Printed Name/Title Teacher

09/2015 rev

RE: FY2016 Public School Education Grant

HOLD HARMLESS AGREEMENT

In consideration for the receipt of certain grant monies from the City of College Park, and other good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, Hyattsville Middle School (name of school) does hereby agree to indemnify and hold the City of College Park, its agents, servants and employees, harmless from and against any and all claims, demands, actions, causes of action, suits, and proceedings by others, and against all liability for damages, including attorneys' fees, incurred by reason of or arising from any program, class, equipment or activity for which funds provided by the City of College Park are used directly or indirectly, regardless of whether or not the City is named as a sponsor.

School: Hyattsville Middle School
Signature of Authorized Representative: 
Printed Name: Thornton Boone
Title: Principal
Date: 10/12/2015

HYATTSVILLE MIDDLE SCHOOL NUTRITION INTERVENTION

A. MERITS OF THE PROJECT

1. Early adolescent childhood obesity has become one of the predominant health problems facing our nation today (CDC Child Obesity Facts). The high prevalence rate within the United States is now being considered an epidemic (CDC Child Obesity Facts). During the past 20 years, the combination of decreased physical activity and unhealthy eating has resulted in the increase of the percentage of overweight children and adolescents (Ogden, Flegal, Carroll, et al., 2002).

Early adolescent childhood obesity is prevalent and disproportionately affects racial/ethnic minority populations. By the pre-school years, racial/ethnic disparities in obesity prevalence and considerable differences in many risk factors for obesity are usually already present which suggest that disparities in obesity prevalence have their origins in the earliest stages of life (Pena, Dixon, & Taveras, 2012). In 2012, the Maryland School Health Profiles indicated that among middle and high schools, better education, more physical education and physical activity programs, and healthier school environments were needed.

This intervention program proposal will increase nutrition knowledge and physical activity behaviors among adolescent middle school students in twelve health education classes at Hyattsville Middle school to reduce adolescent obesity and physical inactivity. Recent evidenced-based literature has shown the need for nutrition education by limiting or decreasing barriers and knowledge deficits about proper nutrition and daily physical activity among middle school students (Flegal, Tabak, & Ogden, 2006). More efforts are needed to help change at-risk urban community middle schools into environments that strongly support healthy eating and active living. The implementation of this program will be a starting point in this effort.

Given the nature of increased adolescent obesity and the possible threats to future health and well-being of affected children, the Hyattsville Middle School Nutrition Intervention program will focus on nutrition knowledge and increased physical activity efforts within twelve health education classes from November 16th, 2015 to May 28th, 2016. The middle school environment has been chosen to implement this nutrition intervention program because schools play a critical role in establishing a safe and supportive environment with policies and practices to support healthy behaviors. Schools also provide opportunities for students to learn about and practice healthy eating and physical activity behaviors during the school day.

2. Nutrition Implementation Approach

As part of our nutrition intervention program, participating middle schools will adopt a healthy lunch program by providing healthy food choices on the daily cafeteria menu. These choices will be derived from the five food groups which include fruits, vegetables, grains, proteins, and dairy. The school will also only offer water, milk and 100% fruit juices as the beverage options and healthy snacks within the vending machines located on school property. During the nutrition education sessions and healthy snack demonstrations, the middle school students will be educated on healthy eating tips to help make modifying their nutrition choices easier. They will be taught how to incorporate more fruits and vegetables in their diets, the benefits of eating less salt and sugar, understanding portion sizes, and healthy shopping on a budget. During several of the nutrition demonstration sessions, the students will be provided with take-home written recipes to increase nutrition behaviors at home.

The middle school health education healthy eating curriculum will be expanded to ensure that health education classes include more instruction on promoting healthy eating, sound nutrition and healthy dietary practices. As previously mentioned, teachers and schools are positioned to encourage healthy eating habits and provides an environment where children can be physically active. A healthy school community involves all partners and sends children the same message in the home, school, and community. Children who attend a healthy school can make informed, healthy decisions that affect their own lives and the lives of their families. With the implementation of the health education healthy eating curriculum will be done in fun and creative ways for students and parents. Creating partnerships with the broader community such as churches and local grocery stores can assist in creating a healthier school. Providing professional development opportunities for teachers and other support staff to teach and promote healthy eating will be required.

Physical Activities Implementation Approach

In our program we plan to incorporate a proposed curriculum that will highlight the creation of opportunities for physical activities. This goal is consistent with Healthy People 2020 objective 10, which is to “reduce the proportion of children and adolescents who are overweight or obese.” One way we will pursue this objective is to require that participants incorporate a minimum of 30 minutes of daily physical activity into their schedules, and calculate their daily steps with a pedometer. The daily goal will be set at a minimum of 2,000 steps. Our program will encourage children to participate in after-school activities by connecting them to programs established in their schools or within their communities. The program will also identify safe, convenient, appealing, and

affordable places within the community for children and parents to spend time engaging in physical activities. The proposed prevention program will be unique among physical education programs in that we will include activities that are innovative and fun for all members of the family. For example, the curriculum provides for an annual family Olympic night at school, and also encourages families to engage in their own family Olympics at home. This activity will challenge children and their families both mentally and physically as they participate in nutrition-related games that promote being physically active and making healthy food choices. Parents will also be provided with additional tips to increase physical activities for the family, such as: play music and dance with your children; play hide and seek; ride bikes together; go on a treasure hunt; and have your children help with gardening and raking. As a participating program participant, each school will hang posters and advertisements around the school promoting healthy nutrition and exercise to act as cues to action.

3. The purpose of this program is to provide adolescents with nutrition and physical activity knowledge education in order to induce positive behavioral nutritional and physical activity changes to reduce the prevalence of adolescent obesity in middle schools. This nutrition intervention program will consist of nutrition education demonstration sessions and physical education programs that will be implemented within the middle school environment from November 16th, 2015 to May 28th, 2016.

The Health Belief Model (HBM) is a psychological model that attempts to explain and predict health behaviors by focusing on the attitudes and beliefs of individuals (Glanz, Lewis, & Rimer, 1997). The HBM will be used in this program to motivate healthy nutrition among adolescent middle school students and their parents in the middle school setting. The HBM will address students' perceived threats of obesity including the risks of future health related diseases, will decrease student knowledge deficits of the benefits and success of healthy eating, and will minimize barriers of healthy food compliance by providing knowledge and education to promote lifestyle changes in diet and physical activity, as well as accessibility options.

During the first nutrition education session, a pre-nutrition knowledge and physical activity behaviors survey will be administered to the middle school students. At the conclusion of each intervention class a post-nutrition knowledge and physical activity behavior survey will be given again to students. This survey will provide pre and post nutrition intervention knowledge and behaviors before and after the duration of the nutrition intervention, healthy snack preparation demonstrations, and physical activity events.

One evaluation tool that will be used to determine dietary behaviors among adolescent youth will be the 2013 Maryland High School Youth Risk Behavior Survey

4. Obesity is the most common childhood disease and is widely acknowledged as having become a global epidemic (Steward, Reilly, & Hughes, 2008). The health consequences of childhood obesity during childhood and adulthood, affects health, psychological and economic welfare (Steward, Reilly, & Hughes, 2008). In recent years, evidenced-based guidelines and reports have all concluded that there is a lack of high-quality published research on effective childhood obesity treatment strategies (Steward, Reilly, & Hughes, 2008). Obesity is determined when a person's body mass index or BMI, is calculated by height and weight. The interpretation of BMI in terms of body fatness and in comparison with a weight standard varies by sex, age, and other factors. In children and adolescents, the terminology for different levels of weight or BMI varies (Ogden, Yanovski, Carroll & Flegal, 2007).

According to the literature, investigators have used indicators such as prevalence, economic cost, and association with risk factors and diseases to discuss obesity. The prevalence of childhood obesity in the United States from 2011 to 2012 has remained high (CDC's National Health and Nutrition Examination Survey). Approximately 17 percent of children and adolescents between the ages of 2 and 19 were obese in 2011-2012 (CDC's National Health and Nutrition Examination Survey). There were significant racial and age disparities in obesity prevalence among children and adolescents. The prevalence was higher among Hispanics 22.4 percent, and non-Hispanic black youth at 20.2 percent than non-Hispanic white youth and non-Hispanic black or Hispanic Asian youth. The reasons for racial/ethnic variation in obesity are complex and may include differences in cultural beliefs and practices, level of acculturation, ethnicity-based differences in body image, and perceptions of media, sleep, and physical activity. In addition, racial/ethnic differences in obesity may evolve as a consequence of the socio- and environmental context in which families live (Pena, Dixon, Taveras, 2012). Obesity prevalence was the highest among children in families with an income-to-poverty ratio of 100 percent or less (household income that is at or below the poverty threshold) (CDC's National Health and Nutrition Examination Survey). Neighborhood crime and safety, food marketing and transportation environments, access to recreational facilities, social capital and support, self-efficacy in overcoming barriers, parental activity levels, body image, and self-esteem can all influence nutrition and physical activity among racial/ethnic minority children and adolescents (Pena, Dixon, Taveras, 2012).

There is good evidence, that in wealthy countries, children from more disadvantaged or lower-income families have a higher risk of overweight and obesity than their more

advantaged peers (Swinburn, 2008). This nutrition intervention program will focus on the cultural considerations of adolescent obesity. Several studies have examined the relationship between parental social support, self-efficacy and their child's health behaviors, specifically in minority youth. In a qualitative study, low-income African-American adolescents reported that their parents and grandparents provided positive social support (encouragement) for eating fruits and vegetables, although they did not always provide such foods in the home (Wilson & Kitzman-Ulrich, 2009).

This program will allow increased participation from parents because the program will take place within the school environment. The school environment will help to decrease the barrier of accessibility. Lifestyle changes may be the only treatment that some people need to reduce their risk of obesity and the development of other health related diseases in later adulthood. A healthy diet is an important part of a healthy lifestyle. The implementation of this program will be a starting point to hopefully reduce obesity and possible future health related diseases. However, before this nutrition intervention program can be implemented, adolescents have to be made aware of the importance of healthy nutrition and increased physical activity.

REFERENCES

- Centers for Disease Control and prevention. Child Obesity Facts. (Retrieved from <http://jama.jamanetwork.com/article.aspx?articleid=1832542>)
- Glanz, K., Lewis, E., & Rimer, B. (1997). *Health Behavior and Health Education: Theory, Research, and Practice*. San Francisco: Jossey-Bass Publishers.
- Ogden, C., Flegal, K., Carroll, M., Johnson, C. (2002). Prevalence and trends in overweight among US children and adolescents. *Journal of American Medical Association*. 288, 1728–1732.
- Pena, M., Dixon, B., Taveras, E. (2012). Are You Talking to ME? The Importance of Ethnicity and Culture in Childhood obesity Prevention and Management. *Childhood Obesity*. 8 (1). 23-27. Doi:10.1089/chi.2011.0109
- Stewart, L., Reilly, J., Hughes, A. (2008). Evidence-Based Behavioral Treatment of Obesity in Children and Adolescents. *Child Adolescent Psychiatric Clin N Am*. 18. 189-198. Doi:10.1016/j.chc.2008.07.014
- Swinburn, B., Obesity Prevention in Children and Adolescents. (2008). *Child Adolescent Psychiatry Clinic N Am* (18). 209-223. Doi: 10.1016/j.chc.2008.07.015.
- Wilson, D., Kitzman-Ulrich, H. (2009). Cultural Considerations in the Development of Pediatric Weight Management Interventions. *Issues in Clinical Child Psychology*. 293-310. Doi: 10.1007/978-0-387-76924-0-18.

HYATTSVILLE MIDDLE SCHOOL NUTRITION INTERVENTION

B. PROJECT ACHIEVABILITY

<u>POSITION/TITLE</u>	<u>ACTIVITY/TASK</u>	<u>AVG. DAYS /HOURS PER MONTH</u>	<u>TARGET DATES</u>
Elise Dent Health Ed. Teacher	Nutrition & Physical Activity Lessons	1 week per month 5 days a week 65 mins a day	November 16, 2015 thru May 28, 2015
Elise Dent Health Ed. Teacher	Snack Demonstrations	1 class period during the week of Nutrition lessons	November 16, 2015 thru May 28, 2015
Elise Dent Health Ed. Teacher	Student Physical Activity	30 mins per day	November 16, 2015 thru May 28, 2015
Elise Dent Health Ed. Teacher	Pedometer Tracking	Daily throughout duration of Program	November 16, 2015 thru May 28, 2015

Mrs. Dent serves as the health education teacher for 6th, 7th, and 8th grade students. All nutrition lessons and physical activity lessons/challenges will take place in her classroom during the normal school day (9:20am-3:40pm). Lessons on nutrition along with Healthy Snack preparations will be conducted in her classroom. She instructs four different classes per quarter (9 weeks). From November 16, 2015 through May 28, 2015 she will instruct a total of 12 different classes. All classes will be incorporated and participate in the Nutrition Intervention.

Snack demonstrations and preparations will be completed in one class (65 mins) during the one week of Nutrition Lessons. All student activity will be tracked via personal journals and by an assigned pedometer.

HYATTSVILLE MIDDLE SCHOOL NUTRITION INTERVENTION

PROGRAM BUDGET

Income

Grant Request from City of College Park	\$1500.00
Foundations, other grants	\$0.00
Public Agencies	\$0.00
Corporations	\$0.00
Other receipts	\$0.00
In-kind contributions (goods and services donated)	\$0.00

TOTAL INCOME **\$1500.00**

Expenses

Personal Costs	\$0.00
Equipment purchases (Weight Scale, Body Tape, 300 Pedometers)	\$800.00
Supplies (Journals, pens, pencils, processing of photos)	\$300.00
Transportation (3 Field Trips to National Museum of Health & Medicine)	\$100.00
Equipment Rentals	\$0.00
Consulting Fee	\$0.00
Other services (Guest Speaker: Certified Nutritionist)	\$100.00
Other expenses (Groceries for Healthy Snack preparation)	\$200.00

TOTAL INCOME **\$1500.00**

NET SURPLUS/ (DEFICIT) **\$0.00**

BUDGET NARRATIVE

The operating nutrition intervention program budget will be \$1500.00. The timeframe and length of the nutrition intervention program will be from November 16, 2015 until May 28, 2016 (approximately 6 months).

Program Staff:

The nutrition intervention program will consist of one key program member in order to help make this program a success. The program director will spend time overseeing the entire nutrition intervention program at Hyattsville Middle school. She is a salary employee of Prince Georges County Public Schools and does not require additional compensation. Other school staff participants that are indirectly a part of the program are the cafeteria workers and the school maintenance workers who will ensure that the gymnasium and cafeteria/multi-purpose room is accessible during the food demonstration, guest speaker and physical activity sessions. These indirect staff members will not be billed a salary from the program budget.

There will be one certified nutrition specialist who will come in to speak to the students once every nine weeks. The primary focus of their presentation shall be providing students with sound nutritional advice for health, fitness, healthy lifestyles and weight management. The total projected cost for this service will be approximately \$100.00.

Program Equipment Purchases:

Program equipment purchases will include a weight scale to monitor body weight, a body tape to measure body fat, and 300 pedometers to assign to students to calculate daily steps. Physical education materials such as jump ropes, balls, weights, and activity cones are available through the Physical Education department. The total cost for these equipment purchases will be approximately \$800.00.

Transportation/Travel Expenses:

The program will allocate \$100.00 in the budget in order to provide transportation services out of the county of Prince Georges. This transportation will be used for 3 Field Trips to the National Museum of Health and Medicine in Silver Spring, Maryland.

School Supply Expenses:

Basic school supplies such as journals, pens, pencils, paper, picture processing, etc. will be purchased to be used throughout the six month intervention program as needed. There will be reproduction of informational pamphlets, brochures, posters, etc. to serve as cues to action and as advertisements to be distributed throughout program events. The total estimated costs for office supplies will be approximately \$300.00

There will be food purchases from supermarkets for use in the nutrition and cooking demonstration sessions. Additional fruits and vegetables will also be purchased to be handed out at the end of each health education session as well as at school sponsored events that are directly related to the program. These charges are estimated not to exceed \$200.00 during the duration of the program.

