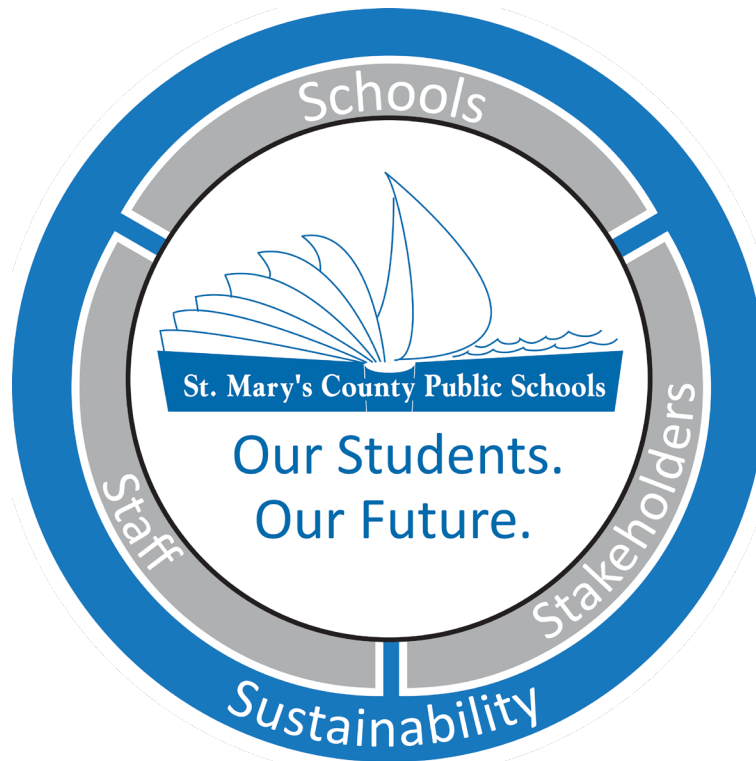


# St. Mary's County Public Schools



## Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan 2019-2020

### Part II

St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtown, MD 20650

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# I. Title I



**Maryland State Department of Education**  
**Title I, Part A: Improving Basic Programs**  
**2019-2020 Title I, Part A Application and Tools**

**Title I, Part A Application and Tools Release Date:**  
**JULY 9, 2019**

**Federal Grant Application Submission Timeline**

<b>1<sup>st</sup> Submission to the Title I Specialists for Review:</b>	<b>Submission for Conditional Approval</b>	<b>First Submission through Local ESSA Consolidated Strategic Plan</b>	<b>FINAL Submission through Local ESSA Consolidated Strategic Plan</b>
<b>August 1- August 30, 2019</b>	<b>September 30, 2019</b>	<b>October 15, 2019</b>	<b>November 15, 2019</b>

**Local School System: St. Mary's County**

**Title I Coordinator: Dr. Kelly M. Hall, Executive Director Supplemental School Programs**



**Telephone: 301-475-5511, ext. 32136**

**Email Address: kmhall@smcps.org**

## **2019-2020 Title I, Part A Application**

The Maryland State Department of Education's (MSDE) Title I Part A Application is a consolidated document that includes the Title I, Part A program application, law references/guidance, suggested evidence of implementation, and additional sample resources for each required component. The information provided within the revised application will ensure that all Local School Systems (LSSs) are prepared to effectively address key provisions of each component provided under Title I, Part A under the Every Student Succeeds Act (ESSA) of 2015. This consolidated document ensures transparency between the application and monitoring of the Title I, Part A Program requirements.

### **Explanation of Terms**

<b>SECTION NAME</b>	The Title I Component
<b>REQUIRED ATTACHMENTS</b>	Documents that are required with submission of the application.
<b>NOTE TO LSS</b>	If documentation is needed prior to the program review, a note will be indicated in the identified section.
<b>STAFF RESPONSIBLE</b>	All staff involved with the implementation and oversight of each Title I Component
<b>ASSURANCE(S)</b>	By receiving funds under the Title I Part A grant, as a grantee, the LSS agrees to comply with the terms and conditions under each component. Each component includes specific requirements that the LSS has responsibility for oversight and implementation.

<b>CITATIONS</b>	References to the law
<b>SAMPLE EVIDENCE OF IMPLEMENTATION</b>	Suggested documentation for evidence of implementation for each requirement
<b>TABLES AND WORKSHEET</b>	See Excel template for Instructions.

**2019-2020 Title I, Part A Application**

**ATTESTATION**

The Local School System (LSS) attests it meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program, including, but not limited to:

- ☐ Staff Credentials and Certifications
- ☐ Schoolwide Programs
- ☐ Targeted Assistance Schools
- ☐ Parent and Family Engagement
- ☐ Participation of Children Enrolled in Private Schools
- ☐ Education for Homeless Children and Youth
- ☐ Support for Foster Care Students
- ☐ English Learners
- ☐ Fiscal Requirements

**The LSS attests that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above.**

Dr. Kelly M. Hall



St. Mary's County

9.25.19

**Title I Coordinator Name  
(Please Print or Type)**

**Title I Coordinator Signature**

**Local School System**

**Date**

**Application Submission Date:** September 25, 2019

## ATTESTATION-Section 1112

The LSS attests that this application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools served under this part.

Dr. Kelly M. Hall

Kelly M. Hall

St. Mary's County

9-25-19

Title I Coordinator Name  
(Please Print or Type)

Title I Coordinator Signature

Local School System

Date

Application Submission Date: September 25, 2019

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## **A. STAFF CREDENTIALS AND CERTIFICATIONS**

### **MSDE Staff Credentials and Certification Guidance**

#### **Staff Credentials: Glossary of Terms**

#### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

#### **REQUIRED ATTACHMENTS:**

1. A written process to ensure the LSS:
  - has all teachers and paraprofessionals in Title I schools meet applicable state certification and licensure requirements.
  - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
  - identifies (using the previous school year data) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
  - has a timeline to notify parents.
2. Summary of data used to determine disparities (2018-2019 SY).

**STAFF RESPONSIBLE:** In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1111(c) & (g).

**Mrs. Tammy McCourt, Assistant Superintendent for Fiscal Services and Human Resources**

**Dr. Dale P. Farrell, Director of Human Resources**

STAFF CREDENTIALS AND CERTIFICATIONS			
Check one	Assurances	Citation	Sample of Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. The LSS ensures that it has a written process that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.</p> <p><i>(Required Attachment)</i></p>	<p>1111(g)(2)(J) 1112(c)(6)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List of teachers and their certification status for each Title I school including:             <ul style="list-style-type: none"> <li>○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2019-2020 school year.</li> </ul> </li> <li><input type="checkbox"/> Copies of 2019-2020 Principal Attestations with dates and signatures for each Title I school. <i>(Optional)</i></li> </ul>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration.</p> <p><i>(Required Attachment)</i></p>	<p>1111(g)(2)(J) 1112(c)(They will be put to good use by children who need them. 6)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation supporting the implementation of the written process which may include:</li> <li><input type="checkbox"/> SAN from meetings between Human Resources, the Title I Office, and school administration.</li> </ul>

<p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> N/A         </p> <p>If no, please explain. (explain using the template <a href="#">found here</a>)</p>	<p>3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements.</p> <p>Mark N/A if</p> <ul style="list-style-type: none"> <li>there are no paraprofessionals in the schoolwide schools;</li> <li>the LSS has no schoolwide schools;</li> <li>paraprofessionals are not assigned instructional duties</li> </ul>	<p>1112(c)(6) 1112(g)(2)(J)</p>	<ul style="list-style-type: none"> <li>List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS</li> <li>Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2018-2019 may include:             <ul style="list-style-type: none"> <li>Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers</li> </ul> </li> </ul>
<p> <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input checked="" type="checkbox"/> N/A         </p> <p>If no, please explain. (explain using the template <a href="#">found here</a>)</p>	<p>4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds (in Targeted Assistance Schools) meet applicable state certification and licensure requirements.</p> <p>Not Applicable means:</p> <ul style="list-style-type: none"> <li>There are no paraprofessionals paid with Title I funds in targeted assistance schools; or</li> </ul>	<p>1112(c)(6) 1112(g)(2)(J)</p>	<ul style="list-style-type: none"> <li>List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS</li> <li>Documentation demonstrating paraprofessional's assigned duties in TAS for the SY 2018-2019 may include:             <ul style="list-style-type: none"> <li>Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• The LSS has no targeted assistance schools.</li> </ul>		
<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p>5. The LSS ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. <i>(Required Attachment)</i></p>	<p>1111(g)(1)(B) 1112(b)(2)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation supporting the implementation of the procedures (from 2018-2019 SY) for identifying and, if applicable, addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced); out-of-field teachers)</li> <li><input type="checkbox"/> SAN documenting processes for identifying and addressing disparities are implemented.</li> <li><input type="checkbox"/> Documentation from human capital, certification, or other LSS offices showing disparity data, teacher placement, etc.</li> </ul>
<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p>6. The LSS ensures it has a written process that includes timelines/dates used to annually notify parents about:</p> <ol style="list-style-type: none"> <li>a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children.</li> </ol>	<p>1112(e)(1)(A)(i)(I-III)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation supporting the implementation of the written process.</li> <li><input type="checkbox"/> Multiple dated communications at the beginning of the school year which may include:             <ul style="list-style-type: none"> <li>○ A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information</li> <li>○ Communication/notification to parents (newsletter, memo, letter, school calendars, etc.)</li> </ul> </li> <li><input type="checkbox"/> Copies of requests for information from parents on teacher and /or paraprofessional</li> </ul>

	<p>b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.</p>	1112(e)(1)(B)(ii)	<p>qualifications, if applicable.</p> <ul style="list-style-type: none"> <li>❑ Evidence that parents have been provided information on the level of achievement and academic growth of their students.</li> <li>❑ A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level.</li> <li>❑ Copies of the timely responses provided to parents, if applicable.</li> </ul>
	<p>c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part.</p> <p><i>(Required Attachment)</i></p>	1112(e)(1)(B)(i)	

**B. SCHOOLWIDE PROGRAMS**  
**[Schoolwide Program Non-Regulatory Guidance](#)**  
**[MSDE Schoolwide Guidance](#)**  
**[MSDE Schoolwide Checklist](#)**

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

**REQUIRED ATTACHMENT:**

1. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a)) –
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.
4. Written Process for how the LSS supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
5. Written process for how the LSS supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

**NOTE TO LSS:**

Prior to the LSS Annual Program Review, MSDE specialists will review randomly selected Title I Schoolwide Plans, which should be submitted prior to the Program Review date.

**STAFF RESPONSIBLE:** In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1114.

**Mrs. Charlottis Woodley, Title I Student, Family, and Staff Engagement Supervisor (SFSES)**  
**Mrs. Denise Eichel, Principal George Washington Carver Elementary School**  
**Mr. Jeffrey DiRenzo, Principal Park Hall Elementary School**  
**Mrs. Janet Fowler, Principal Greenview Knolls Elementary School**  
**Dr. Rebecca Schou, Principal Lexington Park Elementary School**  
**Mrs. Beth Ramsey, Principal Green Holly Elementary School**  
**Mrs. Cheryl Long, Director of Student Services**

Consolidating Funds in a schoolwide program

**Is the LSS consolidating funds?**    \_\_\_\_ Yes    x No

If Yes, continue below.

(Check one):

☐ Federal funds

☐ Federal, State, local funds.

SCHOOLWIDE PROGRAMS			
Check one	Assurances	Citation	Sample Evidence of Implementation
x <input type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and		There is braiding of funds managed through the Department of Supplemental School Programs, in collaboration with other Division of Instruction departments including Student Services, Assessment and Accountability, Curriculum and Instruction, Safety and Security, and Special Education. Title I schools are

	<p>local funds, in order that the LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.</p> <p>i. Describe how the LSS will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LSS is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>		<p>included in any professional development initiative or support system put into place funded through local or grant funds provided for elementary schools. This process is managed through the Division of Instruction leadership meetings that occur weekly and directly within the Department of Supplemental School Programs. Examples of braiding would include but not be limited to: The Safe to Learn grant, Kirwan funds, Pre-School Development, the Judy Center, Ready for Kindergarten (R4K), and the 21st Century Grant for summer programming.</p>
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<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p>2. The LSS ensures the implementation of a schoolwide program includes the following four components:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Comprehensive Needs Assessment</b></li> <li><input type="checkbox"/> <b>Schoolwide Reform Strategies*</b></li> <li><input type="checkbox"/> <b>Parent, Family and Stakeholder Engagement</b></li> <li><input type="checkbox"/> <b>If applicable Coordination and Integration of Federal, State, and Local services and programs.</b></li> </ul> <p>*MSDE’s Title I Office strongly encourages LSSs to implement “evidence-based” interventions/ strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meet the “<b>Demonstrate a Rationale</b>” requirement. <b>(Level 4)</b></p> <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is</p>	<p>1114(b)(6)</p> <p>1114(b)(2)(7)(i-iii)(I-V)</p> <p>1114(b)(2)</p> <p>1114(b)(5)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sample copies of Schoolwide Plans</li> <li><input type="checkbox"/> A written process for the annual review of schoolwide plans for the 4 components.</li> <li><input type="checkbox"/> Documentation demonstrating how findings for the LSS annual review process are addressed at the school level. (samples)</li> </ul> <p><b>Comprehensive Needs Assessment may include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.</li> <li><input type="checkbox"/> As needed, evidence of interviews, focus groups, or surveys.</li> <li><input type="checkbox"/> Tools or processes to identify the strengths and needs of students, teachers, school and community.</li> <li><input type="checkbox"/> Examples of how the data is being used by the administration, teachers and parents to guide decisions and instruction.</li> <li><input type="checkbox"/> Examples of how data is being reviewed in a disaggregated format to look at progress and needs of all student groups.</li> <li><input type="checkbox"/> Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</li> </ul> <p><b>Schoolwide Reform Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples of how schoolwide reforms increase the quality and quantity of instruction.</li> </ul>
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	<p>informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LSSs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (<i>Non-Regulatory Guidance: <a href="#">NRG: Using Evidence to Strengthen Education Investments</a></i> (September 16, 2016)</p> <p><a href="#">Schoolwide Program Non-Regulatory Guidance</a></p> <p><a href="#">MSDE Schoolwide Guidance</a></p> <p><a href="#">MSDE Schoolwide Checklist</a></p> <p><a href="#">Early Learning in ESSA Non-Regulatory Guidance</a></p>		<ul style="list-style-type: none"> <li>❑ Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.</li> <li>❑ Evidence to demonstrate the effectiveness of reforms.</li> <li>❑ Applicable adjustments that were made or plan to be made to address students not making progress.</li> </ul> <p><b>Parent, Family and Stakeholder Engagement:</b></p> <ul style="list-style-type: none"> <li>❑ Evidence of the involvement of teachers, principals, and other school staff in the development of the Schoolwide plan may include: <ul style="list-style-type: none"> <li>○ SAN from School Improvement meetings</li> <li>○ Written communication, including email, letters, newsletters, website</li> <li>○ Surveys and survey data</li> </ul> </li> <li>❑ <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></li> </ul> <p><b>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</b></p> <ul style="list-style-type: none"> <li>❑ SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)</li> <li>❑ If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan</li> </ul>
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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs.	1114(b)(3)	Evidence of implementation of the LSS Monitoring Plan may include: <input type="checkbox"/> SAN from program monitoring <input type="checkbox"/> LSS monitoring schedule <input type="checkbox"/> Program monitoring reports <input type="checkbox"/> Email communication
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public.	1114(b)(4)	<input type="checkbox"/> Schoolwide Plan on school website; handbooks, etc. <input type="checkbox"/> Samples of plans available for public
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	5. The LSS ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, <b>if applicable.</b>	1114 (b)(7)(A)(iii)(V)	<input type="checkbox"/> SAN from collaboration meetings regarding transitions <input type="checkbox"/> Timelines with evidence of implementation <input type="checkbox"/> <b>Documentation of articulation meetings if applicable.</b>

### C. TARGETED ASSISTANCE SCHOOLS \*

*\*If an LSS does not have any Title I Targeted Assistance Schools, proceed to next section.*

[MSDE Targeted Assistance School Program Guidance](#)

[MSDE Targeted Assistance School Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

**REQUIRED ATTACHMENTS:**

The LSS must include the following documents in their Title I, Part A Application:

1. A written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a))
3. If applicable, a Letter of Intent to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.

**STAFF RESPONSIBLE:** In addition to Title I Coordinator, identify by name, title, and department of the person(s) responsible for ensuring compliance with Section 1115.

**SMCPS has no identified Targeted Assistance Schools.**

TARGETED ASSISTANCE SCHOOLS			
Check one	Assurances	Citation	Sample Evidence of Implementation

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA	<p>1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018–2019 to a schoolwide program in 2019-2020.</p> <p>1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.</p> <p>List Title I school(s) and School ID number below <b>OR attach a list on REQUIRED ATTACHMENT template:</b></p> <table border="1" data-bbox="483 776 1020 1096"> <thead> <tr> <th>Title I School(s)</th> <th>School ID Number</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Title I School(s)	School ID Number							<b>1114(a)(1)(B)</b>	<input type="checkbox"/> SAN documents for the following evidence of planning and technical assistance: <ul style="list-style-type: none"> <li>○ Initial planning meeting agenda and list of participants;</li> <li>○ Whole-school orientation including agenda and signed roster of participants.</li> <li>○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.)</li> <li>○ Meeting dates</li> <li>○ Plan approval process.</li> </ul> <input type="checkbox"/> A Letter of Intent to transition from TAS to SW, if applicable. <input type="checkbox"/> A letter approving transition from TAS to SW, if applicable.
Title I School(s)	School ID Number										
<input type="checkbox"/> Yes  <input type="checkbox"/> No	<p>2. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of</p>	<b>1115(c)(1)(B)</b> )	<b>Developing/Implementing:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weighted selection criteria           <ul style="list-style-type: none"> <li>○ Data sources for multiple selection criteria (by school)</li> </ul> </li> <li><input type="checkbox"/> Master ranking (all students ranked showing</li> </ul>								

	<p>services, who are failing, or at risk of failing to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. (Required Attachment #1)</p>		<p>most needy students served by grade and subject area)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Targeted Assistance teachers and para schedules with matching student roster <ul style="list-style-type: none"> <li>○ Service delivery model</li> </ul> </li> <li><input type="checkbox"/> Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out)</li> <li><input type="checkbox"/> Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 <b>in a small group setting</b></li> <li><input type="checkbox"/> School master schedules</li> <li><input type="checkbox"/> Exit criteria by school</li> </ul> <p><b>LSS School Monitoring:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of implementation of the LSS Monitoring Plan may include: <ul style="list-style-type: none"> <li>○ SAN from program monitoring</li> <li>○ Program monitoring reports</li> <li>○ Email communication</li> </ul> </li> <li><input type="checkbox"/> LSS Schedules with dates for regular review for each Title I Targeted Assistance school.</li> </ul>
<input type="checkbox"/> Yes  x <input type="checkbox"/> N/A	<p>3. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components: <a href="#">Targeted Assistance School Checklist</a></p> <p>A. Use program’s resources to help eligible children meet the state’s challenging academic standards; B. Use methods and instructional</p>	1115(b)(2)(A-G)	<p><b>Program’s resources to help eligible children meet the state’s challenging academic standards may include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programs, activities, and academic courses necessary to provide a well-rounded education.</li> </ul>

	<p>strategies to strengthen the academic program of the school;</p> <p>C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;</p> <p>D. Provide Professional Development;</p> <p>E. Strategies to increase the involvement of parents of eligible children;</p> <p>F. If appropriate and applicable, coordinate with Federal, State, and local programs;</p> <p>G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:</p> <ul style="list-style-type: none"> <li>(i) help provide an accelerated, high quality curriculum;</li> <li>(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</li> <li>(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.</li> </ul>		<p><b>Methods and instructional strategies to strengthen the academic program of the school may include:</b></p> <ul style="list-style-type: none"> <li>❑ expanded learning time, before- and after-school, and summer programs and opportunities</li> <li>❑ a schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).</li> </ul> <p><b>Coordination with the regular education program may include:</b></p> <ul style="list-style-type: none"> <li>❑ SAN from collaboration meetings <ul style="list-style-type: none"> <li>○ Timelines with evidence of implementation</li> </ul> </li> <li>❑ Documentation of articulation between regular education program and Title I</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>❑ Data sources demonstrating the need for identified professional development</li> <li>❑ SANE documents from professional development</li> <li>❑ Professional development schedules, plans, and/or calendars</li> <li>❑ See Parent and Family Engagement Section</li> </ul>
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			<b>Strategies to increase the involvement of parents of eligible children:</b> <input type="checkbox"/> <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i>  <b>Coordinate with Federal, State, and local programs; if applicable:</b> <input type="checkbox"/> Evidence of coordination with Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)
<input type="checkbox"/> Yes  <input checked="" type="checkbox"/> N/A	4. The LSS ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.	1115 (b)(2)(G)(iii)	<input type="checkbox"/> LSS schedules with dates for regular review for each Title I Targeted Assistance school. <input type="checkbox"/> SAN documentation of data review meetings <input type="checkbox"/> Documentation of program adjustments based on data review and progress monitoring <input type="checkbox"/> Student progress monitoring (evidence of progress/lack of progress)

#### **D. PARENT AND FAMILY ENGAGEMENT**

**[MSDE Parent and Family Engagement Guidance](#)**

**[MSDE District Parent and Family Engagement Plan Checklist](#) [Update Link](#)**

**[MSDE School-level Parent and Family Engagement Plan and Compact Checklist](#)**

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:



Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

**REQUIRED ATTACHMENTS:**

The LSS must attach a copy of the following documents in their Title I, Part A Application:

1. A written process to ensure that the LSS monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LSS's 2019-2020 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Tool used for annual evaluation of the content and effectiveness of the LSS's Parent and Family Engagement Policy/Plan.
4. A list of all Title I school's individual parent and family engagement allocations.

**NOTE TO LSS:** Prior to the LSS Annual Program Review, MSDE specialists will review randomly selected Title I school Parent and Family Engagement Plans and School-Parent Compacts which should be submitted prior to the Program Review.

**STAFF RESPONSIBLE:** In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1116.

**Mrs. Charlottis Woodley, Student, Family, and Staff Engagement Supervisor (SFSES)**

**Mrs. Denise Eichel, Principal George Washington Carver Elementary School**

**Mr. Jeff DiRenzo, Principal Park Hall Elementary School**

**Mrs. Janet Fowler, Principal Greenview Knolls Elementary School**

**Dr. Rebecca Schou, Principal Lexington Park Elementary School**

**Mrs. Beth Ramsey, Principal Green Holly Elementary School**

**PARENT AND FAMILY ENGAGEMENT**

PARENT AND FAMILY ENGAGEMENT			
Check one	Assurances	Citation	Sample Evidence of Implementation

<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p><b>1: Parent and Family Engagement Policy/Plan (LSS and School-level) &amp; School –Parent Compact</b></p> <p>The LSS ensures it has a <b>written</b> process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LSS Title I Parent and Family Engagement Policy/Plan (<i>Required Attachment</i>)</li> <li><input type="checkbox"/> School-Level Title I Parent and Family Engagement policy/plan;</li> <li><input type="checkbox"/> School-Parent compact that meets statutory requirements.</li> </ul>	<p><b>1116(a)(2)</b>  <b>1116b)</b>  <b>1116(c)</b>  <b>1116(d)</b></p>	<p>LSS and School’s Parent and Family Engagement Plans and School-Parent Compact:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of input from parents/families <ul style="list-style-type: none"> <li>○ SANE from parent meetings</li> <li>○ Announcements/Fliers</li> <li>⊖ Parents feedback</li> <li>○ Translated documents</li> <li>○ Receipts for accommodations/ interpreters</li> </ul> </li> <li><input type="checkbox"/> LSS and School’s Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community: <ul style="list-style-type: none"> <li>○ District/school website</li> <li>○ Student handbook</li> <li>○ School newsletters</li> <li>○ Plans and compact sent home via back pack/ orientation packet</li> </ul> </li> <li><input type="checkbox"/> Evidence that the LSS provides coordination, technical assistance, and other support to school.</li> </ul>
<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	<p><b>2: The LSS must plan and implement outreach (programs and activities) with meaningful consultation with parents of participating children.</b></p>	<p><b>1116(a)(1)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of parent and family input in the decisions regarding the LSS plan and implementation of outreach to TI families: <ul style="list-style-type: none"> <li>○ SANE</li> <li>○ Parents Feedback</li> </ul> </li> <li><input type="checkbox"/> Evidence of LSS outreach/activities <ul style="list-style-type: none"> <li>○ Announcements/Fliers</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Translated documents</li> <li>○ Receipts for accommodations/interpreters</li> </ul>
<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	<b>3. Parent &amp; Family Engagement Annual Evaluation</b> The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS's parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions. <i>(Required Attachment)</i> <a href="#">MSDE Parent and Family Engagement Guidance: Barriers</a>	<b>1116(a)(2)(D-E)</b>	<input type="checkbox"/> Communication/outreach regarding evaluation/survey of LSS Parent and Family Engagement Plan <input type="checkbox"/> Results of data/feedback <input type="checkbox"/> Revisions to policy/plan are made, as needed, based on evaluation <input type="checkbox"/> SAN with meeting notes, if applicable <input type="checkbox"/> Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys.
<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	<b>4. Parent and Family Engagement Reservation (Funds):</b>  <ul style="list-style-type: none"> <li>● The LSS and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities.</li> </ul>	<b>1116(a)(3)(A)</b> <b>1116(a)(3)(B)</b>	<input type="checkbox"/> Evidence of parent and family input in the decisions regarding parent and family engagement reservation: <ul style="list-style-type: none"> <li>○ SANE</li> <li>○ Announcements/Fliers</li> <li>○ Parents Feedback</li> <li>○ Translated documents</li> <li>○ Receipts for accommodations/interpreters</li> </ul>
<input checked="" type="checkbox"/> Yes	<b>5. Building Capacity for Involvement</b>	<b>1116(e)(1-6)</b>	LSS and School Level Documentation may include:

<input type="checkbox"/> N/A	The LSS ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement.		<input type="checkbox"/> SANE from LSS technical assistance to schools <input type="checkbox"/> SANE from building capacity <b>for district and school-level</b> (See Parent and Family Engagement Checklist <b>under Building Capacity requirements</b> )
<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	6. The LSS ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	<b>1116(f)</b>	<input type="checkbox"/> Translated documents/ announcements/ fliers <input type="checkbox"/> Receipts for accommodations/ interpreters (Same documentations are applicable to meet requirements under EL Assurance #2)
<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	7. The LSS ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachment)</i>	<b>1116(a)(2)(B)</b> <b>1116(e)(1-14)</b>	<input type="checkbox"/> Evidence of LSS monitoring processes of Parent and Family Engagement requirements: <ul style="list-style-type: none"> <li>○ SANE from technical assistance and training</li> </ul>

## **E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS**

**Equitable Services Requirements under ESSA: Non-Regulatory Guidance**-New Guidance Pending  
**MSDE Equitable Service Guidance**

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

### **REQUIRED ATTACHMENTS:**

The LSS must include the following documents in their Title I, Part A Application:

1. A written process for:
  - a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
  - b) ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
  - c) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program

**STAFF RESPONSIBLE:** In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance section 1117.

**Mrs. Kara Day, Title I Non-Public Instructional Resource Teacher**

**Mrs. Carol Weber, Title I Fiscal Secretary**

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p><b>1. Delivery of Services</b>            The LSS ensures it (select one of the following):</p> <ul style="list-style-type: none"> <li>Provides services directly to the eligible private school students?</li> <li>Enters into a third party contract to provide services to eligible private school students?</li> <li>Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students? <b>Please identify LSSs involved.</b>  <div style="margin-left: 40px;"> <hr/> <hr/> <hr/> </div> </li> <li>Provide the date(s) services will begin.</li> </ul> <p><b>Services are expected to begin on or near Monday, September 16, 2019 per the consultation agreement.</b>_____</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of contracts or agreements with individuals under contract with the LSS (hourly employees), if applicable</li> <li><input type="checkbox"/> Payroll lists for Title I staff providing Title I services to participating private school children</li> <li><input type="checkbox"/> Third party vendor documentation that the LSS has transferred Title I funds to another LSS, if applicable</li> <li><input type="checkbox"/> If applicable, formal agreement (MOU) with other LSS to provide services to private school students.</li> </ul>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>2. Invitation to Private School Officials</b> The LSS ensures it has a written process for inviting private schools to participate in the Title I, Part A program. <i>(Required Attachment #1a)</i>	1117(a)(1)(A) 1117(b)(1)(b)(5)	<input type="checkbox"/> Approved list of private schools and approved church exempt schools <input type="checkbox"/> Letters to private school officials <ul style="list-style-type: none"> <li>○ If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.)</li> </ul> <input type="checkbox"/> List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>3. Ongoing Consultation</b> The LSS ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LSS ensures that services to private school students start at the beginning of the school year. <i>(Required Attachment #1a)</i>	1117 (b)(1-5)	<input type="checkbox"/> Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> <li>○ SANE documentation including topic specific agendas; emails, notes from phone calls.</li> </ul> <input type="checkbox"/> If applicable, the LSS should have a signed letter from the private school designee if the official is representing a consortium of private schools.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>4. Equitable Services to Students</b> The LSS ensures it provides services to private schools' students in an equitable manner based on the needs of the	1117(a)(1)(A) 8501(c)	<input type="checkbox"/> List of participating private school children <input type="checkbox"/> Multiple selection criteria used to select for services

	participating private school.		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>5. Teachers and Families Participation</b> The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.	1117 (a)(1)(B)	<input type="checkbox"/> Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> <li>○ Agenda topic-specific SANE</li> <li>○ List of professional development activities provided or scheduled to be provided to the classroom teachers</li> <li>○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration.</li> </ul> <input type="checkbox"/> Evidence of family engagement activities: <ul style="list-style-type: none"> <li>○ Agenda topic-specific SANE</li> <li>○ List of family engagement activities scheduled or to be scheduled for families of participating students.</li> <li>○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities.</li> </ul>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>6. Dispute Resolution</b> The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools	1117(b)(2-6) 1117(c)(2)	<input type="checkbox"/> Copy of dispute resolution process <input type="checkbox"/> If applicable, copy of communication and/or SANE between LSS, MSDE, and/or private school official working toward resolution



	participating in the Title I, Part A program prior to escalation to the State Ombudsman.		<input type="checkbox"/> If applicable, evidence of resolving disagreements
<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	<b>7. Supervision and Evaluation</b> The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. <i>(Required Attachment #1b &amp; c)</i>	1117(b)(1) 1117 (d)(1)	<b>Evidence LSS Supervises:</b> <b>LSS Program Oversight</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schedules of Title I staff</li> <li><input type="checkbox"/> Timeline/schedules for monitoring visits</li> <li><input type="checkbox"/> LSS written process and procedures for monitoring private schools</li> <li><input type="checkbox"/> Monitoring feedback may include letters, emails, reports or notes to Title I staff providing services or private school officials on student progress</li> <li><input type="checkbox"/> Sample lesson plans and student work</li> <li><input type="checkbox"/> Consultation between LSS and third party vendor, if applicable</li> </ul> <b>Qualifications of staff providing services:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers providing services meet state certification and licensure requirements</li> <li><input type="checkbox"/> Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure.</li> </ul> <i>(May not apply to LSSs that use a third party provider, unless the LSS has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i> <b>Fiscal Oversight:</b>

			<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I property labels, if applicable</li> <li><input type="checkbox"/> Inventory list, if applicable</li> </ul> <p><b>Evidence of Evaluation may include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress reports/EOY reports on effectiveness of services</li> <li><input type="checkbox"/> SANE documenting modification to program, if applicable.</li> </ul>
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**F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH**  
**Education for Homeless Children and Youth Program: Non-Regulatory Guidance**  
**MSDE Homeless Guidance**

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

**REQUIRED ATTACHMENTS:**

1. Written process that includes how the Title I office will coordinate with the Homeless Education.
2. If applicable, job description of homeless liaison position.
3. If applicable,
  - a. a description of how the LSS calculated the excess costs of providing transportation to homeless students;
  - b. the calculations that the LSS used to arrive at the figure on this section.
4. Per COMAR 13A.05.09.03- Provide a list of all currently active shelter sites in the county that serve homeless children and families.

**STAFF RESPONSIBLE:** In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this section.

**Mrs. Charlottis Woodley, Title I Student, Family, Staff Engagement Supervisor**

**Mrs. Kate Eggert, Supervisor of Student Services**

**Ms. Cheryl Long, Director of Student Services**

**Mrs. Annie Gast, McKinney Vento Liaison, PPW**

## EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS ensures that Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. <i>(Required Attachment)</i>	1113(c)(3)(A)(i)	<input type="checkbox"/> Email or written communication regarding the needs of homeless students and families <input type="checkbox"/> Consultation Meetings with the LSS homeless education coordinator/liaison and Title I Office (SAN) <ul style="list-style-type: none"> <li>○ copy of needs assessment used</li> <li>○ copy of homeless enrollment data</li> <li>○ copy of support services data</li> </ul>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LSS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.	1113(c)(3)(A)(c)(i)	<input type="checkbox"/> Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> <li>○ Funds used for full or part of the homeless education liaison or additional staff</li> <li>○ Funds used for excess transportation</li> <li>○ Funds used for instruction and support services</li> </ul> <input type="checkbox"/> Written/email communication with LSS homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities.

## G. SUPPORT FOR FOSTER CARE STUDENTS

**Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care**  
**MSDE Foster Care Guidance**

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

**REQUIRED ATTACHMENTS:**

A written agreement facilitated by the local child welfare agency and the LSS Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions. 1111(g)(1)(E)

**STAFF RESPONSIBLE:** In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this section

**Mrs. Charlottis Woodley, Title I Student, Family, Staff Engagement Supervisor**

**Mrs. Kate Eggert, Supervisor of Student Services**

**Ms. Cheryl Long, Director of Student Services**

**SUPPORT FOR FOSTER CARE STUDENTS**

Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> N/A	1. The LSS ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.	1111(g)(1)(E)	<input type="checkbox"/> Collaboration with the child welfare agency, inclusive of the LSS foster care point of contact and the local education agency. (SAN) <input type="checkbox"/> Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) <input type="checkbox"/> Email communication

## H. ENGLISH LEARNERS

### Non-Regulatory Guidance: English Learners and Title III

#### MSDE English Learners Guidance

#### MSDE Title I and Title III Questions and Answers

#### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

**REQUIRED ATTACHMENTS:** N/A

**STAFF RESPONSIBLE:** In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this section.

**Mrs. Lisa Bachner, Director of Curriculum and Instruction**

**Mrs. Wendy Tarr, Supervisor of English Learners**

ENGLISH LEARNERS			
Check one	Assurances	Citations	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.	1112(e)(3)	<input type="checkbox"/> <b>Dated</b> copy of completed English and/or translated version of parent notification letter with parent signature.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LSS ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.	1116(e)(4) 1116(f)	<input type="checkbox"/> <b>Documentation that shows intentional practices have been implemented which may include:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of communication log</li> <li><input type="checkbox"/> Copy of interpreter receipt</li> <li><input type="checkbox"/> Translated documents or flyers</li> <li><input type="checkbox"/> If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.</li> </ul>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	3. The LSS has a written process for sharing the number and percentage of English learners achieving English language proficiency.	(1111(h)(2))	<input type="checkbox"/> <b>Documentation supporting the implementation of the written process.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample LSS's report card</li> </ul>

## H. FISCAL REQUIREMENTS

### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

### REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.
4. Supplement not Supplant Methodology

**STAFF RESPONSIBLE:** In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this section.

**Mrs. Tammy McCourt, Assistant Superintendent of Human Resources and Fiscal Services**

**Mr. Robert Springer, Supervisor of Accounting**

**Mrs. Christine Jewett, Grants Accountant**

## FISCAL REQUIREMENTS

### REQUIREMENTS

### Citation

### Sample Evidence of Implementation



<p><b>Requirement 1- Equitable Services Table 7-8</b></p> <p>An LSS must reserve off the top of the LSS's Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.</p>	<p>1117(a)(4)(A)</p> <p><b>New Guidance Pending</b></p>	<p>□ Evidence of Equitable Services Expenditures to show Proportional Share</p> <ul style="list-style-type: none"> <li>○ Transaction level reports</li> <li>○ Salary/wages information</li> <li>○ Materials, instructional supplies</li> <li>○ Invoices</li> <li>○ MOUs</li> </ul> <p>Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies</p> <ul style="list-style-type: none"> <li>○ Transaction level reports</li> </ul>
<p><b>Requirement 2- Parent and Family Engagement- Table 7-9.1</b></p> <p>LSS must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p>	<p>1116 (a)(3)(A) 1116(a)(3)(C)</p>	<p>Evidence of Parent and Family Engagement Expenditures</p> <ul style="list-style-type: none"> <li>○ Procedures for allocation of 90% to schools</li> <li>○ School/LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>○ LSS Transaction Level Reports of Expenditures</li> <li>○ Invoices, contracts, etc.</li> </ul>
<p><b>Requirement 3 - N&amp;D Reservation Table 7-9.1</b></p>	<p>1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)</p>	<p>Evidence of N&amp;D Expenditures</p>

<p>LSSs are required to reserve Title I funds if N&amp; D programs exist in the LSS. Title I funds support a coordinated effort in the LSS, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.</p>		<ul style="list-style-type: none"> <li>○ LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>○ LSS Transaction Level Reports of Expenditures</li> <li>○ Invoices, contracts, etc.</li> <li>○ Memorandum of Understanding (MOU)</li> </ul>
<p><b>Requirement 4 - Homeless Children and Youth</b>  <b>Table 7-9.1</b>  Funds are reserved to provide support to children experiencing homelessness. The LSS has a plan for the use of the funds.</p>	<p>1113(c)(3)(A)(i)</p>	<p>Evidence of Homeless Children and Youth Expenditures</p> <p><b>Reservation:</b></p> <ul style="list-style-type: none"> <li>○ LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>○ LSS Transaction Level Reports of Expenditures</li> <li>○ Invoices, contracts, etc.</li> </ul> <p><b>Instructional/Educational Support (If Applicable) – Costs associated with:</b></p> <ul style="list-style-type: none"> <li>○ Tutoring Services, especially in shelters or other locations where homeless students live.</li> <li>○ Extended learning time (before and after school, Saturday classes, summer school)</li> <li>○ Counseling services to address mental health issues related to homelessness that is impeding learning.</li> <li>○ GED testing for school-age students</li> <li>○ Parental involvement specifically oriented to reaching out to parents of homeless students.</li> <li>○ Fees for AP and IB testing.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Items of clothing, student fees, required records, medical and dental services, outreach services.</li> </ul> <p><b>Homeless Liaison (If applicable):</b></p> <ul style="list-style-type: none"> <li>○ Cost associated with Homeless Education Coordinator/ Liaison position.</li> <li>○ Reservation is in the budget.</li> <li>○ Job description</li> <li>○ Schedules (note who monitors/oversight)</li> </ul> <p><b>Transportation (If applicable):</b></p> <ul style="list-style-type: none"> <li>○ Cost associated with Homeless Education Transportation</li> <li>○ Reservation is in the budget</li> <li>○ LSS calculation of excess cost for providing transportation</li> <li>○ Invoices/payment schedule for transportation</li> </ul>
<p><b>Requirement 5- Districtwide Title I Instructional Programs</b>  <b>Table 7-9 .2</b>  LSSs may reserve funds for Districtwide instructional programs for Title I schools.</p>	34 CFR Part 200.77	<p><b>Expenditures</b></p> <ul style="list-style-type: none"> <li>○ LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>○ LSS Transaction Level Reports of Expenditures</li> <li>○ Invoices, contracts, etc.</li> </ul>
<p><b>Requirement 6 - Districtwide Professional Development</b>  <b>Table 7-9.2</b>  LSSs may reserve funds for districtwide professional development programs for Title I schools such as:</p>	34 CFR Part 200.77	<p><b>Evidence of districtwide professional development Expenditures, if applicable:</b></p> <ul style="list-style-type: none"> <li>○ LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>○ LSS Transaction Level Reports of Expenditures</li> </ul>

Professional development for Title I schools that is above and beyond what the Local School System program provides for all schools.		<ul style="list-style-type: none"> <li>○ Invoices, contracts, etc.</li> </ul>
<b>Requirement 7- Administration</b> <b>Table 7-9.3:</b> LSS may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.	34 CFR Part 200.77	<b>Evidence of Administration Expenditures, if applicable:</b> <ul style="list-style-type: none"> <li>○ LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>○ LSS Transaction Level Reports of Expenditures</li> <li>○ Invoices, contracts, etc.</li> <li>○ Indirect costs at the approved yearly rate.</li> <li>○ Travel, Office Supplies, and technology for Title I</li> <li>○ Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget</li> </ul>
<b>Requirement 8 - Support for Title I TSI Schools</b> <b>Table 7-9.4</b>	<b>LAW Reference</b> <b>Link for School Improvement Resource Hub</b> <a href="https://www.marylandresourcehub.com/">https://www.marylandresourcehub.com/</a>  <a href="https://www.marylandresourcehub.com/csi-tsi-schools">https://www.marylandresourcehub.com/csi-tsi-schools</a>	<ul style="list-style-type: none"> <li>❑ Needs Assessment</li> <li>❑ Root Cause Analysis (recommended)</li> <li>❑ Intervention Plan (includes action plan and use of evidence-based strategies)</li> <li>❑ Evidence of Stakeholder involvement</li> <li>❑ Written process for determining allocation of funds</li> <li>❑ Documentation for monitoring, evaluation of academic progress for identified student groups , and timelines</li> </ul>

<b>Requirement 9 - Carryover Estimate</b> <b>Table 7-9.4</b>	1127 1117(a)(4)(B)	<ul style="list-style-type: none"> <li>❑ LSS Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures</li> <li>❑ Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable)</li> <li>❑ If applicable, Waiver intent indicated in the Title I Application</li> </ul>
<b>Requirement 10-Audits</b> The SEA ensures that the State and the LSSs are audited annually, if required, and that all corrective actions required through this process are fully implemented.	Uniform Grant Guidance (UGG) 200.501(b)	<ul style="list-style-type: none"> <li>❑ Single audits are conducted annually</li> <li>❑ Copies of single audit reports (2 most recent) and Corrective Action (when applicable)</li> <li>❑ LSS response to findings</li> <li>❑ MSDE follow-up reviews of findings</li> <li>❑ All required corrective actions from the audit findings are fully implemented within the agreed timeline.</li> <li>❑ Independent auditor's report shows that the LSS has corrected all actions required.</li> </ul>
<b>Requirement 11- Rank Order</b> The LSS ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.	1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)	<ul style="list-style-type: none"> <li>❑ Local finance budget reports match amounts reported in the approved Allocation Worksheet.</li> <li>❑ If applicable, Charter Schools are included in the ranking</li> <li>❑ If applicable, Skipped Schools have been approved by MSDE. LSS is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in rank order.</li> <li>❑ If applicable, Continuing Eligibility schools meet the statutory definition.</li> </ul>

<p><b>Requirement 12 - Supplement not Supplant</b></p> <p>1. The LSS ensures that it uses federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds and provides a written methodology to demonstrate compliance.</p> <p><i>(Required Attachment)</i></p>	<p>1118(b)</p> <p>New Guidance just released</p>	<ul style="list-style-type: none"> <li>❑ Allocation Amount and Expenditures.</li> <li>❑ Semi-annual certification (district, schoolwide, and targeted assistance).</li> <li>❑ Time and effort for split funded staff (district, schoolwide, and targeted assistance) if applicable, to include: <ul style="list-style-type: none"> <li>○ Job descriptions</li> <li>○ Time and effort reporting</li> <li>○ Personnel Activity Reports (PARs)</li> <li>○ Written procedures to review Time and Effort</li> </ul> </li> <li>❑ LSS Internal Controls and Written Procedures</li> <li>❑ LSS Transaction Level Reports of Expenditures</li> <li>❑ Most current, dated copy of the district's supplement, not supplant policy and procedures document.</li> <li>❑ The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year.</li> <li>❑ List of Title I schools and non-title I schools inclusive of the distribution method used by the local school system for the applicable school year.</li> </ul>
<p><b>Requirement 13 - Comparability</b></p>	<p>1118(c)(1)(A) 1118(c)(1)(C)</p>	<p><b>LSS provided required documentation with the Comparability report on or before December 1, 2019.</b></p>
<p><b>Requirement 14 - Equipment and Related Property</b></p> <p>Equipment shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by</p>	<p>EDGAR 34 CFR 80.32, UGG §200.314</p>	<ul style="list-style-type: none"> <li>❑ LSS Inventory</li> <li>❑ Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment</li> <li>❑ Annual physical inventory of Title I equipment</li> <li>❑ Lease agreements</li> <li>❑ Expenditure Reports</li> </ul>

<p>Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Adequate maintenance procedures must be developed to keep the property in good condition.</p>		<p>❑ LSS Transaction Level Reports of Expenditures</p>
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<p><b>Requirement 15- Use of Technology Devices</b></p> <p>Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p>	<p>34 C.F.R. § 80.20 (added in SY 2015-2016)</p>	<ul style="list-style-type: none"> <li>❑ Copy of acceptable use policy for staff and students stipulating constraints and practices of the user.</li> <li>❑ Documentation that the LSS has implemented their procedures for monitoring and enforcement of their acceptable use policies.</li> <li>❑ Staff Training (SANE)</li> <li>❑ Corrective Actions, if applicable</li> </ul>
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**2019-2020 Title I Application**  
**GUIDANCE Document**  
**Title I, Part A**  
**Improving Basic Programs**

**Introduction:** This Guidance Document was developed to assist Title I Directors as they complete the Title I Application for SY 2019-2020. This document attempts to clarify requirements for submission, but samples given should not be considered exhaustive. If you have specific questions about the Title I program in your district, please contact your MSDE point of contact for guidance.