City of College Park
FY2016 Public School Education Grant Application
(Deadline: Monday, October 12, 2015 6:00 pm)
MAXIMUM AWARD AMOUNT = \$2,500

NOTE: A five point scale is used in review of the applications for City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: Buck Lodge Middle School

School Address: 2611 Buck Lodge Road

City/State/Zip: Adelphi, MD 20783

Program Name (if different): Positive Behavior Intervention & Supports Incentive Program

Contact Person/Title: Kenneth Nance, Principal

Telephone Number: 301-431-6290 FAX Number: 301-431-6294

E-mail Address: kenneth.nance@pgcps.org

Grant Request: \$2500.00

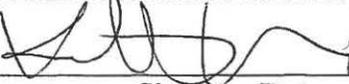
Use of Grant Funds: Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

Maintain Existing Program Expand Existing Program Start New Program

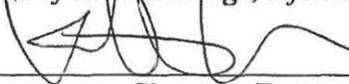
If existing, in what year did *this program* begin operating? 2011 – 2012 SY

Included with Application is signed City of College Park Hold Harmless form Yes X

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.

 10/14/15
Signature/Date

Kenneth Nance
Printed Name/School Principal

 10/14/15
Signature/Date

Principal
Printed Name/Title

09/2014 rev

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.

*For the past three years Buck Lodge Middle School (BLMS) has requested grant funds from the City of College Park for our school-wide **Positive Behavioral Interventions & Supports Program (PBIS)**. Research has shown that when students are vested in their learning they perform at a higher level. Student achievement is increased more when the learners are provided immediate feedback on assignments and assessments and appropriate awards or incentives are used as motivation for performance. Buck Lodge has a culture of incentivizing behaviors as teams and not as a whole school. This year we would like to use the PBIS program as a system to incentivise positive behavior for the school as a whole as well as offer additional opportunities for engagement in positive behavior and academic achievement.*

*We are requesting your generous support once again to fund our PBIS (**Positive Behavioral Interventions & Supports**) program. Our goal is to build a positive school climate where teachers can teach and students can learn in a safe and orderly environment. In order to reach this goal, we will focus on recognizing appropriate behaviors in all areas of the Buck Lodge Middle School Community, including areas beyond the walls of our building where school-related activities may take place. We will focus on improving student academic and behavior achievement through the integration and implementation of the PBIS program for all students. The funds received will allow us to provide students with a variety of Buck Lodge incentives and parphenalia such as pencils, pens, lanyards, etc. These incentives will have a tremendous impact on student achievement at BLMS.*

2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.

The overall outcome of this program is to get students excited about learning, working hard and doing their best, and increasing student achievement. In order to accomplish this, the PBIS Team will identify specific behaviors or issues which need to be addressed in the school. Once an issue is isolated, the team identifies an evidence-based strategy for intervention; monitors the implementation and effectiveness of the intervention; and, makes the necessary adjustments so that the desired outcome is reached.

In addition to interventions, we are actively seeking transformative ways to award students for academic success and good citizenship. "Viking Bucks" continues to be very popular among our students. The bucks are used to purchase items at the school store, use at silent auctions, for passes to PBIS dances, dress down days and lunch with the principal. Finally, we will offer "Big Ticket" incentives that students are really excited about and therefore want to participate in earning points/bucks. These incentives include special field trips or special incentives in the building.

3. List at least one measurable educational outcome. Identify and describe the method of evaluation for the educational outcome. These methods may include questionnaire, interview, survey, pre- and post- test, rating scale, observation, other. Be specific.

Our Instructional Goals are:

- a. *Educational Goal 1 – To increase student engagement in all content areas with a focus on literacy.*
- b. *Educational Goal 2 – To increase student engagement for our Early Warning Indicator students (those students more likely to stay back in High School) including ESOL, SPED and FARMS.*
- c. *Educational Goal 3 - To increase attendance and decrease the number of in-school and out of school suspensions.*

Evaluation of Effectiveness:

- Data from Scholastic Reading Inventory and Scholastic Math Inventory (Online)*
 - Teacher created common assessments that are aligned to the instruction provided in the classroom*
 - Attendance data, suspension data and overall grade point average information will be analyzed monthly or quarterly to determine the effectiveness of the strategies utilized*
 - Keep track of the teams that are giving out Viking Bucks and how many Viking Bucks are used at the school store*
4. Describe the educational impact your project will have on students and/or the school community. Outcomes can be defined as the changes/benefits in skill, behavior, knowledge, attitude, conditions, status or awareness that participants experience during or after taking part in program activities. Relate the elements of your project that contribute/cause/result in the achievement of your project's educational outcomes.

PBIS is an excellent incentive program that has motivated students to apply themselves and do their best on mandatory assessments. We have also used the 7 Habits of Highly Effective Teens to teach the students to make wise choices. This is a direct correlation to the incentive program that has been funded through the City of College Park Grant.

B. PROJECT ACHIEVABILITY

1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Our goal this year is to provide more student-centered incentives in order to include more student choice. The City of College Park grant would allow us to purchase items that are not normally funded through the current school budget.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parnets, and other volunteers. If applicable, identity the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

RE: FY2016 Public School Education Grant

HOLD HARMLESS AGREEMENT

In consideration for the receipt of certain grant monies from the City of College Park, and other good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, Buck Lodge Middle School, does hereby
(name of school)

agree to indemnify and hold the City of College Park, its agents, servants and employees, harmless from and against any and all claims, demands, actions, causes of action, suits, and proceedings by others, and against all liability for damages, including attorneys' fees, incurred by reason of or arising from any program, class, equipment or activity for which funds provided by the City of College Park are used directly or indirectly, regardless of whether or not the City is named as a sponsor.

School: Buck Lodge Middle School

Signature of Authorized Representative: 

Printed Name: Kenneth Nance

Title: Principal

Date: 10/14/15

Position/Title	Activity/ Specific Task	Average Days/Hrs per Month	Target Dates
PBIS Team Nori Duran, AP Kiana Chriss, Co-chairs for the team	<i>PBIS(Positive Behavioral Interventions & Supports)</i>	Strategies will be used school-wide on a daily basis. We will do monthly incentives for scholars on each team.	November 2015 – June 2016
Kenneth Nance Principal	Effort Celebration: Students who show the greatest effort on each team will be recognized	Quarterly	November 2015 – June 2016
Kenneth Nance, Nori Duran and Aja Ramsey, Assistant Principals	Viking Bucks/Points Students will earn points to purchase items	Weekly	November 2015 – June 2016
Janita Harrell and Amanda Higgins, Guidance Counselors Team Leaders	Grade average increase Celebration/Honor Roll Assembly	Monthly/Quarterly	November 2015 – June 2016
JaShaun Britton	Enrichment Activity Incentive	Monthly	November 2015 – June 2016

D. PROGRAM BUDGET

Income

Grant request from City of College Park	<u>\$2,500.00</u>
Foundations, other grants	_____
Public agencies	_____
Corporations	_____
Other receipts (describe:School Fundraiser)	_____
In-kind contributions (goods and services donated)	<u>\$700.00</u>
TOTAL INCOME	<u>\$3,200.00</u>

Expenses

Personnel costs	_____
Equipment purchases	_____
Supplies – Celebration Supplies/Incentive Items	
1. Incentive Gifts for Middle School Students	\$ <u>700.00</u>
2. Food/snacks for Incentive Celebrations	\$ <u>300.00</u>
3. School Supplies (in-kind)	\$ <u>700.00</u>
Transportation - (3 charter buses @ \$500.00 ea.)	\$ <u>1500.00</u>
Equipment rentals	_____
Consulting fees	_____
Other services (describe: _____)	_____
Other expenses (describe: _____)	_____
TOTAL EXPENSES	<u>\$3200.00</u>
 NET SURPLUS / (DEFICIT)	 <u>\$0</u>

Include a paragraph (budget narrative) explaining what the money will be used for. Some detail is needed to provide a clear understanding of the costs of the items and/or personnel costs. If food is an expense of the grant, be sure to be clear in the budget narrative how the food expense supports the project and how the project meets an educational need.

Budget Narrative

- Incentive Gifts for Students** **\$700.00**
Incentive gifts will be purchased to motivate middle school students to learn, display appropriate behavior and get excited about mandatory assessments. The following items would be purchased for distribution to students who meet the behavioral and academic requirements (lanyards, personalized Buck Lodge paraphenelia, etc.)

- School Supplies** **\$700.00**
School supplies will be purchased so that students can utilize their Viking Bucks to purchase items from the school store (pencils, paper, erasers, folders, etc.)

- **Food/snacks for incentive celebration** \$300.00
Food/snacks will be purchased for honor award assemblies and effort celebrations.

- **Transportation (3 buses @ \$500.00 each)** \$ 1500. 00
Field trips will be planned to approved locations for students that show academic improvement. These trips will be special performances or events.

09/2014 rev

City of College Park
FY2016 Public School Education Grant Application
(Deadline: Monday, October 12, 2015 6:00 pm)
MAXIMUM AWARD AMOUNT = \$2,500

NOTE: A five point scale is used in review of the applications for the City Council award. For more information, see Public School Grant Criteria document. It is recommended that the application be proof-read before submission to assure the application has a professional writing presentation.

GENERAL INFORMATION:

School Name: High Point High School

School Address: 3601 Power Mill Road

City/State/Zip: Beltsville, MD 20705

Program Name (if different): SAT Saturday School Program

Contact Person/Title: Sandi Jimenez, Principal

Telephone Number: 301-572-6400 FAX Number: 301-572-6481

E-mail Address: sandra.jimenez@pgcps.org

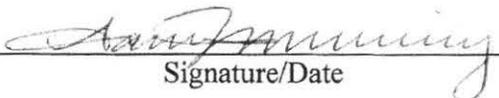
Grant Request: \$ 2,500

Use of Grant Funds: Will the City of College Park Public School Education Grant be used to maintain an existing program, expand an existing program or start a new program? Check the appropriate box:

Maintain Existing Program Expand Existing Program Start New Program

Included with Application is signed City of College Park Hold Harmless form Yes X

We, the authorized representatives of the applicant school/organization, have completed or directed the completion of this application for the City of College Park Public School Education Grant and confirm that the information contained herein is true and correct to the best of our knowledge, information and belief.


Signature/Date

10/06/15
Signature/Date

Sandra Jimenez
Printed Name/School Principal

Principal
Printed Name/Title

09/2015 rev

A. MERITS OF THE PROJECT (response rated on a 5 point scale. For more information review Grant Criteria document).

1. Describe how the project fulfills, supports and/or addresses a genuine educational need.
2. With clarity, explain your project. Be specific in detailing your project so we have a clear understanding of how your project works. If necessary, attach a copy of your plan with supporting documents that enhance our understanding of your project.
3. List at least one measurable educational outcome. Identify and describe the method of evaluation for the educational outcome. These methods may include a questionnaire, interview, survey, pre- and post- test, rating scale, observation, or other. Be specific.
4. Describe the educational impact your project will have on students and/or the school community. Outcomes can be defined as the changes/benefits in skill, behavior, knowledge, attitude, conditions, status or awareness that participants experience during or after taking part in program activities. Relate the elements of your project that contribute/cause/result in the achievement of your project's educational outcomes.

1. Describe how the project fulfills, supports and/or addresses a genuine educational need. Students at High Point have begun to graduate at higher levels. Additionally, all achievement metrics continue to climb, including ninth grade promotion, attendance, grade point averages, etc. However, in order for students to achieve "college readiness", they need to become prepared for the SAT exam. Students from affluent homes regularly take costly SAT Preparation programs. High Point has the possibility of preparing a group of students for the SAT exam this year at extremely low cost; however, even at these costs, we have no money designated to this purpose. We propose to use a minimal entrance fee paid by students (\$50 or \$35, depending on poverty level) plus the \$2,000 of the EAC grant to provide a 12-week SAT Prep program to 22 high school students.
2. High Point is beginning a Saturday School Program. The program will provide instruction from 9:00 am to 11:00 am every Saturday from November through May. We can offer two sessions of SAT Prep courses, presuming that we are able to find monies to subsidize both sessions. The first session, which is the session that we propose to subsidize with the EAC grant, would take place from November through January, and would prepare students for the January SAT exam. The second sessions (if we are able to obtain additional funds) would take place from February through April, and would prepare students for the new SAT exam that will begin to be administered in May. Students will attend every Saturday for two hours for the fee of \$50 or \$35 total. The EAC grant fund provision of \$500 would be used to purchase the instructional and study materials for their curriculum. We would use the Prentice Hall curriculum, as approved by the College Board.
3. The measureable outcomes would be 1) the number of students participating in the program, and 2) the improvement on the SAT over the scores on the PSAT (which is the practice SAT administered the year previous to taking the SAT).
4. We believe this program will assist students in becoming more successful on the SAT, which will have significant impact elsewhere. Students will be more competitive in obtaining scholarships, even if their GPA was not as competitive at the beginning of their early high school education. In fact, having a high SAT score could change the trajectory of students' lives. Additionally, a high SAT could help students academically. The skills required on the SAT also help students in their regular classes, since the skills include high level vocabulary, grammar, writing, and problem solving. The focus on these skills should help students achieve a higher GPA in general.

5. It is to the benefit of the entire community that students achieve at high levels. It builds the creditability and culture of the school, and leads community members to higher levels of success. We are confident that students would do well with this level of preparation.

B. PROJECT ACHIEVABILITY

1. This category is rated on whether the application is clear that the project is realistic and achievable and that the defined roles of each staff member is clearly stated.

Identify and clearly define the roles/activities of individuals involved in your project: staff, parents, and other volunteers. If applicable, identify the average number of days or hours per month each activity will be provided to program participants and target dates of your program. A chart is provided to assist you but you may answer this question without using the chart.

Position/Title	Activity/ Specific Task	Average Days/Hrs per Month	Target Dates
SAT Prep Teacher	SAT Prep Class	Weekly on Saturday 2.5 hours per week	November - May

9/2015 rev

C. PROGRAM BUDGET

Income

Grant request from City of College Park	<u>\$2,500</u>
Foundations, other grants	<u> </u>
Public agencies	<u> </u>
Corporations	<u> </u>
Other receipts (describe: _____ in-kind – security, Saturday School Coordinator, administrator, etc.	
In-kind contributions (goods and services donated)	<u> </u>
TOTAL INCOME	\$ <u>2,500.00</u>

Expenses

Personnel costs	<u>\$2,000.00</u>
Equipment purchases	<u> </u>

Supplies	<u>\$500.00</u>
Transportation	<u> </u>
Equipment rentals	<u> </u>
Consulting fees	<u> </u>
Other services (describe: _____)	<u> </u>
Other expenses (describe: _____)	<u> </u>
TOTAL EXPENSES	\$ <u>\$2,500.00</u>
 NET SURPLUS / (DEFICIT)	 \$ <u> </u>

Include a paragraph (budget narrative) explaining how the funds will be used. Some detail is needed to provide a clear understanding of the costs of the items and/or personnel costs. If food is an expense of the grant, be sure to justify in the budget narrative how the food expense supports the project and how the project meets an educational need.

09/2015 rev

The funds would support the salary of the teacher of the SAT course, as well as the SAT materials for the class. The teacher would be paid from 8:30 – 11:00 per Saturday. There is a half hour of breakfast and preparation of the program, as well as two hours of instruction per Saturday. The materials would include the College Board and/or Prentice Hall SAT Preparation Books, both the textbooks and the student workbooks. The SAT course may be run in two sessions, one from October through January, and a second from February through April. This may depend on the availability of funding. This grant will not pay the entire budget of the program, but we will seek additional funding.

6

Public Works Modular Building

MEMORANDUM

TO: Mayor & Council

THROUGH: Scott Somers, City Manager

FROM: Robert Stumpff, Director of Public Works
Stephen Groh, Director of Finance

DATE: October 29, 2015

SUBJECT: Contract Award for Public Works Modular Building

For the past several years, the City's Public Works Department has been investigating options for replacement of the existing 60' x 28' double-wide trailer with a 55' x 66' modular building. The existing trailer, placed in service in August 1992, is home to 40 Public Works employees and lacks sufficient space to accommodate all employees at one time. The trailer is in poor condition, interior walls and ceiling are cracking, and cannot be cost-effectively repaired. As the trailer has no insulation, utility costs for the electric HVAC system is very high. The proposed modular building would provide office space for a supervisor and 4 crew chiefs, a conference room, sleeping quarters, locker rooms and showers, a break room, restrooms and minimal storage. A proposed floor plan is attached.

In order to determine needs for a replacement structure, staff held employee meetings at various times and utilized outside engineering consultants to design a proposed floor plan. In addition, engineers prepared site and utility plans of the Public Works facility to locate existing utilities and propose the optimal location for the modular building.

On September 9, 2015, the City issued RFP CP-16-01, Public Works Modular Building, which was advertised on eMaryland Marketplace and findrfp.com, posted to the City website, and the RFP was subsequently picked up by Construction Journal and Bid Ocean, who notified their respective subscribers. We held mandatory pre-bid meetings so that potential bidders could ask questions of staff and the City Attorney, and view the site. Eleven potential bidders attended. Questions from bidders were answered in 2 addenda that we issued and provided to all potential bidders.

The RFP requested 3 separate prices: a complete design/build cost for the modular building, an optional LEED Silver Certifiable cost, and a Thermoplastic Polyolefin (TPO) Roof cost. On October 26, 2015, we opened publicly the 3 bids timely received. All bids were complete, including all required forms, affidavits and bid bond. The summary of the bids is as follows:

Bidder	Total Contract Amount	Option 1: LEED Silver Certif.	Option 2: TPO Roof
MODULAR SPACE, Baltimore MD	\$ 863,195.54	\$ 23,798.50	\$ 4,000.00
MODULAR GENIUS, Joppa MD	719,545.00	65,326.00	2,900.00
EMH ENVIRONMENTAL, Glenwood MD	895,120.00	280,000.00	6,400.00

Staff and our outside engineering consultant reviewed the submitted bids, checked the math on the unit price schedules, and evaluated the bids (to the extent possible) to ensure that all bidders were including all required components of the design/build contract as described in the RFP document. It appears that one bidder used a different interpretation than the others of our request for the Option 1: LEED Silver Certifiable. We reviewed references and similar work performed by the bidders within the past 5 years for all bidders.

In our review, staff found no reason to not accept the lowest responsive bid. After consultation with our engineer, staff recommends that Option 2: TPO Roof be included in the contract as this feature will provide a more durable roof and potential energy savings.

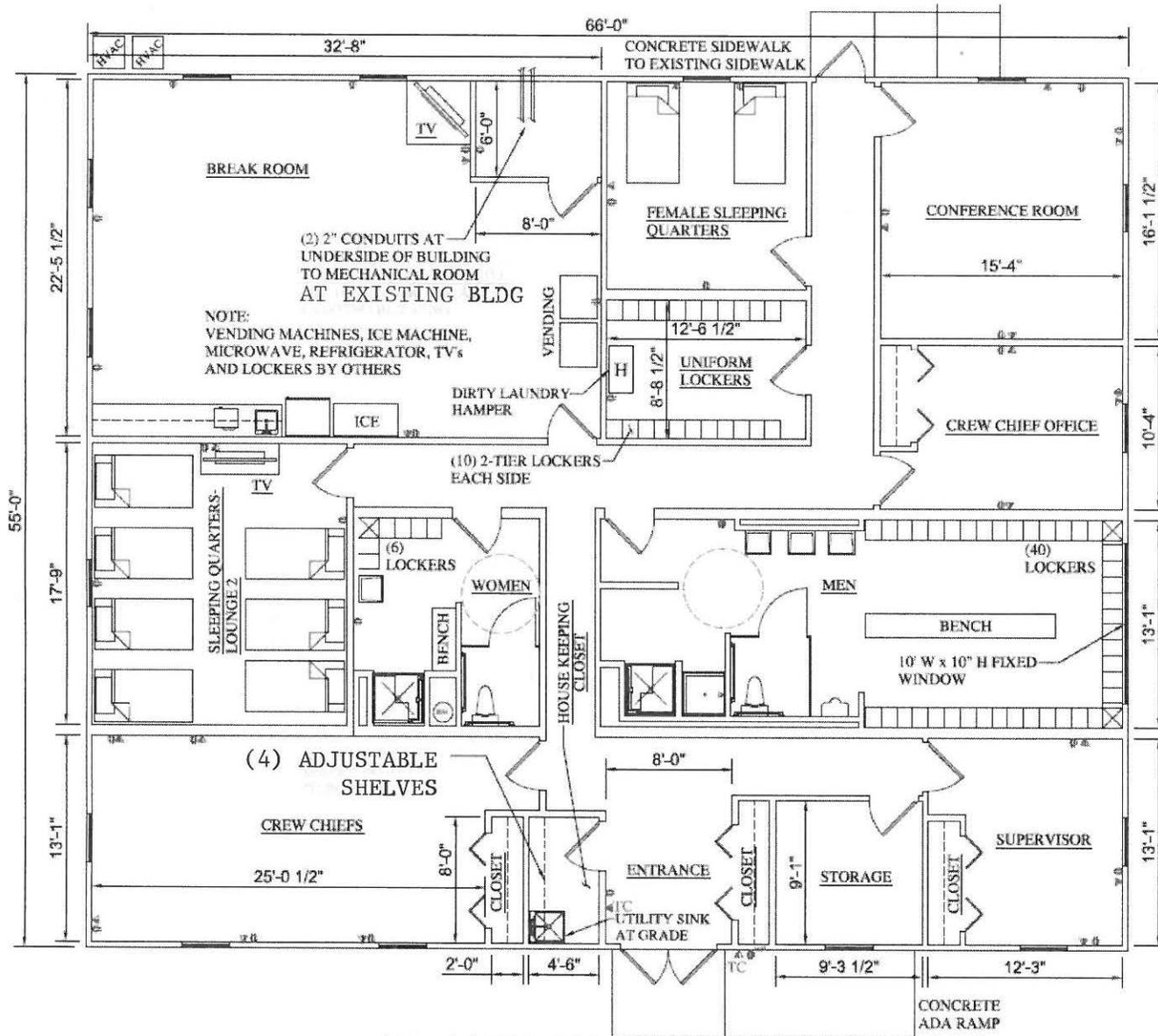
In the base building cost, we specified “green” favored materials to the extent economically possible, including moisture protection wrap under the floor and on exterior walls, upgraded insulation, low maintenance siding, energy reducing roof covering, “Low E” double insulated windows, insulated doors and frames, high efficiency natural gas HVAC units with programmable thermostats, low flow toilets and urinals, electronic infrared sink faucets, occupancy light controls and energy efficient lighting. The “Option 1: LEED Silver Certifiable” requested bidders to calculate an estimated LEED scorecard and provide a cost for implementing components and features in the building design and construction that could attain the LEED points. We have been informed by various modular dealers that LEED certification is much more difficult and costly for a modular building than for a standard building as there are far fewer options for building components. If we add the LEED Certifiable option to the contract, the bidder would need to consult with LEED specialists to determine whether any spec’d building components would need to be changed in order to achieve more potential LEED points. As part of their bids, each bidder submitted a LEED 2009 Project Checklist for New Construction and Major Renovations. The scorecard from Modular Genius (copy attached), indicated a possible 56 LEED points. The other 2 bidders estimated 9 and 41 points, respectively. On the submitted scorecards, the items for which we might receive points are the same “green” options that we spec’d in the RFP. We believe that some of the estimated points are overly optimistic and some potential for points applies to other uses on the site unrelated to the new modular building. The very fact that we are replacing a 23-year-old trailer with no energy efficiency with the new modular building represents a substantial part of the “green” benefits. LEED qualification or certification could add a substantial timeframe to the design and construction period; Modular Genius estimated that the construction period would be extended at least 3 months to accommodate the LEED option, including possible building component selection and staff time to respond to questions posed by the LEED specialists.

Staff recommends that the Mayor & Council award a design/build contract to MODULAR GENIUS, INC. of Joppa, MD, including their base contract of \$719,545.00 and Option 2: TPO Roof of \$2,900.00, for a total of \$722,445.00. There will be some additional costs incurred for electrical work in Davis Hall, IT cabling from the modular building to Davis Hall, and purchases of furniture and fixtures, and those costs are not currently available. Staff is hesitant to recommend the Option 1: LEED Silver Certifiable, bid at \$65,326.00, as we believe that we are providing substantial “green” components and are concerned about increasing the design and construction timeframe. Obviously, we have no control over the entitlement process at Prince George’s County and M-NCPPC, but, considering the poor condition of the existing double-wide trailer, we do not want to add substantial additional time to the design and construction process.

The tentative construction schedule submitted with the Modular Genius bid estimates completion in late April 2016, assuming that permits are received in a reasonable timeframe. Once sitework begins and the existing double-wide trailer is removed, Public Works staff will be relocated to the Davis Hall multipurpose room along with their desks, lockers, furniture, computers and telephones. As a result, the multipurpose room will not be available for public use during this construction period, estimated to be 2-3 months in spring 2016. As a result of this relocation to the multipurpose room, we believe that it might be prudent to postpone the audio-visual improvements to the multipurpose room until the modular building is completed and staff move in.

In awarding this contract, Mayor & Council would authorize the City Manager to execute a Contractor Agreement in substantially the form attached.

Funding for this contract award is provided in C.I.P. project 015002, Public Works Facility Improvements.



	DUPLEX RECEPTACLE
	J-BOX FOR PHONE/DATA JACK w/(2) 1" CONDUIT & PULL WIRE
	GFI PROTECTED DUPLEX RECEPTACLE, WEATHERPROOF

TC = TIME CLOCK LOCATED INSIDE AND OUTSIDE BUILDING

ROAD/TRUCK ACCESS

MODULAR GENIUS, INC.



LEED 2009 for New Construction and Major Renovations

Project Checklist

Preliminary City Of College Park Public Works Modular Building *

#####

16 10 Sustainable Sites Possible Points: 26

Y	?	N			
Y			Prereq 1	Construction Activity Pollution Prevention	
	1		Credit 1	Site Selection	1
5			Credit 2	Development Density and Community Connectivity	5
1			Credit 3	Brownfield Redevelopment	1
6			Credit 4.1	Alternative Transportation—Public Transportation Access	6
1			Credit 4.2	Alternative Transportation—Bicycle Storage and Changing Rooms	1
3			Credit 4.3	Alternative Transportation—Low-Emitting and Fuel-Efficient Vehicles	3
2			Credit 4.4	Alternative Transportation—Parking Capacity	2
1			Credit 5.1	Site Development—Protect or Restore Habitat	1
1			Credit 5.2	Site Development—Maximize Open Space	1
1			Credit 6.1	Stormwater Design—Quantity Control	1
1			Credit 6.2	Stormwater Design—Quality Control	1
1			Credit 7.1	Heat Island Effect—Non-roof	1
1			Credit 7.2	Heat Island Effect—Roof	1
1			Credit 8	Light Pollution Reduction	1

6 2 2 Water Efficiency Possible Points: 10

Y	?	N			
Y			Prereq 1	Water Use Reduction—20% Reduction	
4			Credit 1	Water Efficient Landscaping	2 to 4
	2		Credit 2	Innovative Wastewater Technologies	2
2	2		Credit 3	Water Use Reduction	2 to 4

12 7 16 Energy and Atmosphere Possible Points: 35

Y	?	N			
Y			Prereq 1	Fundamental Commissioning of Building Energy Systems	
Y			Prereq 2	Minimum Energy Performance	
Y			Prereq 3	Fundamental Refrigerant Management	
5	5	9	Credit 1	Optimize Energy Performance	1 to 19
		7	Credit 2	On-Site Renewable Energy	1 to 7
	2		Credit 3	Enhanced Commissioning	2
2			Credit 4	Enhanced Refrigerant Management	2
3			Credit 5	Measurement and Verification	3
2			Credit 6	Green Power	2

7 2 5 Materials and Resources Possible Points: 14

Y	?	N			
Y			Prereq 1	Storage and Collection of Recyclables	
	3		Credit 1.1	Building Reuse—Maintain Existing Walls, Floors, and Roof	1 to 3
	1		Credit 1.2	Building Reuse—Maintain 50% of Interior Non-Structural Elements	1
2			Credit 2	Construction Waste Management	1 to 2
1	1		Credit 3	Materials Reuse	1 to 2

Materials and Resources, Continued

Y	?	N			
2			Credit 4	Recycled Content	1 to 2
2			Credit 5	Regional Materials	1 to 2
	1		Credit 6	Rapidly Renewable Materials	1
1			Credit 7	Certified Wood	1

9 6 Indoor Environmental Quality Possible Points: 15

Y	?	N			
Y			Prereq 1	Minimum Indoor Air Quality Performance	
Y			Prereq 2	Environmental Tobacco Smoke (ETS) Control	
	1		Credit 1	Outdoor Air Delivery Monitoring	1
1			Credit 2	Increased Ventilation	1
1			Credit 3.1	Construction IAQ Management Plan—During Construction	1
1			Credit 3.2	Construction IAQ Management Plan—Before Occupancy	1
1			Credit 4.1	Low-Emitting Materials—Adhesives and Sealants	1
1			Credit 4.2	Low-Emitting Materials—Paints and Coatings	1
1			Credit 4.3	Low-Emitting Materials—Flooring Systems	1
1			Credit 4.4	Low-Emitting Materials—Composite Wood and Agrifiber Products	1
	1		Credit 5	Indoor Chemical and Pollutant Source Control	1
1			Credit 6.1	Controllability of Systems—Lighting	1
1			Credit 6.2	Controllability of Systems—Thermal Comfort	1
	1		Credit 7.1	Thermal Comfort—Design	1
	1		Credit 7.2	Thermal Comfort—Verification	1
1			Credit 8.1	Daylight and Views—Daylight	1
1			Credit 8.2	Daylight and Views—Views	1

4 2 Innovation and Design Process Possible Points: 6

Y	?	N			
	1		Credit 1.1	Innovation in Design: SSc4 Transportation Mgmt Plan	1
1			Credit 1.2	Innovation in Design: WEC3 45% potable water use reduction	1
1			Credit 1.3	Innovation in Design: 95% diversion of const. waste	1
1			Credit 1.4	Innovation in Design: 30% recycled content	1
	1		Credit 1.5	Innovation in Design: MRc5 30% regional materials	1
1			Credit 2	LEED Accredited Professional	1

2 2 Regional Priority Credits Possible Points: 4

Y	?	N			
1			Credit 1.1	Regional Priority: SS c4.1	1
	1		Credit 1.2	Regional Priority: SSc5.1	1
1			Credit 1.3	Regional Priority: SS c6.2	1
	1		Credit 1.4	Regional Priority: WEC2	1

56 31 23 Total Possible Points: 110

Certified 40 to 49 points Silver 50 to 59 points Gold 60 to 79 points Platinum 80 to 110

* Sample & Preliminary - For planning purposes only; requires City of College Park input, involvement and additional information (site and building use).

**CITY OF COLLEGE PARK, MARYLAND
PUBLIC WORKS MODULAR BUILDING, RFP CP-16-01
Contractor Agreement**

THIS CONTRACTOR AGREEMENT is made this _____ day of _____, 2015, by and between CITY OF COLLEGE PARK (hereinafter referred to as the "City"), a municipal corporation of the State of Maryland, whose address is 4500 Knox Road, College Park, Maryland 20740 and MODULAR GENIUS, INC. (hereinafter referred to as "Contractor"), whose address is 1201 South Mountain Road, Joppa, Maryland 21085.