## **A. STAFF CREDENTIALS AND CERTIFICATIONS**

### **[Return to application](#)**

The LSS will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Section 1112(c) Assurances-- local education agency plan shall provide assurance that the local educational agency will--

(6) Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

1. The LSS ensures that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Section 1111(g)(2)(J) 1112(c)(6)
2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. Section 1111(g)(2)(J) 1112(c)(6)
3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Section 1112(c)(6) 1112(g)(2)(J)  
☐ Mark N/A if there are no paraprofessionals in the schoolwide schools;  
☐ the LSS has no schoolwide schools;  
☐ paraprofessionals are not assigned instructional duties
4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds meet applicable state certification and licensure requirements. (Section 1112(c)(6))

If no, please explain.   **Yes**   **No**   **NA**

If no, please explain.

Not Applicable means:

There are no paraprofessionals paid with Title I funds in targeted assistance schools; or  
The LSS has no targeted assistance schools.

#### **Implications for Application and Program Review**

- The LSS will provide evidence that demonstrates collaboration between the Human Resources, the Title I office and the school administration to coordinate certification and licensure information involving schools receiving Title I funds. (SAN)

#### **Points of Clarification**

- If an LSS is found to be out of compliance in the area of paraprofessionals, one or more of the following corrective actions will be required immediately:
  - The LSS will immediately remove/reassign each non-qualified paraprofessional from instructional assignments in a Title I school until he/she meets the qualifying requirements.
  - The LSS will report to MSDE and reimburse the Federal Program with State or Local Funds, the amount of Title I funds that have been expended on salaries, wages, fringe benefits, etc. for any paraprofessional identified as not qualified in a Title I school.
  - The LSS will release the paraprofessional from employment.
- Exceptions of non-instructional staff may include:
  - One-on-one special education paraprofessionals
  - Recess monitor

**Points of Clarification**

[Teacher Staffing Report](#): See pages 2-3 for list of critical shortage areas

5. The LSS ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. **1111(g)(1)(B) 1112(b)(2).**

**Section 1112 (e) PARENTS RIGHT- TO- KNOW**

(1) Information for Parents (QUALIFICATIONS) - At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: (1112 (e)(1)(A)

(i) Whether the teacher -

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) whether the child is provided services by paraprofessionals and if so, their qualifications.

(B) ADDITIONAL INFORMATION- In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

(i) information on the level of achievement and academic growth of the

student, if applicable and available, on each of the State academic assessments required under this part; and  
(ii) timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

6. The LSS ensures it has a written process and timeline for parents being notified:
  - a. annually that they may request information regarding professional qualifications of their child's teacher, and of paraprofessionals who provide instructional services to their children. Section 1112(e)(1)(A)(i)(I-III)
  - b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents. Section 1112(e)(1)(B)(ii)
  - c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part. Section 1112(e)(1)(B)(i)

#### **Implications for Application and Program Review**

- The LSS will provide evidence of written communication that notifies the parents of each student attending Title I schools that they **may** request information regarding the professional qualifications of their child's classroom teacher and if applicable the qualifications of paraprofessionals providing services to their child. The LSS will need to provide and maintain evidence of any responses to parent requests.
- The ESEA requires schools to give parents "timely" notice at the end of the four weeks. ED has not issued regulations or guidance explaining what "timely" means. To be safe, schools may want to send such notices within two weeks after they determine that teachers who are not certified taught students for four or more consecutive weeks.

The Answer Book on Title I-Third Edition. LRP Publication, 2016.

## **B. SCHOOLWIDE PROGRAMS-** [Schoolwide Non-Regulatory Guidance](#)

### **[Return to application](#)**

For LSSs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs by addressing each lettered item separately. Reg. 200.25-28 and Sec. 1114.

#### Section 1114 SCHOOLWIDE PROGRAMS

##### (a) In General-

##### (1) Use of funds for Schoolwide Programs

(A) **ELIGIBILITY** - Local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) **EXCEPTION** - A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.

#### **Points of Clarification**

LSSs may request a waiver with the State to operate a schoolwide program with less than 40 percent poverty if the LSS and school deem a schoolwide program will best serve the needs of the students.

(b) **SCHOOLWIDE PROGRAM PLAN.**—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(1) is developed during a 1-year period, unless— (A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or (B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;



(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

(4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

### **COMPONENT 1: A COMPREHENSIVE NEEDS ASSESSMENT**

(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and

(7) includes a description of—

## **COMPONENT 2 – A SCHOOLWIDE REFORM STRATEGIES**

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

### **Points of Clarification**

State definition of well-rounded education: definition in the Maryland Report Card:

There are three components based on grade span:

**Elementary schools:** The percentage of 5th graders enrolled in science, social studies, fine arts, physical education, and health

**Middle schools:** The percentage of 8th grade students enrolled in fine arts, physical education, health, and computational learning

**High schools:** The percentage of graduating students or students exiting high school with a certificate of program completion who met at least one of the following criteria during high school (grades 9-12):

- enrolled in an Advanced Placement or International Baccalaureate course,
- participated in dual enrollment, or
- enrolled in state-approved career and technical education (CTE) program at the CTE concentrator level or higher

For students pursuing a certificate of program completion, enrollment in a general education course meets the requirement for access to a well-rounded education

The access to a well-rounded education measure will account for 10% of the total accountability score for all schools.

Federal Definition Section 8101(52)

(52) WELL-ROUNDED EDUCATION.—The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

- (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International

Baccalaureate, dual or concurrent enrollment, or early college high schools);

- (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
- (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

#### **Points of Clarification**

Despite the flexibilities that schoolwide programs offer LSSs and schools when using Federal funds, schools participating in a schoolwide program may only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds.

(B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(c) **PRESCHOOL PROGRAMS.**—A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

### Points of Clarification

#### **Section 1112(c)(7)**

If a LSS chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(9a) of the Head Start Act.

[Non-Regulatory Guidance: Early Learning in the Every Student Succeeds Act](#)

[Head Start Act](#)

[Head Start Act: Section 641A](#)

(d) DELIVERY OF SERVICES.—The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(e) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—

(1) IN GENERAL.—A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) FLEXIBILITY OF FUNDS.—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

(3) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

### **COMPONENT 3A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT**

The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders paraprofessionals present in the school, (administrators of the programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to secondary school, students, and other individuals determined by the school ; 1114(b)(2)

### **COMPONENT 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

*(Maryland requires Title I schools to include parent and family engagement strategies in their schoolwide plan.)* Implementing strategies to increase parent and family engagement in accordance with section 1116.

### **COMPONENT 4: COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS**

If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b)(5)

#### **Points of Clarification**

1119(a)IN GENERAL.—Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities

to carry out such activities.

<https://www.nhsa.org/our-work/initiative/essa-toolkit>

[New Early Childhood Coordination Requirements in the Every Student Succeeds Act \(ESSA\)](#)

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**1. Consolidating Funds (Check one):**

- ☐ **Federal funds**  
☐ **Federal, State, local funds**

**i. Describe how the system will assist schools in consolidating funds for schoolwide programs.**

**ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.**

2. The LSS ensures the implementation of a schoolwide program includes the following four components:

- **Comprehensive Needs Assessment**
- **Schoolwide Reform Strategies**
- **Parent, Family and Stakeholder Engagement**
- **If applicable Coordination and Integration of Federal, State, and Local services and programs.**

3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs. 1114(b)(3)

4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public. 1114(b)(4)

5. The LSS ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs. 1114 (b)(7)(A)(iii)(V)

**If the LSS does not have any Title I Targeted Assistance programs, proceed to [Section D](#) Parent and Family Engagement.**

### **C. TARGETED ASSISTANCE SCHOOLS**

**[Return to application](#)**

#### **Section 1115 {20 U.S.C. 6315} COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM**

(a) IN GENERAL- In all schools selected to receive funds under section 1113(c) that are ineligible for school wide program under section 1114, have not received a waiver under section 1114(a) (1) (B) to operate such a school wide program, a local educational agency serving such a school wide program, a local educational agency serving such a school may use funds received under subsection (c) identified as greatest need for special assistance.

#### **Points of Clarification**

- According to Schoolwide Programs Section 1114 (a)(1)(B)
  - Exception: A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.



- LSSs may request a waiver with the State to operate a school wide program in any school with less than 40 percent poverty if the LSS and school deem a school wide program will best serve the needs of the students.

### Points of Clarification

#### [Targeted Assistance Program Checklist](#)

(b) Targeted Assistance School Program-To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section **shall** —

- (1) determined which students will be served;
- (2) serve participating students identified as eligible children under subsection (c) including by-
  - (A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which **may** include programs, activities, and academic courses necessary to provide a well-rounded education;

### Points of Clarification

In Maryland, eligible students are the students that are identified to be served as participating students from the eligible population.

For the purpose of the document, eligible students will refer only to participating students.

### Points of Clarification

State definition of well-rounded education

State definition of well-rounded education: definition in the Maryland Report Card:

There are three components based on grade span:

**Elementary schools:** The percentage of 5th graders enrolled in science, social studies, fine arts, physical education, and health

**Middle schools:** The percentage of 8th grade students enrolled in fine arts, physical education, health, and computational learning

**High schools:** The percentage of graduating students or students exiting high school with a certificate of program completion who met at least one of the following criteria during high school (grades 9-12):

- enrolled in an Advanced Placement or International Baccalaureate course,
- participated in dual enrollment, or
- enrolled in state-approved career and technical education (CTE) program at the CTE concentrator level or higher

For students pursuing a certificate of program completion, enrollment in a general education course meets the requirement for access to a well-rounded education

The access to a well-rounded education measure will account for 10% of the total accountability score for all schools.

Federal Definition Section 8101(52)(52) WELL-ROUNDED EDUCATION.—The term “well-rounded education” means courses, activities, and programming in subjects such as

English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may include-

- (i) expanded learning time, before- and after-school, and summer programs and opportunities; and
- (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);

#### **Points of Clarification**

- Based on the identified needs of the school, schools with Targeted Assistance programs may implement a schoolwide tiered model such as:
  - PBIS
  - Restorative Practice
  - Restorative Justice
  - Mentor Based Support such as Big Brother Big Sister Programs
  - Social Emotional training programs
  - Social Skills trainings
  - Proactive classroom management

- Other evidence-based strategies and/or programs

### Implication for Program Review

- If the LSS use Targeted Assistance School funds for a schoolwide tiered model to prevent and address behavior problems as well as alignment with current needs assessment of the school, then the LSS will need to provide sufficient evidence in the Title I application.

(C) coordinate with and support the regular education program, which **may** include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;

(F) **if appropriate and applicable**, coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities under section 1111(d); and

(G) provide to local educational agency assurances that the school **will-**  
(i) help provide an accelerated, high quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

(c) Eligible Children-

(1) Eligible Population-

(A) In General- the eligible population for services under this section is-

(i) children not older than 21 age who are entitled to a free public education through grade 12, and

(ii) children who are not yet at grade level at which the local educational agency provides a free public education.

(B) Eligible Children from Eligible Population-From the population described in subparagraph (A) eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.

**Points of Clarification**

e Multiple Selection Criteria for students from preschool through grade 2 must include data from current pre-assessment or baseline data utilized in the LSS for pre-school through grade 2 (i.e. KRA, DIBELS, etc.).

(2) Children included-

(A) In General- children who are economically disadvantaged, children with

disabilities, migrant, or English learners are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) Head Start and Preschool Children- a child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part b of title II, or in preschool services under this title, is eligible for services under this part.

(C) Migrant Children - a child who at any time in the 2 years preceding the year for which the determination is made, received services under this part.

(D) Neglected or Delinquent Children-a child in a local institution for neglected or delinquent children and youth attending a community day program for such children is eligible for services under this part

(E) Homeless Children- a child who is homeless and attending any school served by the local educational agency is eligible for services under this part

(3) Special Rule- funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

(d) Integration of Professional Development- to promote the integration of staff supported with funds under this part into regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may-

- (1) participate in general professional development and school planning activities, and
- (2) assume limited duties that are assigned to similar personnel who are not as so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

#### **Points of Clarification**

Title I funded personnel should have similar duties assigned to personnel in the same or similar position (i.e. café duty, bus duty, etc.).

### **Implication for Program Review**

- Documentation will be required to demonstrate that Title I funded personnel and similar personnel have equitable duty assignments. For example, if all teachers have a duty period, the Title I teachers schedule could reflect a duty period, but may not reflect more.

#### **(e) Special Rules-**

- (1) Simultaneous Services-nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate
- (2) Comprehensive Services- If-
  - (A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and
  - (B) funds are not reasonably available from other public or private sources under this part may be used as last resort to provide such services including-
    - (i) the provision of basic medical equipment such as eyeglasses and hearing aids;
    - (ii) compensation of a coordinator;
    - (iii) family support and engagement services;
    - (iv) integrated student support; and
    - (v) professional development necessary to assist teachers, specialized instructional support personnel, other staff and parents in identifying and meeting the comprehensive needs of eligible children.

### **Implications for Program Review**

- Documentation required that Title I Targeted Assistance funds are being utilized as last resort.

- If comprehensive services are appropriate to address school needs, these needs must be determined by the school's comprehensive needs assessment.

(f) Use of Funds for Dual or Concurrent Enrollment- a secondary school operating a Targeted Assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(b) to eligible children under subsection (c) (1) (B) who are identified as having the greatest need for special assistance.

(g) Prohibition-Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal government to require a local educational agency or school to submit the results of a comprehensive needs assessment of plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.

(h) Delivery of Services - the services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or effective strategies to improve student achievement.

If applicable,

1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018– 2019 to a schoolwide program in 2019-2020. (*Required Attachment #3*)

1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty. (*Required Attachment #3*)

List Title I school(s) and School ID number below:

Title I	School ID
School(s)	Number



1. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. 1115(c)(1)(B)
2. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components: 1115(b)(2)(A-G)
  - A. Use program's resources to help eligible children meet the state's challenging academic standards;
  - B. Use methods and instructional strategies to strengthen the academic program of the school;
  - C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
  - D. Provide Professional Development;
  - E. Strategies to increase the involvement of parents of eligible children;
  - F. If appropriate and applicable coordinate with Federal, State, and local programs;
  - G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:
    - (i) help provide an accelerated, high quality curriculum;
    - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and
    - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

3. The LSS ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.

#### **Implication for Program Review**

- Representatives from the offices listed must participate in the Annual Title I Program Review.

## **D. PARENT AND FAMILY ENGAGEMENT**

### **[Return to application](#)**

To encourage parent and family engagement, LSSs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1116(a)(2)] Parent and Family Engagement strategies should be woven throughout each system's Master Plan.

### **Section 1116: District Level Parent and Family Engagement Policy**

#### **I. Local Educational Agency Parent and Family Engagement Policy/Plan Review**

##### **a) LOCAL EDUCATIONAL AGENCY POLICY-**

- (1) IN GENERAL- A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
- (2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will —
  - (A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate.

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement

policy; and (C) in paragraph (3)—

**Points of Clarification:** Definition of Evidence based

**Examples of Evidence-based Parent and Family Engagement Strategies:**

- Title I Family Involvement Team Training (FITT): Frederick County
- Home Visits initiative: Charles County

**Points of Clarification**

Review of the LSS's Parent and Family Engagement Policy/Plan and the Annual Evaluation will not hold up the LSS's approval of the Title I Application. Title I Specialist will provide timely feedback if additional work is needed for compliance.

[District Level Parent and Family Engagement Checklist](#)

## **II. School Level Parent and Family Engagement Plan Review**

**(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-**

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(3) SPECIAL RULE- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(4) AMENDMENT- If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

#### **Points of Clarification**

[School Level Parent and Family Engagement Checklist](#)

### **III. School-Parent Compact**

**(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-** As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be

responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

- (A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Points of Clarification**  
[School-Parent Compact Checklist](#)

**IV. Distribution of Funds**

**3) RESERVATION-**

1. IN GENERAL—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under

subpart 2 to assist schools to carry out activities described in this section.

2. PARENT AND FAMILY MEMBER INPUT- Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 90 percent of the funds reserved subparagraph (A) shall be distributed to schools served under this part with priority given to high need schools.

#### **Points of Clarification**

- Not all Title I schools need to receive Title I, Part A Parent and Family Engagement funds as long as the schools have sufficient non-Title I funds to support the Parent and Family Engagement requirements.
- Schools receiving Title I, Part A Parent and Family Engagement funds do not need to be in rank order, but priority must be given to high need schools (e.g. 2018-2019 SY – CSI and TSI schools)

(D) USE OF FUNDS—Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, including not less than 1 of the following:

- (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- (ii) Supporting programs that reach parents and family members at home, in the community, and at school.



- (iii) Disseminating information on **best practices** focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.”

**Points of Clarification**

- (iii) - MSDE uses “evidence-based practices” and not “best practices” (reference iii above).
- (iv) - Subgrants are allowed. LSSs must note that subgrants can increase the level of risk that the LSS assumes.

**1: Parent and Family Engagement Policy/Plan (LSS and School-level) and School –Parent Compact 1116(a)(2) 1116(b)(c)(d)**

The LSS ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:

- ❑ LSS Title I Parent and Family Engagement Policy/Plan
- ❑ School-Level Title I Parent and Family Engagement policy/plan;
- ❑ School-Parent Compact

**2: Parent & Family Engagement Annual Evaluation 1116(a)(2)(D-E)**

The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS's parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions.

**3. Parent and Family Engagement Reservation:** The LSS and schools ensure that parents and family members of children participating in Title I services are involved in the decisions

regarding how funds reserved are allotted for parent and family involvement activities.

1116(a)(3)(A) 1116(a)(3)(B)

#### **4. Building Capacity for Involvement**

The LSS ensures that the Title I Office and all Title I schools will build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement. 1116(e)(1-6)

#### **Implications for Program Review**

- Representatives from the offices listed on #7 must participate in the Annual Title I Program Review.

**E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.**

[Return to application](#)

**Points of Clarification for Section 1117**

**References**

- [Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESSA of 1965 as Amended by the ESSA -New Guidance Pending](#)
- [NCLB and ESSA Side-by-Side Comparison](#)
- [Ensuring Equitable Services to Private School Children: A Title I Resource Toolkit](#)

**SEC. 1117. [20 U.S.C. 6320] PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.**

**(a) GENERAL REQUIREMENT.—**

(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

### **Points of Clarification**

Examples of Title I services that may be provided include:

- Counseling
- One-on-one tutoring
- Educational radio and television
- Dual or concurrent enrollment
- Mentoring
- Mobile educational equipment
- Computer equipment and technology

(2) SECULAR, NEUTRAL, NONIDEOLOGICAL.—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY.—

(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

### **Points of Clarification**

The results of agreements following consultation must be transmitted to the SEA's equitable services Ombudsman. The Ombudsman should establish a process for receiving documentation of agreements from each LSS.

(4) EXPENDITURES.—

(A) DETERMINATION.—

- (i) **IN GENERAL.**—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.
- (ii) **PROPORTIONAL SHARE.**—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.

(B) **OBLIGATION OF FUNDS.**—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

#### **Points of Clarification**

In general, an LSS must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated. This provision helps to ensure that an LSS uses the funds available under Title I to provide equitable services in the fiscal year for which the funds were appropriated so that eligible students, teachers and other educational personnel, and families receive the services to which they are entitled in a timely manner. It reinforces the requirement that an LSS conduct timely consultation with private school officials to design appropriate equitable services so that those services can begin at the beginning of the school year for which the funds are appropriated. There may be extenuating circumstances in which an LSS is unable to obligate all funds within this timeframe in a responsible manner. Under these circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LSS must consult with appropriate private school officials.

(C) **NOTICE OF ALLOCATION.**—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.

(D) TERM OF DETERMINATION.—The local educational agency may determine the equitable share under subparagraph (A) each year or every 2 years.

(5) PROVISION OF SERVICES.—The local educational agency, or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

**Points of Clarification**

Special Note: If an LSS is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools' Addendum document for additional directions.

(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B).

**Points of Clarification**

The goal of consultation is to reach agreement between the LSS and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. The written affirmation that consultation has occurred must provide the option for private school officials to indicate that such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

Such process shall include consultation on issues such as—

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;

(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;

(I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

(J) whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

(K) when, including the approximate time of day, services will be provided; and

(L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

### **Points of Clarification**

The list of consultation topics has been expanded to include (*I-L*):

- How the proportionate share of funds is determined;
- Whether services will be provided directly or through a separate government agency, consortium, entity, or third-party contractor;
- Whether to pool funds for equitable services;
- When, including the approximate time of day, services will be provided; and
- Whether to consolidate Title I equitable services funds with funds available for services to private school children under other ESEA programs.

*Pooling:* The option to either pool funds for multiple private schools or provide services on a school-by-school basis is unchanged. The only change is that the statute now specifies that an LSS must consult with private school officials regarding these options.

(2) **DISAGREEMENT.**—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

(3) **TIMING.**—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(4) **DISCUSSION.**—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(5) **DOCUMENTATION.**—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible



private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) COMPLIANCE.—

(A) IN GENERAL—A private school official shall have the right to file a complaint with to the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.

(B) PROCEDURE—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(C) STATE EDUCATIONAL AGENCIES—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—

(i) requested that the State educational agency provide such services directly; and

(ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS—

(1) CALCULATION—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low income families and attend private schools by—

- (A) using the same measure of low income used to count public school children;
- (B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;
- (C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or
- (D) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 8503.

(d) PUBLIC CONTROL OF FUNDS—

(1) IN GENERAL—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES—

(A) PROVIDER.—The provision of services under this section shall be provided—

- (i) by employees of a public agency; or
- (ii) through contract by such public agency with an individual, association, agency, or organization.

(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to

provide for such participation, as required by this section, the Secretary shall—

- (1) waive the requirements of this section for such local educational agency;
- (2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and
- (3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

**1. Invitation to Private School Officials:** The LSS ensures it has a written process for inviting private schools to participate in the Title I, Part A program. 1117(a)(1)(A) 1117(b)(1)(b)(5)

2. LSS ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LSS ensures that services to private school students start at the beginning of the school year. *1117 (b)(1-5)*  
(Required Attachment #1a)

### **3. Equitable Services to Students**

The LSS ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school. 1117(a)(1)(A) 8501(c)

### **4. Teachers and Families Participation**

The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116. 1117 (a)(1)(B)

### **5. Dispute Resolution**

The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman. 1117(b)(2-6) 1117(c)(2)

### **6. Supervision and Evaluation**

The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. 1117(b)(1) 1117 (d)(1)  
(Required Attachment #1b, c, & d)

## **7. Delivery of Services**

The LSS ensures it (select one of the following):

- Provides services directly to the eligible private school students?
- Enters into a third party contract to provide services to eligible private school students?
- Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students?

**Please identify LSSs involved.**

\_\_\_\_\_

**Provide the date(s) services will begin.**

\_\_\_\_\_

### **Resources**

[MSDE Equitable Services State Ombudsman – Resource Page](#)

## **F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

### **[Return to application](#)**

#### **Education for Homeless Children and Youths Program Non-Regulatory Guidance**

Children and Youth experiencing homelessness are automatically eligible for services under Title I, Part A regardless of where they live or meet the academic standards required of other children for eligibility.

LSSs receiving Title I, Part A funds must include in the local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to homeless children. (ESEA Section 1112(a)(1)(B) and (b)(6)).

1. The LSS has a written process that ensures Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. (1113(c)(3)(A)(i))

#### **Points of Clarification**

Examples, but not limited to –

- Conducting a LSS needs assessment to look at homeless student enrollment averages or trends in the district;
- Review/discussion of other factors such as, state and federal education grants that can provide the same or similar services;
- A review/discussion of available community resources;
- Review/discussion of what is necessary and reasonable for each student to fulfill the purposes of the Title I and McKinney-Vento programs in the LSS;
- Effectiveness of past activities in accomplishing the goals of both programs for individual students as well as the overall programs;
- Ensuring the LSS liaisons attend Title I conferences/in-service PD days and Title I coordinators attend homeless education conferences and in-service PD days;
- Sharing Title I and Homeless Education handbooks with other program staff;
- Leading district-wide efforts to make organizational accommodations for eligible students

in such areas as transportation, remaining in the school of origin, records transfer, class scheduling, and special services that will help them enroll, attend, and succeed in school;

- Ensuring that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue;
- Including homeless parents in Title I parental involvement policies and creating opportunities for homeless parents to be involved.

Title I, Part A funds may be used to provide a wide variety of services to students experiencing homelessness. Title I, Part A funds may be used to provide services to homeless students in Title I schools only the services are not ordinarily provided to other Title I students. (ESEA Section 1113(c)(3)(C)(ii).

#### **Points of Clarification**

Examples, but not limited to -

- Items of clothing necessary to meet a school's dress or uniform requirement;
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program;
- Personal school supplies such as backpacks and notebooks;
- Birth Certificates, Immunizations, Food, Medical and dental services, eyeglasses and hearing aids;
- Counseling services to address anxiety related to homelessness that is impeding learning;
- Outreach services to students living in shelters, motels, and other temporary residences;
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- Tutoring services, especially in shelters or other locations where homeless students live;
- Parental involvement specifically oriented to reaching out to parents of homeless students; and
- Fees for AP and IB testing, college entrance exams such as SAT or ACT, and GED testing for school-age students.

The LSS must reserve sufficient Title I funds to provide services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools. (ESEA Section 1113(c)(3)(A).

Title I, Part A reserved funds may be used to fund all or part of the LSS's Homeless liaison's salary. In addition, if an LSS is using Title I to fund an additional staff as necessary, (e.g. case manager) those duties must be specifically related to the strategies, activities and requirements under the McKinney-Vento Education for Homeless Children and Youth Program.

2. The LSS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.

#### **Implications for Program Review**

- Representatives from the offices listed on #3 must participate in the Annual Title I Program Review.

## **G. SUPPORT FOR FOSTER CARE STUDENTS**

### **[Return to application](#)**

#### **Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care**

The new foster care provisions under Title I of the ESEA as amended by the ESSA are intended to minimize disruptions for children in foster care by requiring the SEA and LSS to collaborate with child welfare agencies to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)). These provisions build upon the existing educational stability provisions and the emphasis on cross-agency collaboration in the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act).

An LSS that receives Title I funds is to assure in its local plan that it will develop and implement clear written procedures, in collaboration with the State. The LSS Foster Care Point-of-Contact (POC) and local child welfare agency, govern how transportation to maintain children in foster care in their school of origin when in the best interest will be provided, arranged, and funded for the duration of a child's time in foster care (ESEA Section 1112(c)(5)) by December 10, 2017.

#### **Points of Clarification**

Some examples of the potential role or responsibilities of the LSS Foster Care POC are:

- Coordinating with the corresponding child welfare agency POC on the implementation of the Title I provisions;
- Leading the development of a process for making the best interest determination;
- Documenting the best interest determination;
- Facilitating the transfer of records and immediate enrollment;
- Facilitating data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols;
- Developing and coordinating local transportation procedures;
- Managing best interest determinations and transportation costs disputes, if any;



- Ensuring that children in foster care are enrolled in and regularly attending school; and
- Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.

#### **Points of Clarification**

##### **COLLABORATION:**

Some examples of LSS collaboration with the child welfare and other relevant agencies include:

- Ensuring that all school staff are sensitive to the complex needs of foster youth, informed about the impact that trauma has on a child's ability to learn, appropriate interventions and strategies are in place to support them to succeed in school;
- Training school staff including principals, teachers, school counselors, school social workers, and school enrollment personnel about the needs of children in foster care and background information about the child welfare system;
- Training on the importance of maintaining children in their schools of origin, understanding the process and factors involved in making a best interest determination, coordinating transportation plans, protecting student privacy, and maintaining accurate education records for children in foster care; and
- Raising awareness and increasing knowledge about child welfare policies, (e.g. case plan requirements and other state laws pertaining to the education of children in foster care).

LSSs and child welfare agencies may choose to establish a structure to facilitate their collaboration, such as, a work group, task force, or interagency committee, customized to the needs of the local community, community stakeholders such as representatives from the court, community providers, education advocacy groups and parent mentor groups. LSSs should maintain sign-in, agendas, notes, evaluation (SANE) for meetings.

1. The LSS ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.

#### **Implications for Program Review**

- SAN of collaboration with the child welfare agency, inclusive of the LSS foster care point of contact and the local education agency.
- Email communication
- A written procedures/ process to ensure educational stability for children in foster care.

#### **Points of Clarification**

- The procedures/process shall include how the LSS will establish and maintain this collaborative work and transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded for the duration of the time in foster care.

### **Implications for Program Review**

- Representatives from the offices listed on #4 must participate in the Annual Title I Program Review.

## **H. ENGLISH LEARNERS**

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Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III funds is to help ensure that English learners (ELs), including immigrant children and youth, attain English language proficiency and develop high levels of academic achievement in English; to provide professional development to teachers and school leaders to best meet the academic and language needs of ELs; and to deliver activities that promote EL parent, family, and community engagement. The SEA receives a grant from USDE and 95 percent of the grant is allocated to eligible LSSs with ELs, including immigrant children and youth. LSSs may receive one or two types of subgrants: EL formula subgrants and/or immigrant children and youth subgrants.

### **[TITLE III – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS](#)**

1. LSS assures that Title I funds support a coordinated effort in the LSS to inform parents about ESOL Program placement through sending the Parent Notification Letter.  
(1112(e)(3))

[English Learners: Eligibility, Guidance, and Laws](#)

[Parent Notification Letter with Translations](#)

[Dear Colleague Letter: English Learner Students and Limited English Proficient Parents \(1/7/15\)](#)

#### Points of Clarification

##### Provisions moved from TIII to TI

- EL parental notification regarding LIEPS and related information (1112(e)(3))
- Parental participation (regular EL parent meetings) (1116(f))
- Reporting to the State on the number and percentage of ELs achieving ELP (1111(h)(2))

#### Implications for Program Review – Evidence

- Copy of completed English and translated version of parent notification letter with parent signature on either English or translated version

2. LSS assures that Title I funds support collaboration with the federal, state, and local programs to develop intentional practices to implement an effective means of outreach to parents of ELs regarding their education. (1116(f))

#### Parent Notification Letter with Translations

#### Implications for Program Review – Evidence

- Copy of a communication log
- Copy of interpreter receipt
- Translated documents or flyers, such as for school safety and parent, family and community engagement activities
- If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.

3. LSS assures that it has a process for sharing the number and percentage of English learners achieving English language proficiency. (1111(h)(2))

[Parent Notification Letter with Translations](#)

**Implications for Program Review - Evidence**

- Maryland Report Card

**4. In addition to Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with EL Section.**

**Resources**

[MSDE Title III Website](#)

[Title I and Title III Questions and Answers](#)

## **Staff Credentials: Glossary of Terms**

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- Ineffective teacher – An educator who is deemed unsuccessful by a State approved local evaluation model.
- Out-of-field teacher – Teachers teaching in a subject they are not certified to teach.
- Inexperienced teacher – Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.
- Low-income student – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or secondary school. One calculation includes all elementary schools in the state and the other includes all the secondary schools in the state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the 1<sup>st</sup> quartile being lowest poverty (non-poor) and the 4<sup>th</sup> quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.
- Minority student – Maryland defines minority students as those in all racial categories with the exception of white, to include: Hispanic/Latino of any race, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or more Races. Quartiles are assigned with the 1<sup>st</sup> quartile being low minority and the 4<sup>th</sup> quartile being high minority.
- Certified teachers – Teachers holding a certification other than a Conditional Certification or a Provisional Certification. These certifications are Professional Eligibility Certificate (PEC), Standard Professional I Certification (SCPI), Advanced Professional Certificate (APC), or Resident Teacher Certificate (RTC).
- All teachers – Includes all teachers in either poor, non-poor, minority, or non-minority schools.
- Rates and Disproportionalities – Using the definitions provided and data demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled

in schools not receiving funds under Title I, Part A.

SOURCE: Maryland Consolidated State Plan, December 5, 2016. 5.3 Educator Equity, pp.74-75.

### **Schoolwide Program Plan Components Checklist**

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]

An eligible school operating a schoolwide program **shall** develop a comprehensive plan that **must** include the following components in their plan.

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**1. Comprehensive Needs Assessment** of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

#### **Things to consider:**

- ☐ What types of qualitative and quantitative data are being collected?
- ☐ Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
- ☐ Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- ☐ What are the strengths of students, teachers, school and community? What are their needs?
- ☐ What are the contributing factors to academic strengths and needs?
- ☐ How is the data being used by administration, teachers and parents to guide decisions and instruction?
- ☐ How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?

**2. Schoolwide Reform Strategies** that address school needs including a description of how strategies will:

- a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
- b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well rounded education; (1114(b)(7)(A)(ii)
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)
  - ☐ Counseling, school-based mental health programs, specialized instructional support services;
  - ☐ Preparation for and awareness of opportunities for postsecondary education and the workforce;
  - ☐ Schoolwide tiered model to prevent and address problem behavior;
  - ☐ Professional development and other activities for teachers;

#### **3A. Parent, Family and Stakeholder**

**Involvement** - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LSS, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

#### **3B. Strategies to Increase Parent and Family Engagement** (Section 1116)

##### **Things to consider:**

- ☐ How will parents, families, and community members be involved in developing the schoolwide plan?
- ☐ How will teachers, principals, and other school staff be involved in developing the schoolwide plan?

**4. Coordination and Integration of Federal, State, and local services and programs** - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act,



- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

- Strategies to assist preschool children in transition

**Things to consider:**

- How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?
- What evidence is being collected to demonstrate the effectiveness of reforms?

violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)

**Things to consider:**

- Identify all federal, state, and local programs and services.
- How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?

**Every Student Succeeds Act (ESSA) - TARGETED ASSISTANCE PROGRAM  
CHECKLIST**

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**1115. TARGETED ASSISTANCE SCHOOLS**

(b) **Targeted Assistance School Program-** To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section **shall**:

Eligible Children	check
<p style="text-align: center;"><b>Selection for eligible students. (Section 1115 (c)(1)(B))</b></p> <p>Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</p>	
<b>Seven Components of a TAS Program (1115 (b)(2)(A-G))</b>	
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which <b>may</b> include programs, activities, and academic courses necessary to provide a well-rounded education;	
(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which <b>may</b> include- (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);	
(C) coordinate with and support the regular education program, which <b>may</b> include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II,-or State-run preschool programs to elementary school programs;	

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;	
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;	
(F) <b>if appropriate and applicable</b> , coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities under section 1111(d);	
(G) provide to local educational agency assurances that the school <b>will-</b> (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.	

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LSS: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_

The LEA has a current year parent and family engagement plan/policy. Yes \_\_\_\_ No \_\_\_\_ Section 1116 (a)(2)

A. Written Policy (Section 1116 (a)(1)(2))	M	NM
1. In consultation with parents of participating children, the LSS conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)		
2. LSS's establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)		
3. Parent and family member input: a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2)  b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)  c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A)		

<p>4. Provides coordination, technical assistance, and other support necessary to assist and *build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education). Section 1116(a)(2)(B)</p>		
<p>5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)</p>		
<p>6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</p> <ul style="list-style-type: none"> <li>a. barriers to greater participation by parents;</li> <li>b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</li> <li>c. strategies to support successful school and family interactions;</li> <li>d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement.</li> </ul>		

<p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ul style="list-style-type: none"> <li>a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies.</li> <li>b. Supporting programs that reach parents and family members at home, in the community, and at school.</li> <li>c. Disseminating information on best practices focused on parent and family engagement.</li> <li>d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</li> <li>e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan.</li> </ul>		
<b>B. *Building Capacity: Section 1116(a)(2)(B)</b>		
<b>The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement</b>		
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)</p>		
<p>2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p>		

3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)		
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)		
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)		
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)		
<b>C. Accessibility: Section 1116 (f)</b>		
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)		

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LSS: \_\_\_\_\_

School: \_\_\_\_\_

\_\_\_\_\_ Meets Requirements (M)

\_\_\_\_\_ Does not meet the requirement (NM)

Does the school have a current year school parent and family engagement plan and school parent compact?

A. General Requirements: Section 1116 (b) (d)	Yes	No
<b>1.</b> Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) <ul style="list-style-type: none"> <li>a. Parent and Family Engagement Plan _____</li> <li>b. School-Parent Compact _____</li> </ul>		
<b>2.</b> Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)		
B. Policy Involvement: Section 1116 (c)		
<b>1.</b> Schools convene an annual meeting, at convenient times, to inform parents of the school's role and requirements in implementing Title I, and the right of parents to be involved? Sec.1116 (c)(1)		
<b>2.</b> Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)		
<b>3.</b> Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3) <ul style="list-style-type: none"> <li>a. School Parent and Family Engagement Plan</li> <li>b. Schoolwide plan</li> </ul>		
<b>4.</b> Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)		



5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)		
<b>C. Shared Responsibility: Section 1116 (d) - School-Parent Compact</b>		
1. The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)		
<p>2. <b>School Responsibilities:</b> Describe how the school will:</p> <p>Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1)</p> <p>Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A)</p> <p>Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B)</p> <p>Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C)</p> <p>Ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand. Section 1116 (d)(2)(D)</p>		
3. <b>Parent Responsibilities:</b> Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, use of extracurricular time.) Section 1116 (d)(1)		
4. <b>Student Responsibilities:</b> Describe ways students will support their own academic achievement. Section 1116 (d)		
<b>D. Building Capacity: Section 1116 (e)</b>	<b>Yes</b>	<b>No</b>
The Plan describes how the school will build the schools' and parents'/families capacity for parental involvement		
1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement		

of their children Section 1116 (e)(1)		
<b>2.</b> Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)		
<b>3.</b> Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)		
<b>4.</b> To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)		
<b>5.</b> Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)		
<b>6.</b> Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)		
<b>E. Accessibility: Section 1116 (f)</b>		
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)		

<a href="#">Return to application</a>	
<p align="center"><b>Equitable Services Topics of Consultation:</b></p>	
<p align="center">Below are topics that should be discussed in consultation for each Title program. Please mark if topics have been addressed:</p>	
<p><b>Section 1117(b)(1)</b></p>	<p align="center"><b>Consultation Topic</b></p>
	<p><b>A.</b> How the children’s needs will be identified.</p>
	<p><b>B.</b> What services will be offered.</p>
	<p><b>C.</b> How, where, and by whom the services will be provided.</p>
	<p><b>D.</b> How the services will be academically assessed and how the results of that assessment will be used to improve those services</p>
	<p><b>E.</b> The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined</p>
	<p><b>F.</b> The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools</p>
	<p><b>G.</b> How and when the LSS will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers</p>

	<b>H.</b> How, if the LSS disagrees with the views of the private school officials on the provision of services through a contract, the LSS will provide in writing to such private school official an analysis of the reason why the LSS has chosen not to use a contractor
	<b>I.</b> Whether the LSS shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
	<b>J.</b> Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LSS's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
	<b>K.</b> When, including the approximate time of day, services will be provided
	<b>L.</b> Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs

MSDE: ESSA Title I and Title III

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Question	Answer
1. <b>If a Local School System (LSS) has Title I targeted assistance schools (TAS), what funds should be used to send the parent notification letter to English learners (ELs)? Would the school use Title I funds only to include ELs that come up in the Title I ranking process?</b>	For TAS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.
2. <b>Regarding the parent notification letters: ESOL teachers have always been responsible for those, and will continue to be so. Do we have to send the parent notification letter twice or can the ESOL office give a copy to the Title I office?</b>	As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LSS must <b>collaborate</b> . ESOL teachers can still be responsible for actually sending the letter, and the copy of the parent notification letter must be kept in the student's cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to

	<p>ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent notification letter for ELs in TAS and non-Title I schools.</p>
<p>3. <b>How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be used?</b></p>	<p>Per the 1970 Memorandum and Lau v. Nichols, LSSs must take affirmative steps to provide meaningful language instruction educational programs to ELs such as ESOL and ESL. Therefore, LSSs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.</p>

<p>4. <b>What is the "English Language Proficiency (ELP) Indicator" for the Title I monitoring visit? What does Title I need?</b></p>	<p>The ELP Indicator is Maryland's new accountability measure for ELs. The Title I and Title III offices will be working closely to provide technical assistance on requirements that were moved from Title III to Title I to LSSs as needed. In addition, Title I Coordinators will receive the updated Title I, Part A Application, Guidance document, and the monitoring tool at the Title I coordinators' meeting in May outlining how this indicator will impact the Title I, Part A monitoring visit.</p>
<p>5. <b>What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?</b></p>	<p>ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs<sup>1</sup>) through locally funded English language development program services such as ESOL and ESL. If an LSS has a large number of ELs in Title I schools, the LSS may</p>

	hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.
6. <b>We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</b>	Yes, that's OK, but because the LSS has been using local funding for interpretation and translation, the LSS cannot use Title I or Title III funds to conduct such activities in the future. Title III funds still can be used to pay for such expenses, but the available funds are limited.
7. <b>For the ELP indicator, if ELs are in ESOL, they haven't met the state exit criteria yet, so how am I providing this data to our Title I supervisor?</b>	The school-level ELP results will be shared with LSSs from both the Title I and Title III offices. The information can also be accessed on <a href="http://mdreportcard.org">mdreportcard.org</a> website.
8. <b>Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</b>	<b>No.</b> In Maryland we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers.