WHEREAS, the Contractor desires to demolish and dispose of an existing 60 foot long x 28 foot wide, 12 foot high, double-wide trailer and provide design plans for, and build, a permanent 56'0" x 66'0" nominal box size modular building and related work for an operations building at the City's Department of Public Works, 9217 51st Avenue, College Park, MD 20740 in accordance with the specific floor plans, drawings, site plans, project details and exhibits and other design build documents provided by the Contractor; and

WHEREAS, the City desires that Contractor provide said materials and services.

NOW, THEREFORE, in consideration of the premises and mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

I. SCOPE OF WORK

The work to be performed by the Contractor under this Agreement is as follows:

Demolishing and disposing of an existing 60 foot long x 28 foot wide, 12 foot high, double-wide trailer and providing design plans for, and building, a permanent 56'0" x 66'0" nominal box size modular building and related work for an operations building at the City's Department of Public Works, 9217 51st Avenue, College Park, MD 20740 in accordance with the specific floor plans, drawings, site plans, project details and exhibits and other design build documents provided by the Contractor. The scope of work is described in more detail in the Contract Documents, including Exhibit A, attached hereto and incorporated herein by this reference. The Contractor shall furnish all of the material and perform all of the work as described in these Contract Documents.

Option 2: Thermoplastic Polyolefin (TPO) Roof is included in this Agreement.

The work required of the Contractor will be performed in coordination with the City's Project Manager and/or his/her designee.

II. DATES OF WORK

Work under the Contract shall not commence until a Notice to Proceed has been issued. All work shall be performed pursuant to the approved project schedule submitted by the Contractor. It is understood by the parties hereto that time is of the essence in the completion of the services under this Agreement. Provision for liquidated damages for failure to comply with the Contract Time are set forth in the General Provisions.

III. CONTRACT PRICE

The City agrees to pay to the Contractor, as consideration for the Contractor's satisfactory performance of all obligations under this Agreement, the sum of SEVEN HUNDRED TWENTY-TWO THOUSAND FOUR HUNDRED FORTY-FIVE AND 00/100 Dollars (\$ 722,445.00). Said Contract Price shall include all incidental costs, including, but not limited to, travel, printing, copying, drawings, diagrams and photographs. Invoices for payment under this Contract may be submitted on a monthly basis and must be accompanied by a statement of work completed and percent completed by phase and/or any other documentation required by the City.

IV. CONTRACT DOCUMENTS

This Agreement and the following enumerated documents form the Contract and they are fully a part of the Contract as if attached hereto:

- Request for Bid Proposals
- Bid Proposal Forms and Affidavits
- Specifications
- General Provisions
- Special Provisions
- Exhibit A
- Addenda
- Permits
- Performance Bond
- Labor and Materials Bond
- Other Documents Contained within the Bid Specifications
- Certifications and Affirmations Required by the City
- Certificates of Insurance

The bid documents and construction schedule submitted by the Contractor are incorporated herein and made a part of the Contract Documents by reference.

V. CAPACITY TO PERFORM

The Contractor represents that all equipment and personnel necessary for providing the described services and items will be available as needed.

VI. STATUS OF CONTRACTOR

The Contractor shall perform the services described herein as an independent contractor and not as an employee of the City.

VII. INSURANCE AND INDEMNIFICATION

The Contractor shall provide proof of compliance with State law as to workers compensation and unemployment insurance, and of adequate comprehensive general liability insurance (bodily injury \$1,000,000 for each occurrence/aggregate; property damage \$500,000 for each occurrence/aggregate), automobile fleet insurance (\$1,000,000 for each occurrence/aggregate; property damage \$500,000 for each occurrence/aggregate) and professional errors and omissions insurance with policy limits of not less than \$1,000,000.00 each occurrence/aggregate. The Contractor shall indemnify and save harmless the City, its officers, employees and agents, from all suits, actions and damages or costs of every kind and description, arising directly or indirectly out of the performance of the contract, whether caused by negligence on the part of the successful bidder, its agents and employees, or other causes. The Contractor shall name the City as an additional insured on said policies of insurance, with the exception of the workers compensation and professional errors and omissions coverage, and shall provide certificates of insurance before starting work on the Contract.

Provision of any insurance required herein does not relieve Contractor of any of the responsibilities or obligations assumed by the Contractor in the contract awarded, or for which the Contractor may be liable by law or otherwise. Provision of such insurance is not intended in any way to waive the City's immunities or any damage limits applicable to municipal government as provided by law.

VIII. LICENSES, PERMITS, APPLICABLE LAWS

The Contractor will be responsible for obtaining any and all licenses and permits pertaining to performance of work under the Contract. All services and materials provided by the Contractor shall conform to all applicable laws and regulations.

IX. MATERIALS AND STANDARD OF WORK

All work performed, and material provided, pursuant to this Agreement shall be in conformance with standards adopted by the State of Maryland and Prince George's County and will be appropriate for existing conditions. All work shall be performed in a neat and workmanlike manner by trained and experienced personnel. Defective or unsuitable materials or workmanship shall be rejected and shall be made good by the Contractor at Contractor's expense, notwithstanding that such deficiencies have been previously accepted or were due to no fault of the Contractor. The Contractor will guarantee that materials conform to specifications herein, that the items will be free from defects, and that the items are fit for the purpose for which intended. Further, the Contractor shall, in a manner acceptable to the City, return to original condition any property disturbed or damaged during the work.

X. ACCURATE INFORMATION

The Contractor certifies that all information provided in response to the Request for Bid Proposals CP-16-01 or in response to other requests for information is true and correct. Any false or misleading information is grounds for the City to reject the bid and to terminate this Agreement.

XI. PERIODIC AND FINAL INSPECTION

The City will make periodic inspections of the work through the Project Manager or other City representative. A final inspection of the work shall be made by a representative of the City and the Contractor at the end of the work and cure period to ensure that all requirements have been met.

XII. RETAINAGE

The City will pay the Contract Price, less five percent (5%) retainage, to the Contractor upon completion of the contract work, and correction of any deficiencies discovered as a result of final inspection. The remaining 5% retainage shall be paid to the Contractor within six (6) months following substantial completion, and correction of any deficiencies. The said retainage is held as security for performance and not as liquidated damages and the forfeiture of the retainage shall not release the Contractor from any liability in excess of the retainage.

XIII. PERFORMANCE, LABOR and MATERIALS BOND

The Contractor shall give a Performance and Labor and Materials Bond within ten (10) business days after the date of the award of the Contract. The Performance and Labor and Material Bond shall be in the amount of 100% of the Contract Price.

XIV. RESTORATION OF PROPERTY

The Contractor, at its own expense, will restore or replace any property displaced or damaged as a result of work performed under this Agreement, to the satisfaction of the City.

XV. TERMINATION FOR DEFAULT

Failure of the Contractor to deliver work, supplies, materials, or services in a timely manner, to correct defective work or materials, to act in good faith, or to carry out the work in accordance with Contract Documents shall constitute a breach of contract. In such event, the City may give notice to the contractor to cease work until the cause for such order has been eliminated. Should the Contractor fail to correct such default within 24 hours after receipt of notification, the City may terminate any such contract. This provision shall not limit the City in exercising any other rights or remedies it may have.

XVI. TERMINATION FOR CONVENIENCE

The performance of work or delivery of services may be terminated in whole or in part at any time upon written notice when the City determines that such termination is in its best interest. The City will be liable only for labor, materials, goods and services furnished prior to the effective date of such termination.

XVII. EQUAL BENEFITS

Contractor certifies that it:

1. Currently complies with the conditions of §69-6 "Equal Benefits" of the City Code, (available from the City's website at www.collegeparkmd.gov under

the Government tab) by providing equality of benefits between employees with spouses and/or dependents of spouses and employees with domestic partners and/or dependents of domestic partners, and/or between spouses of employees and/or dependents of spouses and domestic partners of employees and/or dependents of domestic partners; or

2. Will comply with the conditions of §69-6 at time of contract award; or
3. Is not required to comply with the conditions of §69-6 because of allowable exemption.

Contractor certifies that it does not discriminate on the basis of race, religion, sex, age, ethnicity, ancestry or national origin, physical or mental disability, color, marital status, sexual orientation, gender identity, genetic information, political affiliation or any other factors not related to the ability to perform the work.

XVIII. NOTICES

All notices shall be sufficient if delivered in person or sent by certified mail to the parties at the following addresses:

For the City:
Scott Somers, City Manager
City of College Park
4500 Knox Road
College Park, MD 20740

For the Contractor:
Damon T. Pross, President
Modular Genius, Inc.
1201 South Mountain Road
Joppa, MD 21085

XIX. COSTS

In the event of any breach or failure by a party to fulfill any term, covenant or provision of this Agreement, the breaching party shall be responsible for any and all costs and expenses, including reasonable attorneys' fees, incurred on account of such breach.

XX. ERRORS IN SPECIFICATIONS

The Contractor shall take no advantage of any error or omission in the specifications. The City shall make such corrections and interpretations as may be deemed necessary and that decision shall be final.

XXI. GOVERNING LAW

This Agreement is executed in the State of Maryland and shall be governed by Maryland law, excluding its conflict of law rules. The Contractor, by executing this Contract, consents to the jurisdiction of the Maryland state courts with respect to any dispute arising out of this Contract.

XXII. SEVERABILITY

If any term or provision of this Agreement shall be held invalid or unenforceable to any extent, the remainder of this Agreement shall not be affected thereby, and each term and provision of this Agreement shall be enforced to the fullest extent permitted by law.

XXIII. INTERPRETATION

Any questions concerning conditions and specifications shall be directed in writing to the Project Manager. No interpretation shall be considered binding unless provided in writing by the Project Manager. By execution of this contract, the Contractor certifies that it understands the terms and specifications.

XXIV. ATTORNEYS' FEES AND COSTS

The prevailing party shall be entitled to attorney's fees and costs incurred in any actions or claims brought to enforce this Agreement, or for damages thereunder.

XXV. SUCCESSORS AND ASSIGNS

This Agreement shall inure to the benefit of and be binding upon the successors and assigns of the parties hereto. In any event, the Contractor shall not assign any right or obligation under this Agreement without the City's express written consent, which may be withheld in the City's sole discretion.

XXVI. ENTIRE AGREEMENT

This Agreement, including all Contract Documents, constitutes the entire agreement between the City and the Contractor. No modification or addition to this Agreement shall have any effect unless made in writing and signed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement under seal the day and year first above written.

ATTEST:

CITY OF COLLEGE PARK, MARYLAND

Janeen S. Miller, CMC, City Clerk

By: _____
Scott Somers, City Manager

WITNESS:

CONTRACTOR: MODULAR GENIUS, INC.

By: _____
Damon T. Pross, President

APPROVED AS TO LEGAL SUFFICIENCY:

Suellen M. Ferguson
City Attorney

7

FY 2016 Budget
Amendment #1

MEMORANDUM

TO: Mayor & Council

THROUGH: Scott Somers, City Manager

FROM: Stephen Groh, Director of Finance

DATE: October 27, 2015

SUBJECT: Revised FY2016 Budget Amendment #1

When we closed the books for fiscal year 2015, in preparation for the start of the auditors' fieldwork, we were projecting a surplus of \$1,512,866. We had accounted for the \$2,631,128 paid to the Maryland State Retirement Agency (MSRP) for the purchase of prior service credit as a "nonspendable" designation of fund balance, to be reduced to -0- through annual budgeted expenditures (and the second \$250,000 installment was included in the FY2016 adopted budget).

Last Friday, we were informed by the auditors that they were proposing to change the manner in which the MSRP prior service credit purchase was accounted for in FY2015. This change does not affect the financial condition of the City; it is simply an accounting adjustment to the statement of revenues and expenditures to comply with generally accepted accounting principles (GAAP). By recording the full \$2,631,128 as an expenditure in FY2015, the projected surplus of \$1,512,866 becomes a deficit of \$868,262. However, the nonspendable fund balance designation is returned to the unassigned reserve. In addition, the need for future budgeted repayments is eliminated, effective July 1, 2015.

The attached revised FY2016 budget amendment #1 does not change the -0- use of unassigned reserve. It amends the FY2016 budget to:

1. Eliminate the FY2016 budgeted expenditure of \$250,000 for repayment to the General Fund of the MSRP prior service credit purchase,
2. Provide \$7,000 for University of Maryland program contributions to cover the Council-approved contribution to the IFC tailgates,
3. Provide \$15,000 for the Council-approved rental of voting machines for the November elections, and
4. Provide \$228,000 in additional funding for the City Hall Expansion (C.I.P. project 041003) to cover design and construction of a new City Hall.

The City Hall project funding will ultimately reduce the amount the City has to borrow for a new City Hall. This transfer would increase the City's C.I.P. reserve in the project to \$2,628,000.

ORDINANCE 15-O-05

**An Ordinance of the Mayor and Council of the City of College Park
to Amend the Fiscal Year 2016 Operating and Capital Budget
of the City of College Park, Maryland (Amendment #1)
(revised 10/28/15)**

WHEREAS, the Mayor and Council of the City of College Park, Maryland did adopt a budget for the fiscal year beginning July 1, 2015 and ending June 30, 2016 (hereinafter referred to as "Fiscal Year 2016" or "FY2016") on May 26, 2015 by the enactment of Ordinance 15-O-03; and

WHEREAS, the Mayor and Council of the City of College Park, Maryland desire to amend the FY2016 adopted budget in order to provide changes to the expenditure budget and an additional interfund transfer to a Capital Improvement Program ("C.I.P.") project.

NOW, THEREFORE, BE IT ORDAINED, by the Mayor and Council of the City of College Park, Maryland, that the budget for fiscal year 2016 be, and hereby is, amended in accordance with the following schedule, with said amendments being indicated by asterisks in the right column. The individual budget amendment changes are itemized in Appendix A, attached hereto and incorporated herein by this reference.

General Fund

	<u>Budget as Adjusted</u>	<u>As Amended by this Ordinance</u>
Revenues		
Taxes	\$ 10,900,642	\$ 10,900,642
Licenses & Permits	1,193,935	1,193,935
Intergovernmental	261,772	261,772
Charges for Services	999,078	999,078
Fines & Fees	2,510,600	2,510,600
Miscellaneous Revenues	<u>194,569</u>	<u>194,569</u>
<i>Total Operating Revenues</i>	\$ 16,060,596	\$ 16,060,596
Non-Revenue Receipts		
Interfund Transfer from Parking Debt Service Fund	257,392	257,392
Use of Unassigned Reserve	<u>0</u>	<u>0</u>
Total Revenues	<u>\$ 16,317,988</u>	<u>\$ 16,317,988</u>

Expenditures

General Government	\$ 3,305,207	\$ 3,077,207 *
Public Services	4,019,776	4,019,776
Planning, Community & Economic Development	664,463	664,463
Youth, Family & Senior Services	1,114,881	1,114,881
Public Works	5,215,750	5,215,750
Contingency	10,000	10,000
Debt Service	557,411	557,411
Interfund Transfers to Capital Projects Fund	<u>1,430,500</u>	<u>1,658,500 *</u>
Total Expenditures	<u>\$ 16,317,988</u>	<u>\$ 16,317,988</u>

Parking Debt Service Fund

	<u>Budget as Adjusted</u>	<u>As Amended by this Ordinance</u>
Revenues		
Highways & Streets		
Parking Meter Revenue	\$ 205,000	\$ 205,000
Fines		
Parking Fines Revenue	<u>45,000</u>	<u>45,000</u>
Total Revenues	<u>\$ 250,000</u>	<u>\$ 250,000</u>

Expenditures

Interfund Transfer to General Fund	<u>\$ 257,392</u>	<u>\$ 257,392</u>
Total Expenditures	<u>\$ 257,392</u>	<u>\$ 257,392</u>

BE IT FURTHER ORDAINED that:

1. All matters and facts contained in Ordinance 15-O-03 other than the amendments contained herein shall remain in full force and effect;
2. In addition to the projected General Fund operating revenue of \$16,060,596, the sum of \$257,392 is transferred from the Parking Debt Service Fund;
3. This budget amendment Ordinance provides for a decreased expenditure budget and an additional interfund transfer to the Capital Improvement Program (C.I.P.), as itemized in Appendix A, attached hereto and incorporated herein by this reference. The net result is no increase in the budgeted use of unassigned reserve, and

4. This Ordinance shall become effective at the expiration of twenty (20) calendar days following its adoption.

AND BE IT FURTHER ORDAINED by the Mayor and Council of the City of College Park, Maryland that, upon introduction of this Ordinance, the City Clerk shall distribute a copy of the same to each council member and shall publish a fair summary of this Ordinance in a newspaper having general circulation in the City, together with a notice setting out the time and place for a public hearing hereon and for its consideration by the Council.

A public hearing will be held on the proposed Ordinance at ____ p.m. on the ____ day of November, 2015 in the Council Chambers, City Hall, 4500 Knox Road, College Park, Maryland. The public hearing will be held in connection with a regular Council meeting. All persons interested will have an opportunity to be heard. After the public hearing, the Council may adopt the proposed Ordinance, with or without amendment, by the affirmative vote of at least six (6) members of the Council. It shall become effective twenty (20) days following its adoption. After its adoption, the City Clerk shall have a fair summary of the Ordinance and notice of its adoption published in a newspaper having a general circulation in the City of College Park, and shall have copies of the adopted Ordinance available at City offices.

Introduced on the _____ day of _____, 2015

Adopted on the _____ day of _____, 2015

Effective on the _____ day of _____, 2015

Andrew M. Fellows, Mayor

ATTEST:

Janeen S. Miller, CMC, City Clerk

APPROVED AS TO FORM:

Suellen M. Ferguson, City Attorney

CITY OF COLLEGE PARK, MARYLAND
Ordinance 15-O-05, Appendix A
Itemized FY2016 Budget Amendment #1 Changes

Program	Description	Increase (Decrease)
Revenues- Unassigned Reserve Transfer 399.00	Use of Unassigned Reserve in Adjusted Budget	\$ 0
Gen Govt-Board of Election Supr- 1012	Add FY16 budget for rental of voting machines for November 2015 municipal elections (account 1012-4825)	15,000
Gen Govt-Publ Relations-1017	Add FY16 budget for University of Maryland program contributions (account 1017-2541)	7,000
Gen Govt- Finance-Non Departmental- 1025	Decrease FY16 budgeted repayment to the General Fund for the MSRP prior service credit purchase from \$250,000 to \$0 (account 1025-1127).	(250,000)
Interfund Transfers-9210	Provide \$228,000 in additional funding for the City Hall Expansion (C.I.P. project 041003) to cover design and construction of a new City Hall.	<u>228,000</u>
Revenues- Unassigned Reserve Transfer 399.00	Use of Unassigned Reserve in Amended Budget	<u>\$ 0</u>

8

Letter To Governor Hogan Requesting Increased Funding For Youth Service Bureaus

MEMORANDUM

TO: Mayor and Council

FROM: Peggy Higgins, Youth, Family and Senior Services Director

DATE: October 30, 2015

RE: Letter to Governor Hogan Requesting Increase in State Youth Services Bureau funds

BACKGROUND

College Park's Youth and Family Services is a member of the statewide Maryland Association of Youth Services (MAYSB) and one of 19 Youth Services Bureaus (YSB) in the state, five of which are located in Prince George's County. Four of the five Prince George's YSBs are municipal Bureaus: City of Bowie, City of College Park, City of Greenbelt, and City of District Heights.

Since the early 1970's, these effective programs have been promoting the wellbeing of children, youth and families by providing community-based counseling and other services to youth and their families experiencing difficulties in relationships. They have proven outcomes, resulting in safer communities and healthier children who are more successful in school and beyond. 95% of the young people counseled do not enter the juvenile justice system 2 years after completing services. 74% of youth counseled in FY 14 showed an average 24-point improvement in functioning in the Child and Adolescent Functional Assessment Scale (CAFAS) by the end of counseling.

For over 40 years, Youth Services Bureaus have been a state and local government legislative partnership. The FY 16 \$1.8 million in state funding through the Governor's Office for Children leverages \$11 - \$12 million in additional local funding to provide services to over 4,000 children and their families annually. Of the \$1.8 million state dollars, the five Prince George's County Youth Services Bureaus receive \$373,000 of which College Park receives \$72,055.

Over the last twenty-five years of this partnership, state funding has been reduced or flat funded. Additionally, in recent years, the State has approved new Youth Services Bureaus that have been funded by reducing state dollars to existing Youth Services Bureaus.

Because of the critical importance of these successful community-based counseling programs to the families and to the community, MAYSB, community stakeholders statewide and families who have benefited from these services are urgently requesting to the Governor to increase state funding by \$1 million in this year's state budget. This increase will provide each existing YSBs with a base amount of \$105,000, which is the base amount the state is funding the new Youth Services Bureaus.

RECOMMENDATION

- 1) That the City Council join other municipal and community stakeholders across the state in requesting the Governor increase State YSB allocation by \$1 million, for these effective, community-based programs serving Maryland's vulnerable children, youth and families. Draft letter attached; and
- 2) That the Council include this issue as a priority at its upcoming legislative meeting with our State and County representatives and ask their strong support and advocate for increased YSB funding.

DRAFT

November 3, 2015

Governor Larry Hogan
State House
Annapolis, MD 21401

Dear Governor Hogan:

On behalf of the City Council and the citizens of College Park, I am writing in strong support of the important work of Maryland's Youth Services Bureaus and to encourage you to increase funding of Youth Services Bureaus for fiscal year 2017.

For over 40 years, the City of College Park has been a strong, engaged partner with the state in providing valuable, effective Youth Services Bureau community-based counseling and outreach services for College Park families and the nearby community. We are one of 19 Youth Services Bureaus in the State.

The 19 Youth Services Bureaus statewide are integrally woven into the fabric of their respective communities and have strong partnerships with local schools, faith-based organizations and other community providers. They are the state's only delinquency prevention program established in the Annotated Code of Maryland.

Youth Services Bureaus are providing a **necessary, valuable resource** and **proven alternative** for vulnerable youth and their families experiencing difficulties in relationships. They have an impressive record of 95% success rate in preventing young people from entering the juvenile justice system in the two years following formal counseling. 74% of youth counseled in FY 14 showed an average 24-point improvement in functioning in the Child and Adolescent Functional Assessment Scale (CAFAS) by the end of counseling.

They are **cost effective**. They offer financial and social return by interrupting the likely trajectory of challenged youth involved in risky behaviors. Further, state dollars, currently \$1.8 million through the Governor's Office for Children, leverages \$11 - \$12 million in additional local funding.

College Park values our longstanding partnership with the state but notes that state funds of Youth Services Bureaus have been reduced or flat funded for many years. Given the complex challenges an increasing number of Maryland's youth and families face, their growing need for services cannot be sustained by continued reduced and flat state funding.

Youth Services Bureaus provide a vital service in Maryland and are on the frontline with youth and families helping them to address the challenges they face. Their proven outcomes, result in safer communities and healthier children who are more successful in school and beyond.

We urgently request the \$1 million increase in YSB state funding for a state total of \$2.8 million in order to strengthen these critical quality community-based service to youth and families.

We thank you for your continued service to our state and invite you to visit College Park any time and see firsthand the quality services being provided youth and families through our partnership.

Regards

Andrew M. Fellows
Mayor

9

Legislative Agenda And Use Of Lobbyist

MEMORANDUM

TO: Mayor and City Council
FROM: Bill Gardiner, Assistant City Manager
THROUGH: Scott Somers, City Manager
DATE: October 30, 2015
SUBJECT: City's Legislative Agenda, Legislative Dinner, and Legislative Services

ISSUE:

The City Council has scheduled the Legislative Dinner for Monday, November 30, 2015. Council should identify legislative issues to discuss at the dinner and determine if it wishes to hire a lobbyist to represent the City during the 2016 General Assembly.

SUMMARY:

Legislative Agenda

The City Council annually discusses and sets its legislative priorities or issues prior to the Legislative Dinner.

In 2014 the City had the following three priority items:

Support and Funding for the Re-Construction of U.S. Route 1 in College Park.

The City requested a joint City and State application for federal TIGER funding (in part to pay for the undergrounding of utilities), and to make this project the highest priority for a State TIGER grant. [*The project received State construction funding, but the State has not pursued TIGER funding.*]

Continued Support for Federal Agencies and University Research in the College Park Area.

The City requested our local, State, Federal, and University partners to protect and expand the federal research base. We asked to support the Greenbelt site for the FBI headquarters and to prioritize the College Park metro area for future federal agency locations. Additionally, we requested the County to create incentives for science and technology facilities in the Science and Technology District. [*The University is expected to apply to the State (jointly with the City and County) to create a Regional Institution Enterprise Zone.*]

Infrastructure Funding Support for Continued Redevelopment of our Commercial Centers.

The City requested a partnership with our Federal, State, and County partners to identify and obtain funding for public infrastructure (streets and streetscapes, parking, relocation of utilities, etc.) and financing in these priority areas to help the City achieve our vision.

After the City's Legislative Dinner, the Council decided to request an extension of a City bond bill to provide additional time for the City Hall project. The City was successful in getting the extension approved. Additionally, the City supported legislation that would have offered the possibility for additional municipal land use authority, but the legislation failed.

The City, the County, and the University of Maryland are engaged in discussions with the State Highway Administration regarding the current design of the U.S. Route 1 Reconstruction

project. The State has not yet included this project in a TIGER application. The federal government is still examining the proposed locations for a new FBI building. The County has not added incentives for its Science and Technology District. However, the University, the County, and the City are expected to develop an application for the State Regional Institution Strategic Enterprise (RISE) zone, which can be tailored to provide those kinds of incentives.

The Council may also wish to review a City priority from 2013 regarding changes to the student surcharge exemption area for student housing (see attached). The City Council can and has supported a range of legislation during the session that were not specified in its legislative agenda.

The Maryland Municipal League has approved its legislative priorities for the 2016 session. Municipal Highway User revenues and Program Open Space funding are the top priorities, but MML also included statements on police body cameras, vacant properties, and the elimination of double taxation (see attached for more detail).

City Lobbyist

The FY16 budget includes \$25,000 in funding for a professional lobbyist to track legislation and promote the City's interests before the Maryland General Assembly. Len Lucchi and Eddie Pounds of the firm O'Malley, Miles, Nylan & Gilmore, P.A. provides these services to the City during the 2015 General Assembly session. They are interested in working for the City again in 2016, and have offered to provide services for 12 months at a cost of \$30,000. The cost for services from December 15 through April 30 (shortly prior to the start of the Maryland General Assembly session and shortly after the close of the session) is \$20,000.

The scope of the work under the agreement with O'Malley, Miles, Nylan & Gilmore, P.A. (OMNG) includes the following:

- Review and analyze proposed Maryland policies, programs, and legislation; identify issues that may impact the City and promptly notify City officials.
- Work with the Mayor and City Council and City department heads to develop and implement legislative strategies and positions on specific legislation.
- Communicate the City's positions and concerns about specific legislation to the appropriate legislators and possibly state officials.
- Facilitate meetings among the City, the 21st District Delegation, other State legislators, and officials to strengthen relationships and advance the City's priorities and protect its interests.
- Provide weekly written reports that track the status of legislation of interest to the City.
- Coach City elected officials and staff on how to present testimony, interact with legislators, and be successful advocates in Annapolis.
- Represent the City's interests in the State budget process as well as identify, solicit and lobby for capital bond bills and grants.

ALTERNATIVES:

The Council may consider the following alternatives for City legislative issues for the Legislative Dinner:

1. Use the same three priorities as in 2014, since these issues are still relevant
2. Select Baltimore Avenue and perhaps one other item as a priority in order to focus more attention on the importance of the Baltimore Avenue project.
3. Include one or more of the MML legislative priorities, because Highway User revenue and Program Open Space are important for City operations.

The Council may consider the following options (arranged in order of financial cost) regarding City legislative services in 2016:

1. Use City staff for legislative services.

Depending on the issues that develop during the session, it could require significant staff time in Annapolis from January to April. Although the City would not expend the funds allocated for legislative services, staff would not be available to work on other responsibilities.

2. Continue to use OMNG for legislative services during the session.

Staff and Council were pleased with the service provided during the 2015 session, and the cost is in line or below what other cities pay for similar services. OMNG is a respected firm, and the lobbyists who represented College Park are very experienced and knowledgeable.

3. Use OMNG for services during the entire year.

Legislative services for the entire year would cost \$30,000 (\$10,000 more than the cost for services during the session). If Council were to choose this level of service, it should identify the specific issues and work that it would like for OMNG to address from May through December. Also, the budget line for this item would need to be increased by \$5,000.

FISCAL IMPACT (legislative services):

Using staff to provide legislative services avoids a \$20,000 expense. However, staff cannot provide the level of service provided by OMNG, and it would also impact other staff responsibilities during the first quarter of the year. The City has budgeted \$25,000 for legislative services, so if the Council wants OMNG to work only during the session, the expense would be \$5,000 below what is budgeted. If it wants OMNG to work for 12 months, the expense would be \$5,000 more than what is budgeted.

RECOMMENDATION:

Staff recommends that the Council consider making U.S. Rt. 1 / Baltimore Avenue a legislative priority in support of the ongoing collaborative work by the City, the University, the County, and the College Park City-University Partnership requesting important design improvements. Council should discuss other possible priorities to include for the Legislative Dinner.

Staff recommends retaining O'Malley, Miles, Nylen & Gilmore, P.A. for lobbying services.

10

Boards and Committees

City of College Park
Board and Committee Appointments

Shaded rows indicate a vacancy or reappointment opportunity.
The date following the appointee's name is the initial date of appointment.

Advisory Planning Commission			
Appointee	Represents	Appointed by	Term Expires
Larry Bleau 7/9/02	District 1	Mayor	12/15
Rosemarie Green Colby 04/10/12	District 2	Mayor	04/18
Christopher Gill 09/24/13	District 1	Mayor	09/16
James E. McFadden 2/14/99	District 3	Mayor	04/16
Kate Kennedy 08/11/15	District 1	Mayor	08/18
Javid Farazad 10/27/15	District 4	Mayor	10/18
Mary Cook 8/10/10	District 4	Mayor	11/17
<p>City Code Chapter 15 Article IV: The APC shall be composed of 7 members appointed by the Mayor with the approval of Council, shall seek to give priority to the appointment of residents of the City and assure that there shall be representation from each of the City's four Council districts. Vacancies shall be filled by the Mayor with the approval of the Council for the unexpired portion of the term. Terms are three years. The Chairperson is elected by the majority of the Commission. Members are compensated. Liaison: Planning.</p>			

Aging-In-Place Task Force				
Appointee	Position Filled:	Resides In:	Term Expires	
Cory Sanders 07/15/14	Resident 1	District 1	Upon completion and submission of final report to the City Council.	
Darlene Nowlin 10/14/14	Resident 2	District 4		
VACANT	Resident 3			
Lisa Ealley 01/27/15	Resident 4	District 1		
Judy Blumenthal 01/27/15	Resident 5	District 1		
Dave Dorsch 03/10/15	Resident 6	District 3		
Helen Barnes 04/15/15	Resident 7	District 3		
VACANT	Resident 8			
Denise C. Mitchell	Councilmember 1	District 4		
Patrick L. Wojahn 11/25/14	Councilmember 2	District 1		
P. J. Brennan 11/25/14	Councilmember 3	District 2		
Fazlul Kabir 11/25/14	Councilmember 4	District 1		
<p>Established April 2014 by Resolution 14-R-07. Council positions expanded from 2 to 4 by Resolution 14-R-34 October 2014. Final report of strategies and recommendations to Council anticipated January 2015. Composition: 8 City residents (with the goal of having two from each Council District) and 4 City Council representatives, for a total of 12. Quorum = 5. Task Force shall elect Chairperson from membership. Not a compensated committee. Liaison: Director of Youth, Family and Seniors Services.</p>				

Airport Authority			
Appointee	Resides in	Appointed by	Term Expires
James Garvin 11/9/04	District 3	M&C	10/18
Jack Robson 5/11/04	District 3	M&C	03/17
Anna Sandberg 2/26/85	District 3	M&C	03/16
Gabriel Iriarte 1/10/06	District 3	M&C	04/16
Christopher Dullnig 6/12/07	District 2	M&C	01/17
David Kolesar 04/28/15	District 1	M&C	04/18
Dave Dorsch 08/11/15	District 3	M&C	08/18
City Code Chapter 11 Article II: 7 members, must be residents and qualified voters of the City, appointed by Mayor and City Council, <i>term to be decided by appointing body</i> . Vacancies shall be filled by M&C for an unexpired portion of a term. Authority shall elect Chairperson from membership. Not a compensated committee. Liaison: City Clerk's Office.			