	The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program <sup>1</sup> that serves as the ELD program for ELs.
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**Frederick County Public Schools (FCPS): Title I Family Involvement Team Training (FITT)**

[Return to Guidance](#)

FCPS values our families as partners in the educational process. Title I parents are invited to become members of the FCPS Family Involvement Title I Team. This team explores the 6 Standards for Family-School Partnerships as outlined by the Parent Teacher Association (PTA); welcoming all families into the school community, communicating effectively, supporting student success, speaking up for every child, and sharing power, and collaborating with the community. As we explore each of the standards, we share best practices currently in place, challenges we are facing, and solutions to those challenges. Information gathered at our meetings is shared with Title I Principals.

We also provide feedback on family involvement activities, collect ideas for future activities, and aid in the development of goals for our FCPS Family Involvement Compact/Plan.

Parents that have attended FITT meetings have been called upon to serve on committees and to facilitate meetings with other parents. They often hold office in PTA. They give public comment at Board of Education and Frederick County Council meetings. Not only do they now volunteer in the school setting but have also become community volunteers as well.

Title I Parents have found their voice through this partnership.

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<sup>1</sup> This decision will be determined on a case-by-case basis in consultation with MSDE's EL/Title III Office.

Donna Quatman-Wilder (donna.wilder@fcps.org)  
Frederick County Public Schools, Maryland  
Family and Community Involvement Teacher Specialist

## **Charles County Public Schools (CCPS): Home Visits initiative**

### [Return to Guidance](#)

The relationship-building model of parent-teacher home visits is supported by the Flamboyant Foundation and was created by the Parent-Teacher Home Visit Project (PTHVP) Sacramento, California. PTHVP's most recent study was published in 2015 by Johns Hopkins University. A national evaluation of parent-teacher home visits is currently being conducted in CA, CO, NV & DC by Research Triangle Institute and Johns Hopkins University. CCPS follows PTHVP's 5 Core Practices to ensure respect, communication and collaboration.

1. *Home visits are voluntary for educators and families, and arranged in advance.*
2. *Educators are trained, and compensated for visits outside their school day.*
3. *Focus of the first visit is relationship building; we discuss hopes and dreams.*
4. *No targeting – visit all or a cross-section of students so there is no stigma.*
5. *Educators conduct visits in pairs, and after the visit, reflect with their partner.*

The Parent-Teacher Home Visit program is open to our three-year-old teachers through fifth grade teachers. Teachers plan and implement two visits and two follow-up communications each school year. The first visit (summer or fall) focuses on relationship building, sharing hope/dreams and goal setting. The first visit is a valuable opportunity to develop meaningful two-way communication. Next, the teacher will follow-up by phone call, letter, school visit or email. The second visit (winter or spring) will focus on academics. The teacher will close out the school year with a final follow-up by phone call, letter, school visit or email. After each home visit, the teacher will complete a log that will capture the following topics discussed, knowledge gained, student artifacts, strategies/tools, and follow-up. Below is a checklist to support teachers as they plan home visits.

### **Planning the Home Visit**

- ❑ Make appointments in advance, and schedule the visit to accommodate family schedules. Find out if a brief 20-30 minute visit is feasible. The initial contact can be made by letter (see sample below) or telephone. Follow up with reminders (written note, phone call).
- ❑ Be clear about the purpose of your visit (get to know family, share curriculum materials). Assure the family that the purpose is not to pass judgment on the family members or their home.
- ❑ If calling by phone, practice how you will explain the purpose of the home visit to the family member when you call so your first communication goes smoothly.
- ❑ Learn names of family members. Learn about the family's culture so you can predict their language uses, social expectations and traditions. Arrange to take an interpreter with you if needed.
- ❑ Plan a brief agenda and think about ways to initiate topics without playing "20 questions."
  - How will you introduce yourself and establish rapport?
  - What do you want to know about the parents (background, interests, hopes and dreams, goals for child)?
  - What do you want to know about the child (interests, significant experiences, upcoming events, strengths, perceived learning needs, interactions with others)?
  - What student artifacts will you take to the home to share (student work, iPad recording of student explaining their thinking with parent permission, artwork, project, etc.)?

- ❑ Learn about the area in which your student's family lives and make plans to address safety issues as you would in visiting any unfamiliar area. Make sure someone else knows where you are going, or pair up with another teacher. If you have a cell phone, take it with you.

## **REQUIRED ATTACHMENTS**

(Complete this section and submit with the Title I, Part A Application)

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add hyperlink as appropriate or submit documents as appendices.

[Return to application](#)

## **A. STAFF CREDENTIALS AND CERTIFICATIONS**

[\*Return to application\*](#)

### **REQUIRED ATTACHMENTS:**

1. A written process to ensure the LSS:

- has all teachers and paraprofessional in Title I schools meet applicable state certification and licensure requirements.
- coordinates certification and licensure notification between Human Resources, the Title I Office and school administration.
- identifies (using the previous school year data) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.
- has a timeline to notify parents.

2. Summary of data used to determine disparities (2018-2019 SY).

## **B. SCHOOLWIDE PROGRAMS**

[Return to application](#)

### **REQUIRED ATTACHMENT:**

6. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
7. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible.
8. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.
9. Written Process for how the LSS supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
10. Written process for how the LSS supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.



### **C. TARGETED ASSISTANCE SCHOOLS**

[\*Return to application\*](#)

#### **REQUIRED ATTACHMENTS:**

1. A written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(b))
3. If applicable, a **Letter of Intent** to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.
4. If applicable, the approval letter from the MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.

#### **D. PARENT AND FAMILY ENGAGEMENT**

[\*Return to application\*](#)

##### **REQUIRED ATTACHMENTS:**

The LSS must include a copy of the following documents in their Title I, Part A Application:

1. A written process to ensure that the LSS monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LSS's 2019-2020 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Annual evaluation of the content and effectiveness of the LSS's Parent and Family Engagement Policy/Plan.
- 4. A list of all Title I school's individual parent and family engagement allocations.**

## **E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS**

[Return to application](#)

### **REQUIRED ATTACHMENTS:**

The LSS must include the following documents in their Title I, Part A Application:

1. A written process for:
  - a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
  - b) ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
  - c) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program

## **F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

[\*Return to application\*](#)

### **REQUIRED ATTACHMENTS:**

The LSS must include a copy of the following documents in their Title I, Part A Application:

1. A written process that includes how the Title I office will coordinate with the Homeless Education liaison to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.
2. If applicable, job description of homeless liaison position.
3. If applicable,
  - a. a description of how the LSS calculated the excess costs of providing transportation to homeless students;
  - b. The calculations that the LSS used to arrive at the figure on this section.
4. **Per COMAR 13A.05.09.03-, provide a current list of all currently active shelters in the county serving children and families. This can be provided by the Homeless Liaison for the LSS.**

**SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING  
CERTIFICATION  
SY 2019-2020**

I certify the following shelters provide assistance to homeless families, children and youth.  
The Local School System's Homeless Education Coordinator/Liaison is in regular contact and communication with the shelter director and staff to coordinate efforts for school enrollment and participation for all students.

Local School System: \_\_\_\_\_

Homeless Education Coordinator/Liaison:

\_\_\_\_\_

Name

Telephone

Cell Phone

Homeless Education Coordinator / Liaison's Email:

\_\_\_\_\_

---

NAME OF SHELTER/ CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED

---

Signature - Homeless Education

Coordinator/Liaison

Date

**G. SUPPORT FOR FOSTER CARE STUDENTS**

[\*Return to application\*](#)

**REQUIRED ATTACHMENTS:**

The LSS must include a copy of the following documents in their Title I, Part A Application:

A written agreement facilitated by the local child welfare agency and the LSS Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions. (1111(g)(1)(E))

**H. ENGLISH LEARNERS**

[\*Return to application\*](#)

REQUIRED ATTACHMENTS: NA

## **A. FISCAL**

[\*Return to application\*](#)

### **REQUIRED ATTACHMENTS:**

The LSS must include a copy of the following documents in their Title I, Part A Application:

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.
4. **A written process that includes how the LSS:**
  - uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
  - provides the methodology used along with a supporting narrative that demonstrates and explains how the methodology is used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.





### **2019-2020 Title I, Part A Application Submission Instructions:**

*Please submit via email a completed application to Sharon Williamson at [Sharon.Williamson@maryland.gov](mailto:Sharon.Williamson@maryland.gov) and copy MSDE POC by September 30, 2019.*

- *A completed application includes\*:*
  - *all assurances checked including those that may not be applicable (NA);*
  - *appropriate required attachments;*
  - *completed Fiscal/Tables in Excel; and*
  - *an original signed C-1-25 with the final submission of the Title I application\*\*.*

*\* If you are experiencing any technical difficulties in completing or submitting your application, please contact your MSDE POC.*

*\*\*Electronic signatures are acceptable if the signatures are in blue ink and visible as original signatures.*

## **Title I, Part A Application Appendices 2019-2020 (Revised)**

- A. Staff Credentials and Certifications – Written Procedures
- B. Schoolwide Programs – Written Procedures
- D. Parent and Family Engagement – Written Procedures; Policy/Plan; Evaluation (District, School); Allocations
- E. Private Schools – Written Procedures
- F. Homeless Children and Youth – Written Procedures; Transportation Calculation; Shelter List
- G. Support for Foster Care Students – Written Agreement
- I/A. Fiscal – TSI Written Procedures; Supplement Not Supplant SOP Signed C-1-25



Phone: 301-475-5511 ext. 32194; Fax: 301-475-4201

**St. Mary's County Public Schools**  
**Department of Fiscal Services and**  
**Human Resources**

23160 Moakley Street, Suite 106  
Leonardtown, Maryland 20650

**Dr. Dale Patrick Farrell**  
Director of Human Resources

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**TITLE I – Every Student Succeeds Act**

**A. Staff Credentials and Certifications**

**A WRITTEN PROCESS TO ENSURE THE LEA:**

- ✓ has all teachers and paraprofessional in Title I schools meet applicable state certification and licensure requirements.
  - ✓ coordinates certification and licensure notification between Human Resources, the Title I Office and school administration.
  - ✓ identifies (using the previous school year data) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.
  - ✓ has a timeline to notify parents.
1. The LEA ensures that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.
- All teachers and paraprofessionals assigned to Title I school wide schools in SMCPs meet applicable State certification and licensure requirements as determined by one or more of the four (4) Certification Authorized Partners by the Maryland State Department of Education, who are directly involved in the recruitment, placement, hiring, and staff decisions. Teachers and paraeducators who do not meet the applicable State certification and licensure requirements are not offered interviews at Title I schools unless such a position exists that is unable to be filled by a certified teacher due to being a critical shortage area, such as Special Education or Early Childhood Education. Each year, principals of Title I schools submit to the Title I Office, attestation documentation verifying the teachers and paraeducators who meet applicable State certification and licensure documentation, as well as copies of letters sent home to parents when a teacher is hired in a critical shortage area such as Special Education or Early Childhood Education.

- The Title I office is included in any discussions regarding candidates for employment at Title I schools who will be temporarily filling a position and who do not hold certification for the appropriate age/grade level.
2. The LEA ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office, and school administration.
    - Notification of the expiration of a teaching certificate is provided to all teachers one year in advance of the expiration date of their certification by the Department of Human Resources and copied to the Title I Office and building principal. This notification includes information regarding the numbers of credits required to maintain their certification. If necessary, a meeting is held with all parties to discuss a transfer to a non-Title I site if the teacher is unable to maintain their professional certification.
    - A representative from the Department of Human Resources will discuss with Title I principals during Title I principals' meetings with the Executive Director, any certifications that may soon be expiring for which the teacher has not met the renewal requirements. Any certification issues that need to be immediately addressed will be communicated to the Director of Human Resources for necessary follow-up.
  3. The LEA ensures that all paraprofessionals working in school wide schools meet applicable State certification and licensure requirements.
    - All paraeducator vacancies posted for Title I schools, regardless of funding source, indicates the incumbent must qualify as a Paraeducator II through one of three avenues specified below. Candidates who do not meet at least one of the requirements below are not forwarded to the principal of the Title I school for consideration for employment by the Department of Human Resources.
      - Completed at least two years of study at an institution of higher education.
      - Obtained an associate's or higher degree from an accredited college or university.
      - A high school diploma or equivalency and passing scores on the ParaPro assessment test.
  4. The LEA ensures that all paraprofessionals paid with Title I, Part A funds meet applicable State certification and licensure requirements.
    - As indicated above, all paraeducators assigned to Title I schools, regardless of funding source, must meet state certification and licensure requirements.

5. The LEA ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers.
  - The SMCPSS Human Resources Director and Assistant Superintendent, the Executive Director of Supplemental School Programs, representatives from the Department of Human Resources, the Title I Office, the Department of Information Technology, and Department of Assessment and Accountability developed a report that will analyze data regarding disparities among Title I and non-Title I schools. This report was created during the 2018-2019 school year and can populate the required data for each school year moving forward. (see attached Data Chart)
  - The Department of Human Resources collects annual evaluations of all employees for all schools and offices. The evaluation rating for each employee is compiled in a comprehensive report and shared with the Title I office.
  - The disparity report identifies through teacher assignment and student enrollment data, any teachers who are assigned and teaching outside of their certification. This report can be run at any interval necessary to review the data. The data can look at evaluation ratings, teachers teaching out of field, and inexperienced teachers who are teaching low-income or minority students.
  - Disparities will be identified by the Department of Human Resources and the Title I office collaboratively through review of the report data at Title I principals' meetings held quarterly at a minimum.
  - As disparities are identified, a report will be made to the Superintendent and Deputy Superintendent for further action, if necessary and without violating any employment laws, policies, regulations, or negotiated agreements with the respective Employee Associations.
  - The Superintendent and Deputy Superintendent will discuss in cabinet-level meetings, how to address the disparities. This will occur as often as needed.
6. The LEA ensures it has a written process and a timeline for parents being notified:
  - a. Annually that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children.
    - The principal of each Title I school will notify parents at the beginning of each school year, their right to request information regarding qualifications of their child's teachers and/or paraeducators. Parents will submit such requests to the principal. If

parents make such a request, the principals shall forward those requests to the Department of Human Resources along with the names of each teacher and/or paraprofessional requested. The Department of Human Resources will communicate in writing the qualifications requested to the parent, and copy the teachers and/or paraeducators, the Title I office, and the principal.

- b. If their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A timely notice will be provided to parents.
  - Principals shall be responsible for notifying parents if a teacher or substitute is assigned to teach for four or more consecutive weeks and does not meet Maryland's certification and licensure requirements for the assigned grade level. That notice shall be in writing and shall be copied to the Title I office and Department of Human Resources. The Title I office has a template for use by principals.
- c. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part.
  - The Department of Assessment and Accountability provides such information.

#### **SUMMARY OF DATA USED TO DETERMINE DISPARITIES (2018-2019 SY).**

SMCPS has developed reports to compare student and staff data among all elementary schools to effectively and efficiently determine disparities between Title I and non-Title I schools.

- It shows for Experienced vs. Inexperienced teachers, 4 of the 5 Title I schools have less experienced teachers than the average of all elementary schools. The exception is GWCES.
- It shows for Effective vs. Ineffective teachers, only 1 Title I school had an ineffective teacher during the 2018-2019 school year. That school was GVKES.
- It shows for In Subject vs. Out of Subject, all Title I schools have 100% of their staff teaching in subject.
- It also shows that 100% of the Paras in Title I schools are highly qualified paras.

Provided is Doc A3 Data Analysis Chart. We will continue to recruit and retain experienced teachers for our Title I schools and over time as the school staff stabilizes, the disparity should decrease.

# Title I Elementary Data Analysis (Human Resources)

## Doc A3 - HR Data Analysis

<u>SCHOOL</u>	<u>CODE</u>	<u>TOTAL TEACHERS</u>		EXPERIENCED - AVG 89.97% / INEXPERIENCED - AVG 10.03%			
				<u>#EXPERIENCED</u>	<u>%</u>	<u>#INEXPERIENCED</u>	<u>%</u>
RES	104	18		16	88.89	2	11.11
PPES	201	28		25	89.29	3	10.71
LES	301	31		29	93.55	2	6.45
BBES	302	46		40	86.96	6	13.04
CWFDES	308	37		35	94.59	2	5.41
LMDES	501	32		31	96.88	1	3.13
WMES	503	16		16	100.00	0	0.00
MES	504	24		22	91.67	2	8.33
OES	602	18		16	88.89	2	11.11
HES	604	33		32	96.97	1	3.03
EES	606	44		41	93.18	3	6.82
DES	702	28		26	92.86	2	7.14
GHER	803	39		34	87.18	5	12.82
LPES	804	31		26	83.87	5	16.13
GWCES	805	41		37	90.24	4	9.76
TCES	806	16		14	87.50	2	12.50
PHES	808	41		33	80.49	8	19.51
GVKES	810	29		23	79.31	6	20.69
CPCS	813	31		27	87.10	4	12.90



# Title I Elementary Data Analysis (Human Resources)

## Doc A3 - HR Data Analysis

		EFFECTIVE - AVG 99.82% / INEFFECTIVE - AVG 0.18%						IN SUBJEC
<u>SCHOOL</u>	<u>CODE</u>	<u>TOTAL TEACHERS</u>		<u>#EFFECTIVE</u>	<u>%</u>	<u>#INEFFECTIVE</u>	<u>%</u>	<u>#INSUBJECT</u>
RES		104	18	18	100.00	0	0.00	18
PPES		201	28	28	100.00	0	0.00	28
LES		301	31	31	100.00	0	0.00	30
BBES		302	46	46	100.00	0	0.00	46
CWFDES		308	37	37	100.00	0	0.00	37
LMDES		501	32	32	100.00	0	0.00	32
WMES		503	16	16	100.00	0	0.00	16
MES		504	24	24	100.00	0	0.00	24
OES		602	18	18	100.00	0	0.00	18
HES		604	33	33	100.00	0	0.00	33
EES		606	44	44	100.00	0	0.00	43
DES		702	28	28	100.00	0	0.00	27
GHER		803	39	39	100.00	0	0.00	39
LPES		804	31	31	100.00	0	0.00	31
GWCES		805	41	41	100.00	0	0.00	41
TCES		806	16	16	100.00	0	0.00	16
PHES		808	41	41	100.00	0	0.00	41
GVKES		810	29	28	96.55	1	3.45	29
CPCS		813	31	31	100.00	0	0.00	31

# Title I Elementary Data Analysis (Human Resources)

## Doc A3 - HR Data Analysis

T - AVG 99.52 / OUT OF SUBJECT - AVG 0.48%

<u>SCHOOL</u>	<u>CODE</u>	<u>TOTAL TEACHERS</u>		<u>% #OUTOFSUBJECT</u>	<u>%</u>
RES	104	18	100.00	0	0.00
PPES	201	28	100.00	0	0.00
LES	301	31	96.77	1	3.23
BBES	302	46	100.00	0	0.00
CWFDES	308	37	100.00	0	0.00
LMDES	501	32	100.00	0	0.00
WMES	503	16	100.00	0	0.00
MES	504	24	100.00	0	0.00
OES	602	18	100.00	0	0.00
HES	604	33	100.00	0	0.00
EES	606	44	97.73	1	2.27
DES	702	28	96.43	1	3.57
GHER	803	39	100.00	0	0.00
LPES	804	31	100.00	0	0.00
GWCES	805	41	100.00	0	0.00
TCES	806	16	100.00	0	0.00
PHES	808	41	100.00	0	0.00
GVKES	810	29	100.00	0	0.00
CPCS	813	31	100.00	0	0.00

## **B. School Wide Programs**

### **Written Procedures**

#### **Staff Responsible:**

Dr. Kelly Murray Hall, Executive Director of Supplemental School Programs

Mrs. Denise Eichel, Principal of George Washington Carver Elementary School

Mr. Jeffrey DiRenzo, Principal of Park Hall Elementary School

Mrs. Janet Fowler, Principal of Greenvew Knolls Elementary School

Dr. Rebecca Schou, Principal of Lexington Park Elementary School

Mrs. Beth Ramsey, Principal of Green Holly Elementary School

Mrs. Cheryl Long, Director of Student Services

#### **1. Development and Support of Title I School Wide Plans**

The Division of Instruction is led by the Deputy Superintendent for Instruction and includes Curriculum and Instruction, Assessment and Accountability, Special Education, Student Services, and the Department of Supplemental School Programs. The Department of Supplemental School Programs includes Early Childhood and Title I oversight and management. Each department within the division is led by a Director or an Executive Director for Supplemental School Programs.

The Division of Instruction team (DOI) leadership meets weekly. During those meetings, the obligations and requirements of the Title I School Wide program are discussed and reviewed and follow up with various departments is scheduled.

The Title I principals are provided with the MSDE Checklist for School Wide Programs to assist them in gathering information and approaching the development of the school wide plan in a structured and compliant manner.

Using this checklist as a guide, the Title I principals meet with the Executive Director and the Title I Student, Family, and Staff Engagement Supervisor (SFSES) in the early spring to purposefully review achievement data, parent and community surveys, carefully consider insights from staff, verify the evidence base for a planned intervention, etc. to develop the school wide plan. In addition Title I principals, the Executive Director, the SFSES Supervisor and fiscal staff meet monthly throughout the year to review the status of the School Wide plan and to make revisions as necessary. Departmental directors are included in periodic quarterly Title I Principal meetings as needed and necessary. All fiscal and academic decisions are directly tied back to the School Wide Plan.

The Department of Supplemental School Programs and the SFSES Supervisor takes a leadership role in securing staff and community involvement for the plan in collaboration with the school based leadership team.

Title I Principals meet with the Executive Director and SFSES to share their plan, explain the rationale for the programming initiatives, directly connect the plan to the established needs from the Comprehensive Needs Assessment, and to cite the evidence based for the academic initiatives. All strategies and initiatives must directly align with the needs identified in the Comprehensive Needs Assessment.

SMCPS is the grantee of the Head Start Program. Head Start is a public school program and all teachers and para-educators follow the same credentialing requirements as Title I schools. Greenview Knolls and Green Holly Elementary house Head Start programs for three and four year old students. As a public school program and as the grantee, a MOU is not necessary. The Judy Center is located at George Washington Carver and Green Holly Elementary School. While the Judy Center has an MOU with many partners, because the grantee is also the school system, an MOU is not necessary.

### **The Implementation of Title I School Wide Plans**

Title I Principals meet monthly/quarterly with the Executive Director and SFSES immediately preceding or following elementary principals' meetings. During these meetings, the impact of any and all decisions and how they relate to the school wide plan are addressed. The Director of Human Resources is also included in those meetings for review and discussion related to certification, credentialing, staffing, and how best to address any disparities in the data.

The following system leadership supports the development and implementation of the school wide Title I program and are included as needed.

Director of Curriculum and Instruction

Director of Special Education

Director of Student Services

Director of Safety and Security

Assessment and Accountability Officer

Assistant Superintendent for Fiscal Services and designees

In addition to the Title I principals, the Executive Director, the SFSES Supervisor and fiscal staff meet monthly at the school throughout the year to review the status of the School Wide plan, to monitor the school's Title I finances, to monitor the academic programming in place, and to address any concerns or challenges the school may be experiencing. During this monthly meeting, site specific issues can be resolved with sensitivity and discretion. Revisions or adjustments to the school wide plan are made at this time. If a school needs support or assistance such as in culling and analyzing data, the Director of the needed DOI department is contacted for further support to the Title I school.

During the monthly onsite Title I meetings, the Executive Director and other leadership and fiscal staff will monitor and observe the academic program, verify inventory, and speak with staff and students as necessary. Moreover a similar process happens at Parent Involvement events by the SFSES or the Executive Director after school hours in collaboration with the principal.

After the ongoing review and monitoring of the school wide plan, the end of year evaluation of the plan and the school's Title I program is conducted. The principal and school based staff take a leadership role in analyzing assessment data, including MCAP, other state and national assessments, formative data, surveys, interview data, etc. Using this information, they meet with the Executive Director, SFSES, and other DOI leadership as needed to determine effectiveness for the year and to guide the planning process for the following year.

All meetings, reviews, and follow up are documented through SAN and with the electronic calendar system. All follow up communication related to the school wide plans are kept electronically and presently in paper copy using our binder system.

Each Title I school's School Wide Plan is posted on the school website as well as linked from the Department of Supplemental School Programs on the system website. Hard copies of the School Wide plans are available at each school and the SFSES provides copies or assists families in accessing them online as needed.

2. There is an existing MOU agreement between the Judy Center and its partners. The Judy Center is included within the Department of Supplemental School Programs, where Title I also resides. This allows for strong collaboration and family support.

St. Mary's County Public Schools is the grantee of Head Start and as such an MOU is not necessary. All Head Start staff are credentialed employees of the school system.

3. St. Mary's County Public Schools does not serve a Title I school with less than 40% poverty. No request for approval to waive has been submitted.

#### **4. Reduce overuse of discipline practices that remove students**

SMCPS' monitors disciplinary actions and suspensions through the Department of Student Services. This information is reviewed and discussed weekly at the Division of Instruction (DOI) Leadership team which includes the Deputy Superintendent, Executive Director of Supplemental School Programs (Title I, and the Directors of Student Services, Special Education, Assessment and Accountability, Curriculum and Instruction, and the Title I Student, Staff, and Family Engagement Supervisor (SFSES). During these meetings, data is analyzed and proactive plans are put into place to address the management of discipline.

Title I schools have a focus on Social Emotional Learning (SEL) with the implementation of Conscious Discipline and/or Responsive Classrooms. Both programs and frameworks are grounded in strong brain science evidence and foster self-regulation for those involved. Substantial professional development and training with SEL supports the culture and climate goals of the Title I schools and further addresses disciplinary issues. The SEL structures are observed and assessed by the Executive Director, the 5

SMCPS' monitors disciplinary actions and suspensions through the Department of Student Services. This information is reviewed and discussed weekly at the Division of Instruction (DOI) Leadership team which includes the Deputy Superintendent, Executive Director of Supplemental School Programs (Title I, and the Directors of Student Services, Special Education, Assessment and Accountability, Curriculum and Instruction, and the Title I Student, Staff, and Family Engagement Supervisor (SFSES). During these meetings, data is analyzed and proactive plans are put into place to address the management of discipline.

Title I schools have a focus on Social Emotional Learning (SEL) with the implementation of Conscious Discipline and/or Responsive Classrooms. Both programs and frameworks are grounded in strong brain science evidence and foster self-regulation for those involved. Substantial professional development and training with SEL supports the culture and climate goals of the Title I schools and further addresses disciplinary issues. The SEL structures are observed and assessed by the Executive Director, the SFSES, the school principal, and the other DOI directors during monthly onsite meetings and school observations.

5. St. Mary's County Public Schools serves elementary schools for Title I, and as such does not coordinate instructional programming with CTE. The CTE program is available for secondary students only. While the tenants of experiential learning to promote skill attainment are part of the instructional design in Title I schools, they are specifically aligned with CTE.

There are a variety of productive and purposeful partnerships in the Title I schools that foster interaction with industry professionals including: the Personal Excellence Partnership (PEP) with the Patuxent Naval Air Warfare Center (NAWC), which brings engineers, scientists, mathematicians, logisticians, and other professionals into Title I schools. Additionally, strong partnerships exists with other community and civic organizations including: the NAACP, the League of Women Voters, PNC Bank, fraternities and sororities, Future Leaders of the World (FLOW) Mentoring, St. Mary's County Public Library, St. Mary's County Local Management Board, Early Childhood Action Committee (ECAC), and multicultural career fairs at Title I schools. Each of these partnerships promote experiential learning and student interaction with mentors and leaders in the community.

## **D1. Parent and Family Engagement Process**

### **St. Mary's County Public Schools 2019-2020 PARENT AND FAMILY ENGAGEMENT ASSURANCE**

#### ***Who is responsible for monitoring the implementation of Parent Family Engagement requirements?***

- ◆ Parent and Family Engagement is closely monitored by the Title I Student, Family, and Staff Engagement Supervisor (SFSES). The Title I SFSES is a FTE employee that works only in Title I Schools with the staff, parents and families of Title I students.
- ◆ To ensure credible and effective Parent Family Engagement practices are implemented, the Title I SFSES uses multiple tools to ensure each school-wide program is being implemented in accordance with all Federal and State requirements.
- ◆ The use of MSDE parent involvement checklist have been personalized to document dates of activities and brief descriptions provides an additional layer of policy adherence and accountability.
- ◆ The Title I SFSES reports directly to the Executive Director of Supplemental School Programs to ensure a seamless transfer of information is shared and address in accordance with all Federal and State requirements.
- ◆ The Executive Director manages and oversees all components of the St. Mary's County Public Schools Title I, Part A Grant.
- ◆ School staff, parent liaisons and Title I SFSES coordinate services and outreach to English Learners (EL) and underserved populations of parents. There are counselors, social workers, and bilingual staff available to assist with the needs as they present a barrier in communication and or the acquisition of school information.

#### ***When do these activities take place?***

##### Title I Meetings

Title I Administrative Meetings occur monthly at each Title I school site. The meetings are led by the Executive Director of Supplemental School Programs. Those in attendance are the Executive Director, Title I Secretary, Title I Principal, School Secretary responsible for managing the Title I Budget, Title I SFSES, and the Title I Grants Accountant.

##### Quarterly Parent Involvement Binder Check

This meeting is held quarterly at the school site for the purpose to review documentation of ongoing Parent and Family Engagement Programs/activities. At a minimum, those in attendance are the Title I SFSES and the Parent Liaison/Principal Designee. The MSDE checklist for Parent and Family Engagement (Section 1116) is used as a reference to monitor compliance. The review checks for accuracy and presence of all sign-in sheets, agendas, notes and evaluations (SANE) documents.

## **D1. Parent and Family Engagement Process**

### Family Updates

The Title I SFSES spends a significant portion of the workday working directly with parents and getting updates on issues the families and children may be experiencing. This is done through phone calls, text messaging, home visits, Pupil Service Team (PST) Meetings, Individual Educational Program (IEP) meetings, meetings at various agencies that assist families in the community and parent conferences. When possible, these meetings are pre-scheduled and posted on the Title I SFSES calendar. However, many of the situations the Title I SFSES encounters are not planned and require immediate attention. The coordination of these Family Update meetings are a joint effort between site administrators, parent liaisons, school counselors/nurses/psychologist, pupil personnel workers, classroom teachers, community partners and transportation attendants/drivers. The Title I SFSES places these unplanned meetings on the calendar as they occur.

### School Information Events and Programs

The Title I SFSES is given access to the calendar of events planned at each Title I School. To the extent possible, the Executive Director and Title I SFSES attend and provide support to the school teams and monitor planned activities. These events are clear opportunities that necessitate the inclusion of guest participation and engagement through sign-in sheets, agendas, notes, and evaluations (SANE).

### District Title I Parent Advisory Council

SMCPS has convened a Title I Parent Advisory Council to expand the outreach, support, decision-making and engagement of parents and community partners within the perimeter of the Title I School boundaries. The council's purpose is to engage members in meaningful conversation and consultation that supports District and School Wide programs. They address parent involvement funding, school culture and climate, and the implementation of supplemental resources that strengthen student academic achievement and equitable access for all students. The council strives to impact the relationships for families, school, civic organizations and community to network, share ideas, and problem solve cooperatively with SMCPS. The Title I Parent Advisory Council (TI-PAC) meet four times a year. A yearly meeting calendar is published by the last week in September. Meetings are typically held during the school day (at parents' requests), but evening options are scheduled to meet the district advisory needs.

***What steps does the LEA take to ensure that all required components for the Parent Family Engagement Plan and School Compact are in compliance with federal requirements and mandates as defined in ESSA.***

To ensure all parent engagement components are in compliance with federal requirements and mandates, the Title I program facilitates, fosters, supports, manages, and monitors all Parent and Family Engagement components.



## **D1. Parent and Family Engagement Process**

Through the use of monthly informal monitoring/meetings and weekly communications (conversations, emails, text, and phone calls), Title I Principals and the Title I SFSES work collaboratively to ensure each school is adhering to all requirements specified by Title I, Part A Parent and Family Engagement (Section 1116). A more in-depth monthly monitoring of the Parent Family Engagement Plan and school parent activities/programs occurs between the Title I SFSES and Parent Liaison/principal designee. Available for use are the District and School Level Parent and Family Engagement Policies and the Title I Parent and Family checklist that list the compliance requirements from the MSDE Title I application.

***How does the LEA assist schools to make revisions to ensure that all required components are included in their school policy/plan? Who is responsible?***

Parent and Family Engagement Policy/Plan is reviewed yearly by the Executive Director and the title I SFSES at the District Level and School Level. Title I School Principals are also involved in school level policy reviews. This annual review occurs during the fourth quarter of the school year. The Parent Involvement Plans (PIP) are distributed in Title I schools and local libraries. They are also available on SMCPs and school websites. Feedback and comments are welcomed from parents and the community at any time; however, schools use multiple evaluations and surveys to check the effectiveness of Parent and Family policies and plan. Parents and community can also provide feedback via electronic surveys and google forms. Title I SFSES and ELL Supervisor also have the documents translated for non-English speaking families.

St. Mary's County Public Schools (SMCPs) Title I Grant is facilitated by the Department of Supplemental Schools Programs. The Executive Director has Title I Staff (Title I SFSES and Title I Secretary) monitor the grant for compliance and completion of all required components at the school level. The Title I SFSES works collaboratively with principals as they manage their school-wide program, budgets, staffing, and evidence-based resources. The Title I Secretary monitors the school's parent involvement budget at the Executive Director and principal's discretion and ensures finances are appropriately spent with administrative approval.

## **D2. Parent and Family Engagement**

### **St. Mary's County Public Schools Title I Part A Parent Involvement Plan 2019 - 2020**

**General Expectations of Parent Involvement:** The St. Mary's County Public Schools' Title I Parent Involvement Policy provides for compliance with all federal requirements and mandates, as defined in ESSA.

The St. Mary's County Public School's vision graphic includes a circle with students in the center and schools, staff, and stakeholders surrounding them. The intentional placement of our stakeholders alongside our schools and staff demonstrates our acknowledgement that parents are partners in their child's success. We invite schools, families and communities to work collaboratively and to invest in children. Our stakeholders are part of the decision making process on every level and entity that encompasses a child's education. There is an additional circle on the exterior of the graphic noted as sustainability. The school system's goal is to make sure that all initiatives and staffing patterns are sustainable and this goal is a continual focus for St. Mary's County Public Schools (SMCPS).

Our commitments to student's folds into Maryland's Protect Our Schools Act are in effect. The new framework will establish elements for both academic indicators and school quality indicators. The Every Student Succeeds Act (ESSA) and the Protect Our Schools Act in Maryland provide the basis for school accountability to our students and ultimately our parents.

The Title I Student, Family, and Staff Engagement Supervisor (SFSES) serves as the link between school, parents, and the community. They build the capacity for all entities for strong family engagement, in order to ensure effective involvement between stakeholders. Also, they expand opportunities to school staff and families for continued learning and awareness of societal and community variables. The Title I SFSES is housed in the Title I schools allowing for real-time monitoring of school based activities, instruction learning, best practices and school climate. They are available to work collaboratively with the school administration analyzing the school profiles and data provided by the Assessment and Accountability department. The Title I SFSES works parallel with the school community establishing relationships that empower, guide, and support students education, social and emotional well-being.

The Department of Supplemental Programs has convened a Title I Parent Advisory Council to expand outreach, support, decision-making and engagement of parents and the community partners within the perimeter of the Title I School Boundaries. The council's purpose is to engage members in meaningful conversations and consultation that support District and School Wide programs. Members address parent involvement funding, school culture and climate, and the implementation of supplemental resources that strengthen student academic achievement and equitable access for all students. The council strives to positively impact the relationships families, school personnel, volunteers and community partner's experience. It is believed the outgrowth of networking, sharing ideas, and problem

solving cooperatively with be sustained throughout the St. Mary's County Public School system. The Title I Parent Advisory Council (TI-PAC) meet four times a year. A yearly meeting calendar is published by the last week in September. Meetings are typically held during the school day.

The Title I schools are required to conduct a Comprehensive Needs Assessment (CNA) which provides an opportunity to look at growth and challenges across the spectrum of student outcomes. SMCPS advocates for parent and community stakeholders to provide an additional layer of analysis and feedback to school administrations in the process of conducting the CNA. District and school level administrators closely monitor all Title I Part A federal requirements to ensure systemic equity and adequate support for school improvement.

The parents of all Title I students are invited to participate in the quarterly School Improvement Team meetings or a similar meeting at each Title I school site. School Improvement Team meetings provide ongoing opportunities for parents to provide input in the development of the Master Plan, the Title I budget, the school Title I Parent Involvement Plan and the School-Parent Compact, as well as, educational and curricular issues that may impact their students.

Parent advisory panels at Title I schools are part of the establishment on numerous school based meetings and committees. Parental involvement is directly solicited and aids in the school decision making administrators are then responsible for seeing through completion. The parent advisory panel feedback provides diversity and student-centered programs that are inclusive of all.

The dates/times of all meetings are provided on the school website, in school newsletters, flyers, and announced through personal and automatic phone calling system and texting service, as appropriate.

The mission of the SMCPS system is to: Know the learner and the learning, expecting excellence in both. Accept no excuses, educating ALL with rigor, relevance, a respect and positive relationships.” The Title I office is available to guide parents as they navigate the daily operations within our educational system so they can better advocate for their children's education. It is through home, school and community relationships that we equip ALL stakeholders with the tools to ensure ALL children achieve their greatest potential in school and in life.

**Goal 1: COMMUNICATING EFFECTIVELY** *Families and school staff engage in regular two-way communication about student learning.*

**SMCPS activities will include:**

- Parental Involvement Plan (PIP) – In collaboration with parents and schools, annually review, revise, and distribute a written Title I Parent Involvement Policy.
- Communication Methods – Parents will be informed of statewide, local, and school events through the SMCPS website, local news media, automated phone calls, text messages, Twitter, and newsletters. Parents will also be notified when appropriate of in home visits by the parent liaison or other district staff. The Parent Liaison office/center at each Title I school provides parent and family resources. The Title I Student, Family, and Staff Engagement Supervisor (SFSES) is also actively engaged in supporting students and families and will communicate critical information directly with parents in family conferences, via home visits, phone calls and through the use of electronic devices. Communications are followed up in writing when necessary.
- School Report Card/Individual Student Report Maryland has adopted Pre-Kindergarten - 12 rigorous academic standards that define what all students should know and be able to do across grade levels and content areas. Standards based grading and reporting will provide more information to parents about their child's progress regarding the Maryland College and Career Ready Standards (MCCRS.) Each parent will be provided with information detailing the academic standards and the achievement level the parent's child is making in each of the state academic assessments required under the law. The Individual Student Report Cards and Interim reports will be distributed to student families eight times during each school year. Parents may also log on to the web based Home Access Center (HAC) from any computer or mobile device, to review student grades and progress at any time. Grades and information posted to HAC will be current and updated regularly by classroom teachers. Computer access for HAC is also made available at school during school events for parents who would like to use it.
- Standards Based Report Cards (SBRC) - The Standards Based Report Card is used for primary students in SMCPS and is directly aligned with Maryland's College and Career Readiness Standards (CCRS). Title I SFSES will assist parent groups and individuals as necessary to explain and understand the performance levels students are working to achieve. A system level work group has work collaboratively with Title I teacher representatives to pursue CCRS based report cards for intermediate students.

**School activities will include:**

- Annual Meeting – Each Title I school will convene a meeting at the beginning of each school year to inform parents of their school's participation in the Title I program, a description of the goals and support provided by Title I, a detailed description of the budget and the parent's role in providing input, and the right of parents to be involved. During this meeting, families will be introduced to the Title I SFSES as well as the parent liaison or other staff assigned at the Title I schools.
- Understandable Communication – Information related to school and parent programs should be sent to parents in a format and, to the extent practicable, in a language the parents can understand. Translated documents are available at all St. Mary's County Public Schools. In addition, more detailed interpreter services are being made available as SMCPS is experiencing an increase in Spanish speaking families. Spanish is predominantly the second language in this community. St. Mary's County Public Schools is able to provide translated documents in multiple languages. There is consistent collaboration with the EL supervisor when additional supports are needed. In addition to the translated written documents, each Title I school has a person on staff that is proficient in speaking Spanish and can serve as an interpreter for an immediate need. Schools have access to a Language Line service that provides over the phone interpreting services in a parent's/guardian's native language.
- Teacher/Paraprofessional Qualifications – Parents have the right to request information concerning the professional qualifications of their child's teacher and qualifications of classroom paraeducators. This right is communicated to parents by letter on the first school day of each year. While Every Student Succeeds Act (ESSA) no longer requires each teacher and paraeducator to maintain certification status, SMCPS intends to continue this expectation for the 2019-2020 school year. Consequently all Title I employees will meet certification requirements. The licensure and credentialing status of school based staff is transparent and routinely shared by school administrators. The letter is also posted on the district and school websites.
- Parent Conference – Each Title I school will offer parents the opportunity to participate in a parent-teacher conference, at least annually, during which the school-parent compact shall be discussed as it relates to the child's achievement. Parents of Pre-K students have additional time built into the school calendar for multiple parent conferences and parent engagement activities and parent workshops as this is typically the child's first school experience. In addition, specific information related to state and local assessments, classroom performance, and school behaviors will be discussed throughout the year on an individual basis.
- Communication – Schools will respond promptly and positively to parents' phone calls, letters, and visits. Schools will demonstrate outreach and transparency by inviting parents in, sharing news, and seeking their input. Schools will respond to parents within 48 hours of any request for information

and provide information and a realistic timeline of when the parent can expect information and detailed follow up.

**Additional parental/community activities may include:**

- Community Organizations – Schools may invite community organizations such as the public library to co-sponsor activities to enhance communication between schools and families. In addition, schools will partner with local social agencies and include them in school events. These agencies include, but are not limited to, the Department of Social Services, FSNE, the Judy Center, Tri-County Youth Services, the Three Oaks Homeless Shelter, the Center for Children, and the Patuxent River Naval Air Station PEP program.
- Business Partners – Schools may involve business partners in supporting and enhancing curriculum through project-based learning and academic challenges involving parents and students.
- Meetings with the Principal and/or Leadership Staff – Schools may hold informal monthly meetings with the principal and administrative team to address questions or concerns, share insights, and solicit input. Members of parent advisory panels and elected members of parent teacher organizations are sought out for their insight and information as programs are initiated or modified.

**Goal 2: WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY**

*Families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to school staff, and to what students are learning and doing in class.*

**SMCPS activities will include:**

- Promoting Family Literacy – Schools will provide, at a minimum, quarterly workshops for parents on literacy training, including book selection and reading with their children at home. Workshops will be alternatively scheduled during the evening and during the school day. Information will be disseminated on Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) classes that are available in the county with contact information for personnel included.
- Providing Family Support – Parenting training, various literacy activities, and infused multicultural activities will be scheduled quarterly by the Parent Liaisons, Title I SFSES or other school based staff. Information will be disseminated on local sources of family support for health, nutrition, counseling, and other services.

**School activities may include:**

- Parent Workshops – Schools may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, gang and drug awareness, child and adolescent development, and any other topic that parents have expressed an interest in related to parent involvement and fostering

academic success with their children. As Title I schools embrace and implement new reading strategies (IRLA - Independent Reading Leveled Assessment), parents of students at identified grade levels will be included/invited to workshops specifically for parents and guardians.

- Home Visits – Schools may schedule home visits as appropriate and will involve appropriate school staff. The Title I SFSES will regularly conference with and conduct home visits with the ten identified at risk students at each of the five Title I schools.
- Parent Satisfaction Survey – Each Title I school shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement program in improving the academic quality of the school, including identifying barriers to greater participation by parents. This survey will be made available in numerous venues for ease of parent completion.

**Additional parental/community activities may include:**

- Public Library – Parents are encouraged to use the public library to promote early literacy. Further, the public library, as a strong partner with Title I schools, will participate in school based events as well.
- Safety Fair - Local law enforcement agencies may partner with schools to sponsor workshops on school, home, and community safety.
- Cultural Events – Schools may collaborate with local cultural institutions to provide family-friendly guides to local attractions.
- Early Childhood Readiness Opportunities – A focus on providing parents and childcare providers readiness activities support to foster connections with partnering agencies such as the Health Department, Department of Social Services, the Judy Center, Head Start, and The Center for Children; in addition to school based assessment and registration and will be sponsored by St. Mary's County Early Childhood Access Committee (ECAC).

**Goal 3: SUPPORTING STUDENT SUCCESS** *Families and school staff continuously collaborate and support students learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.*

**SMCPS activities will include:**

- Professional Development – Professional development will be provided to teachers to enhance and support the development of student academic performance using scientifically proven research-based programs. The Independent Reading Learning Assessments (IRLA) training through American Reading Company and the Literacy Lead will be provided at each Title I school.
- Parent Involvement Training for Staff – The Parent Liaison, Title I SFSES, principal, or principal designee at each site, with parental assistance and input, will provide annual training to school staff on the value of contributions of parents and how to reach out to and communicate with parents as equal partners

in educating their children. Parents will also be asked to provide input and in school decision making at the quarterly School Improvement Team meetings, Title I Information meetings, Parent Conference Day, and on the annual Parent Involvement Survey conducted at each school.

- Professional Development for parents - Professional development for parents can be provided based on input and requests from the parental community. School staff, central office staff, or professional consultants may provide the requested training and professional development. There are planned reading trainings using the IRLA Framework this year.
- Student Engagement and Learning - The Title I SFSES works directly with students at each Title I school. Students are identified through parental referral, administrative recommendations, and/or local agency wrap around services. Students meet individually and in small groups with the Title I SFSES to set goals for academic enrichment, the development of social skills, attendance, and career and college readiness standards. Parental support and resources accompany regularly scheduled home visits.

**School activities must include:**

- School-Parent Compact – Each Title I school shall develop, in collaboration with parents, a school-parent compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement.
- Academic Nights – Schools may sponsor academic nights for students and parents that focus on the school's curriculum and Title I initiatives.

**School activities may include:**

- Parent Workshops – Schools may hold workshops for parents on at-home learning strategies. Workshops will be scheduled alternating between evening and day time to allow for maximum participation. Transportation and meals may be provided for parents and children.
- Professional Development - Schools may offer professional development for parents throughout the school year both during the day and during the evenings.

**Additional parent/community activities may include:**

- Daily Reading Time for IRLA Steps – Families will be asked to support the IRLA reading initiative by establishing a daily reading time during which students read for thirty minutes each evening with materials provided by the school. This at home reading will ensure that the students are meeting the required at home reading steps associated with the Action 100 IRLA Framework.
- Reading Day – School may invite parents and community partners to visit classrooms and read to students.



**Goal 4: SPEAKING UP FOR EVERY CHILD** *Families are empowered to be advocates for their own and other children to ensure that students are treated fairly and have access to every opportunities that will support their success.*

**SMCPS activities will include:**

- Volunteer Recognition – SMCPS will sponsor a Board of Education recognition ceremony for parents, community members and business partners who volunteer in our schools.
- Volunteer Support – All parents and community members who volunteer in schools will be required to follow the SMCPS established procedures for school visitors and school volunteers. All parents and community members who provide volunteer support in classrooms will work under the direct supervision of the parent liaison and/or school volunteer coordinator and classroom teacher.

**School activities will include:**

- Volunteer Log – Each Title I school will maintain a volunteer log that will be updated annually.
- Volunteer Training – Each Title I school will provide training and support to ensure volunteers participate in a meaningful capacity that supports school improvement goals.
- Volunteer Recognition – Each Title I school will sponsor an annual volunteer appreciation event to recognize school volunteers.

**Additional parental/community activities may include:**

- Mentoring – Schools may partner with community agencies and/or faith based partners to sponsor a mentor program for at-risk students.
- Multicultural Fair – Schools may collaborate with community and parent groups to sponsor a multicultural fair where families share customs, cultural traditions, and foods.

**Goal 5: SHARING POWER** *Families and school staff will collaborate on educational decisions that affect children, families, and school improvement.*

**SMCPS activities will include:**

- Advisory Panels – The Title I SFSES will elicit information and feedback from parents on advisory panels, community advocates, local agencies and families. A weekly report on family and community engagement events is made to the SMCPS Division of Instruction (DOI) members by the Title I SFSES. This models a direct path of communication for parents and constituents of students to have a voice heard by district administrators. The purpose of the advisory panel is to share ideas and concerns that could be incorporated into future policies and guidelines for schools.
- Providing Information – Decisions involving changes in policy and curriculum will be provided in a variety of formats allowing ample time for feedback.

Communication Methods – Parents will be informed of statewide, local, and school events through the SMCPS website, local news media, school websites, twitter, School Messenger phone system, and newsletters.

- Building Capacity for Involvement – SMCPS shall provide assistance to parents in understanding such topics as the MCAP assessment, the Kindergarten Readiness Assessment (KRA), Individual Growth and Development Indicators (IGDIs), nationally normed standardized tests, the state's academic content standards, student academic achievement standards, the College and Career Readiness Standard curriculum, and Title I requirements for compliance. This information will be provided to all parents at the back-to-school Title I Information Meeting. This information can also be shared throughout the school year as necessary and if new families arrive and become a part of the school community.

**School activities may include:**

- School Improvement Team – Parents will be invited to participate in the regularly scheduled school improvement team meetings, including the Title I school budget development and approval.
- School Information Sessions including budget information - Parents will be invited to participate in numerous, ongoing meeting opportunities to learn more about Title I and to provide input into school based decision making and budgetary decisions related to Title I.
- Information Sessions related to curriculum – Schools may provide information sessions on various areas of the curriculum (e.g., new math or reading series program, standards based report cards) at times and places accessible to family and community members.
- School Newsletter and Minutes – Schools may highlight specific educational issues being addressed by the School Improvement Team. This information will be posted on the school's website.
- Classroom Visits – Schools may encourage parents and community members to visit classrooms following the established protocol for visitors.

**Additional parental/community activities may include:**

- Speakers – Schools may invite school board members and central office professional staff to address parents and teachers.
- Advocacy – Schools may provide a table or bulletin board to increase community awareness of upcoming events that may impact educational decisions.
- Partners - Schools may invite community partners in to answer questions and inform the community about resources and services available to them.
- Consultants - Schools may invite educational experts to provide parent trainings and demonstrations for them.

**Goal 6: COLLABORATING WITH COMMUNITY Families, school staff, and district level administrators and supervisors collaborate with community members to connect and expand learning opportunities, community services, and civic participation.**

**SMCPS activities will include:**

- ESSA Compliance – SMCPS will facilitate dissemination of information and compliance with all requirements of the new ESSA law at annual Title I Information Meetings, at school based meetings, and on the SMCPS Title I system and school websites.
- Periodic meetings with local agencies and community advocates to which all parents are informed of their occurrence and welcome to attend.
- Monthly meetings of the Early Childhood Access Committee (ECAC) team sponsored by the Local Management Board which are published in local newspapers, radio, and school flyers.
- Community Resources – SMCPS will disseminate information about community resources (e.g., health and welfare agencies, libraries, cultural events) to allow for easy access to information and services.

**School activities may include:**

- Information Nights – Schools may hold information nights for community leaders, businesses, and organizations to describe the school's strengths and needs as a basis for potential partnering. Meetings and information nights will be planned and enhanced as a result of parent input and requests.
- Recognition – Schools may recognize publicly and/or privately the support of community/business partners.

**Additional parental/community activities may include:**

- Career Fair – Schools may collaborate with community partners to sponsor career fairs.
- Service Projects – Schools may partner with community agencies to identify student service learning projects.
- Neighborhood Visits - Schools may walk or take bus rides into the neighborhoods of our students to meet and greet the family.

**Mark Your Calendars**

**Comprehensive Needs Assessment**

August 1 – August 14, 2019

Title I School Site

**Title I PIP/CAN/SIP**

Draft published by August 30, 2019

Final published by September 25, 2019

Title I School Website

**Title I District Parent Advisory Council Meetings**

June 2019, October 2019, February 2020, May 2020

Location: TBD

**School Improvement Team Meetings**

4 times per year

Title I School Sites

**Parent Plan/Compact Follow-Up Meetings**

August 14 – September 9, 2019

Title I School Sites

**District Parent Engagement Budget Surveys**

November 2019

**District Parent Engagement Surveys**

April 2020

**Title I Principal Meetings/Title I Review Meetings**

Monthly

Scheduled by Executive Director of Supplemental School Programs

**D3a. Parent and Family Engagement**  
**THE CONTENT AND EFFECTIVENESS MONITORING TOOL FOR THE**  
**PARENT AND FAMILY ENGAGEMENT POLICY/PLAN - DISTRICT**

**Name of LSS: St. Mary's County Public Schools      School Year: 2019-2020**

**Executive Director of Supplemental School Programs: Dr. Kelly M. Hall**

**Name of Monitor: Charlottis Woodley      Title: Title I Student, Family, and Staff Engagement Supervisor**

The LSS will incorporate these standards into their parent involvement policy to promote parent and family engagement. These standards include: (1) Welcoming all families into the school community, (2) Communicating effectively, (3) Supporting student success, (4) Speaking up for every child, (5) Sharing power, and (6) Collaborating with community.

**THE LSS HAS A CURRENT YEAR PARENT AND FAMILY ENGAGEMENT PLAN/POLICY.**

**SECTION 1116 (A)(2)**

- YES    • NO

**A. Written Policy (Section 1116 (a)(1)(2))**

1. In consultation with parents of participating children, the LSS conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116(a)(1)

Activity/Procedure	Implementation Date	Contact Person(s)

2. Establish LSS' expectations and objectives for meaningful parent and family involvement  
 Section 1116 (a)(1)(2)

Activity/Procedure	Implementation Date	Contact Person(s)

3. Parent and family member input:
- a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2)
  - b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)
  - c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A)

Activity/Procedure	Implementation Date	Contact Person(s)

### D3a. Parent and Family Engagement

4. Provides coordination, technical assistance, and other support necessary to assist and \*build the capacity of all participating schools within the LSS in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. *(This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education).*

Section 1116(a)(2)(B)

Activity/Procedure	Implementation Date	Contact Person(s)

5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate 1116(a)(2)(C)

Activity/Procedure	Implementation Date	Contact Person(s)

6. Conducts with the involvement of parents, an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)
- a. barriers to greater participation by parents.
  - b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
  - c. strategies to support successful school and family interactions.
  - d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement.

Activity/Procedure	Implementation Date	Contact Person(s)

7. The LSS's policy/plan includes at least one of the following strategies:
- a. Supporting schools and nonprofit organizations in providing professional development for the LSS and school personnel regarding parent and family engagement strategies.
  - b. Supporting programs that reach parents and family members at home, in the community, and at school.
  - c. Disseminating information on best practices focused on parent and family engagement.
  - d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - e. Engaging in any other activities and strategies the LSS determines are appropriate and consistent with such agency's parent and family engagement policy/plan.

Activity/Procedure	Implementation Date	Contact Person(s)

## D3a. Parent and Family Engagement

### B. \*Building Capacity: Section 1116(a)(2)(B)

The Plan describes how the LSS will build the schools' and parents'/family capacity for parental involvement

1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)

Activity/Procedure	Implementation Date	Contact Person(s)

2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)

Activity/Procedure	Implementation Date	Contact Person(s)

3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)

Activity/Procedure	Implementation Date	Contact Person(s)

4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)

Activity/Procedure	Implementation Date	Contact Person(s)

5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)

Activity/Procedure	Implementation Date	Contact Person(s)

6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)

Activity/Procedure	Implementation Date	Contact Person(s)

## D3a. Parent and Family Engagement

**Monitors Notes:**

**Recommendations:**





## D3b. Parent and Family Engagement

### THE CONTENT AND EFFECTIVENESS MONITORING TOOL FOR THE PARENT INVOLVEMENT PLAN AND SCHOOL/FAMILY COMPACT - SCHOOL

Name of School: \_\_\_\_\_ Principal: \_\_\_\_\_

Name of Monitor: Charlottis Woodley Title: Title I Student, Family, and Staff Engagement Supervisor

DOES THE SCHOOL HAVE A CURRENT YEAR SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN AND SCHOOL PARENT COMPACT? • YES • NO

#### A. General Requirements: Section 1116 (b) (d)

1. Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d)

- a. Parent and Family Engagement Plan      Yes      No  
b. School-Parent Compact      Yes      No

Activity/Procedure	Implementation Date	Contact Person(s)

2. Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)

Activity/Procedure	Implementation Date	Contact Person(s)

#### B. Policy Involvement: Section 1116 (c)

1. Schools convene an annual meeting, at convenient times, to inform parents of the school's role and requirements in implementing Title I, and the right of parents to be involved? Sec.1116 (c)(1)

Activity/Procedure	Implementation Date	Contact Person(s)

2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)

Activity/Procedure	Implementation Date	Contact Person(s)

### D3b. Parent and Family Engagement

- 3.** Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3)

- a. School Parent and Family Engagement Plan
- b. Schoolwide plan

Activity/Procedure	Implementation Date	Contact Person(s)

- 4.** Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)

Activity/Procedure	Implementation Date	Contact Person(s)

- 5.** The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)

Activity/Procedure	Implementation Date	Contact Person(s)

#### C. Shared Responsibility: Section 1116 (d) - School-Parent Compact

- 1.** The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)

Activity/Procedure	Implementation Date	Contact Person(s)

- 2. School Responsibilities:** Describe how the school will:

- ☐ Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1)
- ☐ Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A)
- ☐ Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B)
- ☐ Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C)
- ☐ Ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand. Section 1116 (d)(2)(D)

Activity/Procedure	Implementation Date	Contact Person(s)

- 3. Parent Responsibilities:** Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)

Activity/Procedure	Implementation Date	Contact Person(s)

### D3b. Parent and Family Engagement

**4. Student Responsibilities:** Describe ways students will support their own academic achievement. Section 1116 (d)

Activity/Procedure	Implementation Date	Contact Person(s)

**D. Building Capacity: Section 1116 (e)**

The Plan describes how the school will build the schools' and parents'/families capacity for parental involvement

1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children Section 1116 (e)(1)

Activity/Procedure	Implementation Date	Contact Person(s)

2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology.  
Section 1116 (e)(2)

Activity/Procedure	Implementation Date	Contact Person(s)

3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process.  
Section 1116 (e)(3)

Activity/Procedure	Implementation Date	Contact Person(s)

4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers.  
Section 1116 (a)(2)(C) and (e)(4)

Activity/Procedure	Implementation Date	Contact Person(s)

5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)

Activity/Procedure	Implementation Date	Contact Person(s)

### D3b. Parent and Family Engagement

6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.  
Section 1116 (e)(14)

Activity/Procedure	Implementation Date	Contact Person(s)

#### E. Accessibility: Section 1116 (f)

To the extent practicable, provide full opportunities for the participation of parents of English Learners, parents of students with disabilities, and parents of migratory children. Section 1116 (f)

Activity/Procedure	Implementation Date	Contact Person(s)

**Monitors Notes:**

**Recommendations:**





Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

**St. Mary's County Public Schools**

**Division of Instruction**

**Department of Supplemental School Programs**

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

**Dr. Kelly Hall**

Executive Director

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#### **D4. Parent and Family Engagement Allocations**

#### **FY20 Title I Parent Involvement**

G. W. Carver Elementary	\$ 9,563
Park Hall Elementary	\$ 6,998
Lexington Park Elementary	\$ 5,780
Green Holly Elementary	\$ 5,480
Greenview Knolls Elementary	<u>\$ 4,362</u>
Total	\$32,183

## **E. Participation of Children Enrolled In Private Schools**

### ***1a. Inviting Private School Officials to Consultation***

In September/October of each year, letters are mailed from the Department of Supplemental School Programs with oversight for Title I, to the approved non-public schools in St. Mary's County and sent certified; receipt requested. The purpose of this mailing is to begin the consultation process for schools that are interested in participating in the Title I program in the following school year. Approved non-public schools are verified with the annually updated list on MSDE's website.

If schools do not respond to the certified letter, a phone call is placed to the school from the Department of Supplemental School Programs inquiring as to the status of the letter and their intent to attend the meeting. This phone call is documented.

Certified receipts, copies of mailed letters, and notes from any follow up calls are kept for documentation purposes.

During this meeting, non-public schools learn about the Title I program, how funding is generated, and the kinds of services that may be available to eligible students for the following school year. If schools are interested in participating, they complete an "Intent to Participate" form. An individual meeting to begin discussions will follow after this form has been completed.

Ongoing consultation is scheduled and conducted by the Executive Director of Supplemental School Programs and supported by the office staff using the established Consultation Agreement for Title I services with the non-public school. A detailed agenda of topics to be discussed, ensuring that all required topics are purposefully included in the discussion, and is shared with the non-public school prior to the meeting and all SAN documentation is kept on file. Further a follow up summary using the notes taken during the consultation is sent to the non-public school official and also kept on file in the Department of Supplemental School Programs.

This process continues through the spring and summer when funding for the upcoming school year is available and detailed discussions about services, staff, scheduling, and materials of instruction follows. All meetings follow SAN documentation and follow up minutes notes or summaries are sent to the non-public official and kept on file in the Department of Supplemental School Programs.

#### **Staff Responsible:**

Dr. Kelly M. Hall, Executive Director of Supplemental School Programs, SMCPs

Ms. Martina Green, Office Manager of Supplemental School Programs, SMCPs

Vacancy, Title I Fiscal Secretary, SMCPs

Mrs. Kara Day, Title I Non-Public Instructional Resource Teacher, SMCPs

### ***1b. Ordering and Storing of Materials and Equipment***

During the course of consultation, materials and inventory are reviewed by the Executive Director with the Instructional Resource Teacher for Non-Public schools. The status of materials, needs identified by Non-Public Title I teachers if the program is continuing or in consultation if a new school or new needs are identified and discussed.

SMCPS' Title I staff is responsible for developing the order. The details of the order are shared with the non-public school official by the Executive Director or Instructional Resource Teacher. The Title I secretary processes the order, following established SMCPS, procurement and purchasing procedures.

Materials are delivered to the Title I office or school depending on the size of the order and inventoried by the Title I Instructional Resource Teacher and/or the Title I secretary. Materials delivered to the non-public school site by Title I staff or SMCPS Supporting Services staff as necessary and new inventory is cross referenced by the Instructional Resource Teacher.

Title I materials and inventory are stored in a secure area that has been mutually agreed upon and discussed during consultation. The area will be locked or secured with access available only to Title I staff at the school and the non-public administrator.

All materials, including consumable materials are included on an inventory list that is prepared by Title I staff and managed by the Instructional Resource Teacher.

### ***1c. Evaluating the Program***

The Title I Non-Public Instructional Resource Teacher takes a leadership role in gathering data from the hourly Title I staff regarding student performance. Data is gathered in an ongoing manner and analyzed for patterns, trends, and instructional implications. Instructional hourly staff meet with the Instructional Resource Teacher who meets monthly with the Executive Director throughout the school year. Moreover, Title I staff prepare individual student reports that are included in report cards but reviewed by the principal of the non-public school prior to distribution. Data analysis in these meetings allow for instructional adjustments for identified students. The final information is collected and correlated with the year in review to provide a comprehensive analysis of progress with Title I services during the academic year for individual students.

This final data collection and correlation begins in the last marking period for the final report. Typically this occurs in late April and early May since the majority of participating non-public schools finish their school year prior to the public school year calendar. Data is reviewed and analyzed by the certified Title I hourly staff with the Instructional Resource Teacher and then again with the Instructional Resource Teacher and the Executive Director. Afterwards, this information is shared with the non-public school officials in late May and discussions relative to adjustments or revisions in programming are appraised and occur at that time.

Student information is shared with the non-public school officials electronically using password protected google drive. In addition, a binder of student achievement which includes individual student reports are provided to the non-public officials.

Revisions and adjustments to academic programming, based on a thorough review of student performance and student achievement data, occur during the consultation process in late spring and early summer as the Title I program is planned for the upcoming school year.

## F1. Education for Homeless Children and Youth Guidelines

### ST. MARY'S COUNTY PUBLIC SCHOOLS Ensuring Educational Stability for Homeless Child and Youth MSDE McKinney-Vento Guidelines

#### PURPOSE:

**To provide procedures to ensure compliance with Maryland State Department of Education (MSDE) regulations regarding the provision of enrollment and educational stability for all homeless children.**

#### OVERVIEW:

St. Mary's County Public Schools is committed to ensuring the homeless children and youth are afforded equivalent access to public education as is provided to other students. St. Mary's County Public Schools is responsible for enrolling homeless students in the school that is in the best interest of the student (school of origin or school in the local attendance area where the family is temporarily residing), and for providing prompt and sensitive service to parent(s)/legal guardian(s), children, and youth in need of assistance.

**St. Mary's County Public Schools (SMCPS) works in collaboration with the Department of Supplemental School Programs (Title I) to eliminate all barriers with enrollment, appropriate educational placement and services, and transfer records of McKinney-Vento students. On behalf of SMCPS, the Department of Students Services, homeless liaison, works collaboratively and meets monthly with the Department of Supplemental School Programs, Title I Executive Director, to support the needs of these students.**

#### POLICY and PROCEDURES:

SMCPS adheres to Title I policies and procedures that ensure homeless children and youth have access to a free, appropriate public education. SMCPS gathers data on the number and location of homeless children and youth in the county; the nature and extent of problems of access to, and placement of, homeless children and youth in elementary and secondary schools. SMCPS is the grantee of Head Start and as such, placement in Head Start for homeless students routinely occurs.



Homeless students receiving special education services have the same rights as other disabled students. This is the right of immediate access to services described in their Individualized Education Program (IEP) when transferring from one school to another.

#### IDENTIFICATION:

Pupil Personnel Workers (PPWs) meet with families to identify the Homeless Children and Youth according to the McKinney-Vento Homeless Assistance Act- children and youth who lack a fixed, regular, and adequate nighttime residence, migratory children, and unaccompanied youth. PPWs work with families to determine needs and ensure all of these are met to include but not limited to: transportation, school supplies, resources for community support, and clothing. Additionally, the PPWs meet monthly with homeless students to monitor attendance, academic progress, and discipline and provide supports, when needed.

#### ENROLLMENT:

The McKinney-Vento Act reinforces the importance of school stability, education continuity, and academic achievement for all homeless students.

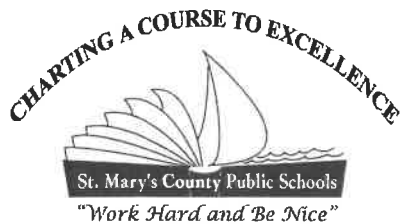
SMCPS follows these enrollment procedures:

- ◆ Schools must immediately enroll children and youth upon determination of homeless status – even when school or immunization records are unavailable at the time of enrollment. If questions exist regarding homeless status, schools should contact their Pupil Personnel Worker or Homeless Education Liaison.
- ◆ The receiving school must contact the sending school to obtain missing school records. The school must enroll the student while waiting for the missing documents. The sending school may provide a copy of the health record to the parent(s)/legal guardian(s) and/or school when the student leaves, and fax a copy to the new school to facilitate the process.
- ◆ The school should refer the family or youth to the Pupil Personnel Worker or local Homeless Education Liaison to obtain the necessary documentation. If proof of residency is not available, an affidavit explaining the lack of residency proof may be completed as an alternative – but cannot be a barrier to enrollment if the parent(s)/legal guardian(s) or student does not provide it.
- ◆ Homeless student have a right to stay in the school of origin, if feasible, (meaning in the best interest of the child). The school of origin is the school that the child attended when permanently housed, or the last school in which the student was enrolled.
- ◆ Homeless students have a right to receive transportation to and from the school of origin if a parent(s)/legal guardian(s) requests it.

- ◆ Homeless students must have the same access to programs as students who are housed. Homeless students must have access to educational services for which they qualify, including special education, gifted education, free and reduced lunch program, and before school and after school activities.
- ◆ Homeless children have the right to attend preschool programs administered by the state or local education agency. Local liaisons should encourage Head Start and non-public preschool programs to enroll homeless children, and suggest that they may reserve slots for these children to avoid waiting list delays that occur when children arrive after the school year has begun.
- ◆ All homeless children and youth are eligible for Title I services. School districts receiving Title I funds must reserve funds as necessary to be used specifically for homeless students.

**TOPICS AND DATA POINTS FOR MONTHLY MEETINGS:** Collaboration with Title I Executive Directory and Homeless Liaison

- Number of homeless students enrolled in SMCPs
- Transportation
- Title I funds: school supplies, clothing, etc.
- Housing
- Student academic progress, attendance, and behavior
- After school programs
- Lunch programs
- Best Interest Meetings
- Community Resources
- Mental Health Services
- Health Department Services



**St. Mary's County Public Schools**  
**Department of Fiscal Services and**  
**Human Resources**

23160 Moakley St. Suite 107  
Leonardtown, Maryland 20650

**Ms. Tammy McCourt**  
Assistant Superintendent

Phone: 301-475-5511 ext. 32247; Fax: 301-475-4228

## **F. Education for Homeless Children and Youth**

### **3. Transportation Calculation**

#### McKinney-Vento Student Transportation

Excess costs are above the actual daily cost instead of above a per diem average.

#### **Example:**

The normal route for bus A is 10 miles. If the bus driver has to extend 1 mile, the homeless transportation cost for that student would only be for the 1 mile. Or, if the child normally rode bus A from the beginning of the route but now is picked up towards the end, there is NO additional homeless transportation cost since the route wasn't extended.

Fuel costs and additional attendant costs can fluctuate on a daily basis, impacting the average. By using the actual costs of the one mile instead of exceeding a daily per diem average, the Transportation department feels this would be a cleaner method.

We believe this method is consistent with the guidance from USDE that states "These allowable costs are the incremental costs to transport a homeless child or youth to his or her school of origin above what the LEA would otherwise provide to transport the student to his or her assigned school."

#### F4. Homeless Shelters

**SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION  
SY 2019-2020**

I certify the following shelters provide assistance to homeless families, children and youth. The Local School System's Homeless Education Coordinator/Liaison is in regular contact and communication with the shelter director and staff to coordinate efforts for school enrollment and participation for all students.

Local School System: St. Mary's County Public Schools

Homeless Education Coordinator/Liaison: Annie Gast 301-475-5511 ext. 32159  
Name Telephone Cell Phone

Homeless Education Coordinator / Liaison's Email: [acgast@smcps.org](mailto:acgast@smcps.org)

[illegible]

Annie Gast  
Signature - Homeless Education Coordinator/Liaison

Aug. 27, 2019  
Date

## **G. Support for Foster Care Students Guidelines**

### **ST. MARY'S COUNTY PUBLIC SCHOOLS Ensuring Educational Stability for Children in Foster Care MSDE Foster Care Guidelines**

#### **PURPOSE:**

To provide procedures to ensure compliance with Maryland State Department of Education (MSDE) regulations regarding the provision of enrollment and educational stability for foster care students.

#### **PROCEDURES:**

St. Mary's County Public Schools (SMCPS) works in collaboration with the local welfare agency, St. Mary's County Department of Social Services (DSS), to eliminate all barriers with enrollment, appropriate educational placement and services, and transfer records. On behalf of SMCPS, the Department of Student Services works collaboratively and meets monthly with the Department of Supplemental School Programs to support the needs of the foster care students.

#### **NOTICE AND ENROLLMENT REQUIREMENTS:**

Prior to or at the time of foster care placement or during changes in placement, the placement agency (DSS) must provide written notice to the SMCPS foster care coordinator regarding the enrollment or imminent enrollment of a child in state-supervised care. After notification of the child in foster care a Best Interest Meeting must be scheduled, facilitated by the SMCPS Foster Care Coordinator and DSS Foster Care Supervisor, to determine appropriate school/service placement for the child. The participants in the Best Interest Meeting are, but not limited to, the SMCPS Foster Care Coordinator, DSS Foster Care Supervisor, Title I Coordinator, Pupil Personnel Worker (PPW), DSS Foster Care Case Manager, Special Education Supervisor (if appropriate), and transportation specialist. At this meeting, the Best Interest documents (attached) must be completed and the following considerations need to be reviewed to determine if the student should attend his/her school of origin or should attend a transfer school:

- Student's social and emotional well-being
- Length of anticipated stay in an out of home placement location
- Continuity of instruction
- Academic performance
- Unique educational needs or academic and extracurricular interests
- Safety of the student
- Transportation considerations

DSS must present the following documents to SMCPS to change the placement of the child:

- Documentation that the person is authorized to enroll the child
- Photo Identification of person authorized to enroll the child

- Proof the child is in state supervised care (recent court order)
- Provide documentation regarding the rights of the biological parent i.e. safety plan, educational rights, peace orders.
- Proof of residency (letter from DSS on agency letterhead verifying the address and contact information of the child's foster care placement and a proof of residency for the foster care parent which may be one of the following:
  - deed with 911 address assignment, mortgage paper with 911 address assignment, and/or rental agreement or lease which shows occupancy of an owned or rented domicile;
  - building contract (letter from builder, realtor, landlord, etc., which indicates 911 address and projected occupancy date);
  - current property tax bill/Maryland Department of Assessments and Taxation form;
  - current utility bill with parent(s)/legal guardian(s) name, 911 address, and service address of a bona fide residence (no post office box is accepted - wireless telephone bills are not acceptable);
  - a signed, notarized affidavit from the landlord of the home in which the child lives verifying that the child resides at that 911 address. Include the language, "I solemnly affirm under the penalties of perjury and upon personal knowledge that the contents of the foregoing paper are true in the affidavit." If the documentation is from the landlord, then the landlord must provide the parent(s)/legal guardian(s) with proof of residence using one of the preceding categories;
  - Patuxent River Naval Base housing form NOW-NATC-1110-1/15, Assignment to Public Quarters, which identifies bona fide residence in St. Mary's County or other official documentation of housing as provided through the Private-Public Venture Housing/Military Housing Privatization Initiative.

If it is determined that the child should transfer schools, within 2 school days the transfer school must:

- Inform the school of origin of the enrollment
- Request, in writing, educational records
- Provide a copy of the signed request to DSS and the responsible adult acting on behalf of the child

The school of origin after written notice from the transfer school must immediately inform the transfer school if the student has a Section 504 Plan or Individualized Education Plan (IEP).

Transportation will be established. All student records will be transferred within 3 days and the child will start attending immediately. eSchool records will be updated when all documents are reviewed and approved.

#### CHANGES IN FOSTER CARE PLACEMENT

DSS must notify the school and the SMCPS Foster Care Coordinator and the Title I Coordinator (if appropriate) of any changes in foster care placement or status such as the child exiting from foster care due to reunification with parent(s), legal guardianship, or adoption. Documentation, such as change in placement letter or court orders, must be immediately provided to the Foster Care Coordinator and the school upon the change. The process will start again and a Best Interest Meeting will be scheduled. Additionally, if there is a change in foster care case management, DSS will contact the Foster Care Coordinator and the Title I Coordinator (if appropriate)..

# **Educational Stability Memorandum of Agreement**

This Memorandum of Agreement (Agreement) is entered into by the Department of Human Services, St. Mary's County Department of Social Services (SMCDSS) and St. Mary's County Public Schools (SMCPS), collectively referred to as the "Parties" and individually as "Party". The Parties agree as follows:

## **I. PURPOSE**

The purpose of this Agreement is to establish joint procedures by which the Parties will support the educational stability, school enrollment, transportation, and opportunity for school success of students in foster care, consistent with the requirements set forth in federal and State laws and regulations.

## **II. STATUTORY AUTHORITY**

- A. Every Student Succeeds Act, 20 U.S.C §6301 (ESSA)
- B. Fostering Connections to Success and Increasing Adoptions Act, 20 U.S.C. §6312(c)(5) (Fostering Connections)
- C. Individuals with Disabilities Education Act, 20 U.S.C 1400 et seq. (IDEA)
- D. Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA)
- E. Education Article §7-101(b)(2)(ii)
- F. Human Services Article §1-201(c)

## **III. BACKGROUND**

*Whereas*, ESSA, Fostering Connections, FERPA, and related State laws and regulations require public school systems and local departments of social services to work together to support the educational stability and success of children in foster care; and

*Whereas*, these laws provide that when a student is initially placed in foster care or changes out-of-home placements, the student may remain in the school of origin and receive transportation to that school, unless changing schools is in the student's best interests; and

*Whereas*, if there is a determination that it is in the student's best interests to change schools, the student is entitled to enroll immediately in the school serving the out-of-home placement's geographic attendance area; and

*Whereas*, these laws also direct public school systems and local departments of social services to monitor and support the educational stability and success of students in foster care in other ways, including ensuring the prompt transfer of school records and the maintenance and sharing of school records in accordance with FERPA.



#### **IV. DEFINITIONS**

- A. Academic school year** – The period beginning on the first day of school for students in August or September and ending with the last day of school for students in June.
- B. Additional transportation costs** – The difference between what SMCPs otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what SMCPs must spend to transport the student from the out-of-home placement to the school of origin.
- C. Best interests determination** – The SMCDSS's decision regarding whether or not it is in the best interests of the student to remain in the school of origin or to transfer to a new school, taking into consideration the multiple factors specified in COMAR 07.02.11.12.
- D. St. Mary's County Department of Social Services (SMCDSS)** – Includes a local department of social services created or continued in a county or in Baltimore City under §3-201 of the Human Services Article, the Montgomery County government under §3-402 of the Human Services Article, and a local department of juvenile services.
- E. Enroll/Enrollment** – Attending classes and participating fully in school activities.
- F. Foster care** –
  - a. 24 hour substitute care for children placed away from their parents or guardians and for whom the SMCDSS has placement and care responsibility.
  - b. Foster care includes, but is not limited to, placements in foster family homes, homes of relatives through kinship care, group facilities, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.
  - c. Foster care does not include placement of a child in any of the following placements: a detention facility; a forestry camp; a training school; a State-owned and State-operated facility that accommodates more than 25 children; or any other facility operated primarily for the detention of children who are determined to be delinquent.
- G. Immediate** – As promptly as possible, without delay.
- H. SMCPs Foster Care Liaison and SMCDSS Point of Contact (POC)** – The SMCPs and SMCDSS staff people designated to work with SMCDSS and SMCPs, respectively, in connection with the identification, enrollment, and provision of support to students who are in foster care.
- I. St. Mary's County Public Schools (SMCPs)** – Any of the 24 local public school systems in the State.
- J. Local zoned school** – School serving the catchment area of the student's out-of-home placement.

K. **Out-of-home placement** – Location where SMCDSS places the child when in foster care.

L. **School of origin** – The school the student attended prior to placement or change of placement in out-of-home care or the school in which the child was last enrolled. School of origin also includes feeder schools the student has not yet attended, but was zoned to attend, public prekindergarten, and public charter schools.

V. **DETERMINATION AND NOTIFICATION OF BEST INTERESTS DECISION**

A. **Basic Procedure**

1. The SMCDSS point of contact or caseworker will immediately notify the SMCPS Foster Care Liaison for the school of origin and also the SMCPS Foster Care Liaison of the local zoned school when a student is placed in foster care or a student's out-of-home placement changes.
2. This notification prompts the need for a best interests determination by the SMCDSS in accordance with the provisions set forth below regarding whether the student will remain at the school of origin or whether the student will change schools.
3. For every student in an out-of-home placement, the presumption is that the student will remain in the school of origin so that the student may benefit from school stability and educational continuity.
4. The best interests determination must occur within five (5) business days of the student's placement in foster care or the change of the out-of-home placement.
5. The SMCDSS shall seek SMCPS's input in the best interests decision through the SMCPS Foster Care Liaison or the Director of Student Services. Any other person with information relevant to the best interest determination, may also participate. This may include, but is not limited to, a pupil personnel worker, school counselor, teacher, or principal.
6. The SMCDSS shall consider the student's preference in making the best interests decision, if appropriate.
7. The SMCDSS shall make all reasonable efforts to include additional persons who are able to contribute relevant information to the best interests determination made under this section, unless doing so would create undue delay in placement. Individuals who have knowledge of the student may include, but not be limited to: the parent; current and prior custodians; the student's attorney; parent surrogate

for educational decisions, if applicable; and any other significant person who has knowledge of the student.

8. Participation in the best interests determination process may occur through in-person meetings, phone calls, teleconferences, emails, or other electronic means.
9. The student shall remain enrolled in the school of origin until a best interests determination is made. The transportation of the student to the school of origin during that time period is the responsibility of the SMCDSS.

**B. Factors to Assess to Determine the Student's Best Interests for School Placement**

In determining the student's best interests for school placement, the SMCDSS shall, in consultation with the MCPS, consider the factors set forth in COMAR 07.02.11.12, and as set forth in the **Best Interests Determination Form, School Enrollment of Student in Out of Home Placement (Best Interests Form)**, which is attached hereto.

If the student is receiving special education services, the school of origin's or other IEP Team designated by MCPS must meet and concur with any best interest determination before the student's placement is changed consistent with the Individuals with Disabilities Act (IDEA).

**C. Documentation and Notification**

1. The caseworker shall document the best interests determination on the Best Interests Form and include a copy in the student's case file in the statewide automatic child welfare information system. Additional documentation in the case file should include the best interests factors considered, participants involved in the collaborative process, and the school placement decision.
2. Documentation of the best interests determination shall be maintained in both the SMCDSS case file and the MCPS student record.
3. Once the SMCDSS makes the best interests determination, the SMCDSS POC must notify the MCPS Foster Care Liaison in the MCPS serving the school of origin and the MCPS serving the local zoned school (if different) of the decision.

**D. Best Interests Determinations Made by MCPS Prior to December 10, 2017**

1. If MCPS determined prior to December 10, 2017, that it was in the student's best interests to continue to attend the school of origin, the decision will remain in

effect until SMCDSS determines that it is no longer in the student's best interests to attend the school of origin.

2. SMCPs and SMCDSS will follow the transportation procedures set forth in Section VII of this Agreement.

**VI. SCHOOL ENROLLMENT IF IN THE STUDENT'S BEST INTERESTS TO ENROLL IN THE SCHOOL SERVING THE OUT-OF-HOME PLACEMENT'S GEOGRAPHIC ATTENDANCE AREA**

- A. After receiving notification from SMCDSS that it is not in the best interests of the student to remain at the school of origin, the SMCPs Foster Care Liaison of the local zoned school will alert the new school of the pending enrollment of the student.
- B. The SMCDSS caseworker, or another person who is authorized to enroll the student, must enroll immediately the student in the local zoned school serving the out-of-home placement.
- C. The SMCPs serving that area must enroll the student immediately, even if the student does not have the entire school record at the time of enrollment. Only the following documentation is required at the time of enrollment:
  1. Documentation that the child is in foster care; including:
    - (a) The parts of the most recent court order establishing legal custody or a letter on the letterhead of the placement agency that has custody of the child explaining that the child is in foster care; and
    - (b) A written statement of the address of the out-of-home placement. The written statement need not be in the form of a lease, utility bills, etc.
  2. Identification of the person who is authorized to enroll the student, including:
    - (a) Documentation that identifies the person as a SMCDSS caseworker, or someone else authorized to enroll a child; and
    - (b) Photo identification.
- D. The local zoned school is responsible for promptly obtaining the student's education record from the school of origin. SMCDSS shall promptly present any additional required documentation after enrolling the student.