Animal Welfare Committee			
Appointee	Resides in	Appointed by	Term Expires
Lois Donaty 07/14/15	District 2	M&C	07/18
Dave Turley 3/23/10	District 1	M&C	03/16
Christiane Williams 5/11/10	District 1	M&C	03/18
Patti Stange 6/8/10	Non resident	M&C	02/17
Taimi Anderson 6/8/10	Non resident	M&C	02/18
Suzie Bellamy 9/28/10	District 4	M&C	04/17
Nick Brennan 05/26/15	District 2	M&C	05/18
10-R-20: Up to fifteen members appointed by the Mayor and Council for three-year terms. Not a compensated committee. Liaison: Public Services.			

Board of Election Supervisors			
Appointee	Represents	Appointed by	Term Expires
John Robson (Chief) 5/24/94	Mayoral appt	M&C	03/17
Terry Wertz 2/11/97	District 1	M&C	03/17
Mary Katherine Theis 02/24/15	District 2	M&C	03/17
Janet Evander 07/16/13	District 3	M&C	03/17
Maria Mackie 08/12/14	District 4	M&C	03/17
City Charter C4-3: The Mayor and Council shall, not later than the first regular meeting in March of each year in which there is a general election, appoint and fix the compensation for five qualified voters as Supervisors of Elections, one of whom shall be appointed from the qualified voters of each of the four election districts and one of whom shall be appointed by the Mayor with the consent of the Council. The Mayor and Council shall designate one of the five Supervisors of Elections as the Chief of Elections. This is a compensated committee; compensation is based on a fiscal year. Per Council action (item 11-G-66) effective in March, 2013: In an election year all of the Board receives compensation. In a non-election year only the Chief Election Supervisor will be compensated. Liaison: City Clerk's office.			

Cable Television Commission			
Appointee	Resides in	Appointed by	Term Expires
Jane Hopkins 06/14/11	District 1	Mayor	09/17
Blaine Davis 5/24/94	District 1	Mayor	12/15
James Sauer 9/9/08	District 3	Mayor	10/16
Tricia Homer 3/12/13	District 1	Mayor	03/16
Normand Bernache 09/23/14	District 4	Mayor	09/17
City Code Chapter 15 Article III: Composed of four Commissioners plus a voting Chairperson, appointed by the Mayor with the approval of the Council, three year terms. This is a compensated committee. Liaison: City Manager's Office.			

College Park City-University Partnership			
Appointee	Represents	Appointed by	Term Expires
Carlo Colella	Class A Director	UMD President	06/30/18
Edward Maginnis	Class A Director	UMD President	06/30/18
Michael King	Class A Director	UMD President	06/30/16
Brian Darmody	Class A Director	UMD President	06/30/17
Andrew Fellows	Class B Director	M&C	06/30/17
Maxine Gross	Class B Director	M&C	06/30/18
Senator James Rosapepe	Class B Director	M&C	06/30/16
Stephen Brayman	Class B Director	M&C	06/30/17
David Iannucci (07/15/14)	Class C Director	City and University	06/30/17
Dr. Richard Wagner	Class C Director	City and University	06/30/16
The CPCUP is a 501(c)(3) corporation whose mission is to promote and support commercial revitalization, economic development and quality housing opportunities consistent with the interests of the City of College Park and the University of Maryland. The CPCUP is not a City committee but the City makes appointments to the Partnership. Class B Directors are appointed by the Mayor and City Council; Class C Directors are jointly appointed by the Mayor and City Council and the President of the University of Maryland.			

Citizens Corps Council			
Appointee	Represents	Appointed by	Term Expires
Spiro Dimakas		M&C	10/17
Yonaton Kobrias 10/14/14		M&C	10/17
VACANT	Neighborhood Watch	M&C	
Dan Blasberg 3/27/12		M&C	03/18
David L. Milligan (Chair) 12/11/07		M&C	02/17
Resolution 05-R-15. Membership shall be composed as follows: A Citizen Corps Coordinator for each neighborhood shall be nominated and appointed by the Mayor and Council and serve as a potential member of the CPCCC for the term of their respective office in the neighborhood group. Mayor and Council shall nominate and appoint 5 to 7 residents to serve as community coordinators and to serve on the CPCCC. At least one member of the CPCCC shall be the Neighborhood Watch Coordinator, and at least one member shall represent each of the other Citizen Corps programs such as CERT, Fire Corps, Volunteers In Police Service, etc. Each member of the CPCCC shall serve for			

a term of 3 years, and may be reappointed for an unlimited number of terms. The Mayor, with the approval of the City Council, shall appoint the Chair and Co-Chair of the CPCCC from among the members of the committee. The Director of Public Services shall serve as an ex officio member. Not a compensated committee. Liaison: Public Services.

Committee For A Better Environment			
Appointee	Resides in	Appointed by	Term Expires
Janis Oppelt 8/8/06	District 1	M&C	09/15
Suchitra Balachandran 10/9/07	District 4	M&C	01/17
Donna Weene 9/8/09	District 1	M&C	12/15
Kennis Termini 01/14/14	District 1	M&C	01/17
Matt Dernoga 12/09/14	District 1	M&C	12/17
Karen Garvin 04/28/15	District 1	M&C	04/18
Susan Keller 05/26/15	District 1	M&C	05/18
City Code Chapter 15 Article VIII: No more than 25 members, appointed by the Mayor and Council, three year terms, members shall elect the chair. Not a compensated committee. Liaison: Planning.			

Education Advisory Committee			
Appointee	Represents	Appointed by	Term Expires
Cory Sanders 09/24/13	District 1	M&C	09/15
Charlene Mahoney 12/11/12	District 2	M&C	02/17
VACANT			
VACANT			
Melissa Day 9/15/10	District 3	M&C	03/17
Carolyn Bernache 2/9/10	District 4	M&C	12/16
Doris Ellis 9/28/10	District 4	M&C	12/16
Tricia Homer 04/22/14	District 1	M&C	04/16
Peggy Wilson 6/8/10	UMCP	UMCP	05/16
Resolutions 97-R-17, 99-R-4 and 10-R-13: At least 9 members who shall be appointed by the Mayor and Council: at least two from each Council District and one nominated by the University of Maryland. Two year terms. The Committee shall appoint the Chair and Vice-Chair of the Committee from among the members of the Committee. Not a compensated committee. Liaison: Youth and Family Services.			

Ethics Commission			
Appointee	Represents	Appointed by	Term Expires
Edward Maginnis 09/13/11	District 1	Mayor	08/15
Joe Theis 05/12/15	District 2	Mayor	05/17
James Sauer 12/09/14	District 3	Mayor	12/16
Gail Kushner 09/13/11	District 4	Mayor	01/16
Robert Thurston 9/13/05	At Large	Mayor	02/16
Alan C. Bradford 1/23/96	At-Large	Mayor	07/15
Frank Rose 05/08/12	At-Large	Mayor	05/14
<p>City Code Chapter 38 Article II: Composed of seven members appointed by the Mayor and approved by the Council. Of the seven members, one shall be appointed from each of the City's four election districts and three from the City at large. 2 year terms. Commission members shall elect one member as Chair for a renewable one-year term. Commission members sign an Oath of Office. Not a compensated committee. Liaison: City Clerk's office.</p>			

Housing Authority of the City of College Park			
Bob Catlin 05/13/14		Mayor	05/01/19
Betty Rodenhausen 04/09/13		Mayor	05/01/18
John Moore 9/10/96		Mayor	05/01/19
Thelma Lomax 7/10/90		Mayor	05/01/20
Carl Patterson 12/11/12	Attick Towers resident	Mayor	05/01/16
<p>The College Park Housing Authority was established in City Code Chapter 11 Article I, but it operates independently under Article 44A Title I of the Annotated Code of Maryland. The Housing Authority administers low income housing at Attick Towers. The Mayor appoints five commissioners to the Authority; each serves a five year term; appointments expire May 1. Mayor administers oath of office. One member is a resident of Attick Towers. The Authority selects a chairman from among its commissioners. The Housing Authority is funded through HUD and rent collection, administers their own budget, and has their own employees. The City supplements some of their services.</p>			

Neighborhood Quality of Life Committee			
Name:	Represents:	Appointed By:	Term Ends:
Mayor and City Council of the City of College Park			Term in office
Chief David Mitchell	UMD DPS (UMD Police)	University	02/16
Dr. Andrea Goodwin	UMD Administration – Rep 1	University	02/16
Marsha Guenzler-Stevens (Stamp Student Union)	UMD Administration – Rep 2	University	04/16
Matthew Supple (Fraternity-Sorority Life)	UMD Administration – Rep 3	University	04/16
Gloria Aparicio- Blackwell (Office of Community Engagement)	UMD Administration – Rep 4	University	04/16
Karyn Keating-Volke	City Resident 1	City Council	02/17
Aaron Springer	City Resident 2	City Council	10/17

Bonnie McClellan	City Resident 3	City Council	04/16
Christine Nagle	City Resident 4	City Council	04/16
Bob Schnabel	City Resident 5	City Council	08/17
Ryan Belcher	City Resident 6	City Council	09/17
Cole Holocker	UMD Student 1	City Council	11/16
Adler Pruitt	UMD Student 2	City Council	09/17
Taylor Roethle	UMD Student 3	IFC	09/17
VACANT	UMD Student 4		
VACANT	UMD Student 5	Nat'l Pan-Hell. Council, Inc. / United Greek Council	
Drew Hogg	Graduate Student	GSG Representative	09/17
VACANT	Student Co-Operative Housing	City Council	
Maj. Dan Weishaar	PG County Police Dept.	PG County Police	
Bob Ryan	Director of Public Services	City Council	10/15
Jeannie Ripley	Manager of Code Enforcement	City Council	
Lisa Miller	Rental Property Owner	City Council	02/16
Richard Biffl	Rental Property Owner	City Council	02/16
Paul Carlson	Rental Property Owner	City Council	03/16
<p>Established by Resolution 13-R-20 adopted September 24, 2013 to replace the Neighborhood Stabilization and Quality of Life Workgroup. Amended October 8, 2013 (13-R-20.Amended). Amended February 11, 2014 (14-R-03). Amended July 15, 2014 to change the name (14-R-23). City Liaison: City Manager's Office. Two year terms. Main Committee to meet four times per year. This is not a compensated committee.</p>			

Neighborhood Watch Steering Committee			
	Resident of:	Appointed By:	Term Expires:
Robert Boone 04/12/11	District 1	M&C	03/17
Aaron Springer 02/14/12	District 3	M&C	05/16
Nick Brennan 04/22/14	District 2	M&C	04/16
<p>Created on April 12, 2011 by Resolution 11-R-06 as a three-person Steering Committee whose members shall be residents. Coordinators of individual NW programs in the City shall be ex-officio members. Terms are for two years. Annually, the members of the Steering Committee shall appoint a Chairperson to serve for a one-year term. Meetings shall be held on a quarterly basis. This Resolution dissolved the Neighborhood Watch Coordinators Committee that was established by 97-R-15. This is not a compensated committee. Liaison: Public Services.</p>			

Noise Control Board			
Appointee	Represents	Appointed by	Term Expires
Mark Shroder 11/23/10	District 1	Council, for District 1	01/19
Harry Pitt, Jr. 9/26/95	District 2	Council, for District 2	03/16
Alan Stillwell 6/10/97	District 3	Council, for District 3	09/16
Suzie Bellamy	District 4	Council, for District 4	12/16
Adele Ellis 04/24/12	Mayoral Appt	Mayor	04/16
Bobbie P. Solomon 3/14/95	Alternate	Council - At large	05/18
Larry Wenzel 3/9/99	Alternate	Council - At large	02/18

City Code Chapter 138-3: The Noise Control Board shall consist of five members, four of whom shall be appointed by the Council members, one from each of the four election districts, and one of whom shall be appointed by the Mayor. In addition, there shall be two alternate members appointed at large by the City Council. The members of the Noise Control Board shall select from among themselves a Chairperson. Four year terms. This is a compensated committee. Liaison: Public Services.

Recreation Board			
Appointee	Represents	Appointed by	Term Expires
Eric Grims 08/12/14	District 1	M&C	08/17
Sarah Araghi 7/14/09	District 1	M&C	10/18
Alan C. Bradford 1/23/96	District 2*	M&C	02/17
VACANT	District 2	M&C	
Adele Ellis 9/13/88	District 3	M&C	02/17
VACANT	District 3	M&C	
Barbara Pianowski 3/23/10	District 4	M&C	05/17
Judith Oarr 05/14/13	District 4	M&C	05/16
Bettina McCloud 1/11/11	Mayoral	Mayor	02/17
	Mayoral	Mayor	

City Code Chapter 15 Article II: 10 members: two from each Council district appointed by the Mayor and Council and two members nominated by the Mayor and confirmed by the Mayor and Council. The Chairperson will be chosen from among and by the district appointees. 3 year terms. Not a compensated committee. Liaison: Public Services.

*Although Mr. Bradford lives in what is now considered District 1, his residence was part of District 2 when he was appointed. The designation of his residence was changed to District 1 during the last redistricting. He is still considered an appointment from District 2.

** Effective April 2012: Jay Gilchrist, Director of UMD Campus Recreation Services, changed his status from Rec Board member (Mayoral Appointment) to UM liaison to the Rec Board, similar to the M-NCPPC representative.

Tree and Landscape Board			
Member	Represents	Appointed by	Term Expires
Christine O'Brien 08/11/15	Citizen	M&C	08/17
John Krouse	Citizen	M&C	10/16
Eric Hoffman 08/11/15	Citizen	M&C	08/17
Mark Wimer 7/12/05	Citizen	M&C	10/16
Joseph M. Smith 09/23/14	Citizen	M&C	09/16
Janis Oppelt	CBE Chair Liaison		
John Lea-Cox 1/13/98	City Forester	M&C	04/17
Steve Beavers	Planning Director		
Brenda Alexander	Public Works Director		
City Code Chapter 179-5: The Board shall have 9 voting members: 5 citizens appointed by M&C, plus the CBE Chair or designee, the City Forester or designee, the Planning Director or designee and the Public Works Director or designee. Two year terms. Members choose their own officers. Not a compensated committee. Liaison: City Clerk's office.			

Veterans Memorial Improvement Committee			
Appointee	Represents	Appointed by	Term Expires
Deloris Cass 11/7/01		M&C	12/15
Joseph Ruth 11/7/01	VFW	M&C	12/15
Blaine Davis 10/28/03	American Legion	M&C	12/15
Rita Zito 11/7/01		M&C	02/15
Doris Davis 10/28/03		M&C	12/15
Mary Cook 3/23/10		M&C	11/17
Arthur Eaton		M&C	11/16
Seth Gomoljak 11/6/14		M&C	11/17
VACANT			
Resolution 01-G-57: Board comprised of 9 to 13 members including at least one member from American Legion College Park Post 217 and one member from Veterans of Foreign Wars Phillips-Kleiner Post 5627. Appointed by Mayor and Council. Three year terms. Chair shall be elected each year by the members of the Committee. Not a compensated committee. Liaison: Public Works.			