**VII. TRANSPORTATION TO THE SCHOOL OF ORIGIN IF THE STUDENT REMAINS ENROLLED IN THE SCHOOL OF ORIGIN**

- A. SMCPs will provide transportation to the student's school of origin during the academic year for the duration of the student's time in an out-of-home placement, as long as SMCDSS finds that it continues to be in the student's best interests to attend the school of origin. SMCDSS shall establish the most appropriate and cost-effective transportation for the student to remain enrolled there.
- B. For students whose out-of-home placement is in a group facility, the SMCDSS will advise SMCPs if transportation to school is provided and funded by the facility.
- C. Within two (2) school days of learning that, pursuant to the best interests decision, a student in foster care will remain enrolled in the school of origin, SMCPs will advise SMCDSS of the transportation plan for the student.
- D. SMCPs will arrange and implement the student's transportation to the school of origin within five (5) school days of learning of the best interests decision.
- E. SMCPs will examine existing transportation options available for the student, including incorporating the student into an existing bus route, modifying an existing bus route, use of public buses, use of transportation routes provided through other school systems, and private transportation services.
- F. SMCPs will assess whether the student is entitled to transportation services under another entitlement, including as a related service under Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, or some other locally funded program. If the student is entitled to receive transportation services through another entitlement, SMCPs will provide and fund such transportation services.
- G. When SMCPs has exhausted all appropriate no-cost options and transportation of a student to the school of origin will require "additional costs," SMCDSS will assess and notify the SMCPs if resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to SMCPs or to a stop on an SMCPs existing route.
- H. SMCPs will verify to SMCDSS that the transportation plan for a particular student is the most appropriate and cost-effective by completing the **Transportation Plan Form, Attending School of Origin form Out of Home Placement (Transportation Plan Form)**, which is attached hereto.

- I. If SMCDSS determines that it is more cost effective for SMCDSS to arrange and implement transportation, and it chooses to assume such responsibility, SMCDSS will notify SMCPs in writing of its decision. SMCPs will document the arrangement on the Transportation Plan Form, which is attached hereto, and include the written notification from SMCDSS. SMCDSS will request reimbursement from SMCPs for monies that SMCPs would have otherwise spent on transportation.
- J. In the five (5) school days during which SMCPs is developing and implementing a transportation plan for the student to attend his or her school of origin, interim transportation will be provided by the SMCDSS. Interim transportation should be addressed during the best interests determination.
- K. The SMCDSS will reimburse SMCPs for any additional costs incurred for the transportation of each student to that student's school of origin provided that SMCPs produces a receipt proving such additional costs associated with each student, indicating clearly the period of time each student was transported to that student's school of origin. The additional cost will include scheduled days when SMCPs sends transportation for a student but the student does not attend school and SMCPs is not notified 24 hours in advance that the student is not attending school that day. SMCDSS must notify SMCPs in advance of when transportation is to be discontinued. SMCDSS is responsible for all additional costs up to the date that transportation is discontinued.
- L. The SMCDSS will reimburse SMCPs within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.
- M. The SMCDSS will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that invoices are directed to the proper individual and are paid promptly.
- N. The SMCPs's superintendent or designee may allow a student who exits foster care (through adoption, guardianship, or reunification with a parent) before the end of an academic year and relocates to a home outside of the school of origin's catchment area to remain in the school of origin until the end of the academic year if requested by the student's parent or guardian, and so long as transportation is provided by the parent or guardian, SMCPs, or SMCDSS agrees, in writing, to provide and pay for the student's transportation.

#### **VIII. INFORMATION SHARING AND CONFIDENTIALITY**

Consistent with the requirements of FERPA, SMCPs will provide information to SMCDSS relating to the school enrollment and school performance of students in foster care, including

information relating to attendance, grades, and school disciplinary action. Such information sharing ensures that each student's educational needs are met and also improves the academic outcomes for these students. Pursuant to FERPA, the SMCDSS has the authority to access the student's information without obtaining consent from the student in question or the student's parent. The SMCDSS will re-disclose information only to the extent necessary to address the student's educational needs as provided in FERPA. Pursuant to §1-201(c) of the Human Services Article, all information shared between the Parties is strictly confidential and shall not be re-disclosed, divulged, nor made known to any other party, without appropriate authorization. Violation of this provision is subject to prosecution.

#### **IX. TERM OF AGREEMENT**

This Agreement shall be effective on the date it is fully executed and shall be effective for five (5) years from that date. The Parties may agree to modify the Agreement at anytime by written consent.

#### **X. AMENDMENTS OR MODIFICATIONS**

Each Party expressly reserves the right to alter, vary, modify or waive any provision of the Agreement provided that such alteration, variation, modification, or waiver shall be valid when reduced to a writing which has been duly signed by each and every signatory to the original of this Agreement or the successor in office.

#### **XI. TERMINATION**

Either Party may terminate this Agreement on sixty (60) calendar days advance written notice to the other.

**Authorization by St. Mary's County Public Schools (SMCPS):**

(Signature)

(Date)

(Printed Name)

(Title)

**Authorization by St. Mary's County Department of Social Services (SMCDSS):**

(Signature)

(Date)

(Printed Name)

(Title)

**BEST INTERESTS DETERMINATION FORM**  
**SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT**

*A copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.*

Student's Name: \_\_\_\_\_  
State Assigned Student Identifier (SASID): \_\_\_\_\_ DOB: \_\_\_\_\_  
Current School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Previous School(s): \_\_\_\_\_  
Date of Best Interests Determination Meeting: \_\_\_\_\_

**Best Interests Determination: A Checklist for Decision Making**

**Remaining in the School of Origin  
Considerations**

- ☐ **Social/emotional considerations** – *the student's social and emotional wellbeing will be negatively affected if transferred to a new school (considerations include age of the student, location of siblings, etc.)*
- ☐ **Length of anticipated stay in an out-of-home placement location** – *in light of the anticipated short duration of the stay, the student would benefit from the continuity offered by remaining at the school of origin where meaningful relationships exist.*
- ☐ **Continuity of instruction** – *the student has experienced frequent school changes or has attended the school of origin for an extended period of time, and would be best served by remaining at the school of origin (considerations include credits necessary for graduation and preparation for future instruction).*
- ☐ **Academic performance** – *the transfer will significantly and adversely affect the student's academic performance.*
- ☐ **Unique educational needs or academic and extracurricular interests** – *the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests cannot be met at the potential receiving school.*
- ☐ **Safety of the student** – *the school of origin is a safe environment for the student.*
- ☐ **Transportation considerations** – *the advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.*

**Transferring to a New School  
Considerations**

- ☐ **Social/emotional considerations** – *the student's social and emotional wellbeing will be positively affected or will not be substantially affected if transferred to the potential receiving school (considerations include age of the student, location of siblings, etc.)*
- ☐ **Length of anticipated stay in an out-of-home placement location** – *the student's current living situation appears to be stable and unlikely to change suddenly, so the student will benefit from establishing new relationships with school peers in the potential receiving school.*
- ☐ **Continuity of instruction** – *the student has not attended the school of origin for very long and will be best served at the potential receiving school (considerations include credits necessary for graduation and preparation for future instruction).*
- ☐ **Academic performance** – *the transfer will not significantly and adversely affect the student's academic performance.*
- ☐ **Unique educational needs or academic and extracurricular interests** – *the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests can be met at the potential receiving school.*
- ☐ **Safety of the student** – *the new school will be a safer environment for the student.*
- ☐ **Transportation considerations** – *the length of the commute to the school of origin is excessive and may adversely affect the student's concentration, attitude, or readiness for school.*

**Attach all documents relevant to the student's best interests determination. Check any that apply.**

Report Cards/Progress Reports  
Achievement Data (test scores)

Attendance Data  
IEP Plan or 504 Plan



## Best Interests Determination Meeting Participants

*In reaching the best interests determination, the CWA should make all reasonable efforts to include or consult individuals with knowledge of the student (student's attorney, parent, parent surrogate, and legal guardian) in addition to representatives of the LEA and any other person with information relevant to the best interests determination, including the student, if appropriate. The following individuals provided input in determining the school placement.*

Relationship to Student	Name	Contact Information

## Best Interests Determination

- ☐ It is not in the student's best interests to remain enrolled in the school of origin. The student will be enrolled in the school serving the current residence.

Name of School: \_\_\_\_\_

**NOTE:** If a change in enrollment is in the student's best interests, enrollment should take place immediately at the new school. To enroll the student in the new school, all that is needed is documentation showing that the student is in out-of-home placement, the address of the out-of-placement, proof of authorization to enroll the student in school, and identification of the person enrolling the student. All other educational records will be provided to the new school promptly and in accordance with state and federal law.

- ☐ It is in the student's best interests to remain enrolled in the school of origin.

Name of School: \_\_\_\_\_

## Interim Transportation Plan

*Complete only if the student will remain in the school of origin.*

While the LEA works to develop and establish a Transportation Plan for the student to attend the school of origin from the out-of-home placement, a period of time that could be up to five (5) school days, the student will be transported to the school of origin in the following manner:

---

## Considerations for the LEA in Establishing a Transportation Plan for the Student

*Complete only if the student will remain in the school of origin.*

In developing a Transportation Plan, the LEA should consider the following needs of the student:

---

Case Worker Name \_\_\_\_\_

Case Worker Signature \_\_\_\_\_

Date \_\_\_\_\_

# TRANSPORTATION PLAN FORM

## ATTENDING SCHOOL OF ORIGIN FROM OUT-OF-HOME PLACEMENT

*Once completed, a copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.*

Student Name: \_\_\_\_\_

Student DOB: \_\_\_\_\_ Student School ID No.: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Local Department of Social Services (CWA): \_\_\_\_\_

The LEA is responsible for implementing the Transportation Plan that will be in place within five (5) school days of the LEA learning of the student's Best Interests Determination. In the interim, the CWA is responsible for implementing the student's interim transportation plan.

### The LEA verifies that:

1. The following efforts were taken to identify a no-cost or low-cost transportation service from the student's out-of-home placement to the school of origin (i.e., transportation provided by foster resource; use of existing bus routes, other public transportation) (check all that apply):
  - € Exploration of existing school bus routes and public transportation to determine if feasible to add a stop or make some other low/no-cost request.
  - € Discussion with CWA regarding whether a foster parent or custodian can assist in transporting student and receive reimbursement from CWA for mileage.
  - € Other: \_\_\_\_\_
2. After reviewing possible low-cost and no-cost transportation options for the student, the LEA has determined (check the applicable option):
  - € No existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement.
  - € An existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement. The modification consists of: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - € An existing transportation option that can maintain the student in the school of origin from the new living placement exists. The existing option is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### STUDENT'S TRANSPORTATION PLAN

1. The most cost effective, appropriate transportation option for maintaining the student in the school of origin is: \_\_\_\_\_
2. Additional costs for this transportation will be covered according to previously agreed upon procedures set by the LEA and CWA in the Educational Stability Memorandum of Agreement.
3. These transportation procedures will be implemented on \_\_\_\_\_, within five (5) school days of the LEA learning of the Best Interests Determination. (date)

LEA Authorization (signature) \_\_\_\_\_ (printed name) \_\_\_\_\_ (title) \_\_\_\_\_ (date) \_\_\_\_\_

CWA Authorization (signature) \_\_\_\_\_ (printed name) \_\_\_\_\_ (title) \_\_\_\_\_ (date) \_\_\_\_\_



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

**St. Mary's County Public Schools**  
**Division of Instruction**  
**Department of Supplemental School Programs**  
23160 Moakley Street, Suite 103  
Leonardtown, Maryland 20650

**Dr. Kelly Murray Hall**  
Executive Director

## **I/A2. Fiscal**

### **Support for Title I TSI Schools 2019-2020**

#### **Written Procedures for Determining Allocation of Funds**

1. When a Title I school has been identified as a TSI school by MSDE, a comprehensive review of existing data occurs. This meeting involves the Division of Instruction (DOI) with school system leadership from the various DOI departments including: Assessment and Accountability Department, Supplemental School Programs, Curriculum and Instruction, and Special Education.
2. After this analysis is complete and consultation with the principal and school leadership staff have occurred to determine the root cause, a discussion of needed supports occurs led by the Executive Director of Supplemental School Programs.
3. Specific decisions about teacher capacity, student engagement, staffing needs, materials of instruction, professional development are discussed independent of the routine Title I budgeting discussions.
4. As the need is determined, associated costs are calculated and decisions are made concerning priorities for the TSI school. These decisions and related priority discussions are led by the Executive Director and involve district level leadership and the Title I school principal.
5. Costs are charged to a district reservation for TSI.

**St. Mary's County Public Schools**  
**Department of Fiscal Services and Human Resources**  
**Standard Operating Procedure**

<b>Subject:</b>	<b>Supplement Not Supplant Methodology</b>	SOP
<b>Date:</b>	November 30, 2018	
<b>Revised:</b>		
<b>Subtopic:</b>		

**Purpose:** Local Schools districts are required to have an established Supplement not Supplant methodology approved by MSDE in accordance with Section 1118(b)(5). With the application of the funding methodology, the school district ensures that Title I funds are used only to supplement, not supplant, state and local unrestricted funds, therefore this calculation ensures that Title I schools receive all the same state and local funds that it would otherwise receive if it were not receiving assistance under Title I. Title I funds will not supplant public education services and funding that are to be provided to all students across the school district.

**Procedure:**

The Department of Fiscal Services is responsible for performing the calculation for the allocation of unrestricted funding to the schools for non-personnel resources.

1. All schools are provided a budget allocation for non-personnel resources, such as materials of instruction and supplies, which are distributed at a set amount per student, specified by school level of elementary, middle, high. The set amount may be adjusted each fiscal year, based on funding availability, however, in no case will it be decreased for any school based on additional federally restricted funds available to that particular school. The initial allocations are calculated based upon the students that are present as of the most recent (prior school year) September 30<sup>th</sup> official enrollment count. By December 30, the allocation is then adjusted following the final official enrollment count of the current school year. An example of this calculation is attached, which includes the specific areas covered.

The Department of Human Resources is responsible for the hiring and assignment of employees in accordance with board policy and availability of funding. The Deputy Superintendent is responsible for the allocation of certificated and instructional support positions, within the availability of the budget.

2. Title I funding for St. Mary's County Public Schools is limited to the elementary school level only. Therefore, the focus of the supplement not supplant calculation for purposes of this SOP is focused on the school based staffing for elementary schools only.

All elementary school general education teaching positions (full time equivalency - fte) are distributed based on per pupil ratio. The allocation of instructional resources needed are reevaluated during the summer months and through the first month of school by the Deputy

Superintendent to take into consideration any fluctuations in school enrollment beyond what was initially projected. The below allocation is strictly for purposes of allocating unrestricted funded general education teachers. The allocation of Title I funded teachers is intended to either supplement, ie reduce, the class size ratio or provide for additional school wide support. Special education teachers are allocated based on the needs of IEPs within individual schools.

**Elementary Enrollment Range**

Grade Level	Min	Max
Pre-K	40	40
K	20	23
1	21	24
2	21	24
3	23	29
4	23	29
5	23	29

All secondary school teaching positions (fte) are distributed based on a combination of student/teacher ratio and class subject needs.

Additional staffing resources may be provided a school for specific programs housed at that school.

**Summary:**

MSDE provided guidance documentation on the methodology options available to local school districts. St. Mary's County Public Schools has implemented option #3, which is a locally developed methodology. This locally developed methodology incorporates the following assumptions:

- Using the average elementary district wide per-pupil expenditure for non-personnel resources;
- Using the distribution of general education teaching positions based on an established district wide ratio.

This locally developed methodology demonstrates that the allocation of state and local funds to each school receiving assistance under Title I receives all of the resources it would otherwise receive if it were not receiving assistance under Title I, in accordance with the intent of Section 1118(b)(5).

**Source Documents:**

MSDE Title I, Part A Supplement Not Supplant Webinar, September 12, 2018

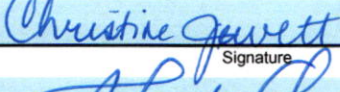
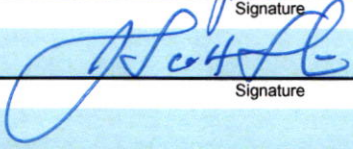
MSDE Title I, Part A Supplement Not Supplant Webinar Q&A, September 12, 2018



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

ORIGINAL GRANT BUDGET	3,310,235.00	AMENDED BUDGET#		REQUEST DATE	09/25/19
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT#		RECIPIENT GRANT#	010-20		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2019	9/30/2021	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						53,563.00	53,563.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	294,032.00	15,000.00	3,003.00	14,500.00			326,535.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	8,953.00	3,338.00	19,208.00				31,499.00
Prog. 02 Special Prog.	1,480,688.00	161,967.00	127,891.00	7,286.00			1,777,832.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						105,928.00	105,928.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	46,600.00	29,700.00	6,633.00	55,144.00			138,077.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>			31,723.00				31,723.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>				4,300.00			4,300.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				840,778.00			840,778.00
<b>213 Food Services</b>							
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	1,830,273.00	210,005.00	188,458.00	922,008.00	0.00	159,491.00	3,310,235.00

Finance Official Approval	Christine Jewett		9/23/19	301-475-5511 x 32120
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		9/24/19	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q
CSI or TSI	TAS	Sch ID #	(Must rank order by Percent of	Numeric	School (Y	School	Low	Direct	Certificatio	Low	Poverty	Low- Income	Low	Allocation	Allocation
1	TSI	SW	0805	G. W. Carver	PreK-5	N	623	515	0.0	479.0	82.66%	21	21.0	\$1,532	\$733,666
2		SW	0808	Park Hall	PreK-5	N	580	360	0.0	350.5	62.07%	8	8.0	\$1,532	\$536,847
3		SW	0804	Lexington Park	PreK-5	N	519	301	0.0	289.5	58.00%	17	17.0	\$1,532	\$443,416
4		SW	0803	Green Holly	PreK-5	N	551	315	0.0	274.5	57.17%	4	4.0	\$1,532	\$420,441
5		SW	0810	Greenview Knolls	PreK-5	N	425	226	0.0	218.5	53.18%	6	6.0	\$1,532	\$334,668
6				No N, S, C schools			0	0	0.0	0.0	#DIV/0!	0	0.0	\$0	\$0
7									0.0		#DIV/0!				\$0
8									0.0		#DIV/0!				\$0
				Total			1717.0	0.0	0.0	1612.0		56.0	56.0		\$2,469,039
				Table 7-9				Table 7-8							

\*Community Eligibility Provision

<sup>1</sup> The 1.6 multiplier applies to a Community Eligibility school.<sup>2</sup> For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

**Title I Schools in SY 2018-2019 removed from Title I in SY 2019-2020**

[illegible]



**Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES**

A Local School System must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

**PUBLIC SCHOOLS:**

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. **The LSS must only check one method** unless an LSS is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).

- |                                   |       |  |
|-----------------------------------|-------|--|
| <input type="checkbox"/> ____     | A.    | Free Lunch   |
| X ____                            | B.    | Free and Reduced Lunch   |
| <input type="checkbox"/> ____     | C.    | Temporary Assistance for Needy Families (TANF)   |
| <input type="checkbox"/> ____     | D.    | Census Poor (Children ages 5-17 based on 2010 Census Data)   |
| <input type="checkbox"/> ____     | E.    | Children eligible to receive medical assistance under the Medicaid program   |
| <input type="checkbox"/> ____     | F.    | Community Eligibility Provision(CEP)   |
| <br><input type="checkbox"/> ____ | <br>G | <br>NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C)) |

**PRIVATE SCHOOLS:**

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LSS should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

- |                                   |        |  |
|-----------------------------------|--------|--|
| <input type="checkbox"/> ____     | A.     | Use FARMS to identify low-income students  |
| X ____                            | B.     | Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' id   |
| <input type="checkbox"/> ____     | C.     | Extrapolate data from the survey based on a representative sample if complete actual data are unavailable  |
| X ____                            | D.     | Use comparable poverty data from a different source, such as scholarship applications  |
| <br><input type="checkbox"/> ____ | <br>E. | <br>Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area (proportionality) |
| <input type="checkbox"/> ____     | F.     | Community Eligibility Provision (CEP)  |

**Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)**

**Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part A.**

**The following points summarize these requirements:**

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, including middle and high schools.  
  
Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %.
3. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.  
  
If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average or (b) the district-wide grade span poverty averages for the respective grade span groupings.
- 4.

**CHECK below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.**

X **Percentages** -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

**Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

☐ **35% rule** -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

☐ **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

☐ **Special Rule:** Feeder pattern for **secondary schools**. Using this method, a school system may project the number of low-income children in a **secondary school** based on the average poverty rate of the elementary school attendance areas that feed into the school. (ESEA section 1113 (a)(5)(B)). **Complete Tables 7-3 and 7-4.**

☐ **New Exception as of 2017-2018:** An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). **Complete Tables 7-6.2.**

**District-wide and school percentage below 35% rule** – District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, **but not below district-wide percentage**. Title I, Part A funds may run out before serving all schools above 35%. (ESEA section 1113 (c)(2)(A)). **Complete Tables 7-3 and 7-5.**

☐ \_\_\_\_\_

**NOTE REGARDING GRADE-SPAN GROUPING:** The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

**Note also re: Feeder Patterns in Maryland:**

In COMAR, Secondary School is defined as the following COMAR 13a.09.10.02B(34):

(34) "Secondary school" means an educational program that:

- (a) Is provided by a teacher to students in any one or consecutive sequence of grades 9—12;
- (b) Consists of instruction in English language arts, mathematics, science, social studies, and other curricular areas required for earning a secondary school diploma.



**Table 7-3** **DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN (PreK\*-12)**

The LSS may rank schools using the district wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2017 to complete this table along with the September 30, 2017 enrollment data.

### Points of Clarrification:

**\*Pre-K Students are counted as ONE child**

$$5,828.00 \quad / \quad 17,999.00 \quad = \quad 32.38\%$$

**Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2018)**

**Total LSS Student  
Enrollment  
(September 30, 2018)**

**District Wide  
Average  
(percentaged) of  
Low-Income  
Children**

**Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW INCOME CHILDREN BY GRADE SPAN GROUPONGS (Complete only if using grade span averaging)**

Grade span groupings are determined by how the school system organizes its schools. For example, if the district has elementary schools serving grades PreK-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Prek-6, K-8, 6-9) **the school system may include a school in the grade span in which it is most appropriate**. Based on the data source(s) noted in Table 7-1 and the district wide average in Table 7-3 **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

### DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span	Total Grade Span Enrollment of Low Income Students	/	Total Grade Span Enrollment	District-wide grade span poverty average
Write Grade Span in Spaces Below				
Elementary (PreK-5)	3297	/	8870	37.17%
Middle (6-8)	1274	/	3972	32.07%
High (9-12)	1257	/	5157	24.37%

**Table 7-5** **CALCULATING THE MINIMUM ALLOCATION-- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% DISTRICT -WIDE POVERTY (125% RULE)**

#DIV/0!

Per Pupil Amount

**Local Educational Agency Title I, Part A  
Allocation (Taken from Table 7-9) (Should match  
# on C-1-25)**

**Total Number of  
Low-Income Public  
and Private School  
Students (Taken  
from Allocation  
Worksheet)**

**Table 7-6.1 CONTINUED ELIGIBILITY**

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will serve for one additional year.

To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty as qualification is based upon the LSS's selection in Table 7-2.

Name of School(s)	MSDE School ID	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A			

**Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY**

**Ranking High Schools - ESEA Exceptions to the Ranking Requirement**

Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B)).

**List the high schools that the LSS is choosing to serve under this exception.**

Name of School(s)	MSDE School ID Number	Poverty Percent

**Table 7-7****TITLE I SKIPPED SCHOOLS**

**LSSs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.**

**Follow the directions in the Skipped School Addendum.**

**Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:**

1. The school meets the comparability requirements of section 1118 (c);
2. The school is receiving supplemental funds from other State and local sources that are spent according the requirements of section 1114 and 1115;
3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I, Part A.

**Number of Skipped Schools:**

0

**Note: The completed  
LSS must submit a copy**

0



**Note:** 1/2 day Pre-K equals .5 FTE

Notations	D	E	F	G	H	I	J	K	L
MSDE	MSDE	Skipped Public School	Specific	Percent of	Enrollment (as of	Income- Public	Low Income	Per Pupil	Skipped Public Schools
1		N/A		#DIV/0!					\$0.00
2				#DIV/0!					\$0.00
3				#DIV/0!					\$0.00
4				#DIV/0!					\$0.00
5				#DIV/0!					\$0.00
6				#DIV/0!					\$0.00
7				#DIV/0!					\$0.00
8				#DIV/0!					\$0.00
9				#DIV/0!					\$0.00
10				#DIV/0!					\$0.00
11				#DIV/0!					\$0.00
12				#DIV/0!					\$0.00
13				#DIV/0!					\$0.00
14				#DIV/0!					\$0.00
15				#DIV/0!					\$0.00
16				#DIV/0!					\$0.00
17				#DIV/0!					\$0.00
18				#DIV/0!					\$0.00
19				#DIV/0!					\$0.00
20				#DIV/0!					\$0.00
		Total				0	0.0		\$0.00

Table 7-7 Skipped

**Table 7-8 EQUITABLE SERVICES**

**COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR)**

1.a: Determining Proportional Share for Equitable Services				
56	/	1,773	=	0.032
Total # of private school children from low income families including those going to schools in other LSSs residing in Title I School attendance area. (Use the total number report in Title I Allocation Worksheet Column N)		Total # of public school children from low-income families in Title I public School plus private school children from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N)		Proportion of reservation
0.032	x	3,310,235.00	=	105,928.00
Proportion of reservation		Total Title I Allocation Use # from Table 7-9.1, 1st line)		Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
105,928.00	x	1%	=	1059
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		For Parent Involvement		Proportional share available to parents of private school participants
1.c: Remaining for Instruction, Professional Development and Administration				
105,928.00	-	1059	=	104,869.00
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		Proportional share available to parents of private school participants		Proportional share for instruction, Professional Development, administration and/or other allowable services
1.d: If using funds for PD, subtract amount for agreed upon PD				
104,869	-		=	104,869
Remaining for instruction, Professional Development and Administration (Table 7-8, line 1c)		Agreed amount of Professional Development (determined during consultation)		Proportional share remaining for instruction and administration
1.e: If using funds for administration, subtract amount for agreed upon administration				
104,869.00	-	1,650	=	103,219.00
Remaining for instruction and administration		Agreed amount of Administration (determined during consultation)		Proportional share remaining for equitable services instruction

**1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)**

**Points of Clarification**



This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts

103,219.00	/	56	=	\$ 1,843.20
Remaining proportional share for instruction (Table 7-8, line 1e)		Number of private school students. (Use the total number reported in the Title I Allocation Worksheet, Column N)		PPA Allocation for eligible private school students

	DETAILED BUDGET DESCRIPTION	Calculation	Total
Parent & Family Engagement	Parent and Family Engagement workshops (~15), academic nights, supplies, and materials (books for students and parents, Make-It, Take-It materials, paper, consumable materials)		\$1,059.00
Professional Development			
Administration	Administrative cost per consultation agreement with KCA (7/29/19) and ADW (8/12/19)		\$1,650.00
Instructional	Special Education certified Instructional Resource Teacher/TSI SpEd support 0.6, hourly certified staff, and materials of instruction		\$103,219.00
Total Equitable Share			\$105,928.00

**Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION**

Before allocating funds to schools, a school system **MUST** reserve funds for certain services.

**LIST** (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

Allocation - Proportional					
Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services (e.g 10,500,000-500,000= 10,000,000).		\$ 3,204,307	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher. Minimum of 90% of 1% that must go to Schools	\$ 32,043.00 28,838.70	
		Total Reservations	Detailed Budget Description	Calculation	Total
2	Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement Spending Plan	\$32,183	Parent Involvement - SMCPs is exceeding the 1% requirement.	100%	\$32,183
3	Services to Neglected Children Sec. 1113(c)(9) (D)(C) of ESEA Must reserve funds if N & D programs exist. Note: Required Attachment- Include a description of how Title I funds support a coordinated effort in the LSS, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.	\$0			
4a	Required: Education for Homeless Children and Youth  Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.  Note: Required Attachment- Please include a description of how Title I funds provide educationally related support	\$31,723	Approximately 1% of the student population is designated homeless. Resultantly 1% of Title I funds are reserved for homeless students.  See required attachment: supplies, materials, clothing, field trips, support to ensure access for homeless students.		\$31,723.00

	services as a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.				
4b	Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento). <b>Required Attachment if Applicable</b> - Include a job description.	\$0			
4c	Optional: Transportation Cost to and from school of origin (above what the LSS would have otherwise provided to transport the student to his or her assigned school). <b>Required Attachment if Applicable</b> - Include 1) description of how the LSS calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LSS used to arrive at the amount in this section..	\$2,000			\$2,000.00
Total Mandatory Set Asides		\$65,906			

**Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION**

Before allocating funds to schools, a school system **MUST reserve** funds for certain services.

**LSSs may reserve funds for district-wide instructional and professional development programs.**

**LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA.** Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

Total Reservation		\$ - Taken from the C-1-25			
		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
5	District-wide Title I Instructional Program(s)	\$134,273	Title I Literacy Lead salary	Salary	\$87,806.70
			Title I Literacy Lead Fixed	Fixed Charges	\$43,966.00
			Mileage & Conferences for Title I Literacy Lead -		\$2,000.00
			Materials and supplies for Title I Literacy Lead:		\$500.00
6	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA	\$0			
Total Districtwide Set Asides		\$134,273			\$134,273



**Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION**

Before allocating funds to schools, a school system **MUST reserve** funds for certain services.

**LIST** (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) .		Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LSSs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation			
		Total Reservations	Admin.	Calculation	Total
7	Management	\$93,266	National, state and regional workshops and conferences related to ESSA, Federal Grant Programs, Finance, Social Emotional Learning and Trauma Informed Schools and Family engagement: Brustein & Manasevit conference, National ESSA conference, Conscious Discipline Trauma and Conscious Discipline Level II, MSDE sponsored Family Engagement workshops, National Family Engagement conference, MSDE professional development and Title I meetings, Title I Regional meetings, MSDE recommended Equity and Access and Early Childhood Roundtables, and English Learner (EL) conferences. Conferences will be selected after Executive Director reviews published agenda and determines value of participation.		\$10,000.00
			Overtime for Title I staff to accomodate changing deadlines and allocation adjustments to support schools and Title I program.		\$5,000.00
			Overtime fixed charges (\$5,000 x 8%)		\$400.00

			Title I Consultant fees - ESSA, changing regulations, credentalling guidance, Non-Public, Time and Effort, Supplement/Supplant, braiding funding, consolidating funding, comparability: not to exceed 20 (7-hour) days @ \$750.00/day. SMCPs' procurement procedures and Board of Education policy followed; documentation on file.		\$15,000.00
			Materials -office materials, paper, toner, binders		\$3,003.30
			Mileage for Central office Title I staff - school visits, MSDE, travel for meetings		\$4,500.00
			Indirect charges @ 1.7%		\$53,562.66
			Cell phone stipends Executive Director .5 = \$600, SFSES = \$1200, per SMCPs' Negotiated Agreement		\$1,800.00
Staff		\$400,783.24	Admin.	Executive Director 0.5 salary	\$80,648.85
			Admin.	Executive Director fixed 0.5	\$29,839.00
			Admin.	Office Manager 0.5 salary	\$34,137.87
			Admin.	Office Manager fixed 0.5	\$11,591.00
			Admin.	Title I Fiscal Secretary 1.0 salary	\$45,072.00
			Admin.	Title I Fiscal Secretary 1.0 fixed	\$32,270.00
			Admin.	Title I Supervisor Student, Family, Staff, Engagement Supervisor (SFSES) 1.0 salary	\$127,373.52

			Admin.	Title I Supervisor SFSES 1.0 fixed	\$39,851.00
		\$0.00			
		\$0			
		\$0			
Total Administrative Reservations		\$494,049			



**Table 7-9 LSS RESERVATIONS FOR CSI AND Title I TSI SCHOOLS FROM TITLE I ALLOCATION**

**LIST** the amount of reservations set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each school as a Required Attachment, if applicable. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

LIST of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools		Total Reservations	CSI School (List each school on a separate line)	Total Amount of Allocation
8	Does the LSS provide additional Title I Part A funds to support CSI Schools?	\$0	0	
	YES ____ NO __X__			
9	Does the LSS provide additional Title I Part A funds to support <b>Title I</b> TSI Schools?	\$41,040	George Washington Carver Elementary, Title I SW \$5,000 consultant to support teacher capacity development with language and literacy and to facilitate co-teaching model, TSI Special Ed./Gen Ed. IRT at 40% \$36,040.47	\$41,040.47
	YES __X__ NO ____			
Total LSS Reservation		\$41,040		



List the **2019-2020** CSI school(s) and the total amount each school received from the 7% set aside.

LIST of Comprehensive Support and Improvement (CSI) Schools		CSI School (List each school on a separate line)	Total Amount of Allocation
	The LSS has CSI Schools YES ____ NO __X__	0	
Total			\$0.00

**Link for School Improvement Resource Hub**  
<https://www.marylandresourcehub.com/>  
<https://www.marylandresourcehub.com/csi-tsi-schools>

List the **2019-2020** TSI school(s) and the total amount each school received from the LSS District Level set aside **(not federal funds)**

	LIST of Targeted Support	TSI School	Total LSS district
	The LSS has TSI Schools: YES __X__ NO _____	George Washington Carver Elementary	\$0.00
		Dynard Elementary School	\$0.00
		Leonardtwn Elementary School	\$0.00
Total			\$0.00

**Link for School Improvement Resource Hub**

<https://www.marylandresourcehub.com/>

<https://www.marylandresourcehub.com/csi-tsi-schools>

**Table 7-10****BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA)**

1	Total Title I Allocation ( <b>Use amount shown on C-1-25</b> )	----	\$ 3,310,235
2	Equitable share total reported in Table 7-8	minus	\$ 105,928
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 65,906
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ 134,273
5	Administration total reported in Table 7-9.3	minus	\$ 494,049
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ 41,040
7	<b>Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount.</b> <i>(LSSs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i>	equals	\$ 2,469,039

Table 7-11 ESTIMATE OF TITLE I CARRYOVER  
(Annually as of September 30)

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15 month expenditure period (e.g., July 1, 2017-September 30, 2018)

**Updated Carryover guidance for Equitable Services:**

In general, to ensure that equitable services are provided in a timely manner, an LSS must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated.. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LSS is unable to obligate all funds within the timeframe in a responsible manner. Under those circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LSS must consult with appropriate private school officials. (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I 2018-2019 allocation:

**\$3,025,186.00**

The estimated amount of Title I funds the school system will carryover:

**381,664**

1. The estimated percentage of carryover Title I funds as of September 30, 2019 :  
**THIS IS A PROJECTION**

**12.62%**

Does the LSS intend to apply to the State for a waiver to exceed the 15% carryover limitation

Yes

☐

No

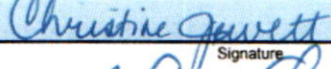
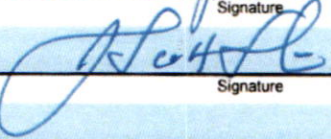
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**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	3,310,235.00	AMENDED BUDGET #		REQUEST DATE	09/25/19
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-20		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2019	9/30/2021	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						53,563.00	53,563.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	294,032.00	15,000.00	3,003.00	14,500.00			326,535.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	8,953.00	3,338.00	19,208.00				31,499.00
Prog. 02 Special Prog.	1,480,688.00	161,967.00	127,891.00	7,286.00			1,777,832.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						105,928.00	105,928.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	46,600.00	29,700.00	6,633.00	55,144.00			138,077.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>			31,723.00				31,723.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>				4,300.00			4,300.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				840,778.00			840,778.00
<b>213 Food Services</b>							
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	1,830,273.00	210,005.00	188,458.00	922,008.00	0.00	159,491.00	3,310,235.00

Finance Official Approval	Christine Jewett		9/23/19	301-475-5511 x 32120
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		9/24/19	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



**FY 2020**

**Title I Table 7-8, 7-9 Crosswalk**

School / District	Description/Purpose: Include Expected Outcome
SMCPS	4 Teachers (Interventionists) Provide tiered interventions, academic and social emotional support
SMCPS	10 Instructional Resource Teachers Develop teacher capacity,
SMCPS	7 Paraeducators Provide academic support to classroom, foster
SMCPS	2 Parent Liaisons, Support parent and family engagement
SMCPS	Teacher supplemental pay, supports collaboration and provides
Parent and Family Engagement	Parent Involvement Supplemental Pay, supports teacher and staff
District-wide Title I Instructional Programs	Instruction Reservation 1 Literacy Lead Teacher, data analysis,
District-wide Title I Instructional Programs	Reservation (.4)TSI Special Ed/General Ed IRT provides coaching
SMCPS	Instructional Substitutes, supports collaborative planning, supports
SMCPS	Hourly Paras through temp agency, supports classroom instruction,
SMCPS	Interventionist through temp agency
SMCPS	Contracted educational enrichment programs for students,
Parent and Family Engagement	Parent Involvement - Contracted, provides programs and supports
District-wide Title I Instructional Programs	Consultant for George Washington Carver Elementary Title 1 TSI
SMCPS	Research based instructional materials, fosters evidence based
District-wide Title I Instructional Programs	materials to support Literacy Lead, fosters successful
Parent and Family Engagement	Parent Involvement supplies, materials and food, fosters family
SMCPS	Other Charges - Educational enrichment programs for students,
District-wide Title I Instructional Programs	Literacy Lead - conferences & mileage
SMCPS	Student Incentives, PBIS, supports MTIS
Equitable Services Proportional Share	Fixed Charges for Non-Public FTE.FICA, Retirement / Life Insurance,
Equitable Services Proportional Share	Non-Public contracted hourly tutors, certified teachers provide
Equitable Services Proportional Share	Non-Public (.6) Instructional Resource Teacher, benefitted master
Equitable Services Proportional Share	Non-Public Contracted Professional Development, as per
Equitable Services Proportional Share	Non-Public materials, support academic programming
Equitable Services Proportional Share	Parent and Family Engagement workshops, academic nights,
Equitable Services Proportional Share	Administrative costs
SMCPS	Staff Development supplemental pay, supports collaboration,
SMCPS	Staff Development substitutes, supports during the school day

	SMCPS	Consultants to provide training: literacy, math, instructional best
	SMCPS	materials to support professional development; supports evidence
	SMCPS	Professional Development conferences - attend Title I conference,
Administration	SMCPS	Executive Director .5 salaries
Administration	SMCPS	Office Manager .5 salary
Administration	SMCPS	Title I secretary 1.0 salary
Administration	SMCPS	SFSES 1.0 Salary
Administration	SMCPS	cell phone stipend Executive Director (.5) \$600, SFSES (1.) \$1,200
Administration	SMCPS	Clerical & Admin Hourly assistance including over time; supports
Administration	SMCPS	Consultant Services to assist with applying, interpreting and
Administration	SMCPS	Postage, office and administrative supplies
Administration	SMCPS	Mileage - various trips per month include Title I schools, Parent
Administration	SMCPS	Conferences - various including Title I PD, federal policy
Education for Homeless Children and Youth	SMCPS	Educational support to Homeless Children and Youth including
	SMCPS	Field Trips - Research based instructional support trips,
Education for Homeless Children and Youth	SMCPS	Transportation costs to and from school of origin
Administration	SMCPS	Fixed Charges for FTEs.FICA, Retirement / Life Insurance, Worker's
Administration	SMCPS	Fixed Charges - FICA and Workers Comp for hourly
	SMCPS	Fixed Charges for Instructional FTEs.FICA, Retirement / Life
	SMCPS	Fixed Charges - FICA and Workers Comp for hourly staff
	SMCPS	Fixed Charges - FICA and Workers Comp for hourly instruction
District-wide Title I Instructional Programs	SMCPS	Fixed Charges for Literacy Lead.FICA, Retirement / Life Insurance,
District-wide Title I Instructional Programs	SMCPS	Fixed Charges for TSI Special Ed/General Ed IRT.FICA, Retirement /
Parent and Family Engagement	SMCPS	Fixed Charges - FICA and Workers Comp for hourly Parent
Administration	SMCPS	Indirect 1.7%

**Title I Budget Narrative**

Category / Program Number (Aligns with C- 1-25)	Budget Object Number	Line Item	Calculation	Total
203-205 - 02- Inst. Categories-Special Prog.	01-Salaries & Wages			213,090.00
203-205 - 02- Inst. Categories-Special Prog.	01-Salaries & Wages			834,139.00
203-205 - 02- Inst. Categories-Special Prog.	01-Salaries & Wages			206,639.00
203-205 - 02- Inst. Categories-Special Prog.	01-Salaries & Wages			85,936.00
203-205 - 02- Inst. Categories-Special Prog.	01-Salaries & Wages		30 / hr	9,930.00
203-205 - 01- Inst. Categories-Regular Prog.	01-Salaries & Wages		2 30 / hr	8,953.00
203-205 - 02- Inst. Categories-Special Prog.	01-Salaries & Wages		5	87,807.00
203-205 - 02- Inst. Categories-Special Prog.	01-Salaries & Wages		6	23,797.00
203-205 - 02- Inst. Categories-Special Prog.	01-Salaries & Wages			19,350.00
203-205 - 02- Inst. Categories-Special Prog.	02-Contract Services		15.81 / hr	99,590.00
203-205 - 02- Inst. Categories-Special Prog.	02-Contract Services		38/hr	51,727.00
203-205 - 02- Inst. Categories-Special Prog.	02-Contract Services			5,650.00
203-205 - 01- Inst. Categories-Regular Prog.	02-Contract Services	2		3,338.00
203-205 - 02- Inst. Categories-Special Prog.	02-Contract Services			5,000.00
203-205 - 02- Inst. Categories-Special Prog.	03-Supplies & Materials			127,391.00
203-205 - 02- Inst. Categories-Special Prog.	03-Supplies & Materials	5		500
203-205 - 01- Inst. Categories-Regular Prog.	03-Supplies & Materials	2		19,208.00
203-205 - 02- Inst. Categories-Special Prog.	04-Other Charges			1,000.00
203-205 - 02- Inst. Categories-Special Prog.	04-Other Charges	5		2,000.00
203-205 - 02- Inst. Categories-Special Prog.	04-Other Charges			4,286.00
203-205 - 07- Inst. Categories-Non Public Transfer	08-Transfers		manually calculi	21,059.00
203-205 - 07- Inst. Categories-Non Public Transfer	08-Transfers		37.95 / hr	45,363.00
203-205 - 07- Inst. Categories-Non Public Transfer	08-Transfers			33,001.00
203-205 - 07- Inst. Categories-Non Public Transfer	08-Transfers			2,200.00
203-205 - 07- Inst. Categories-Non Public Transfer	08-Transfers			1,596.00
203-205 - 07- Inst. Categories-Non Public Transfer	08-Transfers			1,059.00
203-205 - 07- Inst. Categories-Non Public Transfer	08-Transfers			1,650.00
203-205 - 09- Inst. Categories-Instruction Staff Dev.	01-Salaries & Wages		30 /hr	10,800.00
203-205 - 09- Inst. Categories-Instruction Staff Dev.	01-Salaries & Wages		9.50 - 13 / hr	35,800.00



203-205 - 09- Inst. Categories-Instruction Staff Dev.	02-Contract Services		29,700.00
203-205 - 09- Inst. Categories-Instruction Staff Dev.	03-Supplies & Materials		6,633.00
203-205 - 09- Inst. Categories-Instruction Staff Dev.	04-Other Charges		55,144.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	7	80,649.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	7	34,138.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	7	45,072.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	7	127,373.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	7	1,800.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	7	5,000.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	02-Contract Services	7	15,000.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	03-Supplies & Materials	7	3,003.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	04-Other Charges	7	4,500.00
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	04-Other Charges	7	10,000.00
207- Student Personnel Serv.	03-Supplies & Materials	4	31,723.00
209 - Student Transportation	04-Other Charges		2,300.00
209 - Student Transportation	04-Other Charges	4b	2,000.00
212 - Fixed Charges	04-Other Charges	7 manually calcula	113,551.00
212 - Fixed Charges	04-Other Charges	7	400
212 - Fixed Charges	04-Other Charges	manually calcula	664,842.00
212 - Fixed Charges	04-Other Charges		3,818.00
212 - Fixed Charges	04-Other Charges		1,274.00
212 - Fixed Charges	04-Other Charges	5 manually calcula	43,966.00
212 - Fixed Charges	04-Other Charges	5 manually calcula	12,243.00
212 - Fixed Charges	04-Other Charges	2	684
201 - 22-Admin-Business Support	08-Transfers	7	53,563.00
			3,310,235.00

**Notes**

Category/Program #s:	Category Descriptions
201 - 21-Admin-General Support	Admin-General Support
201 - 22-Admin-Business Support	Admin-Business Support
201 - 23-Admin-Centralized Support	Admin-Centralized Support
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	Mid-level Admin-Inst. Admin. & Supv.
203-205 - 01- Inst. Categories-Regular Prog.	Inst. Categories-Regular Prog.
203-205 - 02- Inst. Categories-Special Prog.	Inst. Categories-Special Prog.
203-205 - 07- Inst. Categories-Non Public Transfer	Inst. Categories-Non Public Transfer
203-205 - 09- Inst. Categories-Instruction Staff Dev.	Inst. Categories-Instruction Staff Dev.
203-205 - 10- Inst. Categories-Guidance Serv.	Inst. Categories-Guidance Serv.
203-205 - 11-Inst. Categories-Psychological Serv.	Inst. Categories-Psychological Serv.
207- Student Personnel Serv.	Student Personnel Serv.
208 - Student Health Services	Student Health Services
209 - Student Transportation	Student Transportation
212 - Fixed Charges	Fixed Charges
214 - Community Services	Community Services

**Budget Object #:**

01-Salaries & Wages  
02-Contract Services  
03-Supplies & Materials  
04-Other Charges  
05-Equipment  
08-Transfers

**Cross Walk Title I**

Equitable Services  
Parent and Family  
District-wide Title I  
District-wide  
Administration  
Support for Title I CSI  
Services to Neglected  
Education for  
Homeless Liaison  
Homeless Education  
Optional-Foster Care

## II. Title II

## **Attachment 8**

### **Revised June 2019**



**Title II, Part A**  
**Systems of Support for Excellent Teaching and Leading**



**ATTACHMENT 8    TITLE II, PART A  
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND  
LEADING**

**Local School System: St. Mary's    Fiscal Year 2019-2020**

**Title II-A Coordinator: Lisa Bachner**

**Telephone: 301-475-5511    E-mail: [lebachner@smcps.org](mailto:lebachner@smcps.org)**

**Title II, Part A Application**

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs (Optional for FY18)
- Identified Priorities (Optional for FY18)

1.0: Targeted Supports and Consultation (Required)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (Required)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (Required)

6.0: Private School Services (Required)

**The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—**

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**To be eligible to receive a subgrant, a local education agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:**

(A) Activities to be carried out by the local education agency and how these activities will be aligned with challenging State academic standards.

(B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teacher and opportunities to develop meaningful teacher leadership.

(C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and

improvement activities.

(D) Use of data and ongoing consultation to continually update and improve activities

(E) Provide equitable services and timely consultation to private school children and teachers

**Consultation: In developing the application a local education agency will:**

(A) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the the purpose of Title IIA.

(B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LEA activities to meet the purpose of the title

(C) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(D) Required consultation can not interfere with the timely submission of the application

**ATTACHMENT 8    TITLE II, PART A  
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND  
LEADING**

**Local School System: St. Mary's**

**Fiscal Year: 2019-2020**

**1.0 TARGETED SUPPORTS AND CONSULTATION – Required**

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

St. Mary's County Public Schools is committed to the following priorities as evidenced in this plan:

- Reduction of Class Size to improve student achievement through the recruiting, hiring, and retainment of highly qualified and effective teachers.
- Providing Personalized Professional Learning, including conferences, workshops, and courses, to all staff that educate our children that is focused on improving teaching and student learning and achievement.
- Support new teacher induction and mentoring programs designed to improve classroom instruction and student learning and achievement while increasing retention of effective teachers.
- Support teachers in critical shortage areas and that teach children with disabilities and English Language Learners.
- Support identified TSI schools by providing stipends and substitutes for TSI Assistance Teams to meet, review data throughout the year as it is collected, and plan next steps for identified students.
- Support identified TSI Assistance Team members with the Professional Development needs identified through the data review and reflection process.

Please provide a description of how the local education agency meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

St. Mary's County Public Schools does the following to ensure that meaningful consultation with school system leaders, principals, teachers and paraprofessionals occur to address the priorities as listed above:

- Weekly Superintendent's Cabinet Meetings
- Weekly Department of Instruction Meetings with Instructional Directors
- Weekly Division of Curriculum and Instruction Meetings with Instructional Supervisors
- Joint meetings of the Department of Instruction, the Department of Special Education and the Office of Assessment and Accountability
- Monthly county-wide Administrator and Supervisor meetings with all facets of the school system represented
- Monthly New Teacher Seminars with all first year teachers
- Monthly Staff Meetings at all schools with all staff, including paraprofessionals and other support staff, as the agenda warrants
- Monthly Instructional Resource Teacher meetings
- Professional Learning Communities at work throughout the year and supported with monies from Title II



- Meetings and joint committee meetings (ex: Assessment Committee) held in collaboration with the educational associations as well as community groups such as Patuxent Partnerships and NAACP.
- Establish TSI Assistance Teams for each of the three TSI schools. These teams will be comprised of central office staff and school based staff and led by the Director of Special Education. The teams will meet on a monthly basis to “dissect” incoming formative and summative data on those students identified in the subgroup cohort to make instructional plans and deploy resources as is needed.

Please provide a description of how the local education agency will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

St. Mary’s County Public Schools has a robust communication structure in place as evidenced in how we consult with one another always in regard to our system priorities. Multiple data sources are used throughout the year to update and improve the activities that are supported by our Title IIA funds. These include but are not limited to:

- Use of Basecamp to document both meeting agendas and meeting minutes for Cabinet, Department of Instruction and Department of Curriculum and Instruction Meetings
- Use of Google Sites to document meeting agendas and provide as needed resources and supports for Administrator and Supervisory; and Instructional Resource Teacher meetings
- Use of Google Surveys to provide feedback after Administrator and Supervisory meeting as well as New Teacher Seminar meetings and Instructional Resource Teacher meetings to determine next steps to meet identified needs
- Ongoing analysis of student data from multiple sources to determine system supports and professional development needed as well as what support and training is needed for individual schools and teachers based on the data
- Development and communication of the Master Plan to pinpoint specific school system goals which in turn are reflected in the School Improvement Plans of each school
- Use of School Improvement Plans by all to determine supports and resources schools and their staffs need
- Use of Performance Matters/UNIFY to monitor student achievement data
- Data analysis throughout the year of courses taken/taught; evaluation ratings of both professional and support staff; and use of professional development funds at individual schools to name a few.
- The use of the Basecamp platform will be used to house TSI Assistance Team Agendas and supporting documents. The agendas will share the data reviewed monthly and those supports requested and deployed (ex: collaborative planning funds for general education and special educators to meet and co-plan for specific students as identified in the cohort).

**ATTACHMENT 8    TITLE II, PART A  
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND  
LEADING**

<b>Local School System: St. Mary's</b>	<b>Fiscal Year: 2019-2020</b>
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To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

**Administrative Costs:** Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

<b>2.0 ADMINISTRATIVE COST - Allowable</b>			
<b>Item</b>	<b>Line Item</b>	<b>Description</b>	<b>Public School Costs</b>
2.1			
2.2			
2.3			
2.4			
		<b>Total for Section 2.0</b>	

**ATTACHMENT 8    TITLE II, PART A  
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

**Local School System: St. Mary's**

**Fiscal Year: 2019-2020**

To ensure that every student has access to excellent educators, SEAs and LEAs must work together to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LEAs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).

**3.0 ENSURING EQUITABLE ACCESS – Required**

**Based on the review of equitable access data, which equity gaps are current priorities for your LEA? Cite specific data points.**

Unlike previous years in reviewing our data to develop our Title II plan, we felt it necessary to use two consecutive years of data to see if what we put into place last year is working and should continue as another evaluative measure. Our Title II plan and monies spent last year were all research-based practices and activities but we wanted to see if what the research “said” actually came to fruition when looking at our MCAP data. We also have begun the process of forward planning to report to MSDE the “Outcome Evaluation Level” for each of our Title II activities at the end of the grant period while also ensuring that all activities have been planned with equity for all in mind.

We made great gains in English/Language Arts. Our aggregate scores are above the state averages for each grade level. Although the state data is not yet published in regard to subgroups we do have our subgroup data. We are pleased that our subgroups are also moving in the right direction albeit in very small increments. We still have major gaps in regard to the African American, FARMS and in particular, the Special Education subgroup which have been and will continue to be a focus with this plan. We feel we have made more substantial gains in English/Language Arts than Mathematics in part because of the intense state focus on literacy such as the Striving Readers Grant and the Blueprint for Maryland’s Future – Transitional Supplemental Instruction monies given to each county.

We made not made as great of gains in Mathematics although our aggregate scores are well above the state averages for each grade level. We are very concerned that not all of our subgroups are moving in the right direction and if they are they are moving, they are moving in very small increments. We are awaiting state subgroup scores to see if patterns exist for these subgroups in regard to state data and so we can outreach to other counties with like demographics that are making gains in these subgroups. We are very hopeful that the state will next focus on mathematics as they have done for literacy as we feel we are really gaining traction with all that has been put into place and would have like to have the same opportunity for access to resources and supports for mathematics. Regardless, we have been able to provide great professional development to our mathematics teachers and those that support mathematics classrooms and have, this year, adopted new math textbooks for grades K-12 all of which have been given highly effective rating by EdReports Title II funds have helped us do the following which we plan to continue in our 2019-2020 plan:

- Braid funds from multiple sources in order to deliver good, consistent, and uniform Professional Development to all of our staff. Working together to

develop and provide professional development has been a collaborative effort between and among the Department of Curriculum and Instruction; the Department of Special Education; the Office of Assessment and Accountability; the Office of Supplemental Programs; and the Office of Student Services and all the grants they receive – Titles I, II, III, and IV, NCIL, SRCL, Safe to Learn, and (insert Scott and);

- Bring more contracted specialists to our staff for training so we can ensure that both a consistent message is being shared and that, for some of the activities, we can develop our own staff to become “trainer or trainers”;
- Participate in all trainings and supports offered by MSDE to both our system leadership, such as content supervisors, as well as to our teachers, such as FAME training;
- Send content supervisors and teacher leaders to national and state conferences as well as the local Common Ground conference, ensuring that we are sending a representative cohort, with the expectation that they would return and bring back those resources and training to all our teachers;

Make collaborative planning a “need” for teachers. For the first time ever, teachers are asking for more collaborative planning time. We have seen, over the past year, an increase of requests and use of Title II funds for collaborative planning at the high school level as well as for general education and special education teachers that co-teach serve to support one another. Additionally, we have put accountability measures in place for these planning teams to document what is happening during these planning times and that it correlates to our system initiatives and grant requirements.

MCAP Reading Scores, two year comparison, reflecting percentage of those students scoring the “passing” score of a 4 or a 5:

Assessment Year	Grade Assessed	State	SMCPS	SMCPS African American	SMCPS FARMS	SMCPS Special Education
2018	3	38.8	44.3	17.9	23.7	8.7
2019	3	41.2	46.6	27.1	28.6	9.5
2018	4	43.1	47.1	18.1	24.9	7.6
2019	4	43.6	50.3	23.7	29.4	8.2
2018	5	42.1	48.8	22.4	25.3	9.2
2019	5	43.9	50.6	22.3	28.3	7.2
2018	6	38.6	40.3	10.9	10.4	6.1
2019	6	41.1	44.2	19.5	22.6	6.0
2018	7	45.6	46.2	19.4	21.0	7.2
2019	7	47.3	50.2	27.3	28.3	9.2
2018	8	41.3	45.1	20.2	22.7	3.3
2019	8	45.0	49.1	21.1	23.4	6.0
2018	10	48.5	51.1	22.4	24.0	11.5
2019	10	42.6	56.5	31.1	29.3	9.4

MCAP Mathematics Scores, two year comparison, reflecting percentage of those students scoring the “passing” score of a 4 or a 5:

Assessment Year	Grade Assessed	State	SMCPS	SMCPS African American	SMCPS FARMS	SMCPS Special Education
2018	3	42.2	46.8	13.6	22.9	14.5
2019	3	42.5	46.8	24.9	27.0	15.6
2018	4	38.7	45.8	16.5	22.2	10.9
2019	4	39.4	48.2	16.5	24.7	13.7
2018	5	38.0	47.3	16.7	24.3	11.8
2019	5	36.7	45.1	14.2	22.2	9.0
2018	6	31.8	35.3	10.2	13.8	5.4
2019	6	30.1	37.9	10.8	14.2	6.0
2018	7	28.6	43.7	16.9	21.1	6.5
2019	7	26.6	38.8	11.9	18.9	3.9
2018	8	15.8	21.6	9.4	12.6	4.2
2019	8	12.5	22.8	7.1	11.8	3.2
2018	Algebra I	34.9	45.2	18.7	20.7	8.8
2019	Algebra I	27.2	43.9	19.9	20.8	12.9



## Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- **REQUIRED**

*\*If the district is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.*

Item #	US Ed Allowable Activities	Brief Description of Specific Services including: • Timeline • Audience • Implementation Evaluation	Cite: • the level of evidence • study or studies that support this activity/series • the rationale for your rating	Public School Costs
<b>1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals</b>				
1.1	Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).  <b>The LEA may develop initiatives that provide:</b>			
1.1.1	expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)			
1.1.2	ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems  <i>*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</i>			
1.1.3	teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103](b)(3)(B)(iii)	Improve the quality of the administrative, teaching, and paraeducator force through payment of test fees to teachers who take and pass the appropriate content area tests required to become certificated or highly qualified. Examples include but are not limited to the PRAXIS exam, Principal II test, and ParaPro	The Secretary's Sixth Annual Report on Teacher Quality. A Highly Qualified Teacher in Every Classroom <i>US Department of Education</i>	\$7,000

	<p>assessment.</p> <p>Timeline: These funds will be made throughout the year until exhausted.</p> <p>Audience: Any administrator, teacher, or paraeducator that works directly with students</p> <p>Implementation: The Human Resources Department in collaboration with the Department of Curriculum and Instruction will publicize that this support is available and work with individuals who are seeking additional certifications.</p> <p>Evaluation: Data collected to determine what certifications were obtained given the funds allotted to ensure that they foster the certification and retention of highly qualified teachers.</p>	<p><a href="https://eric.ed.gov/?q=highly+qualified+teachers+student+achievement&amp;ft=on&amp;pg=2&amp;id=ED513872">https://eric.ed.gov/?q=highly+qualified+teachers+student+achievement&amp;ft=on&amp;pg=2&amp;id=ED513872</a></p> <p>This report addressed the teacher shortage, particularly in Maryland, and various research-based avenues that states have employed in order to increase the number of Highly Qualified Teachers they have. Maryland is specially referenced in this paper citing the "Quality Teacher Incentive Act". State assessments such as the PRAXIS and National Board Certification are specially referenced in this document.</p> <p>This is a level 4 program. While no empirical studies have been conducted for the reimbursement of tests needed for certifications, there is rationale that reimbursement of tests needed for certifications is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	
	<p>Offer MSDE-approved coursework in reading that promotes completion of certification and highly qualified requirements such as Reading in the Content Areas I and II, etc.</p> <p>Timeline: These funds will provide funding for six classes to be taught throughout the school year.</p> <p>Audience: Any administrator, teacher, or paraeducator.</p> <p>Implementation: The Human Resources Department in collaboration with the Department of Curriculum and Instruction will publicize and promote these</p>	<p><b>Maryland State Approved Reading Courses</b></p> <p><a href="http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/Reading/MarylandStateApprovedReadingCoursesJuly2017.pdf">http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/Reading/MarylandStateApprovedReadingCoursesJuly2017.pdf</a></p> <p>This MSDE published document shares the state of Maryland's commitment to ensuring teachers have the coursework needed regardless of the grade and content that they teacher to teach reading to</p>	\$7776.00



		<p>courses. The courses will be taught by instructors that are highly qualified and will meet the course criteria established by MSDE.</p> <p>Evaluation: Data collected on how many administrators, teachers and/or paraeducators completed the courses offered. An end of course evaluation will be given to all participants as well as a Google Drive established to warehouse all the final projects. Final projects will be used to determine if any facets of the course need to be revised and/or what projects should be replicated for others at the county level.</p>	<p>all students.</p> <p>This is a level 4 program. While no empirical studies have been conducted for the funding MSDE-approved coursework needed for certifications, there is rationale that offering courses in-house needed for certifications is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	
1.2	<p><b>Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;</b></p>			
1.3	<p><b>Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers</b></p>	<p>Salaries and fringe benefits for teachers to reduce class size. Four schools will receive an FTE to help with class size reduction. These schools and the data used to make this decision are as follows:</p> <p>Benjamin Banneker Elementary School- Grade 2 – an additional FTE reduces the class size from 30 students per class to 22 students per class.</p> <p>Dynard Elementary School- Grade 3 – an additional FTE reduces the class size from 35 students per class to 23 students per class.</p> <p>Greenview Knolls Elementary School- Grade 2 – an additional FTE reduces the class size from 29 students per class to 19 students per class.</p> <p>Piney Point Elementary School- Grade 1 – an additional FTE reduces the class size from 36 students per class to 24 students per class.</p> <p>Timeline: These FTE will be employed for the 2019-2020 school year.</p> <p>Audience: Benjamin Banneker Elementary School;</p>	<p><b>“Another Look at the Glass and Smith Study on Class Size”</b>  <i>James L. Phelps; Educational Considerations Fall 2011</i>  <a href="https://eric.ed.gov/?id=EJ964520">https://eric.ed.gov/?id=EJ964520</a></p> <p>This study takes the research done in 1978 by Glass and Smith’s and recalculates the data using more sophisticated statistical tools. The data continues to show that there is a likely relationship between increased student achievement in class sizes between 15-32 and a marked decrease in classes over 33 students. Class sizes 15-22 showed the most marked achievement gains. It is to be noted that this research did not take into account factors such as socio-economic status, support staff and materials.</p> <p>This is a level 4 program. While no</p>	\$194,083



		<p>Dynard Elementary School; Greenview Knolls Elementary School; and Piney Point Elementary School.</p> <p>Implementation: Human Resources will work with the building principals to hire highly qualified teachers for these classroom positions if needed. Currently all teachers in these positions are highly qualified and have classroom experience.</p> <p>Evaluation: Student achievement in these classrooms will be monitored throughout the year to see how they perform academically in comparison to their cohort.</p>	empirical studies have been conducted for the reduction of class size and student achievement, there is rationale that the reduction of class size is likely to improve relevant outcomes based on the high-quality research findings cited above.	
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:			
<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>				
2.1	<p><b>Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement.</b></p> <p><b>The LEA may develop initiatives that:</b></p>			
2.1.1	help all students develop the skills essential for learning readiness and academic success;			
2.1.2	use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;			
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;			
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);			
2.1.5	provide opportunities for experiential learning through			

	observation			
2.1.6	<p>provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)</p>	<p>Provide professional development activities using the "trainer or trainer" model for system initiatives such as Standards –Based grading and Multi-Tiered Systems of Support.</p> <p>Monies are also budgeted for purchase of books to support initiatives such as new teacher seminars and supplies for facilitation.</p> <p>Timeline: These funds will provide stipends to pay teachers to attend workshops and classes throughout the school year in order to be the "trainer of trainers" back at their school sites.</p> <p>Audience: Select highly-qualified teachers and paraeducators.</p> <p>Implementation: The Department of Curriculum and Instruction in collaboration with building principals, the Department of Special Education and the Department of Student Services will determine system initiatives and then those staff that would best be trained to train their colleagues. Training will be done in the summer as well as throughout the school year as needed and as data on system initiatives becomes available.</p> <p>Evaluation: Data such as Response to Interventions (RTI) will be used to determine training and supports needed throughout the year. Adjustments will be made according to the data collected.</p> <p>Provide substitute funds and stipends for school-based Professional Learning Communities to analyze data; select, construct and implement formative assessments; design classroom-based assessments; determine and implement appropriate interventions, supports and extensions for students; and provide time to review student work to plan next instructional steps. This year our system focus will be incorporation of UDL strategies into daily lesson planning; analyzing data and developing formative assessment to benchmark deficit standards; and Standards Based Grading.</p>	<p><b>Key Characteristics of Teacher Leaders in Schools</b>  <i>Lumpkin, Angela; Claxton, Heather; Wilson, Amanda; Administrative Issues Journal: Connecting Education, Practice, and Research, v4 n2 p59-67 2014</i></p> <p><a href="http://files.eric.ed.gov/fulltext/EJ1058520.pdf">http://files.eric.ed.gov/fulltext/EJ1058520.pdf</a></p> <p>This journal article shares how teacher leaders can work to bring back and foster system initiatives while providing collegial support. The article is supported throughout with references to current research in the field of "teacher of teacher" learning.</p> <p>This is a level 4 program. While no empirical studies have been conducted for the funding of trainer of trainer professional development models and student achievement, there is a rationale that the funding of trainer of trainer professional development models is likely to improve relevant outcomes based on the high-quality research findings cited above.</p> <p><b>Pieces of the Learning Puzzle</b>  Tracy Crow; April 2015/ Volume 36 No. 2</p> <p><a href="https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf">https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf</a></p> <p>"The Standards for Professional Learning outline the characteristics of</p>	<p>\$ 7240</p> <p>\$80,989</p>

		<p>Timeline: These funds are to be used for stipends or substitutes for the 2019-2020 school year or until exhausted.</p> <p>Audience: All schools in SMCPS.</p> <p>Implementation: The Director of the Department of Curriculum and Instruction (DCI) will inform schools of these funds and how these funds can be requested, accessed, and should be spent.</p> <p>The Director of DCI will monitor schools' use of funds throughout the year giving guidance as needed and paying particular attention to those schools not utilizing designated funds to determine if additional supports are needed.</p> <p>Evaluation: Ask for artifacts for activities undertaken by school teams to validate use of funds as well as create models for other schools. Select various groups/teams/teachers utilizing the money to survey about the experience and the influence on their own professional learning and the impact on the achievement of their students.</p> <p>Provide stipends for individual and teacher/administrative teams to develop and then complete self-proposed action research projects to: analyze data; select, construct and implement assessments, interventions and activities; and provide time to review work to plan next instructional steps. This year our system focus will continue to be incorporation of UDL strategies into daily lesson planning; analyzing data and developing formative assessment to benchmark deficit standards; Standards Based Grading; and documentation and use of Response to Intervention data with fidelity.</p> <p>Timeline: These funds are to be used for stipends or substitutes for the 2019-2020 school year or until exhausted.</p> <p>Audience: All schools in SMCPS.</p>	<p>professional learning that leads to effective teacher practices, supportive leadership and improved student results... Learning Forward leads the field in understanding what links professional learning to improved student achievement.”</p> <p>This is a level 4 program. While no empirical studies have been conducted for the support of the work of Professional Learning Communities (PLC's) and student achievement, there is a rationale that the funding of support for PLC's is likely to improve relevant outcomes based on the high-quality research findings cited above.</p> <p><b>Pieces of the Learning Puzzle</b> Tracy Crow; April 2015/ Volume 36 No. 2</p> <p><a href="https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf">https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf</a></p> <p>“The Standards for Professional Learning outline the characteristics of professional learning that leads to effective teacher practices, supportive leadership and improved student results... Learning Forward leads the field in understanding what links professional learning to improved student achievement.”</p>	\$59,400
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		<p>Implementation: The Director of the Department of Curriculum and Instruction (DCI) will inform schools of the process for submission of action research projects and how these funds can be requested, accessed, and should be spent.</p> <p>The Director of DCI and content supervisors will monitor use of these funds throughout the year giving guidance as needed to participating individuals and groups.</p> <p>Evaluation: Submission of completed action research projects by participating individuals and groups will be collected and reviewed by the Director of Curriculum and Instruction, content supervisors and/or select lead teachers. Projects will serve to create models for others as well as be used by content supervisors to supplement their content resources.</p> <p>Provide stipends to host the 2<sup>nd</sup> Annual SMCPs Literacy Conference. This conference hosted and showcasing all SMCPs staff, gives our own staff a platform to showcase those system literacy initiatives that are working in their schools and classrooms for replication in all SMCPs schools and classrooms. Literacy for this conference will be encompass all content literacy. Stipends will be given to those preparing and presenting at the conference as well as those attending the conference. Stipend monies will also be available for school teams to debrief what was learned at the conference and develop their School Improvement Plan and Professional Development Plan for the upcoming year thus ensuring the information gained at the conference continues to provide professional development opportunities for teachers throughout the school year.</p> <p>Timeline: Conference planning will occur Spring 2020 and the conference and after-conference planning will occur August 2020.</p> <p>Audience: All schools in SMCPs.</p> <p>Implementation: A Conference Committee will be establish comprised of system and school leadership as well as teacher leaders to plan and facilitate the conference.</p>	<p>This is a level 4 program. While no empirical studies have been conducted for the support of the work of Professional Learning Communities (PLC's) and student achievement, there is a rationale that the funding of support for PLC's is likely to improve relevant outcomes based on the high-quality research findings cited above.</p> <p>It is to be noted that this activity was done as part of the Year 1 Striving Readers grant and was very successful. We do not have the funds in the Year 2 or Year 3 allotment for Striving Readers and therefore would like to continue this work using Title II funds.</p> <p><b>Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement"</b> REL Southwest; REL 2007- No. 033</p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf</a></p> <p>"Professional development must be of high quality in its theory of action, planning, design, and implementation. In the first step, it should be intensive, sustained, content focused, coherent, well defined, and strongly implemented (Garet et al., 2001; Guskey, 2003; Loucks-Horsley, Hewson, Love, &amp; Stiles, 1998; Supovitz, 2001; Wilson &amp; Berne, 1999). In the second step, teachers must have the motivation, belief, and skills to apply the professional development to classroom teaching (Borko, 2004; Showers, Joyce, &amp; Bennett, 1987), supported by ongoing school collaboration and follow-up consultations with experts. Doing so could require overcoming such barriers</p>	\$91,383
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		<p>Evaluation: Review of conference surveys as well as individual schools' School Improvement Plans and Professional Development Plans.</p>	<p>to new practices as lack of time for preparation and instruction, limited materials and human resources, and lack of follow-up support from professional development providers. In the third step, teaching—improved by professional development—raises student achievement.”</p> <p>This is a level 4 program. While no empirical studies have been conducted for the support of the work of Professional Learning Communities (PLC's) and student achievement, there is a rationale that the funding of support for PLC's is likely to improve relevant outcomes based on the high-quality research findings cited above.</p> <p>It is to be noted that this activity was done as part of the Year 1 Striving Readers grant and was very successful. We do not have the funds in the Year 2 or Year 3 allotment for Striving Readers and therefore would like to continue this work using Title II funds.</p>	
2.1.7	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science			
2.2	<p>Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards</p> <p>The LEA may develop initiatives that increase:</p>			
2.2.1	the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are			

	progressing;			
2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;			
2.2.3	use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness			
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism			
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate			
2.2.6	providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students			
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse			
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)			
	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:			

3. Strategies and Activities to Retain and Provide Support to Effective Educators				
3.1	Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students			
	<b>The LEA may develop initiatives that:</b>			
3.1.1	provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders			
3.1.2	Provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.	<p>Team Mentor Training and compensation for those lead mentors who will serve to help facilitate team mentoring at school sites. Additionally, master teachers who will serve as facilitators at New Teacher Orientation and monthly New Teacher Seminars.</p> <p>Timeline: These funds will provide stipends to pay six lead mentors, including a lead mentor representing special education, for facilitating throughout the year at New Teacher Induction Events.</p> <p>Audience: Select highly-qualified lead mentors Implementation: The Department of Curriculum and Instruction in collaboration with building principals and the Department of Special Education will identify lead mentors. Training of lead mentors will be done in the summer as well as throughout the school year as needed. Lead mentors will participate in monthly New Teacher Seminars as well as in school sites assisting mentor teams.</p> <p>Evaluation: Surveys will be done throughout the year with both the Lead Mentors as well as the new teachers to determine if the activities and supports shared met the new teachers' needs. Adjustments will be made according to the data collected.</p>	<p><b>Research in Higher Education Journal: Mentoring for new-hire, page 1 Mentoring for new-hire success in any profession</b> Charles K. Runyan Pittsburg State University</p> <p><a href="http://files.eric.ed.gov/fulltext/EJ1064631.pdf">http://files.eric.ed.gov/fulltext/EJ1064631.pdf</a></p> <p>This paper shares the process school systems can put into place that ensure a robust mentor program is being delivered to their new staff. The paper has multiple references providing research that supports the concepts in the paper that directly link to the components of our leader mentor training and facilitating that we deliver.</p> <p>This is a level 4 program. While no empirical studies have been conducted for the support of highly qualified lead mentors and student achievement, there is a rationale that the funding of support for highly qualified lead mentors is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	\$13,889



		<p>Facilitating and encouraging attendance at professional conferences for teacher leaders, school leadership and system leaders to learn new practices or find solutions to issues that they are facing in order to meet their goals and provide training to others at “home”.</p> <p>Audience: Highly-qualified lead teachers such as Literacy Coaches and Instructional Resource Teachers; Principals and Assistant Principals; Content Supervisors and System Directors</p> <p>Timeline: These funds will provide the funds to pay for system and school instructional leaders and lead teachers to attend professional conferences throughout the year.</p> <p>Implementation: The Department of Instruction in collaboration with building principals and the Department of Special Education and Human Resources will identify professional conferences that will address our system and school needs. Attendance as conferences will occur throughout the school year as/when they are offered. It is the intent that whomever attends these conferences will bring back the information and share with others in forums such as content newsletters; staff/department/PLC meetings; and county led workshops.</p> <p>Evaluation: Documentation of how information learned at conferences will be available such as staff/department/PLC agendas; articles from content newsletters and syllabi from county led workshops.</p>	<p><b>Pieces of the Learning Puzzle</b> Tracy Crow; April 2015/ Volume 36 No. 2</p> <p><a href="https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf">https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf</a></p> <p>“The Standards for Professional Learning outline the characteristics of professional learning that leads to effective teacher practices, supportive leadership and improved student results... Learning Forward leads the field in understanding what links professional learning to improved student achievement.”</p> <p>This is a level 4 program. While no empirical studies have been conducted for the support of attending professional conferences and student achievement, there is a rationale that the funding to support staff to attend conferences is likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	\$20,000
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve academic success			
3.1.4	Include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation.			



3.1.5	support the instructional services provided by effective school library programs			
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback			
3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce			
	<b>Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:</b>			
<b>4. Use of Funds to Improve Equitable Access to Effective Educators To All Students</b>				
4.1	If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose.			
<p><b>*Below is a list to “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Evidence for ESSA</a> (Hopkins)</li> <li>• <a href="#">Report on School Leadership Interventions under ESSA</a> (RAND)</li> <li>• <a href="#">Social and Emotional Learning Interventions under ESSA</a> (RAND)</li> <li>• <a href="#">What Works Clearinghouse</a> (IES)</li> <li>• <a href="#">Evidence-Based Intervention Network</a> (University of Missouri)</li> <li>• <a href="#">National Center on Intensive Intervention</a> (AIR)</li> <li>• <a href="#">Substance Abuse and Mental Health Services Registry</a> (SAMHSA)</li> <li>• <a href="#">Results First Clearinghouse Database</a> (Pew)</li> <li>• <a href="#">Best Evidence Encyclopedia</a> (Center for Data-Driven Reform)</li> <li>• <a href="#">Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools</a> (Hopkins)</li> <li>• <a href="#">Impact of Family Involvement on the Education of Children</a> (MDRC)</li> </ul>				

## **5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required**

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards. [Section 2102 (b)(2)(A)]

St. Mary's County Public School's (SMCPS) curriculum guides, materials, and assessments align to the Maryland College and Career Readiness Standards for both English and Math, the Next Generation Science Standards, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. In addition, St. Mary's County Public Schools aligns professional learning to the Learning Forward Standards for professional learning. Professional Learning activities for section 4.0 support paraeducators and teachers; principals; and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

To gain a better understanding of what SMCPS provides to teachers, parents, students and the school community in regards to instructional resources and supports, please visit the SMCPS website ([www.smcps.org](http://www.smcps.org)) paying particular attention to the staff, parent, and student tabs where a myriad of resources and detailed information is shared.

Staff link: <http://www.smcps.org/staff>

Parent link: <http://www.smcps.org/parents>

Student link: <http://www.smcps.org/students>

**ATTACHMENT 8    TITLE II, PART A  
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND  
LEADING**

**Local School System:    St. Mary's**

**Fiscal Year: 2019-2020**

**6.0    EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - REQUIRED**

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

Participating Private Schools and Services: Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title II-A services. (Include below or as an attachment)

The participating private schools that we work with and that benefit from the Title II grant by receiving a cost per pupil include:

Bay Montessori -39 students  
 Father Andrew White – 232 students  
 King's Christian – 352 students  
 Leonard Hall – 47 students  
 Little Flower - 130 students  
 Little Seedlings – 7 students  
 Mother Catherine Academy- 140 students  
 St. John's- 225 students  
 St. Mary's Ryken – 674 students  
 St. Michael's – 141 students  
 Starmaker – 16 students

Total Nonpublic students = 2003  
 Total Public students = 18,058  
 Total Students = 20,061  
 Total Title II Allocation = \$544,291  
 Total Allocation Per Student = \$544,291/ 20,061 = \$27.13  
 Total Title II Allocation for Non-Public = \$27.13 x 2003 = \$54,341.00

**Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)**

**St. Mary's County Public School does the following to ensure that we provide equitable access and participation of Title IIA funds to students in private schools:**

- **Ensure that communication is on-going and multifaceted (email; mailings; meetings; phone conversations)**
- **Dialogue and discussion with individual schools as needed in regards to their Needs Assessment**
- **Two scheduled meetings per year with a set agenda**
- **Three mailings per year sharing allotments and then "running totals" as the year progresses**

**Total Amount for Transfers: \$54,341**

SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Instructional Staff Development Salaries & Wages	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Salaries <b>Activity 1.1.3</b>	Stipends to teach courses needed for teacher certification: 6 instructors @ \$1200 per course	\$7,200.00		\$7,200.00
1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Fixed Charges	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Fixed Charges <b>Activity 1.1.3</b>	Fixed charges \$7200 x 8%	\$576.00		\$576.00
1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Instructional Staff Development Other	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Other <b>Activity 1.1.3</b>	Average cost of assessments is \$150/per assessment. This will cover reimbursement for approximately 46 assessments.	\$7,000.00		\$7,000.00
1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Regular Programs Salaries	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Salaries <b>Activity 1.3</b>	4 FTE positions @ actual; Teacher 1: \$51,076.50; Teacher 2: \$51,076.50; Teacher 3: \$51,076.50; Teacher 4: \$51,076.50 <i>*Noted that actual estimated salaries are \$204,306; Carry over balances of \$107,000 from salaries will cover the difference. \$204,306 - \$107,000 = \$97,306</i>	\$97,306.00		\$97,306.00

SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx

1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Fixed Charges	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Fixed Charges Activity 1.3	Total Fringe Benefits @ Actual; Heath - \$48,497; Annual Life Fringe - \$85; FICA & Workmans Comp - \$16,344; Pension - \$31,851. <i>*Noted estimated Fixed Charges calculated on actual estimated salaries of \$204,306. \$204,306 x 8% FICA and Worker's Compensation = \$16,344; Life Insurance 2 employees out of 4 take this benefit 2 x \$42.50 = \$85; Pension \$204,306 x 15.59% = \$31,851; Health (dependent on plan they select) \$17,326 + \$16,612 + \$7279.50 x 2 = \$48,497.</i>	\$96,777.00		\$96,777.00
				<b>Total Activity 1.0</b>	<b>\$208,859.00</b>
2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Salaries & Wages	Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries Activity 2.1.6	100 hours of trainer of trainer compensation @ \$30.00/per hour	\$3,000.00		\$3,000.00



**SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx**

<p><b>2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Fixed Charges</b></p>	<p>Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders.</p> <p align="center"><b>Fixed Charges Activity 2.1.6</b></p>	<p>Fixed charges \$3000 @ total of 8%= \$240</p>	<p align="right"><b>\$240.00</b></p>		<p align="right"><b>\$240.00</b></p>
<p><b>2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Supplies</b></p>	<p>Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders.</p> <p align="center"><b>Supplies Activity 2.1.6</b></p>	<p>Materials and supplies needed by Trainer-of-Trainer staff development will be purchased with these monies. Materials such as books for book studies as well as supplies such as chart paper will be purchased from these monies. Book Studies books generally range from (\$25-\$50 per book for a total cost of \$3500) and therefore will allow the purchase of 70-140 books for use with Book Studies. The remaining \$500 will be used to purchase supplies such as self-adhesive chart paper; post-it notes; white boards; markers; etc.</p>	<p align="right"><b>\$4,000.00</b></p>		<p align="right"><b>\$4,000.00</b></p>

**SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx**

<p><b>2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Salaries &amp; Wages</b></p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, <b>Salaries Activity 2.1.6</b></p>	<p>Funds are distributed to schools for substitute and/or stipend use for the purposes of Collaborative Planning; incorporation of UDL strategies into daily lesson planning; analyzing data and developing formative assessment to benchmark deficit standards; and Standards Based Grading. Stipends are \$30/hour and substitutes pay average at \$13/hour. Therefore, we have budgeted approximately 1750 hours for stipends (\$52,500) and 1730 subhours (\$22490) for this activity.</p>	<p><b>\$74,990.00</b></p>		<p><b>\$74,990.00</b></p>
<p><b>2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Fixed Charges</b></p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, <b>Fixed Charges Activity 2.1.6</b></p>	<p>Fixed Charges \$74,990 x 0.08</p>	<p><b>\$5,999.00</b></p>		<p><b>\$5,999.00</b></p>



SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx

<p>2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Salaries &amp; Wages</p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, Salaries <b>Activity 2.1.6</b></p>	<p>Provide stipends for individual and teacher/administrative teams to develop and then complete self-proposed action research projects to: analyze data; select, construct and implement assessments, interventions and activities; and provide time to review work to plan next instructional steps. This year our system focus will continue to be incorporation of UDL strategies into daily lesson planning; analyzing data and developing formative assessment to benchmark deficit standards; Standards Based Grading; and documentation and use of Response to Intervention data with fidelity. Estimated at approximately 1833.33 hours x \$30 per hour. <i>This activity is budgeted from actuals since it was funded last year using Striving Readers Year 1 funds. There funds are no longer available.</i></p>	<p>\$55,000.00</p>		<p>\$55,000.00</p>
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**SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx**

<b>2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Fixed Charges</b>	<b>Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, Fixed Charges Activity 2.1.6</b>	<b>Fixed Charges \$55000 x 0.08</b>	<b>\$4,400.00</b>		<b>\$4,400.00</b>

SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx

<p>2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Salaries &amp; Wages</p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, Salaries <b>Activity 2.1.6</b></p>	<p>Provide stipends to host the 2<sup>nd</sup> Annual SMCPS Literacy Conference. Stipends will be given to those preparing and presenting at the conference as well as those attending the conference. Stipend monies will also be available for school teams to debrief what was learned at the conference and develop their School Improvement Plan and Professional Development Plan for the upcoming year thus ensuring the information gained at the conference continues to provide professional development opportunities for teachers throughout the school year. Presenter pay: 191 hours x \$30 hour; Conference Participant and Collaborative Planning Day pay: 2377 hours x \$30 hour. <i>This activity is budgeted from actuals since it was funded last year using Striving Readers Year 1 funds. There funds are no longer available.</i></p>	<p>\$77,040.00</p>		<p>\$77,040.00</p>
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**SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx**

<p><b>2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Other Services</b></p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, <b>Contracted Services Activity 2.1.6</b></p>	<p>Provide funds to use contracted services to assist with the logistical planning and/or procuring a keynote speaker for the 2<sup>nd</sup> Annual SMCPS Literacy Conference. Stipends will be given to those preparing and presenting at the conference as well as those attending the conference. \$75.30 hour x 100 hours. <i>This activity is budgeted from actuals since it was funded last year using Striving Readers Year 1 funds. There funds are no longer available.</i></p>	<p align="right"><b>\$7,530.00</b></p>		<p align="right"><b>\$7,530.00</b></p>
<p><b>2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Fixed Charges</b></p>	<p>Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, <b>Fixed Charges Activity 2.1.6</b></p>	<p>Fixed Charges: \$77040 x 0.08</p>	<p align="right"><b>\$6,163.00</b></p>		<p align="right"><b>\$6,163.00</b></p>

SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx

2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Supplies and Materials	Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, Supplies Activity 2.1.6	Supplies and Materials for conference attendees and presenters: Folders; notepads; pens; labels; colored copies of program; chart paper; markers; post-it notes. <i>This is budgeted from actuals since it was funded last year using Striving Readers Year 1 funds. There funds are no longer available.</i>	\$650.00		\$650.00
				<b>Total Activity 2.0</b>	\$239,012.00
3.0 Strategies and Activities to Retain and Provide Support to Effective Educators: Instructional Staff Development Salaries & Wages	<b>Development &amp; provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.</b> Salaries Activity 3.1.2	6 Lead Mentor Teachers @ 5 hours per month for 11 months @ \$30.00 per hour = \$9900; \$13 hours x 227.69 hours = \$2980 for substitute coverage funds.	\$12,860.00		\$12,860.00

**SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx**

3.0 Strategies and Activities to Retain and Provide Support to Effective Educators: Fixed Charges	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges Activity 3.1.2	Fixed charges \$12860 @ total of 8%	\$1,029.00		\$1,029.00
3.0 Strategies and Activities to Retain and Provide Support to Effective Educators: Instructional Staff Development Other	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Other Activity 3.1.2	\$20,000 total will be allotted for travel and conference fees to attend conferences such as: College Board; Maryland Assessment Group; and Common Ground. Conferences costs range between \$800-\$2000 per person in attendance. These monies will allow us to send 10-25 people to professional conferences throughout the year.	\$20,000.00		\$20,000.00
				<b>Total Activity 3.0</b>	<b>\$33,889.00</b>

SMCPS 2019 2020 Title IIA Budget Narrative DRAFT (2) (3).xlsx

6.0 Equitable Services to Students in Private Schools: Transfers	Non-Public Schools - Equitable services to students in private (Non-Public) schools Transfers Activity 6.0	Mandatory allocation for non-public schools. Total Nonpublic = 2003 Total Public = 18,058 Total Students = 20,061 Total Title II Allocation = \$544,291 Total Allocation Per Student = \$544,291/20,061= \$27.13 Total Title II Allocation for Non-Public = \$27.13 x 2003 = \$54,341.00 Father Andrew White – 232 students King's Christian – 352 students Leonard Hall – 47 students Little Flower - 130 students Mother Catherine Academy- 140 students St. John's- 225 students St. Mary's Ryken – 672 students St. Michael's – 141 students Starmaker – 18 students Bay Montessori - 39 students Little Seedlings - 7	\$54,341.00		\$ 54,341.00
				Total Activity 6.0	\$ 54,341.00
				Subtotal	\$536,101.00
		Allowable Indirect Calculated Total Grant (\$544,291) Less Non-Public Transfers(\$54,341) = \$489,950 (.017/1.017)*\$489,950		Indirect Cost	\$8,190.00
				Total	\$544,291.00

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

ORIGINAL GRANT BUDGET	544,291.00	AMENDED BUDGET #		REQUEST DATE	10/08/19
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-20		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2019	6/30/2021	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						8,190.00	8,190.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	97,306.00						97,306.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						54,341.00	54,341.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	230,090.00	7,530.00	4,650.00	27,000.00			269,270.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				115184			115,184.00
<b>213 Food Services</b>							
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	327,396.00	7,530.00	4,650.00	142,184.00	0.00	62,531.00	544,291.00

Finance Official Approval	Jennifer Shaffer		10/8/19	301-475-5511 x32168
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		10/17/19	301-475-5511x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



# III. Title III

**Title III, Part A Grant Application  
English Language Acquisition, Language Enhancement,  
and Academic Achievement**



**Office of English Learner/Title III**

**TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND  
ACADEMIC ACHIEVEMENT**

**Local School System:** St. Mary's County **Fiscal Year 2020**

***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:*** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

**A. REQUIRED ACTIVITIES [SEC. 3115(c)]:** An eligible entity receiving funds under section 3114(a) **MUST** use the funds in the required activities before spending funds in the authorized activities.