11

Information Report: Looney's Renewal of County Dance Hall License

MEMORANDUM

TO: Mayor and City Council
THROUGH: Scott Somers, City Manager
FROM: Robert W. Ryan, Public Services Director 
DATE: October 30, 2015
SUBJECT: Looney's Pub at College Park, Inc., Adult Dance Hall License
Renewal Application/Information Report

ISSUE

On September 22, 2015, the City was advised by the Department of Permitting, Inspections and Enforcement (DPIE) that t/a Looney's Pub, 8150 Baltimore Ave., had applied for an Adult Dance Hall License Renewal.

SUMMARY

The County Code requires DPIE to notify the City of such renewals, and for the City to raise any objection to the renewal of such a license within 45 days. Further, the County Code requires the City to conduct a public hearing if the City wishes to recommend denial of this license renewal.

City Staff has determined from PGPD that there are no outstanding public safety concerns with this establishment. Staff also reviewed current status with City licenses and permits and determined this establishment is in good standing.

At this time staff is not aware of any reason to recommend denial of this license.

RECOMMENDATION

No Council action is required. This report is provided for Council information only.

Attachments:

- (1) DER Cover Letter dated Sept .22, 2015
- (2) Application for Public Dance License



THE PRINCE GEORGE'S COUNTY GOVERNMENT
 Department of Permitting, Inspections and Enforcement
 Office of the Director



Rushern L. Baker, III
 County Executive

September 22, 2015

The Honorable Andrew Fellows
 Mayor
 City of College Park
 4500 Knox Road
 College Park, Maryland 20740

*m&c
 Somers
 Gardiner
 Ryan
 Ferguson*

City of College Park
 Administration Office

SEP 30 2015

RECEIVED

Dear Mayor Fellows:

This correspondence is to notify you that on September 21, 2015, Looney's Pub at College Park, Inc. located at 8150 Baltimore Avenue applied for renewal of their Adult Dance Hall License with the Department of Permitting, Inspections and Enforcement (DPIE). The Prince George's County Code, Section 5-199(b), requires that we notify you within 14 days of receipt of the application.

To better assist you in reviewing this matter, below is the applicable code section:

Sec. 5-199. License application.

(b) Before any application for an initial license or renewal shall be granted for a proposed adult dance hall or teen dance hall to be located inside of or within one-half mile of the boundaries of an incorporated municipality, the Director of the Department of Permitting, Inspections, and Enforcement or their designee shall notify the governing body of the municipality of the pending application within fourteen (14) days of receipt of the application. The municipality shall have forty-five (45) calendar days for review, comment, and to hold a public hearing at the option of the municipality. If the proposed adult dance hall or teen dance hall lies within a municipality and is also within one-half mile of one or more other municipalities, the public hearing may only be held by the municipality within which the proposed adult dance hall or teen dance hall is located, with notice given to any affected municipality. If the proposed adult dance hall or teen dance hall is to be located within an unincorporated area, but is within one-half mile of two or more municipalities, the affected municipalities may hold a joint public hearing at their option

The Honorable Andrew Fellows
September 22, 2015
Page Two

The municipality(ies) may recommend denial of the license after conducting a public hearing, upon a finding that the grant of the license would pose a threat to the peace and safety of the surrounding area or adversely affect the public health, safety, or welfare. If the municipality(ies) recommends denial, such license shall not be granted. The cost of any public hearing held by a municipality shall be borne by the applicant.

After your review, please provide us your written comments within 45 calendar days of this correspondence. Otherwise, we will consider that you have no objection to the issuance of the license.

Should you have any questions regarding this matter, please feel free to contact Heidi Stearlings, Permits Supervisor, Permitting & Licensing Division, at (301) 883-3841.

Sincerely,

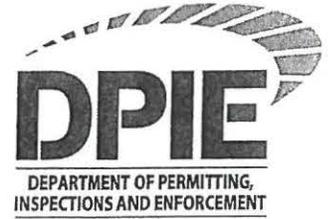


Haitham A. Hijazi
Director

cc: Gary E. Cunningham, Deputy Director, DPIE
Robbi Das, Associate Director, PLD, DPIE
Heidi Stearlings, Permits Supervisor, PLD, DPIE



Prince George's County
 Department of Permitting, Inspections
 and Enforcement
PERMITTING & LICENSING DIVISION
Business Licensing Center
 9400 Peppercorn Place, 1st Floor
 Largo, Maryland 20774
 301.883.3840 ♦ FAX: 301.883.3875



APPLICATION FOR PUBLIC DANCE LICENSE

TYPE OF LICENSE *(Check One)*

- Adult Dance Hall
 or
 Teen Dance Hall
- Renewal*

FEES: \$1,500 + 5% Technology Fee of \$75 for a total of \$1,575

*All fees MUST be made payable to Prince George's County.
 (Fees are NON-REFUNDABLE.)*

SECTION A — IDENTIFICATION

Type of Business

- Sole Entity (Owner) Partnership Corporation LLC

Please print clearly.

Name of Business: Looney's Pub College Park

Business Address: 8150 Baltimore Ave Suite A
Street
College Park Md 20740
City State ZIP Code

Business Telephone #: 240-542-4570

Is business located within the boundaries of an incorporated municipality? Yes No

If Yes, Name of Municipality: _____

Name of Property Owner: Student Housing College Park LLP

Address of Property Owner: P.O. Box 530292
Street
Birmingham AL 35253
City State ZIP Code

Submit a copy of the Maryland State Department of Assessments and Taxation property tax printout found at
http://sdatcert3.resiusa.org/rp_rewrite/.

SECTION B — BUSINESS DATA

CORPORATIONS

1. President: _____
Home Address: _____
Business Address: _____
Telephone #: _____

2. Vice President: _____
Home Address: _____
Business Address: _____
Telephone #: _____

3. Secretary: _____
Home Address: _____
Business Address: _____
Telephone #: _____

4. Treasurer: _____
Home Address: _____
Business Address: _____
Telephone #: _____

5. Resident Agent: _____
Home Address: _____
Business Address: _____
Telephone #: _____

PARTNERSHIPS

List each partner.

1. Name/Title: BIV Larney
Home Address: 1417
Business Address: _____
Telephone #: _____

2. Name/Title: _____
Home Address: _____
Business Address: _____
Telephone #: _____

3. Name/Title: _____
Home Address: _____
Business Address: _____
Telephone #: _____

PARTNERSHIPS — Continued

4. Name/Title: _____
Home Address: _____
Business Address: _____
Telephone #: _____

LLC

List each member.

1. Name/Title: William A. Larney
Home Address: 14121 Blenheim Phoenix md 21131
Business Address: 8150 Baltimore Ave College Park md 20740
Telephone #: ~~410~~ 410-868-9614

2. Name/Title: STEVEN Litrenta
Home Address: 8609 Country Brooke Way Lutherville, md 21093
Business Address: 8150 Baltimore ave College Park md 20740
Telephone #: _____

3. Name/Title: _____
Home Address: _____
Business Address: _____
Telephone #: _____

4. Name/Title: _____
Home Address: _____
Business Address: _____
Telephone #: _____

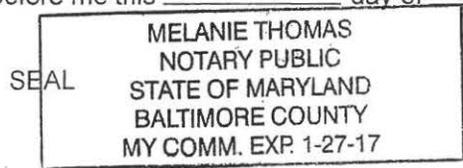
BUSINESS ENTITY/TRADE NAME

1. Owner: _____
Home Address: _____
Business Address: _____
Telephone #: _____

I, THE UNDERSIGNED, HEREBY CERTIFY UNDER PENALTY OF PERJURY THAT I HAVE READ AND FULLY COMPREHEND THIS FORM IN ITS ENTIRETY AND THAT THE INFORMATION PROVIDED HEREIN IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND BELIEF. I UNDERSTAND THAT SHOULD ANY STATEMENT I HAVE MADE PROVE FALSE, MISLEADING OR ERRONEOUS, IT MAY RESULT IN THE REJECTION OF MY APPLICATION.

[Signature]
Signature of Owner/President

Sworn to before me this 4 day of September, 2015.



[Signature]
Notary Public

PLEASE NOTE THAT THE MINIMUM REVIEW TIME IS 90 DAYS FROM THE DATE APPLICATION IS RECEIVED.

Real Property Data Search (w1)

Guide to searching the database

Search Result for PRINCE GEORGE'S COUNTY

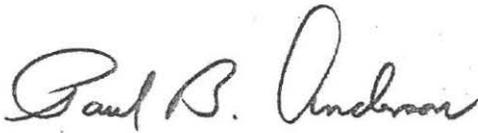
View Map		View GroundRent Redemption		View GroundRent Registration	
Account Identifier:		District - 21 Account Number - 4022448			
Owner Information					
Owner Name:		STUDENT HSNG COLL PK LLLP		Use: COMMERCIAL	
Mailing Address:		PO BOX 530292		Principal Residence: NO	
		BIRMINGHAM AL 35253-0292		Deed Reference: /33214/ 00266	
Location & Structure Information					
Premises Address:		8150 BALTIMORE AVE COLLEGE PARK 20740-0000		Legal Description: PARCEL A (IMPS RAZED 2010)	
Map:	Grid:	Parcel:	Sub District:	Subdivision:	Section:
0033	00D2	0000		5630	
					Block:
					Lot:
					Assessment Year:
					2016
					Plat No:
					231045
					Plat Ref:
Special Tax Areas:		Town: COLLEGE PARK			
		Ad Valorem:			
		Tax Class:		8	
Primary Structure Built		Above Grade Enclosed Area		Finished Basement Area	
				Property Land Area	
				3.5300 AC	
				County Use	
				005	
Stories	Basement	Type	Exterior	Full/Half Bath	Garage
					Last Major Renovation
Value Information					
		Base Value		Value	
				As of	
				01/01/2013	
				Phase-in Assessments	
				As of	
				07/01/2015	
				As of	
				07/01/2016	
Land:		5,381,800		5,381,800	
Improvements		92,180,400		92,180,400	
Total:		97,562,200		97,562,200	
Preferential Land:		0		97,562,200	
Transfer Information					
Seller: UMCPF PROPERTY I LLC		Date: 12/29/2011		Price: \$15,000,000	
Type: ARMS LENGTH IMPROVED		Deed1: /33214/ 00266		Deed2:	
Seller: COLLEGE PARK GATEWAY PROP LLC		Date: 07/09/2010		Price: \$15,000,000	
Type: ARMS LENGTH VACANT		Deed1: /31850/ 00464		Deed2:	
Seller:		Date:		Price:	
Type:		Deed1:		Deed2:	
Exemption Information					
Partial Exempt Assessments:		Class		07/01/2015	
				07/01/2016	
County:		000		0.00	
State:		000		0.00	
Municipal:		000		0.00	
Tax Exempt:		Special Tax Recapture:			
Exempt Class:		NONE			
Homestead Application Information					
Homestead Application Status: No Application					

STATE OF MARYLAND
Department of Assessments and Taxation

I, PAUL B. ANDERSON OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF THE STATE OF MARYLAND, DO HEREBY CERTIFY THAT THE DEPARTMENT, BY LAWS OF THE STATE, IS THE CUSTODIAN OF THE RECORDS OF THIS STATE RELATING TO THE FORFEITURE OR SUSPENSION OF CORPORATIONS, OR THE RIGHTS OF CORPORATIONS TO TRANSACT BUSINESS IN THIS STATE, AND THAT I AM THE PROPER OFFICER TO EXECUTE THIS CERTIFICATE.

I FURTHER CERTIFY THAT LOONEY'S PUB AT COLLEGE PARK, INC., INCORPORATED MARCH 23, 2011, IS A CORPORATION DULY INCORPORATED AND EXISTING UNDER AND BY VIRTUE OF THE LAWS OF MARYLAND AND THE CORPORATION HAS FILED ALL ANNUAL REPORTS REQUIRED, HAS NO OUTSTANDING LATE FILING PENALTIES ON THOSE REPORTS, AND HAS A RESIDENT AGENT. THEREFORE, THE CORPORATION IS AT THE TIME OF THIS CERTIFICATE IN GOOD STANDING WITH THIS DEPARTMENT AND DULY AUTHORIZED TO EXERCISE ALL THE POWERS RECITED IN ITS CHARTER OR CERTIFICATE OF INCORPORATION, AND TO TRANSACT BUSINESS IN MARYLAND.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY SIGNATURE AND AFFIXED THE SEAL OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF MARYLAND AT BALTIMORE ON THIS SEPTEMBER 02, 2015.



Paul B. Anderson
Charter Division



301 West Preston Street, Baltimore, Maryland 21201
Telephone Balto. Metro (410) 767-1340 / Outside Balto. Metro (888) 246-5941
MRS (Maryland Relay Service) (800) 735-2258 TT/Voice
Fax (410) 333-7097

PRINCE GEORGE'S COUNTY

DEPARTMENT OF PERMITTING, INSPECTIONS AND ENFORCEMENT
PERMITTING CENTER

CERTIFICATE OF OCCUPANCY

EFFECTIVE DATE: July 14, 2014

CASE NUMBER: 10585-2014-00

PERMISSION IS HEREBY GRANTED TO OCCUPY :

8150 BALTIMORE AVE COLLEGE PARK, MD 20740

CASETYPE : DPIE UO

OWNERSHIP :

PARKING SPACES : 0

USE GROUP :

SPECIAL EXCEPTION :

CONST. TYPE :

LOT :

TAX MAP : 033

BLOCK :

ZONE : ROS

PARCEL :

LIMITATIONS (UP TO) :

O.k. for new property owner change for a eating and drinking
estab. of any type, including music and patron dancing past
the hours of 12:00am, excluding adult oriented uses in the
M-U-I zone within the DDOZ of Central US 1 Corridor per
DSP-07062, CB-49-20

USE (MNCPPC ZONING) :
RESTAURANT

PROPERTY OWNER

STUDENT HOUSING COLLEGE PARK LLP #
P.O. B 530292
BIRMINGHAM, AL 35253

OCCUPANT

LOONEY'S PUB AT COLLEGE PARK INC #
8150 BALTIMORE AVE
COLLEGE PARK, MD 20740
TRADE NAME : LOONEY'S PUB AT COLLEGE PARK

CERTIFICATE IS TO BE CONSPICUOUSLY DISPLAYED AND NOT REMOVED FROM THE PREMISE FOR WHICH IT WAS ISSUED .
IT IS NOT TRANSFERABLE.



Haitham A. Hijazi
BUILDING CODE OFFICIAL

YOU MUST COMPLY WITH MUNICIPAL, HOMEOWNER/CIVIC ASSOCIATION AND LOCAL COVENANTS. A FINE MAY BE IMPOSED IF CONSTRUCTION IS BEGUN WITHOUT REQUIRED APPROVALS.