**1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].**

Required Activities	<p>Descriptions</p> <p>Please address each item (a-d) in your required activity descriptions.</p> <p>a) Outcomes and brief description of the services, <u>including evidence level</u></p> <p>b) Timelines or target dates</p> <p>c) Services to private schools</p>	Public School Costs	Private School Costs
1.1 Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].	<p><b>a)</b> In order to increase the reading and writing proficiency levels of ELs in grades 1-8, we will renew our current educational software: <i>Imagine Learning</i>. These licenses will be used as a supplemental instructional resource in order to increase the reading and writing proficiency levels of ELs in grades 1-8. This purchase will allow for all level 1 and 2 ELs in St. Mary's County Public Schools to have an annual license. <i>Imagine Learning</i> addresses the individualized instructional needs for language and literacy of our ELs. This purchase includes licenses, implementation costs, training, support, and upgrades.</p> <p><b>This supports evidence-based practices at a</b></p>	10,000	

	<p><b>level 2.</b></p> <p><b>b) Timeline:</b> September 2019</p> <p><b>c)</b> Upon consultation, private school would like to use funds to purchase 8 iPads for use with Imagine Learning to help provide literacy support for their ELs.</p>		3,596
<p><b>2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].</b></p>			
<p>Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].</p>	<p><b>a) <u>Membership/registration fees for</u> conferences such as MDTESOL, TESOL, MELLFIN, and WIDA.</b> When searching for conferences, our focus will be on literacy. Our county has fully embraced the Seal of Biliteracy option for our world language students and ELs, so offering conferences that focus heavily on literacy will be encouraged to not only the EL teachers but some classroom teachers of ELs as well. The county has a formal process for selecting teachers to attend conferences. Those teachers who attend will be expected to share information with grade level/content teachers upon their return. Outcome: to increase teachers' knowledge of practices that support ELs in language and content development and ultimately to increase the literacy of our ELs. Surveys will be used to determine the effectiveness of the workshops and conferences.</p> <p><b>This supports evidence-based practice at a level 4.</b></p>	\$6000	0

	<b>b) Timeline: School year 2019-20</b> <b>c) n/a</b>		
2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs [section 3115(c)(2)(B)].	<b>a) In order to increase ELs performance in content classes, we will provide multiple workshops throughout the year designed to provide teachers and administrators with best instructional strategies for ELs. Workshops will also be designed to help EL teachers learn key steps to co-planning with content teachers so that as a team, they are equipped to effectively implement the curriculum and assessments for ELs.</b>  <b>This supports evidence-based practices at a level 4.</b>  <b>b) Timeline: School years 2019-20 and 2020-21</b> <b>c) n/a</b>  <i>Private Schools will be invited to attend</i>	\$9,888	0
2.3 Providing for professional development effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].	a) b) c)		
<b>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)].</b>			
3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and	<b>a) In order for parents to understand their role as supporter of their child's mathematics and literacy development at home, we will host a County-Wide EL Parent Information Family Night. This evening event is designed to give parents an opportunity to become acquainted</b>	\$706	0

align related programs [section 3115(c)(3)].	<p>with the technology used to help support their student's English literacy and math development. There will be student-led demonstrations for parents to show them how to access these digital programs at home. This activity supports the Local ESSA Consolidated Strategic Plan objective of providing opportunities to have EL parents working together with teachers and administrators in order to discuss and share their students' achievement data. Title III funds will be used to provide supplies and refreshments for parents and families.</p> <p><b>This supports evidence-based practices at a level 4.</b></p> <p><b>b) Timeline:</b> School year 2019-2020  <b>c) n/a</b></p>		
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**ATTACHMENT 10: TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND  
ACADEMIC ACHIEVEMENT**

<b>Local School System:</b> _____	<b>Fiscal Year 2020</b>
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***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:*** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

**B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]:** An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)].			
Authorized Activities	Descriptions Please address each item (a-d) in your authorized activity descriptions. a) Outcomes and brief description of the services, <u>including evidence level</u> b) Timelines or target dates c) Services to private schools	Public School Costs	Private School Costs
4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	a) b) c)		
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	a) b) c)		
4.3 Providing to ELs tutorials and academic or career and	a) b) c)		

technical education [section 3115(d)(3)(A)].			
4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. [section 3115(d)(4)].	a) b) c)		
4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)].	a) b) c)		
4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)].	a) b) c)		
<b>5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].</b>			



5.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].	a) b) c)		
5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	a) b) c)		
<b>6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [section 3115(d)(9)].</b>			
6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)].	a) b) c)		

**C. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]:** Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

<b>7. Administrative Expenses</b>	<b>(THIS IS NOT YOUR INDIRECT COST. That should be included in the budget narrative.)</b>	<b>Public School Costs</b>	<b>Private School Costs</b>
7.1 Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%.	Approximately 1.7% admin. cost	452	0
<b>TOTAL TITLE III-A (EL FUNDING) AMOUNT</b>		<b>\$30,642</b>	

**TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND  
ACADEMIC ACHIEVEMENT**

**Local School System: St. Mary's County Public Schools Fiscal Year 2020**

**D. EQUITABLE SERVICES TO ENGLISH LEARNERS (ELs) IN PRIVATE SCHOOLS**

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

1. Participating private schools and services: Please complete the Equitable Services Table in Appendix C.
2. The school system must submit the following documents in Appendix C as well.
  - ☐ Consultation timeline for each program
  - ☐ Signed Affirmation of Consultation
  - ☐ Complaint procedures/dispute resolution process for covered programs under ESSA
3. Describe the school system's process for providing equitable services to ELs in private schools.
  - a) Written process to invite private schools to the initial and on-going consultation meetings, managing dispute and/or complaints.

Private schools are invited to a collaborative meeting at the beginning of the year to provide information about our different Title funds. There is another meeting usually held in February to plan for the next year. Title III is always represented at these meetings. The ESOL Supervisor for St. Mary's County Public Schools also makes contact with the principals of the non-public schools via written letter at the beginning of the school year to determine the level of Title III services needed for their students, if any, for the current school year.

- b) The basis for determining the needs of private school ELs and their teachers; and

Our private schools use an English proficiency assessment (LAS Links) to determine qualifying students. A cut off score of 4.5 is used to either qualify or exit students. Once a private school has a substantiated list of ELs, the

Supervisor of ESOL meets with the school's principal to determine level of services.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon.

If students qualify for Title III services, we meet with a representative, generally the principal, from the non-public school to discuss available resources to them (from us) and we will discuss yearly PD opportunities, which they are invited to attend throughout the school year.

**E. ASSURANCE PAGE**

**Attach** the signed required assurance page with the **final** submission.

See attached.

## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform to the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, the grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7 -910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

  
\_\_\_\_\_  
Superintendent of Schools/Head of Grantee Agency

  
\_\_\_\_\_  
Date

**Title III Budget Narrative: EL  
St. Mary's County 2019-2020**

<b>Category # - Program #</b>	<b>Budget Obj. #</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In- Kind</b>	<b>Total</b>
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**Activity 1.1**

203-205 -02-Special Prog.	03-Supplies & Materials	The purchase and renewal of supplemental educational software licenses (Imagine Learning Literacy) for ELs with low English proficiency levels and interrupted instruction.	\$10,000 Imagine Learning Literacy (unlimited number of licenses for ELs with proficiencies 1 & 2)	10,000		10,000
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203-205 -07-Non Public Transfers	08-Transfers	Private School Ipads with cases so that the Els can improve their English proficiency using Imagine Learning Literacy program.	Ipads and covers (8 Ipads X \$399 each & 8 covers X \$48 each + \$20 S/H)	3,596		3,596
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**Total: 13,596**

**Activity 2.1**

203-205 -09- Instruction Staff Dev.	04-Other Charges	Staff development- membership/registration fees; conferences & PD workshops (TESOL, MELLFIN, WIDA); hotel/flight cost	TESOL (7 teachers X \$130 each); MELLFIN (7 ESOL teachers, 1 supervisor, 3 classroom teachers/family engagement coordinators X \$100 each); WIDA (2 ESOL teachers and 1 supervisor X \$1330 each)	6,000		6,000
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**Total: \$6,000**

**Title III Budget Narrative: EL  
St. Mary's County 2019-2020**

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
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**Activity 2.2**

203-205 -09- Instruction Staff Dev.	02-Contract Services	Multiple on-site professional development workshops provided by contracted professionals for classroom teachers of Els	\$3000/workshop X 2 workshops= 6,000	6,000		6,000
203-205 -09- Instruction Staff Dev.	01-Salaries & Wages	Multiple on-site professional development workshops provided by contracted professionals for classroom teachers of Els	40 teachers X 3 hours X \$30/hr.= \$3,600	3,600		3,600
212-Fixed Charges	04-Other Charges	FICA (7.65%) and Worker's Comp (.35%)	8% of \$3,600 = \$288	288		288
<b>Total:</b>						<b>\$9,888</b>

**Activity 3.1**

214-Community Services	03-Supplies & Materials	County-Wide EL Parent Information Family Night	Refreshments \$473 (120 participants X \$3.94 each) + Supplies \$233 (i.e. chart paper, cost of printing informational material like pamphlets and one paggers)	706		706
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**Total: \$706**

**Activity 7.1**

201 -22-Business Support	08-Transfers	Approximately 1.7% Indirect Cost	Indirect Cost: Grant total less Non Public charges = Base. (27,046 / 1 + 1.7%) X 1.7	452		452
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**Total: \$452**

## Title III Budget Narrative: EL St. Mary's County 2019-2020

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
Grand Total:						\$30,642



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

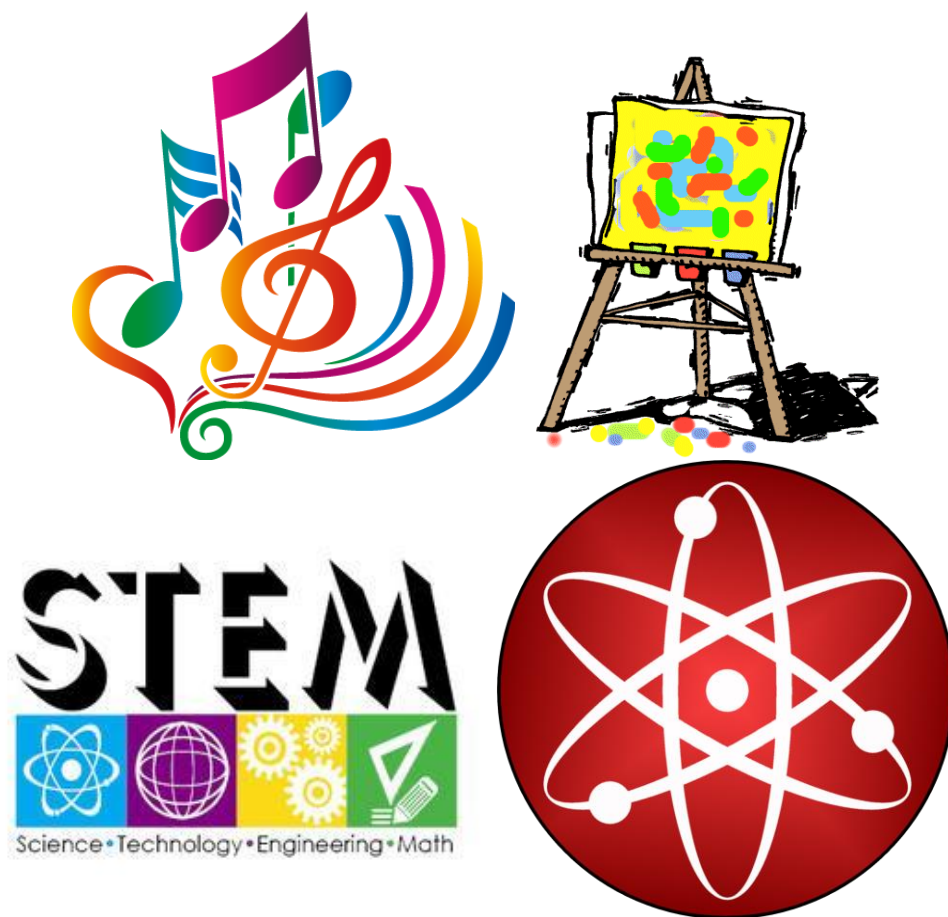
ORIGINAL GRANT BUDGET	30,642.00	AMENDED BUDGET #		REQUEST DATE	10/08/19
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #	200737.01	RECIPIENT GRANT #	045-20		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	6940	GRANT PERIOD	7/1/2019	9/30/2021	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						452.00	452.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.			10,000.00				10,000.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						3,596.00	3,596.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,600.00	6,000.00		6,000.00			15,600.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				288.00			288.00
<b>214 Community Services</b>			706.00				706.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	3,600.00	6,000.00	10,706.00	6,288.00	0.00	4,048.00	30,642.00

Finance Official Approval	Jennifer Shaffer		10/8/19	301-475-5511 X32168
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		10/9/19	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



# IV. Title IV



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

**ATTACHMENT 9    TITLE IV, PART A**  
**STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

<b>Local Educational Agency (LEA):</b> <u>St. Mary's County (18)</u>	<b>Fiscal Year:</b> <u>2020</u>
<b>Title IV-A Point of Contact:</b> <u>Jessica Cotugno</u>	
<b>Telephone:</b> <u>301-475-5511 extension 32115</u>	<b>E-mail:</b> <u>jwcotugno@smcps.org</u>

**Title IV, Part A Application**

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment

- 1.0: Consultation (Required)
- 2.0: Administrative Costs (Allowable)
- 3.0: Needs Assessment (Required)
- 4.0: Activities to Support Well-Rounded Educational Opportunities (Required)
- 5.0: Activities to Support Safe and Healthy Students (Required)
- 6.0: Activities to Support the Effective Use of Technology (Required)
- 7.0: Equitable Services (Required)
- 8.0: Assurances (Required)
- 9.0: Internet Safety (Required)
- 10.0: Budget Narrative

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

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

**ATTACHMENT 9    TITLE IV, PART A**  
**STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

**The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:**

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

**Consultation: In developing the application an LEA will:**

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

**ATTACHMENT 9 TITLE IV, PART A**  
**STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

**Local Educational Agency:** St. Mary's County (18)

**Fiscal Year:** 2020

**1.0 CONSULTATION - Required**

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

Information about the Title IV, Part A Grant opportunity was shared with the Superintendent, the Deputy Superintendent, Department Directors (ex: Curriculum and Instruction, Special Education, Student Services, Supplemental School Programs, Assessment and Accountability) and instructional supervisors. In addition to working with their department and school-based leadership/staff, these individuals work closely with a variety of community agencies to identify and address student, staff, and school needs.

The Supervisor of Academy Programs and Advanced Placement worked collaboratively with local organizations such as the Patuxent Partnership and the Naval Air Station Patuxent River. The Patuxent Partnership works with government, industry, and academia on initiatives in science and technology, hosts programs of interest to NAVAIR and the broader DoD community, and supports workforce development including education initiatives and professional development. The Naval Air Station Patuxent River, also known as NAS Pax River, is a United States Naval Air Station located in St. Mary's County, Maryland, on the Chesapeake Bay near the mouth of the Patuxent River. Both the Patuxent Partnership and the Naval Air Station have worked collaboratively with St. Mary's County Public schools to promote the development of Science, Technology, Engineering, and Mathematics (STEM) opportunities for local students and teachers. Over the past few years, they have worked together to provide technology resources, professional development, and STEM experiences for students and teachers. A limited number of schools and students have been able to take full advantage of these STEM opportunities due to barriers such as proximity to the Naval Air Station, limited access to transportation to community events, and the need to share a finite number of materials between multiple schools. By bringing more STEM opportunities to schools that do not have easy access to some of the resources currently provided by community partnerships, we will be able to improve aspects of the well-rounded curriculum by providing specific site-based STEM opportunities that are more easily accessible to students.

A variety of SMCPS staff has ongoing contact with the St. Mary's County Public Libraries. The SMCPS library/media staff collaborates with the public libraries to host events, organize materials, and publicize community events. Through coordinated efforts, public library cards can be distributed to students through the public schools. Both St. Mary's County Public Schools and the St. Mary's County Public Libraries are members of the St. Mary's Early Childhood Advisory Council (ECAC) and collaborate at their regularly scheduled meetings.

The Supervisor of Physical Education, Health Education, and Athletics worked collaboratively with the local Health Department. One method of collaboration is through the Healthy St. Mary's Partnership. The Healthy St. Mary's Partnership (HSMP) is a community-driven coalition of public and private partners working together to address priority health issues for St. Mary's County, Maryland. Another method of collaboration is through the St. Mary's County School Health Council. The Council is co-chaired by a Health Officer and an Instructional Supervisor. The Council holds open meetings that are regularly attended by the Supervisor of School Health Services, Supervisor of Guidance, Director of Supporting Services, a variety of Health and Physical Education teachers, Director of Food and Nutrition Services, and representatives from the Health Department. Parents and community members are also welcome to attend Council meetings. The Council discusses items related to safe and healthy schools and acts in an

**ATTACHMENT 9 TITLE IV, PART A**  
**STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

advisory capacity to the St. Mary's County Board of Education. Some of the teachers that attend also volunteer to be involved in school-based wellness activities.

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

The instructional supervisors will oversee the planned activities. They will work in collaboration with the Department of Curriculum and Instruction, Human Resources, and Fiscal Services, to recruit staff, secure/distribute materials, implement the activities, and review the effectiveness of the planned activities.

The St. Mary's County STEM coordinator has monthly contact with the Patuxent Partnership and the community outreach representative for the Naval Air Station. Through this collaboration, support is provided for well-rounded educational experiences such as college and career guidance, programming and activities that support STEM instruction, and opportunities for hands-on learning experiences.

The St. Mary's County Supervisor of Library/Media and her staff have an ongoing collaboration with the staff at St. Mary's County Public Libraries. This collaboration occurs multiple times during the school year with the exact frequency varying by school site, time of year, and exact dates of planned activities. Through this collaboration students and teachers are made aware of a variety of materials and support services available through the public library system. The public library staff also interacts with instructional supervisors to identify materials that can be purchased to support public school initiatives (ex: book titles recommended for summer reading).

The St. Mary's County School Health Council meets quarterly. The Healthy St. Mary's Partnership meets annually. Collaboration with the St. Mary's County Health Department occurs during all of these meetings, in addition to school and activity specific interactions. All of these partnerships support activities that are directly related to safe and healthy students.

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

Representatives from St. Mary's County Public Schools, the Patuxent Partnership, and the Naval Air Station Patuxent River currently work together to identify ways to promote and advance STEM opportunities for students and teachers. By using some existing knowledge and experience, this group will be able to reach out and support new students and schools in STEM initiatives including coding and robotics.

Community partners such as the St. Mary's County Library and community groups such as the Early Childhood Advisory Council work together to improve student readiness for school and work to support/provide opportunities for student to be in safe and healthy environments.

The collaborative nature of the Healthy St. Mary's Partnership and the St. Mary's County School Health Council provides avenues that allow a variety of community members to work together to advance initiatives regarding the safety and wellness of the community.

**ATTACHMENT 9    TITLE IV, PART A  
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

<b>Local Educational Agency:</b> <u>St. Mary's County (18)</u>	<b>Fiscal Year:</b> <u>2020</u>
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LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base.

**Administrative Costs:** Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- **DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUDNED EDUCATION AND SAFE & HEALTHY STUDENTS**)

<b>2.0 ADMINISTRATIVE COST – Allowable</b>			
Item	Line Item	Description	Public School Costs
2.1	N/A	N/A	N/A
2.2			
2.3			
2.4			
		Total for Section 2.0	\$0

# ATTACHMENT 9 TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

**Local Educational Agency:** St. Mary's County (18)

**Fiscal Year:** 2020

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).

3.0 NEEDS ASSESSMENT- Required				
Item		Access to, and opportunities for, a well-rounded education for all students	School conditions for student learning to create a healthy and safe school environment	Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology
3.1	Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?	School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce can all reflect on local access and available opportunities for student exposure to a well-rounded curriculum. They can be engaged through collaborative conversations, formal meetings, and specific activities/projects.	School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce can all reflect on local access and available opportunities for student exposure to healthy and safe schools. They can assist with identifying needs, brainstorming solutions, and implanting ideas.	The Department of Assessment and Accountability, the Department of Curriculum and Instruction, the Department of Special Education, and building administrators can assist in determining needs regarding access to personalized learning experiences that are supported by technology and professional development. Individuals from each of these groups meet monthly to discuss local needs and plans for support.
3.2	What data are needed to best understand local needs?	Current Well-rounded Educational Opportunities:  Music and the Arts - Students have access to music and arts instructions in grades Pre-	Information on wellness was collected and used to update the student and employee wellness policy and regulation that was passed by the Board of Education in September 2017.  <a href="http://www.boarddocs.com/mabe/smcp/Board.nsf/goto?open&amp;id=AMMMNL55F414">http://www.boarddocs.com/mabe/smcp/Board.nsf/goto?open&amp;id=AMMMNL55F414</a>	Instructional Technology Resources that are currently available:  <ul style="list-style-type: none"> <li>• Aleks</li> </ul>



# ATTACHMENT 9 TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

	<p>K - 12. Students also have access to theatre instruction in grades 9 - 12. Inquiry based arts integration is occurring at one school (CPCS) and the system is also home to the Academy of Visual and Performing Arts, located at Chopticon High School.</p> <p>STEM- Information regarding the number and kinds of STEM opportunities that are available to students in St. Mary's County and the frequency that they are being utilized by diverse populations.</p> <p>Robotics Data as of August 2018: (After school)</p> <ul style="list-style-type: none"> <li>• Ten of the nineteen local elementary public schools have robotics teams. Four of these schools have competitive teams (PPES, OES, LES, and LMDES). Six schools have club teams (CWFDES, BBES, DES, GHES, PHES and RES).</li> <li>• Two of the five middle schools have competitive robotics teams (SRMS and MBMS). Two of the five middle schools have clubs (EMS, LMS)</li> <li>• One of the three high schools has a competitive robotics team (GMHS).</li> </ul> <p>Robotics/Coding Technology: (During the school day)</p> <ul style="list-style-type: none"> <li>• Four elementary schools (RES, GWCES, DES, GHES) piloted bots/coding technology during the 2016-2017 school year.</li> </ul>	<p><a href="http://www.boarddocs.com/mabe/smcp/Board.nsf/goto?open&amp;id=AMMP6W60353F">http://www.boarddocs.com/mabe/smcp/Board.nsf/goto?open&amp;id=AMMP6W60353F</a></p> <p>Current Safe and Healthy School Opportunities:</p> <p>Drug and Violence Prevention - Activities that encourage drug prevention occur in all grades K-12. Most commonly these occur during a designated week or during designated times throughout the school year. Youth drug prevention was an area of focus for the Student Board Member during the 2017-2018 school year. Violence prevention activities occur at the secondary level and include dating violence information.</p> <p>Conflict Resolution - Activities occur at all grade levels K-12 in regard to conflict resolution. In elementary schools, this is most commonly modeled through weekly/monthly lessons with the school counselor for a designated length of time. In prior years, four elementary schools had created forums for addressing concerns daily through school wide initiatives such as morning meetings. Additional elementary schools have indicated an interest and have planned activities in this area. At the secondary level, conflict resolution activities occur through experiences such as restorative justice and the Superintendents Advisory Council.</p> <p>Site Resource Coordinator - Five schools have designated resource coordinators who assist with establishing partnerships within the community and coordinating resources and support for families.</p> <p>In the past, through collaboration with community partners, the need for school based activities that support safe and healthy schools was identified. Some suggested ideas included the development of an extra-curricular athletic program at the middle school level and the implementation of school-based wellness coaches. Previously, funding was not available to implement many of the suggested ideas. When volunteer support was available, a limited number of schools were able to implement some extracurricular opportunities such as Running Clubs and</p>	<ul style="list-style-type: none"> <li>• ARC Bookshelf</li> <li>• Bookshelf by VitalSource</li> <li>• BrainPop!</li> <li>• Bridges Online</li> <li>• Carnegie Learning</li> <li>• Cengage</li> <li>• Clever</li> <li>• ConnectED</li> <li>• Destiny</li> <li>• DIBELS</li> <li>• Discovery Education</li> <li>• ED</li> <li>• Edgenuity</li> <li>• EMC eBooks</li> <li>• EMC Passport</li> <li>• Wverfi</li> <li>• Fastt Math</li> <li>• Follett Titlepeek</li> <li>• Goalbook Pathways</li> <li>• HMH ED</li> <li>• HMH ThnkCentral</li> <li>• Imagine Learning</li> <li>• IXL</li> <li>• Launchpad</li> <li>• Membean</li> <li>• Moodle</li> <li>• MyHRW</li> <li>• Mymathlabforschool.com</li> <li>• My NG Connect</li> <li>• myIGDis</li> <li>• Naglieri</li> <li>• Pearson</li> <li>• PebbleGo</li> <li>• Perfection Learning</li> <li>• Problem-Attic</li> <li>• Proquest</li> </ul>
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# ATTACHMENT 9 TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

		<ul style="list-style-type: none"> <li>• Twelve of the nineteen local elementary schools used this technology during the 2017-2018 school year.</li> <li>• Two of the five middle schools used this technology during the 2017-2018 school year.</li> </ul> <p>Technologies currently utilized include the following:</p> <ul style="list-style-type: none"> <li>• BeeBots: BBES, CWFDES, EES, GHES, HES, LPES OES, TCES, WMES</li> <li>• BlueBots: GHES, LES, LMDES, PHES, RES</li> <li>• Dash &amp; Dot: CPCS, DES, EES, GWCES, HES, LES, LMS, LMDES, LPES, MES, WMES, OES, PHES, RES</li> <li>• Little Bits: LES, RES, WMES</li> <li>• MakeyMakey: LMDES, WMES</li> <li>• Ozobots: GHES, LES, LMS, OES, PHES, RES, WMES</li> <li>• ProBots: GHES, LES, LMS, LPES, WMES,</li> <li>• EV3: CWFDES, OES, SRMS</li> <li>• RoboFinches: LMDES, RES</li> </ul> <p>A STEM 4 ALL website has been created with information and resources. In addition to professional development, it includes information regarding robotics, coding, and makers spaces.  <a href="https://sites.google.com/smcps.org/stem4all">https://sites.google.com/smcps.org/stem4all</a></p> <p>Academic Achievement - SMCPS</p>	<p>Gardening Clubs. With the use of Title IV funding, additional schools will have the opportunity to include more school wellness activities.</p>	<p>(SIRS/CultureGrams)</p> <ul style="list-style-type: none"> <li>• SchoolPace</li> <li>• Springboard</li> <li>• Tenmarks</li> <li>• Think Central</li> <li>• Turnitin</li> <li>• Unify</li> <li>• WorldBook Online</li> </ul>
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# ATTACHMENT 9 TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

		<p>currently covers the majority of the costs of Advanced Placement testing fees for low-income students enrolled in accelerated coursework who wish to register for the assessments.</p> <p>History, Civics, Economics, Geography, Government: Example activities that are currently available include Model United Nations, Mock Trial, Student Council, The Stock Market Game, and the Student Page Program.</p> <p>Foreign Language: Formal instruction is available in all middle and high schools during the school day. After-school opportunities are available in several elementary schools each year.</p> <p>Environmental Education: Once a year, all public school elementary students participate in an environmental education experience at one of three designated community locations during the school day. Additional activities are completed at school sites throughout the school year and are supported by site based School Green Teams. Secondary schools have access to these same kinds of environmental experiences but it is often optional and dependent on school and teacher interest.</p>		
3.3	Do our current systems fully capture the needs of our	STEM focused resources are available to all schools, however, they are not necessarily equitably used with all students.	St. Mary's County Public Schools has one centrally designated individual who serves as a support for families of students who have traditionally been the hardest to serve. This individual works in collaboration with school site based parent/community liaisons (5) that work in schools that have specific areas of need	Resources available, as appropriate based on age/grade, to all students. No specific data is available on exact use by demographics.

# ATTACHMENT 9 TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

	hardest to serve students, including those who might experience adversity that might not come up in a survey or other data tools?	<p>Several schools have robotics clubs that are targeted to highly able students. Some others have robotics clubs that are filled on a first come, first served basis.</p> <p>Nine elementary schools, one middle schools, and two high schools do not currently have extracurricular robotics opportunities for students.</p> <p>STEM opportunities such as robotics experiences need to be targeted to schools and students that are not currently accessing or utilizing STEM technologies to the full potential with all students. Effort needs to be made to ensure that STEM resources and opportunities are targeted to low income students and students with diverse backgrounds.</p>	for additional student and family support.	
3.4	Are there inequities inherent in the system that are driving some of the local needs?	<p>Opportunities for, and participation in, some experiences can be dependent on available volunteers. Proximity to STEM events and special activities can also be a factor since access to transportation can be a barrier for some students.</p> <p>Teachers need to be comfortable with well-rounded educational resources before they will be able to effectively use them with students. If teachers do not take the initiative to become comfortable with these resources, they are less likely to use them with students.</p>	Opportunities for, and participation in, some experiences can be dependent on available volunteers. By utilizing available funds to provide coaches and adult facilitators, we will be able to provide additional students with opportunities that, previously, were not easily accessible.	Training for some technology resources is held after normal duty hours and is optional for teachers. Teachers who opt not to attend these trainings and are unfamiliar with the technology resources are less likely to use those resources with students.
3.5	How should the	When there are several significant needs	When there are several significant needs identified, priority will	When there are several significant needs

## ATTACHMENT 9     TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

	identified needs be prioritized when several significant needs are identified?	identified, priority will be given to schools that currently have the fewest number of supplemental opportunities available that support a well-rounded education (Example: schools that do not currently have Foreign Language in the Elementary Schools, Destination Imagination, Robotics Clubs, etc.) Activity participation priority will be given to students who are economically disadvantaged, minorities, or traditionally underrepresented in the designated experiences.	be given to schools and students that currently have the fewest number of supplemental opportunities available that support safe and healthy schools. (Example: running clubs, sports opportunities, etc.) Activity participation priority will be given to students who are economically disadvantaged, minorities, or traditionally underrepresented in the designated experiences.	identified, priority will be given to schools, students, and teachers that are currently making use of the fewest number of supplemental opportunities available that support the effective use of technology.
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Local Educational Agency: St. Mary's County (18)Fiscal Year: 2020

To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a), 4106(e)(2)(C) and 4107(a)). **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)**

**Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.**

#### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]

4.1	(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)	<p>A variety of activities have been planned to support well rounded educational opportunities for students and schools.</p> <p>The Fine Arts department has worked in collaboration with schools to identify activities that support music and the arts. Activities include the use of music software in elementary, middle, and high schools.</p> <p>Environmental field-based experience will be planned for high school students in coordination with the Elms Environmental Center, Sotterley Plantation, and Greenwell State Park.</p> <p>Planned robotics activities will promote the use of STEM-related technologies that are currently underutilized by diverse populations. Activities can be modeled after successful STEM opportunities and experiences that have occurred locally in previous years. Robotics clubs could occur in conjunction with other site-based afterschool program</p>
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## ATTACHMENT 9 TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

		offerings.  In coordination with local high schools, the AP examination costs for FARMS students will be covered to increase participation.
4.2	(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities; [Section 4107](a)(2)	The Patuxent Partnership and The Naval Air Station Patuxent River will be available for a consult but will not have direct involvement in the planned activities.  The Elms Environmental Center, Sotterley Plantation, and Greenwell State Park could be involved in the planning and implementation of the environmental field experiences for high school students.

### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including:	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
<b>May include programs and activities, such as – (complete all that are applicable)</b>				
4.3	3. (A) College and career guidance and counseling programs, such as: (i) postsecondary education and career awareness and exploration activities; (ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (iii) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A).			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
4.4	(B) Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution [Section 4107](a)(3)(B).	<p><b>Implementation of SmartMusic</b>, in all three levels of schools. This software is designed to provide instant feedback for students when practicing or completing assignments. The software offers students a higher level of differentiation and shows exact notes or measures that need additional work.</p> <p>Program Objective:</p> <ul style="list-style-type: none"> <li>• Purchase 24 educator licences and the associated student licences for a program that will provide additional scaffolding for elementary, middle, and high school instrumental music students and motivate them to practice more and develop self-analytical skills during SY2019-2020.</li> </ul> <p>Intended Outcomes</p> <ul style="list-style-type: none"> <li>• Participation in the District IV Solo and Ensemble Assessment will increase by 5%</li> <li>• 75% of students participating the District IV Solo and Ensemble will earn a rating of II “excellent” or better.</li> <li>• All students of teachers using SmartMusic will achieve a rating of II “excellent” or better on the SMCPS Fine Arts Performance Assessments.</li> </ul>	<p>Many studies have been conducted on practice strategies over the past 20 years. There have been several studies within the past 2-3 years demonstrating the effectiveness of computer-aided practice software. In each study, researchers found that student engagement and analytical skills increased. Additionally, students enjoyed practicing and, as a direct result, stayed enrolled in the instrumental music program.</p> <p><a href="http://digitalcommons.gardnerwebb.edu/cgi/viewcontent.cgi?article=1170&amp;context=education_etd">http://digitalcommons.gardnerwebb.edu/cgi/viewcontent.cgi?article=1170&amp;context=education_etd</a></p> <p><a href="https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/45246/GURLEY-THESIS.pdf?sequence=1">https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/45246/GURLEY-THESIS.pdf?sequence=1</a></p>	<p>\$18,384</p> <p>Funds will be used to purchase software.</p>



<b>4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required</b>				
<b>Item</b>	<b>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</b>	<b>Brief Description of Specific Services including:</b> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	<b>Cite the evidence based study or studies that support this strategy/activity if applicable.</b>	<b>Explanation of how funds will be used (List total at the end)</b>
		<ul style="list-style-type: none"> <li>• All ensembles of teachers using SmartMusic will achieve an overall rating of II “excellent” or better at the District IV ensemble assessments.</li> <li>• The retention rate of students participating in instrumental music in grades 5-12 will increase by 5% when compared to data from the 18-19 school year.</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>• December 2019 – June 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>• Purchase licenses</li> <li>• Select teachers from each level (elementary, middle, and high)</li> <li>• Provide staff development for teachers implementing the software</li> <li>• Hold monthly collaborative opportunities for teachers. Teachers will collaborate to review implementation strategies and discuss any issues or questions. These meetings will also include technical training and the continued development of lesson plans. Solo and ensemble literature will be selected and used for differentiation purposes. Based on teacher</li> </ul>		

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>feedback, additional training can be scheduled with the software representative, if needed.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>• Review school usage.</li> <li>• Collect teacher and student feedback (ex: implementation strategies, usage, needs)</li> <li>• Survey teachers, students, and parents at the end of the school year to determine the effectiveness of the software</li> <li>• Determine if specific content needs to be added to software library.</li> <li>• Meet with software representative to discuss additional or new implementation options</li> </ul> <hr/> <p>AP Music Theory – Aurelia &amp; Musician</p> <p>Program Objective</p> <ul style="list-style-type: none"> <li>• Purchase 40 licences for students to use during SY 2019-2020.</li> </ul> <p>This program will:</p> <ul style="list-style-type: none"> <li>• Provide students with additional resources which provide differentiation and scaffolding opportunities.</li> </ul>	<p>Music theory is very similar to the “art” of playing an instrument. Theory takes practice and trial and error just like performing. Unfortunately, it is difficult for teachers to develop the large amount of material and</p>	<p>\$3,160</p> <p>Funds will be used to purchase software for high schools.</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<ul style="list-style-type: none"> <li>• Provide students with immediate feedback and score tracking on auto generated questions for additional practice.</li> <li>• Provide students with the ability to search specific content to review and test at their own pace and frequency.</li> </ul> <p>Intended Outcomes</p> <ul style="list-style-type: none"> <li>• Increase AP Music Theory test participation by 10% during SY 2019-2020.</li> <li>• 50% of students taking the AP Music Theory Test will receive a 3 or better during SY 2019-2020.</li> <li>• Student understanding and retention on AP Music Theory content will increase and be reflected on teacher, computer, and AP created assessments.</li> <li>• Students ear training skills will improve.</li> <li>• Students will be able to learn the AP content at the appropriate pacing.</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>• December 2019 – June 2020</li> </ul>	<p>then to grade the material. Teachers around the world have begun to rely on software such as Musician and Auralia to provide the content, the examples, the assessments, and the grading of the assessments. This allows the teacher to spend more time individually with students and provide additional resources for the students.</p> <p>Although no studies are available on this specific software, included is documentation on using technology in the Music classroom.  <a href="https://education.fcps.org/trt/sites/trt/files/karen/musictech.pdf">https://education.fcps.org/trt/sites/trt/files/karen/musictech.pdf</a></p>	

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>Implementation</p> <ul style="list-style-type: none"> <li>• Teachers will be selected and trained on how to utilize the software.</li> <li>• Students will utilize software.</li> <li>• Teachers will collaborate to review implementation strategies and discuss any issues or questions.</li> <li>• Based on feedback from teachers, additional training will be scheduled with the software representative.</li> </ul> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>• Teachers will meet collaboratively to discuss implementation strategies, student usage, student feedback, and additional training needs.</li> <li>• Student usage reports will be generated and reviewed.</li> <li>• Teachers, students, and parents will be surveyed at the end of the school year to determine the effectiveness of the software.</li> <li>• AP Music Theory exam performance data will be reviewed to determine activity</li> </ul>		

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Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>impact.</p> <p>-----</p> <p>Implementation of <b>Sight Reading Factory</b>, in all secondary schools. This software is designed to provide instant feedback for students when practicing or completing rhythmic sight reading assignments. The software offers students a higher level of differentiation, shows exact rhythms that need additional work, and can be used as an assessment tool.</p> <p>Program Objective</p> <ul style="list-style-type: none"> <li>• Purchase 10 educator licenses and the associated student licenses for use during SY 2019-2020.</li> </ul> <p>This program will:</p> <ul style="list-style-type: none"> <li>• Provide additional scaffolding for secondary instrumental and vocal music students and motivate them to practice more and develop self-analytical skills</li> <li>• Help students develop critical listening and analysis skills.</li> <li>• Help to motivate students to practice more often and improve the quality of the students practice sessions.</li> </ul> <p>Intended Outcomes</p>	<p>-----</p> <p>Many studies have been conducted on practice strategies over the past 20 years. There have been several studies within the past 2-3 years demonstrating the effectiveness of computer aided practice software. In each study, researchers found that student engagement and analytical skills increased. Additionally, students enjoyed practicing and, as a direct result, stayed enrolled in instrumental and vocal programs.</p> <p><a href="http://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1170&amp;context=education_etd">http://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1170&amp;context=education_etd</a></p> <p><a href="https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/452">https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/452</a></p>	<p>-----</p> <p>\$1,880</p> <p>Funds will be used to purchase software for secondary schools.</p>