90 College Park



State of Maryland License

LOONEY'S PUB AT COLLEGE PARK INC
LOONEY'S PUB AT COLLEGE PARK
8150 BALTIMORE AVE
COLLEGE PARK MD 20740

LOONEY'S PUB AT COLLEGE PARK INC
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8150 BALTIMORE AVE
COLLEGE PARK MD 20740

16976178

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14446872

15

CODE	UNIT	TYPE OF LICENSE	NO OF LIC	COST
87	801	RESTAURANT	1	25.00
71	30.	TRADER'S LICENSE	1	100.00
01	002	CHAIN STORE	1	5.00

DATE OF ISSUE
MO DAY YR
05/07/2015

MONTHS PAID
12

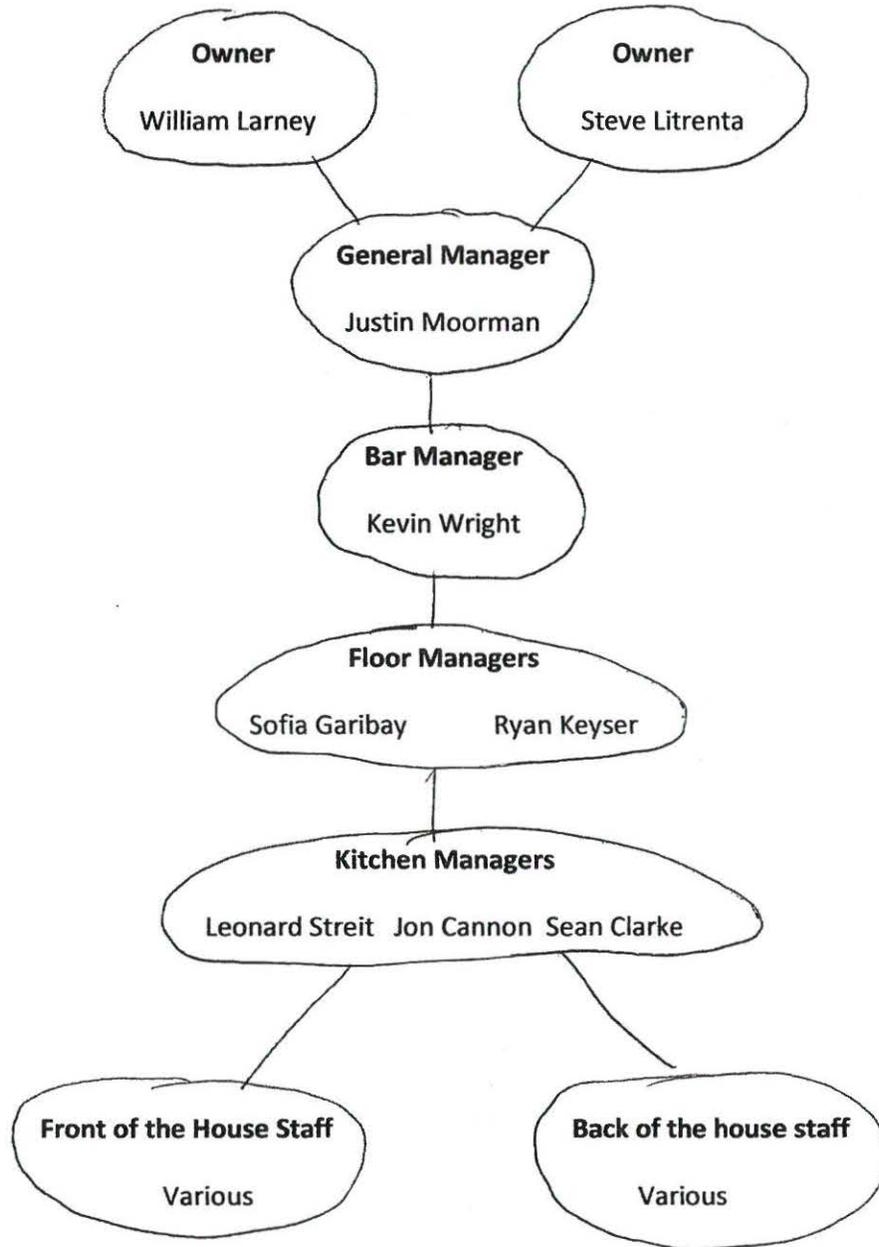
THIS LICENSE MUST BE PUBLICLY DISPLAYED
AND EXPIRES ON **APRIL 30, 2016**

ISSUING FEES	6.00		
TOTAL	136.00	AMOUNT PAID	136.00

ISSUED BY
SYDNEY J. HARRISON, CLERK OF CIRCUIT COURT
14735 MAIN STREET
UPPER MARLBORO, MARYLAND 20772-9987

SBR

Looney's Pub Organization Chart



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Information Report:
Update on Strategic
Plan

INFORMATION REPORT

TO: Mayor and City Council
FROM: Bill Gardiner, Assistant City Manager
THROUGH: Scott Somers, City Manager
DATE: October 30, 2015
SUBJECT: 2015–2020 Strategic Plan

ISSUE:

The City Council adopted the 2015 – 2020 Strategic Plan on August 11, 2015. This report is the first update on the plan.

SUMMARY:

Department directors have met with staff to discuss all parts of the new 2015—2020 Strategic Plan—the Vision, Mission, Goals, Values, and Action Plan. Staff have discussed Goal 5, Effective Leadership, and have begun reviewing and developing performance measures for Goal 6, Excellent Services.

The City Manager and the Assistant City Manager have also researched and reviewed software tools that could facilitate implementation and reporting of the plan activities. These tools allow the plan to be updated and monitored online, and create dashboard reports to easily assess the implementation status.

This first information report will provide a summary status of the items that were scheduled to be completed by November, and also list the items that are due in December and January. We may be able to provide future updates in a more accessible format with new software. If Council prefers (and as more items require updating, future reports can be provided in the Excel spreadsheet form as for the previous plan.

**2015—2020 Strategic Plan Update
October 30, 2015**

Goal 1: One College Park

No action items were scheduled to be completed before November.

The following items are scheduled to be completed by December or January:

Action Item 1b: Promote cooperation among neighborhoods and the City as a whole

- Identify effective models and activities to strengthen and support citywide community building

Action Item 1c: Facilitate a range of quality housing options that respect neighborhoods.

- Evaluate Neighborhood Quality of Life Committee recommendations
- Integrate certain recommendations with the City Housing Plan

Action Item 1e: Research and implement measures that allow residents to age in place.

- Evaluate recommendations from the Aging in Place Taskforce and integrate with City Housing Plan

Action Item 1f: Develop communications and community engagement plans that will significantly improve the City's impact and capacity in these areas.

- Determine the format, frequency, and distribution methods of the Municipal Scene, with the goal of making the newsletter a very accessible and informative communication tool.

Goal 2: Environmental Sustainability

Action Item 2a: Execute the permaculture plan in partnership with residents and organizations.

- Evaluate phase 1 of the permaculture plan

Update:

The Trolley Trail Permaculture Garden is located in Berwyn and runs along Rhode Island Avenue from Greenbelt Road to Tecumseh Street. Phase 1 was launched in October, 2014 and involved volunteer planting of 94 trees, shrubs, and perennials. Approximately 90% of these plantings have survived their first growing season and a handful have even produced edible fruit. A group of volunteers coordinated by the CBE has conducted several maintenance days to help keep the weeds in check. They also applied a fresh cover of mulch to the planting beds over the summer.

Action Item 2c: Adopt a City Operations Sustainability Plan

- Present plan / policy for Council adoption
- Evaluate and carry out best strategies for implementation (November)

Update:

The draft City Operations Sustainability Plan was presented to Council during the August 5, 2015 Worksession. Comments were received during that meeting, as well as via email and a subsequent Worksession. The draft was updated and on October 27, 2015 the City Council voted

to support the City Operations Sustainability Plan. Staff will begin implementation of the plan and provide updates to the City Council.

Action Item 2e: Partner with the UMD PALS program

- Evaluate the effectiveness of the 2015 PALS courses
- Develop and prioritize a list of possible research projects for PALS

Update:

The City paid UMD \$12,500 for three PALS courses in the spring of 2015: Improving Solid Waste Management Practices; College Town; and City Operations and Community Greenhouse Gas Inventories. An additional course, Making Place: Public Art and Design was offered at no cost. The cost to the City of the Improving Solid Waste Management Practices was reduced from \$5,000 to \$2,500.

Of the three courses, the Greenhouse Gas Inventories project provided the most concrete deliverable for City use. The full report is available on the City's website. The other courses were different in nature, but provide some recommendations the City could pursue, or offered design ideas and art that may have provoked reflection regarding downtown and public art. Both UMD and City staff acknowledge that going forward it will be very important to confirm with the course sponsors that the proposed scope of work is attainable.

In October staff and the Mayor met with UMD professors and staff to explore possible projects that would be carried out under the PALS umbrella, but at no cost to the City. We are still working to identify projects for the spring semester.

Action Item 2f: Partner with agencies to identify funds and implement stormwater management improvements

- Coordinate with UMD for projects and assistance developing a prioritized list of improvements
- Identify areas suitable for improvement and present to the Prince George's County DOE

Update:

At the invitation of City staff, the University of Maryland's Environmental Finance Center conducted a citywide survey to identify stormwater issues. The EFC prepared a draft report in July, 2015 that identified general areas of the City that could receive the greatest benefit from stormwater management improvements. The report also recommended various funding sources to help implement these measures when a prioritized list of specific locations is developed.

Additionally, a stormwater management consultant for the County Department of the Environment has designed some stormwater quality improvement projects for certain locations in the City. A sand filtration project at Davis Hall is moving forward. City staff are meeting with the consultant to discuss the priority projects, and will request that the consultant present to City Council and neighborhood associations prior to developing the projects.

The following Goal 2 items are scheduled to be completed by December or January:

Action Item 2b: Develop a plan for community gardens in partnership with residents and organizations.

- Evaluate first year operations

Action Item 2g: Complete purchase and development of Hollywood Gateway Park.

- Finalize purchase agreements or determine next steps for property acquisition.

Goal 3: High Quality Development and Reinvestment

Action Item 3A.5: City-owned Calvert Road property

- Request a formal proposal from UMD regarding use of the property for child care services or develop an RFP to solicit possible uses for the property.

Update:

The University of Maryland is preparing information to present to the City Council regarding potential arrangements with the City to redevelop the Calvert Road property for use as a child care facility. No presentation date has been requested by the University.

The following Goal 3 items are scheduled to be completed by December or January:

Action Item 3a: Promote and focus economic investment in these priority development areas

- Downtown College Park—Explore expanded programming and events by the DCPMA.
- College Park Metro Station Area—Utilize incentive programs such as the City Revitalization Tax Credit and the RISE Zone incentives.
- City-owned Calvert Road property—Evaluate the UMD proposal or other proposals in relation to City needs and benefits, and obtain an appraisal of the property.
- North Core Greenbelt Metro Station—Review and comment on the charrette report from the May workshop sponsored by the EPA and the property owner.

Goal 4: Quality Infrastructure

Action Item 4a: Adopt a Complete Streets policy and implement a comprehensive network of trails and sidewalks.

- Staff to review comprehensive project report to Mayor and Council

Update:

The Planning Department has scheduled a presentation and discussion of a Complete Streets Policy for the November 17, 2015 Council Worksession.

Action Item 4e: Ensure effective public safety infrastructure and evaluate surveillance cameras and locations.

- Apply for FY2016 GOCCP grant
- Complete current grant- and-City-funded security cameras.

Update:

The City completed the application for FY2016 GOCCP grants, but unfortunately was not awarded funds in this round. DPS also helped prepare a joint GOCCP grant application from UMPD-CPCUP-City for a pilot “Safety Ambassador” project in Downtown/Old Town. It is anticipated that this project will receive funding.

The grant- and City-funded security cameras and license plate readers (LPRs) all are fully operational with the exception of the following:

LPRs not yet accessible online (require data to be downloaded on site):

- St Andrews @ Metzertott (1)*
- Rhode Island @ Edgewood (4)*
- Berwyn @ Baltimore (1)*

Closed-circuit cameras and LPRs not yet operational:

- St Andrews @ Metzertott (1)*
- Davis Field (1)*
- Trolley Trail (5)*
- Berwyn @ Baltimore (LPR)*

By the end of 2015, Hitachi is expected to complete the Pepco permitting to power the Trolley Trail cameras and to install a transmitting device that will allow online downing of data for the LPRs

Action Item 4f: Implement a bike share program

- Recommend vendor to the City Council from the proposals in response to the City-UMD RFP.
- Sign agreement with the vendor

Update:

Staff from the City and University worked together to draft a joint RFP for a co-owned bikeshare system. The majority of funding for this will be provided by a bikeshare grant from the State of Maryland. The RFP was released in April, 2015 and all known US bikeshare operators and manufacturers were invited to participate. Three responses were received: B-cycle, Social Bicycles and Zagster. The operator of the Capital Bikeshare system, Motivate (formerly named Alta), did not submit a proposal. The City/University team reviewed the proposals and recommended to Council to authorize contract negotiations with Zagster. A mutually acceptable agreement is currently being drafted and the targeted system launch is spring 2016.

The following Goal 4 items are scheduled to be completed by December or January:

- Research how other communities evaluate the effectiveness of CCTVs

Goal 5: Effective Leadership

The following Goal 5 items are scheduled to be completed by December or January:

Action Item 5a: Develop a highly effective partnership between Council and staff.

- Provide additional opportunities for Staff-Council interaction beyond Council meetings
- Council meets annually with all staff to communicate priorities and review City achievements, discuss issues, exchange information, and celebrate success.
- Develop shared understanding of the Council-Staff relationship and uphold the City's mission, vision, and values.

Action Item 5c: Prepare for staff retirements

Goal 6: Excellent Services

Action Item 6a: Establish meaningful and effective performance measures and assess department performance

- Identify successful programs from other similar municipalities and consider adapting their metrics

Update:

Each department has begun reviewing current performance measures and developing or revising measures for the new Strategic Plan and the FY17 budget. The Assistant City Manager has participated in demos and information meetings with another city about the ICMA Insights program, which assists municipalities to develop measures and compare performance. At this time, it is not recommended that the City join the program. The City Manager and Assistant City Manager have been reviewing and discussing several software products that facilitate the development and tracking of strategic plans and performance measurement.

Action Item 6e: Support public schools serving College Park children through collaboration with strategic partners, including Prince George's County Public Schools, local PTAs, and UMD.

- Define parameters for spending \$80,000 available in FY16 budget; convene a meeting with stakeholders; develop a plan to support schools

Update:

At the April 28, 2015 work session, the Council identified a twofold vision for College Park's local schools: 1) enhance academic achievement of students in a practical way; and, 2) promote the good news about College Park's local schools. Towards that purpose, the Council asked the City's Educational Advisory Committee (EAC) to make a recommendation to the Council for the allocation of the \$80,000.

At the October 6 work session, the Committee presented three recommendations to the City Council for use of the \$80,000.

- 1) *To address gap in academic achievement and thus school test scores, that each of the 10 City's neighborhood schools be allotted up to \$5,000 for professional development of their teachers to strategize on effective interventions with students. The use of these funds would be to fund substitutes to allow teachers to participate in professional development opportunities during school; pay teachers to attend after-school professional development sessions and/or purchase relevant books or instructional material.* **Total: \$50,000** (10 schools x \$5,000 each)

- 2) *To address the need to promote the good news about individual College Park neighborhood schools, that each of the 10 neighborhood schools be allotted a \$1,000 grant for an identified staff person within the school to communicate the good news of the school on a regular basis.* **Total: \$10,000** (10 schools x \$1,000 each)

- 3) *That each of the four schools with the highest percentage of College Park students receive an additional \$5,000 to address their much needed technology needs.* **Total: \$20,000** (4 schools x \$5,000)

At the October 6 work session, the EAC was asked to revisit their recommendation to also consider College Park Academy as a grant recipient. At the October 19 EAC meeting, Mayor Fellows requested the EAC to postpone their consideration of this issue until further input from the College Park City-University Partnership (CPCUP) and direction from the Council.

The following Goal 6 items are scheduled to be completed by December or January:

Action Item 6a: Establish meaningful and effective performance measures and assess department performance.

- Each department will review and update performance measures in advance of the FY17 budget preparation
- Identify steps that will create more effective code compliance, particularly for repetitive violators

Action Item 6b: Streamline City department business processes involving multiple steps and departments by: 1. Evaluating service procedures; and 2. Utilizing technology more effectively.

- Complete Business Process Review recommendations for clean-up of HTE if cost effective

Action Item 6e: Support public schools serving College Park children through collaboration with strategic partners, including Prince George's County Public Schools, local PTAs, and UMD.

- Request Education Advisory Committee to take a leadership role in developing future actions.