<b>4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required</b>				
<b>Item</b>	<b>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</b>	<b>Brief Description of Specific Services including:</b> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	<b>Cite the evidence based study or studies that support this strategy/activity if applicable.</b>	<b>Explanation of how funds will be used (List total at the end)</b>
		<ul style="list-style-type: none"> <li>• Participation in the District IV Solo and Ensemble Assessment will increase by 5%</li> <li>• 75% of students participating the District IV Solo and Ensemble will earn a rating of II “excellent” or better.</li> <li>• All students of teachers using Sight Reading Factory will achieve a rating of II “excellent” or better on the SMCPS Fine Arts Sight Reading Assessments.</li> <li>• All ensembles of teachers using Sight Reading will achieve a II “excellent” or better at in the sight reading component of the District IV ensemble assessments.</li> <li>• The retention rate of students participating in instrumental music in grades 6-12 will increase by 5% when compared to data from the 18-19 school year.</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>• December 2019 – June 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>• Purchase licenses</li> <li>• Provide staff development for teachers implementing the software</li> <li>• Hold monthly collaborative opportunities for teachers. Teachers will collaborate to</li> </ul>	<a href="#">46/GURLEY-THESIS.pdf?sequence=1</a>	

<b>4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required</b>				
<b>Item</b>	<b>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</b>	<b>Brief Description of Specific Services including:</b> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	<b>Cite the evidence based study or studies that support this strategy/activity if applicable.</b>	<b>Explanation of how funds will be used (List total at the end)</b>
		<p>review implementation strategies and discuss any issues or questions. These meetings will also include technical training and the continued development of lesson plans. Solo and ensemble literature will be selected and used for differentiation purposes. Based on teacher feedback, additional training can be scheduled with the software representative, if needed.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>• Review school usage.</li> <li>• Collect teacher and student feedback (ex: implementation strategies, usage, needs)</li> <li>• Survey teachers, students, and parents at the end of the school year to determine the effectiveness of the software</li> <li>• Determine if specific content needs to be added to software library.</li> <li>• Meet with software representative to discuss additional or new implementation options</li> </ul> <hr/> <p><b>Implementation of Quaver Music</b>, in interested elementary general music classrooms. This software is designed to provide interactive content</p>	<hr/> <p>Quaver Music is based around online instruction and geared specifically toward</p>	<hr/> <p>\$15,120</p> <p>Funds will be used</p>

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		<p>that encompasses all general music teaching pedagogies, provide music-based teaching resources, and can be used as an assessment tool.</p> <p>Program Objective</p> <ul style="list-style-type: none"> <li>• To provide 9 music educators an additional resource that will assist in increasing student achievement in the general classroom during SY 2019-2020.</li> </ul> <p>This program will:</p> <ul style="list-style-type: none"> <li>• Help music educators elevate the creative process in their classrooms.</li> <li>• Help music educators motivate their students to participate authentically in the creative process while improving the quality of student compositions.</li> <li>• Help increase music educator pedagogical capacity.</li> </ul> <p>Intended Outcomes</p> <ul style="list-style-type: none"> <li>• All students of participating teachers will achieve at least a score of 75% on summative creative process assessments.</li> <li>• All students of participating teachers will achieve at least a score of 75% on the SMCPS General Music Assessments.</li> <li>• During formal observations of</li> </ul>	<p>general music teachers.</p> <p>Quaver Music focuses exclusively on general music teachers. This focus provides teachers with a broad set of learning options for their general music students.</p> <p>Quaver Music offers an incredibly diverse selection of meaningful and relevant general music lesson opportunities.</p> <p><a href="https://www.quavermusic.com/info/about/quavermusics-mission-music-education/">https://www.quavermusic.com/info/about/quavermusics-mission-music-education/</a></p>	<p>to purchase software for elementary schools.</p>



4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
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		<p>participating teachers, the rating for “Content Knowledge and Pedagogy” category will be “effective” or higher.</p> <p>Timeline</p> <ul style="list-style-type: none"> <li>• December 2019 – June 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>• Purchase licenses</li> <li>• Provide staff development for teachers implementing the software</li> <li>• Hold monthly collaborative opportunities for teachers. Teachers will collaborate to review implementation strategies and discuss any issues or questions. These meetings will also include technical training and the continued development of lesson plans. Based on teacher feedback, additional training can be scheduled with the software representative, if needed.</li> </ul> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>• Review school usage.</li> <li>• Collect teacher feedback (ex: implementation strategies, usage, training needs)</li> <li>• Survey teachers at the end of the school</li> </ul>		

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Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>year to determine the effectiveness of the software</p> <hr/> <p><b>Implementation of the Art of Education</b> in all three levels of schools in SMCPs. Art Ed PRO is the only on-demand, personalized learning platform designed exclusively for K-12 art educators. PRO provides its users with access to a comprehensive, relevant library filled with hundreds of expert trainings, hands-on tutorials, and rich-printable resources.</p> <p>Program Objective</p> <ul style="list-style-type: none"> <li>• To provide 22 art educators an additional resource to assist in increasing student achievement in the visual art classroom during SY 2019-2020.</li> </ul> <p>This program will:</p> <ul style="list-style-type: none"> <li>• Help art educators elevate the creative process in their classrooms.</li> <li>• Help art educators motivate their students to participate authentically in the creative process while improving the quality of student compositions.</li> <li>• Help increase art educator pedagogical capacity.</li> </ul>	<hr/> <p>The Art of Education is based around online instruction and geared specifically toward K-12 art teachers.</p> <p>The Art of Education focuses exclusively on K-12 art teachers. This focus provides teachers with a deeper coursework selection and a more broad set of learning options. Everything in the program is designed by art teachers, for art teachers, and taught by art teachers.</p> <p>The Art of Education offers an incredibly diverse selection of lifelong learning opportunities including daily articles, weekly podcasts, online conferences, professional development platforms, and more.</p>	<hr/> <p>\$4,400</p> <p>Funds will be used to purchase software.</p>

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		<p>Intended Outcomes</p> <ul style="list-style-type: none"> <li>• All students of participating teachers will achieve at least a score of 75% on summative creative process assessments.</li> <li>• All students of participating teachers will achieve at least a score of 75% on the SMCPS General Music Assessments.</li> <li>• During formal observations of participating teachers, the rating for “Content Knowledge and Pedagogy” category will be “effective” or higher.</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>• December 2019 – June 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>• Purchase licenses</li> <li>• Select teachers from each level (elementary, middle, and high)</li> <li>• Provide staff development for teachers implementing the software</li> <li>• Hold monthly collaborative opportunities for teachers. Teachers will collaborate to review implementation strategies and discuss any issues or questions. These meetings will also include technical training and the continued development of</li> </ul>	<a href="https://theartofeducation.edu/">https://theartofeducation.edu/</a>	

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Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>lesson plans. Based on teacher feedback, additional training can be scheduled with the software representative, if needed.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>• Review school usage.</li> <li>• Collect teacher feedback (ex: implementation strategies, usage, training needs)</li> <li>• Survey teachers at the end of the school year to determine the effectiveness of the software</li> </ul>		
4.5	<p>(C) Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as-</p> <p>(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields;</p> <p>(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions);</p> <p>(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to</p>	<p>Program Objective:</p> <ul style="list-style-type: none"> <li>• Continue Robotics club offerings previously funded using Title IV funds by hiring at least 15 school based Robotics Club facilitators by June 2021.</li> </ul> <p>Intended Outcomes</p> <ul style="list-style-type: none"> <li>• Increase student exposure to STEM opportunities outside of the normal school day facilitating school based Robotics Clubs at 15 school sites by June 2021.</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>• Fall 2019 – Spring 2020</li> </ul>	<p>Karna-Lin, E., Pihlainen-Bednarik, K., Sutinen, E., &amp; Virnes, M. (2006, July). <a href="#">Can robots teach? Preliminary results on educational robotics in special education.</a> In <i>Advanced Learning Technologies, 2006. Sixth International Conference on</i> (pp. 319-321). IEEE.</p> <p>Nugent, G., Barker, B., Grandgenett, N., &amp; Welch, G. (2016). <a href="#">Robotics camps.</a></p>	<p>\$28,018</p> <p>(\$10,800)</p> <p>Funds will be used to pay facilitators to hold a robotics clubs before/after normal school hours.</p> <p>(\$17,218)</p> <p>Funds will also be used to purchase additional robotics</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
4.5 Cont.	enhance the students' understanding of the STEM subjects; (iv) supporting the creation and enhancement of STEM-focused specialty schools; (v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; (vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education; [Section 4107]](a)(3)(C)	<p>Implementation</p> <ul style="list-style-type: none"> <li>• Recruit a Robotics Club Advisor at each school and pay him/her a stipend to facilitate this experience for students after school during the 2019-2020 school year.</li> </ul> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>• Collect participant demographic data to determine if target audience has participated. Survey facilitators to determine impact (academic, social-emotional, etc.) Determine how many students would participate in this experience again if it were offered in the future. Review data of participants to determine if there was an impact on overall school performance (attendance, academic, behavior, etc.).</li> </ul>	<p><a href="#">clubs, and competitions: Results from a US robotics project.</a> <i>Robotics and Autonomous Systems</i>, 75, 686-691.</p> <p>Rusk, N., Resnick, M., Berg, R., &amp; Pezalla-Granlund, M. (2008). <a href="#">New pathways into robotics: Strategies for broadening participation.</a> <i>Journal of Science Education and Technology</i>, 17(1), 59-69.</p> <p>Taban, F., Acar, E., Fidan, I., &amp; Zora, A. (2005, June). <a href="#">Teaching basic engineering concepts in a K-12 environment using LEGO bricks and robotics.</a> In <i>Proceedings of the 2005.</i></p>	<p>materials such as:</p> <p>BeeBots Ozobots Lego EV3 kits Virtual Brick DJI Tello Drones XinaBox FlatSAT kits MarkerBot Replicator 3D printers</p>
	(D) Efforts to raise student academic achievement through accelerated learning programs, such as: (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated	<p>Program Objective:</p> <ul style="list-style-type: none"> <li>• To fund AP examination costs for up to 113 FARMS students to facilitate participation across all three high schools by June 30, 2021</li> </ul>	Achieve, Inc. and Jobs for the Future (2015). Integrating Earning College Credit in High School into Accountability	<p>\$5,085</p> <p>Funds will be used to cover the AP examination costs</p>

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<b>4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required</b>				
<b>Item</b>	<b>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</b>	<b>Brief Description of Specific Services including:</b> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	<b>Cite the evidence based study or studies that support this strategy/activity if applicable.</b>	<b>Explanation of how funds will be used (List total at the end)</b>
4.6  4.6 Cont.	learning courses and plan to take accelerated learning examinations; or (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses; [Section 4107](a)(3)(D) <b>The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.</b>	<p>Intended Outcomes:</p> <ul style="list-style-type: none"> <li>• The percentage of FARMS students participating in AP examples will increase by 5% by June 30, 2021.</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>• Fall 2019 – Spring 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>• Provide high schools with access to funds that can be used to support their FARMS students in taking AP exams</li> </ul> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>• Collect participant demographic data to determine if target audience has participated</li> <li>• Collect participant performance data</li> </ul>	<p>Systems. <a href="https://www.achieve.org/files/EarningCollegeCreditAchieveJFF.pdf">https://www.achieve.org/files/EarningCollegeCreditAchieveJFF.pdf</a></p> <p>Warne, Russell T.; Larsen, Ross; Anderson, Braydon; Odasso, Alyce J. (2015). The Impact of Participation in the Advanced Placement Program on Students' College Admissions Test Scores. <i>Journal of Educational Research</i>, v108 n5 p400-416. <a href="https://eric.ed.gov/?id=EJ1071756">https://eric.ed.gov/?id=EJ1071756</a></p>	for FARMS students.
4.7	(E) Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E)			
4.8	(F) Foreign language instruction; [Section 4107](a)(3)(F)			
4.9	(G) Environmental education; [Section 4107](a)(3)(G)	<p>Program Objective</p> <ul style="list-style-type: none"> <li>• Hire 2 Environmental Educators to</li> </ul>	Behrendt, M., & Franklin, T. (2014). <a href="#">A review of research</a>	\$15,000

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>facilitate environmental field based studies for high school science students during SY 2019-2020</p> <p>Intended Outcomes</p> <ul style="list-style-type: none"> <li>• The number of high schools participating in hands-on environmental field-based studies will increase from 1 to 3 by June 2021.</li> <li>• The number of high school classes participating in hands-on environmental field based study will increase from 5 to 15 by June 2021</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>• Spring 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>• Recruit one or more science teachers at each of the three high schools to pilot a field-based study integrating hands-on learning based at the Elms, one of our partner sites, or on their school grounds.</li> <li>• Facilitate field study experiences with high school students.</li> </ul> <p>Evaluation Plan</p>	<p><a href="#">on school field trips and their value in education.</a></p> <p><i>International Journal of Environmental and Science Education</i>, 9(3), 235-245.</p> <p>Steele, A. (2011). <a href="#">Beyond Contradiction: Exploring the Work of Secondary Science Teachers as They Embed Environmental Education in Curricula.</a> <i>International Journal of Environmental and Science Education</i>, 6(1), 1-22.</p>	<p>Funds will be used to pay Part-Time/Hourly Environmental Educators (contracted service-temp agency) to work with high school teachers to implement and lead field studies at the Elms, partner sites, or on their school grounds. Funds will also be provided for substitute coverage.</p>

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<b>4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required</b>				
<b>Item</b>	<b>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</b>	<b>Brief Description of Specific Services including:</b> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	<b>Cite the evidence based study or studies that support this strategy/activity if applicable.</b>	<b>Explanation of how funds will be used (List total at the end)</b>
		<ul style="list-style-type: none"> <li>• Collect data on number of students who participated in a field-based study integrated into their science curriculum.</li> </ul>		
4.10	(H) Programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H)			
4.11	(I) Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I)			
4.12	(J) Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J)			
<b>Total Projected Use of Funds for Well-Rounded Education Content Area (4.0):</b>			<b>\$91,047.16</b>	
<b>Projected % of Total Allocation for Well-Rounded Education Content Area (4.0):</b>			<b>40%</b>	
<b>Local Educational Agency:</b> <u>St. Mary's County (18)</u> <b>Fiscal Year:</b> <u>2020</u>				



To guarantee the safety and well-being of every student, LEAs, or consortium of such agencies, must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108. **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)**

It is also important to note that any local educational agency receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

**Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.**

<b>5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]</b>		
5.1	(1) Coordinated with other schools and community-based services and programs; [Section 4108](1)]	<p>School based Wellness Coordinators will work in collaboration with the Supervisor of Physical Education, Health Education and Wellness and Supervisors in Student Services to offer school-based activities that support the physical and mental well-being of students. School-based Wellness Coordinators will attend School Health Council meetings.</p> <p>School staff will work collaboratively with the Supervisor of Library/Media and her staff when planning and implementing summer library hours at local public schools. School staff will also work collaboratively with local public libraries when planning summer opportunities.</p>
5.2	(2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]	<p>School counselors help students develop social and emotional skills such as empathy and perspective-taking so that they may use these skills for problem-solving and to prevent and/or resolve problems and conflicts in social interactions.</p> <p>School-based Wellness Coaches will be able to promote school based wellness initiatives that support academic achievement. They will coordinate school-based wellness activities.</p> <p>School-based summer library hours will offer students and families a safe place to meet and engage in literacy and learning activities when school is not in session.</p>

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5.3	(3) Promote the involvement of parents and in the activity or program; [Section 4108](3)]	Wellness Coaches can encourage parent participation in school wellness initiatives. They can also provide parents with information and support in how to implement the wellness initiatives at home.  School-based summer library hours will keep students and families connected to the school community and promote family engagement in literacy and learning activities.
5.4	(4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	The planned wellness coaches activity is based on information collected from representatives who have collaborated with the St. Mary's County Health Department, St. Mary's County School Health Council, and Healthy St. Mary's Partnership. These community-based services and programs will be available for support, if needed, but do not have direct involvement with the activity implementation.  The planned school-based summer library hours with literacy and learning activities will be conducted in partnership with school-based staff and the local public libraries.

**5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]**

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include, among other programs and activities—(complete all that are applicable)				
5.5	(A) Drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including:			

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	(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and (ii) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention; [Section 4108](5)(A)]			
5.6	(B)(i) School-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; [Section 4108](5)(B)(i)]			
5.7	(ii) school-based mental health services partnership programs that- (I) are conducted in partnership with a public or private mental health entity or health care entity; and [Section 4108](5)(B)(ii)(I)]			
5.8	(II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are- (aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate)			

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	with early intervening services provided under the Individuals with Disabilities Education Act; (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise [Section 4108](5)(B)(ii)(II)]			
5.9	(C)(i) Integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i)]	<p><b>Program Objective:</b></p> <ul style="list-style-type: none"> <li>Direct instruction of effective social and emotional skills will increase student use of effective problem-solving skills resulting in a decrease in disciplinary referrals. The number of discipline referrals at Leonardtown Elementary will decrease from 301 to 296 by June 18, 2020. The number of discipline referrals at Mechanicsville Elementary will decrease from 504 to 479 by June 18, 2020</li> </ul> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>The number of discipline referrals at the two schools where the PATHs curriculum is to be implemented will decrease by 5% by June, 2020.</li> </ul> <p>Two school counselors will implement the Paths curriculum into the classroom in meaningful and appropriate ways that support all learners and promotes social-emotional learning for students.</p> <ul style="list-style-type: none"> <li>Increase children's self-control</li> <li>Increase children's ability to get along with others by improving their social skills</li> <li>Increase children's understanding and communication of the vocabulary of emotions (verbal mediation and dialoguing about feelings with others</li> <li>Help children recognize and understand how one's behavior affects others</li> <li>Improve children's communication skills with adults and peers</li> <li>Promote prosocial and responsible behavior</li> <li>Increase children's ability to recognize and interpret similarities and differences in the feelings people experience in their daily lives</li> </ul>	<p>Domitrovich, C. E., Cortes, R. C., &amp; Greenberg, M. T. (2007). <a href="#">Improving young children's social and emotional competence: A randomized trial of the Preschool PATHS Curriculum</a>. <i>Journal of Primary Prevention</i>, 28, 67-91.</p> <p>Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M.T., Blair, C., Nelson, K. &amp; Gill, S. (2008). <a href="#">Promoting academic and social-emotional school readiness: The Head Start REDI Program</a>. <i>Child Development</i>, 79,1802-1817.</p> <p>Conduct Problems Prevention Research Group. (2010). <a href="#">The effects of a multi-year randomized clinical trial of a universal social-emotional learning program: The role of student and school characteristics</a>. <i>Journal of</i></p>	<p>\$5,258</p> <p>Funds will be used to purchase curriculum materials</p>

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		<p>Timeline</p> <ul style="list-style-type: none"> <li>Fall 2019 – Summer 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>Purchase materials</li> <li>Train counselors</li> <li>School counselors will implement the Path’s curriculum for grades 1-2 with a minimum of three lessons per classroom</li> <li>School Counselors will implement the Path’s curriculum in a small counseling group setting for identified students with significant social- emotional learning difficulties</li> </ul> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>Collect counselor feedback regarding curriculum implementation</li> <li>Collect teacher feedback regarding classroom social climate</li> <li>Collect teacher feedback on student improvement in the execution of social-emotional learning skill sets</li> <li>Review discipline data by student as appropriate</li> </ul>	<p><u>Consulting and Clinical Psychology, 78, 156-168, DOI: 10.1037/a0018607</u></p>	
5.10	(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students; [Section 4108](5)(C)(ii)]			
5.11	(iii) help prevent bullying and harassment; [Section 4108](5)(C)(iii)]			
5.12	(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating			

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	violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv)]			
5.13	(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse [Section 4108](5)(C)(v)]	<p><b>Program Objective:</b></p> <ul style="list-style-type: none"> <li>By the end of May 2019, SMCPS will be able to braid Title IV funds with 21 Century Community Learning Center (21CCLC) funds in order to secure one full time counselor for the 21CCLC summer program which is scheduled to operate from July 6, 2020 - August 6, 2020.</li> </ul> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>The counselor will work directly with teachers and students providing at least 3 large group lessons on social-emotional topics between July 6, 2020 - August 6, 2020. Topics may include being respectful, using "I" messages, bullying, goal setting, problem solving, etc.</li> <li>The counselor will work with a students both individually and in small groups to address topics such as being a good listener, sharing, empathy, positive mind set, anger management, etc. . He/She will also conduct check in/check out sessions with students identified as needing this service. The counselor will provide small group sessions at least once per week during the five week summer session. He/she will provide check-in/check out sessions daily as necessary to support specific students.</li> </ul> <p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>June 2020 - August 2020</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Recruit one counselor to serve at the 21CCLC Summer Learning Program and pay them a stipend (in coordination with the 21CCLC grant) for his/her services.</li> </ul> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>Review programming provided by counselor.</li> <li>Review logs of student support provided by this position to determine overall impact on student performance.</li> <li>21CCLLC also has an external evaluator who issues a report that is submitted to MSDE.</li> </ul>	<p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., &amp; Schellinger, K. B. (2011). <a href="#"><u>The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions.</u></a> <i>Child development</i>, 82(1), 405-432.</p> <p>Dahir, C. A. (2004). <a href="#"><u>Supporting a nation of learners: The role of school counseling in educational reform.</u></a> <i>Journal of Counseling &amp; Development</i>, 82(3), 344-353.</p> <p>Payton, J. W., Graczyk, P., Wardlaw, D., Bloodworth, M., Tompsett, C., &amp; Weissberg, R. (2000). <a href="#"><u>Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth.</u></a> <i>Journal of School Health</i>, 70, 179–185.</p>	<p>\$1,620</p> <p>Funds will be used to pay one staff member for his/her participation in the 21CCLC Summer Learning Program</p>

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5.14	(vi) Establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)]			
5.15	(vii) Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; [Section 4108](5)(C)(vii)]	<p>Program Objective:</p> <ul style="list-style-type: none"> <li>Open at least 12 school media centers to students and families between June 2020 – August 2020 when school is not in session.</li> </ul> <p>Intended Outcomes</p> <ul style="list-style-type: none"> <li>Establish a summer learning environment at least 12 school sites that is accessible to students and families between June 2020- August 2020.</li> <li>Encourage student summer reading and academic engagement through increased student participation (as compared to the previous school year) in advertised summer media center activities that will be held June 2020-August 2020.</li> <li>Increase home/school connection during the summer by advertising and encouraging family participation in scheduled summer media center activities, June 2020- August 2020</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>June 2020 - August 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>Recruit and pay two individuals per site to plan family engagement activities and open the school media center one day each week during summer vacation for students and their families.</li> </ul> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>Collect information about days/hours of availability, the kinds of activities planned, and the number of community participants.</li> </ul>	<p>Alexander, K., Entwistle D., &amp; Olsen L (2007). "<a href="#">Lasting Consequences of the Summer Learning Gap</a>." <i>American Sociological Review</i>. no. 72, 167-180.</p> <p>Allington, R. L., McGill-Frazen A., Camilli G., Williams L., Graff J., Zeig J., Zmach C., &amp; Nowak R. (2010). "<a href="#">Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students</a>." <i>Reading Psychology</i>, (31) 5, 411-427</p> <p>Krashen, S., &amp; Shin F. (2004). <a href="#">Summer Reading and the Potential Contribution of the Public Library in Improving Reading for Children of Poverty</a>. <i>Public Library Quarterly</i>, 23 (3/4), 99-109.</p>	<p>\$68,386</p> <p>(\$62,986)</p> <p>Funds will be used to pay 2 staff members at each school site to facilitate the summer media center hours and activities (ex: summer reading programs, maker spaces, robotics, DI challenges).</p> <p>(\$5,400)</p> <p>Funds will also be used to support site-based summer literacy and learning activities (ex: summer reading programs, maker spaces, robotics, DI</p>

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				style challenges).
5.16	<p>(D) High-quality training for school personnel, including specialized instructional support personnel, related to:</p> <ul style="list-style-type: none"> <li>(i) suicide prevention;</li> <li>(ii) effective and trauma-informed practices in classroom management;</li> <li>(iii) crisis management and conflict resolution techniques;</li> <li>(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102));</li> <li>(v) school-based violence prevention strategies;</li> <li>(vi) drug abuse prevention, including educating children facing substance abuse at home; and</li> <li>(vii) bullying and harassment prevention; [Section 4108](5)(D)]</li> </ul>			
5.17	<p>(E) Child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide:</p> <ul style="list-style-type: none"> <li>(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and</li> <li>(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; [Section 4108](5)(E)]</li> </ul>			



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5.18	(F) Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— (i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”; or [Section 4108](5)(F)]			
5.19	(G) Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; [Section 4108](5)(G)]			
5.20	(H) Designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between			

**ATTACHMENT 9 TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

	schools and communities; or [Section 4108](5)(H)]			
5.21	(I) Pay for success initiatives aligned with the purposes of this section. [Section 4108](5)(I)]	<p>Program Objective:</p> <ul style="list-style-type: none"> <li>Continue implementation of School Wellness Coordinators previously funded using Title IV funds by hiring at least 25 school based wellness coordinators by June 2021.</li> </ul> <p>Intended Outcomes</p> <ul style="list-style-type: none"> <li>Promote wellness initiatives by establishing and implementing site-based wellness goals in at least 25 schools by June 2021.</li> <li>Offer opportunities for students to participate in school site based wellness activities during and outside of the normal school day in at least 25 schools by June 2021.</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>Fall 2019 – Spring 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>Recruit a Wellness Coordinator at each local school and pay them a stipend to facilitate school wellness initiatives for students during and before/after school.</li> </ul> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>Collect information regarding the types of wellness activities initiated by the school Wellness Coaches and student participation data. Review data of participants to determine if there was an impact on overall school performance (attendance, academic, behavior, etc.).</li> </ul>	<p>Bunketorp Käll, L., Malmgren, H., Olsson, E., Lindén, T., &amp; Nilsson, M. (2015). <a href="#">Effects of a curricular physical activity intervention on children's school performance, wellness, and brain development</a>. <i>Journal of School Health</i>, 85(10), 704-713.</p> <p>Stiefel, L., Elbel, B., Pflugh Prescott, M., Aneja, S., &amp; Schwartz, A. E. (2017). <a href="#">School Wellness Programs: Magnitude and Distribution in New York City Public Schools</a>. <i>Journal of School Health</i>, 87(1), 3-11.</p> <p>Story, M., Nannery, M. S., &amp; Schwartz, M. B. (2009). <a href="#">Schools and obesity prevention: creating school environments and policies to promote healthy eating and physical activity</a>. <i>The Milbank Quarterly</i>, 87(1), 71-100.</p>	<p>\$18,096</p> <p>(\$9,396)</p> <p>Funds will be used to pay a stipend to one staff member at each school site who will serve as a site-based Wellness Coordinator.</p> <p>(\$8,700)</p> <p>Funds will also be used to support site-based wellness initiatives (ex: running clubs, jump rope clubs, work out Wednesdays, student/staff sports events).</p>
<b>Total Projected Use of Funds for Safe and Healthy Students Content Area (5.0):</b>			<b>\$93,360</b>	
<b>Projected % of Total Allocation for Safe and Healthy Students Content Area (5.0):</b>			<b>41%</b>	

**Local Educational Agency:** St. Mary's County (18)

**Fiscal Year:** 2020

To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any local educational agency, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

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

**Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.**

<b>6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]</b>				
<b>Item</b>	<b>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</b>	<b>Brief Description of Specific Services including:</b> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	<b>Cite the evidence based study or studies that support this strategy/activity if applicable.</b>	<b>Explanation of how funds will be used (List total at the end)</b>
6.1	(1) Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) Personalize learning to improve student academic achievement; (B) Discover, adapt, and share relevant high-quality educational resources; (C) Use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and (D) Implement and support school- and district-wide approaches for using technology to inform			

<b>6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]</b>				
<b>Item</b>	<b>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</b>	<b>Brief Description of Specific Services including:</b> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	<b>Cite the evidence based study or studies that support this strategy/activity if applicable.</b>	<b>Explanation of how funds will be used (List total at the end)</b>
	instruction, support teacher collaboration, and personalize learning. [Section 4109](1)]			
6.2	(2) Building technological capacity and infrastructure, which may include: (A) Procuring content and ensuring content quality; and (B) Purchasing devices, equipment, and software applications in order to address readiness shortfalls. [Section 4109](2)]			
6.3	(3) Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology. [Section 4109](3)]			
6.4	(4) Carrying out blended learning projects which shall include: (A) Planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or (B) Ongoing professional development for teachers, principals, other school leaders, or other personnel			

**6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]**

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
	involved in the project that is designed to support the implementation and academic success of the project. [Section 4109](4)]			
6.5	(5) Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and [Section 4109](5)]	<p>Math App PLAYDATES</p> <p>Program Objective:</p> <ul style="list-style-type: none"> <li>Develop teacher understanding of the instructional benefits applications offer by making at least one Math App PLAYDATE available at each elementary school by June 2021.</li> </ul> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> <li>Increased teacher/student use of mathematical applications (virtual manipulatives) in the mathematics classroom by 10% by June 2021.</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>Winter 2020 – Summer 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>Hold six Math App PLAYDATES where teachers can come learn about and play with available math app technology.</li> <li>Establish SMART goals (specific, measurable, achievable, results-</li> </ul>	<p>Stacy, S. T., Cartwright, M., Arwood, Z., Canfield, J. P., &amp; Kloos, H. (2017). <a href="http://doi.org/10.3389/fpsyg.2017.00179">Addressing the Math-Practice Gap in Elementary School: Are Tablets a Feasible Tool for Informal Math Practice?</a> <i>Frontiers in Psychology</i>, 8, 179. <a href="http://doi.org/10.3389/fpsyg.2017.00179">http://doi.org/10.3389/fpsyg.2017.00179</a></p> <p>Zhang, Meilan &amp; Trussell, Robert &amp; Gallegos, Benjamin &amp; R. Asam, Rasmiyeh. (2015). <a href="http://doi.org/10.1007/s11528-015-0837-y">Using Math Apps for Improving Student Learning: An Exploratory Study in an Inclusive Fourth Grade Classroom.</a> <i>TechTrends</i>. 59. 10.1007/s11528-015-0837-y.</p>	<p>\$9,331</p> <p>Funds will be used to compensate teachers who attend Math App PLAYDATES</p>

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>focused, and time-bound) that utilize available technologies.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>• A feedback form will be provided to all participants at the end of each session. A follow up email will also be sent one month later requesting information on how teachers are using the applications in the math classroom and the progress they have made towards the goal they set at the end of the session.</li> </ul> <hr/> <p>STEM PLAYDATES</p> <p>Program Objective:</p> <ul style="list-style-type: none"> <li>• Host at least 2 STEM Playdates by June 2021.</li> </ul> <p>Intended Outcomes</p> <ul style="list-style-type: none"> <li>• Increase the use of STEM/robotics technologies as evidenced by a 10% increase in the amount of robotics materials that are checked out by teachers and utilized in schools.</li> </ul> <p>STEM PLAYDATES will:</p>	<hr/> <p>Bell, D. (2016). <a href="#">The reality of STEM education, design and technology teachers' perceptions: a phenomenographic study.</a> <i>International Journal of Technology and Design Education</i>, 26(1), 61-79.</p> <p>Slavit, D., Holmlund Nelson, T., &amp; Lesseig, K. (2016). <a href="#">The teachers' role in developing, opening, and nurturing an inclusive STEM-focused school.</a> <i>International Journal of STEM Education</i>, 3(1), 1-17.</p>	<hr/> <p>\$6,804</p> <p>Funds will be used to compensate teachers who attend STEM PLAYDATES</p>

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<ul style="list-style-type: none"> <li>• Increase teacher comfort with and skill in using available STEM/robotics technologies.</li> <li>• Encourage the use of STEM/robotics in classrooms.</li> <li>• Provide support for Robotics Club Facilitators</li> </ul> <p>Timeline</p> <ul style="list-style-type: none"> <li>• Fall 2019 – August 2020</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>• Hold three STEM PLAYDATES where teachers can come learn about and play with available STEM/robotics technology.</li> <li>• Establish SMART goals (specific, measurable, achievable, results-focused, and time-bound) that utilize available technologies.</li> </ul> <p>Evaluation Plan</p> <ul style="list-style-type: none"> <li>• Collect teacher feedback on implementation of SMART goals. Collect material check out data and lesson plans, if applicable, to determine if there is an increase in the use of STEM and Robotics technologies in</li> </ul>		

<b>6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]</b>				
<b>Item</b>	<b>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</b>	<b>Brief Description of Specific Services including:</b> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	<b>Cite the evidence based study or studies that support this strategy/activity if applicable.</b>	<b>Explanation of how funds will be used (List total at the end)</b>
		classrooms.		
6.6	(6) Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109](6)]			
<b>Total Projected Use of Funds for Effective Use of Technology Content Area (6.0):</b>			<b>\$16,135</b>	
<b>Projected % of Total Allocation for Effective Use of Technology Content Area (6.0):</b>			<b>7%</b>	



**ATTACHMENT 9    TITLE IV, PART A**  
**STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

**Local Educational Agency:** St. Mary's County (18)

**Fiscal Year:** 2020

**7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS  
[ESEA, SECTION 8501]:**

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

Participating Private Schools and Services: Provide information regarding *the calculated cost per pupil, that will benefit from Title IV-A services*. (Include below or as an attachment)

17,999 SMCPS students + 2,164 Nonpublic students = 20,163 students  
SMCPS Title IV allotment \$228,472 – Administrative Costs \$0 = \$228,472  
 $\$228,472 / 20,163 \text{ students} = \$11.33125 \text{ per student}$

**Participating Private Schools:**

Father Andrew White  
 $248 \text{ students} \times \$11.33125 \text{ per student} = \$2,810.15$

King's Christian Academy  
 $363 \text{ students} \times \$11.33125 \text{ per student} = \$4,113.24$

Little Flower School  
 $145 \text{ students} \times \$11.33125 \text{ per student} = \$1,643.03$

Leonard Hall Junior Naval Academy  
 $47 \text{ students} \times \$11.33125 \text{ per student} = \$532.57$

Lexington Park Baptist Church PreSchool  
 $28 \text{ students} \times \$11.33125 \text{ per student} = \$317.28$

Mother Catherine Academy  
 $170 \text{ students} \times \$11.33125 \text{ per student} = \$1,926.31$

St. John's School  
 $244 \text{ students} \times \$11.33125 \text{ per student} = \$2,764.83$

St. Michael's Catholic  
 $160 \text{ students} \times \$11.33125 \text{ per student} = \$1,813.00$

St. Mary's Ryken

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680 students x \$11.33125 per student = \$7,705.25

Starmaker School for Early Educaiton at Wildewood  
79 students x \$11.33125 per student = \$895.17

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

On August 12, 2019, a letter was mailed to all local nonpublic schools advising them of the opportunity to participate in the Title IV, Part A Grant and requesting documentation of their intent to participate. On August 26, 2019, a follow-up e-mail with the same information was sent to all nonpublic schools that had previously participated in the Title IV, Part A Grant. All participating nonpublic schools were invited to attend a Federally Funded Programs Meeting on October 17, 2019, to discuss Federally Funded Grant opportunities including Title IV, Part A. An additional Federally Funded Programs Meeting will be scheduled in the winter/spring of 2020. Additional individual nonpublic meetings are available upon request. Each nonpublic school that will be participating in the Title IV, Part A Grant will be asked to complete an application that includes a needs assessment and information about planned activities. When there is a question about whether an activity is allowable, MSDE is consulted. In cases, where proposed activities cannot be funded using Title IV monies, alternative activities are discussed.

Describe the school system's *process for providing equitable participation* to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)

**Needs Assessment:** Each nonpublic school that will be participating in the Title IV, Part A Grant will be asked to complete an application that includes a needs assessment and information about planned activities.

[Title IV Letter and Application distributed to NonPublics](#)

**Monitoring:** In the past, all nonpublic funds have been utilized for Well Rounded and Safe and Healthy Student activities. All applications are reviewed and approved prior to any utilization of funds. Once activities are approved, funds are dispersed as planned. When activities cannot be funded using Title IV funds, alternative funding sources or activities are discussed. This collaboration occurs at scheduled Federally Funded Program Meetings, through email, phone conversations, and at nonpublic site visits.

**Professional Development Plan:**

[Title IV Letter and Application distributed to NonPublics](#)

**Total Amount for Non-Public Transfers: \$24,521**

**REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.**

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**STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

**Local Educational Agency:** St. Mary's County (18)

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**8.0 ASSURANCES [ESEA, SECTION 4106(e)(2)]:**

**Each application shall include assurances that the local educational agency, or consortium of such agencies, will—**

- ☒ (A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—
    - (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
    - (ii) have the highest percentages or numbers of children counted under section 1124(c);
    - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
    - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
    - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
  - ☒ (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
  - ☒ (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
  - ☒ (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
  - ☒ (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and
  - ☒ (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
- (f) SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

**Local Educational Agency:** St. Mary's (18)

**Fiscal Year:** 2020

**9.0 INTERNET SAFETY [ESEA, SECTION 4121]:**

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

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

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

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

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

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

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

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(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

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

Local Educational Agency: St. Mary's (18)

Fiscal Year: 2020

## 10.0 BUDGET NARRATIVE:

**Guidance for Completion of the Budget Narrative for Individual Grants**  
**(REMEMBER TO CALCULATE 20% FOR WELL-ROUNDED & 20% FOR SAFE & HEALTHY STUDENTS FROM THE ORIGINAL ALLOCATION)**

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information: *It is recommended that you arrange the budget narrative by content area, i.e., 4.0: Well-Rounded Education, 5.0: Safe and Healthy Students, and 6.0: Effective Use of Technology for reporting purposes.*

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your sums are accurate.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

### **Personnel Costs:**

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for

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creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

**Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

**Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

**Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

**Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project. **Must be subtracted from indirect cost calculation.**

**Transfers**

- Transfers are payments to other LEAs, non-public schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. **Must be subtracted from indirect cost calculation.**
- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as

**ATTACHMENT 9    TITLE IV, PART A  
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

a separate line item and is not associated with any specific Activity. The calculation is as follows:

Total allocation less (–) transfers (equitable services) & equipment x 0.0(ICR) x 1.0(ICR)

Example: The LEA total allocation is \$50,000. The LEA indirect cost rate = 2.0%.  
The LEA has \$4,000 in transfers for equitable services and \$1,000 in equipment.  
The indirect cost rate calculation =

\$50,000 - \$4,000 (equitable services) - \$1,000 (equipment) = \$45,000.  
\$45,000 x .02 = \$900. \$900 x 1.02 = \$918 INDIRECT COSTS.

**Title IV, Part A Budget Narrative**

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
<b>Activities to Support Well-Rounded Educational Opportunities</b>					
<b>Item 4.4</b>					
Materials of Instruction	SmartMusic software to provide student feedback and differentiation	24 educator licenses x \$40 = \$960  1,452 student licenses x \$12 = \$17,424	\$18,384		\$18,384
<b>Item 4.4</b>					
Materials of Instruction	AP Music Theory software to provide student feedback and differentiation	40 students x \$79	\$3,160		\$3,160
<b>Item 4.4</b>					
Materials of Instruction	Sight Reading Factory software to provide student feedback and differentiation	10 educator licenses x \$35 = \$350  765 student licenses x \$2 = \$1,530	\$1,879.90		\$1,880
<b>Item 4.4</b>					
Materials of Instruction	Quaver Music software to support music instruction	9 educator licenses x \$1,680	\$15,120		\$15,120

**ATTACHMENT 9    TITLE IV, PART A  
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

<b>Item 4.4</b>					
Materials of Instruction	Art of Education software to support music instruction	22 educator licenses x \$200	\$4,400		\$4,400
<b>Item 4.5</b>					
Instructional Salaries & Wages	Payment for Robotics Club Facilitator	25 school-based robotics club facilitators x \$400	\$10,000		\$10,000
Fixed Charges	FICA	8% x \$10,000	\$800		\$800
Materials of Instruction	Instructional Supplies	25 sites x \$688.72	\$17,218		\$17,218
<b>Item 4.6</b>					
Materials of Instruction	AP examination costs for FARMS students	113 students x \$45	\$5,085		\$5,085
<b>Item 4.9</b>					
Instructional Contracted Services	Payment for Part-Time/Hourly Environmental Education Instructors	2 EE Instructors x 9 weeks x 5 days/week x 6 hours/day = 540 hours @ \$19.50/hr (avg. of \$18 & \$21) X .2658% Mark-Up	\$13,329		\$13,329
Substitutes	Substitute coverage for classroom teachers and to assist in field study support	17 substitutes X \$91/day	\$1,547		\$1,547
Fixed Charges	FICA	8% x \$1,547	\$124		\$124
<b>Well Rounded Sub Total</b>					<b>\$91,047</b>
<b>Activities to Support Safe and Healthy Students</b>					
<b>Item 5.9</b>					
Materials for Instruction	Instructional Supplies	2 counselor kits x \$2629	\$5,258		\$5,258
<b>Item 5.13</b>					



**ATTACHMENT 9      TITLE IV, PART A**  
**STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Instructional Salaries & Wages	Payment for 21CCLC counselor	\$30/hour x 7.5 hours x 22 days - \$3,450 funded with the 21CCLC Grant	\$1,500		\$1,500
Fixed Charges	FICA	8% x \$1,500	\$120		\$120
<b>Item 5.15</b>					
Instructional Salaries & Wages	Payment for staff to open school media centers during summer months	36 staff x 6 hours x \$30/hour x 9 days	\$58,320		\$58,320
Fixed Charges	FICA	8% of \$58,320	\$4,666		\$4,666
Materials for Instruction	Materials to support summer activities	18 sites x \$300	\$5,400		\$5,400
<b>Item 5.21</b>					
Instructional Salaries & Wages	Payment for Wellness Coordinators at each site to support school wellness initiatives	29 school wellness champions x \$300	\$8,700		\$8,700
Fixed Charges	FICA	8% x \$8,700	\$696		\$696
Materials of Instruction	Materials to support school based wellness initiatives	29 sites x \$300	\$8,700		\$8,700
<b>Safe and Healthy Sub Total</b>					<b>\$93,360</b>
<b>Activities to Support the Effective Use of Technology</b>					
<b>Item 6.5</b>					
Instructional Staff Development Salaries & Wages	Payment for teacher training at STEM PLAYDATES	70 participants x \$30.00 per hour x 3 hours	\$6,300		\$6,300
Instructional Staff Development Salaries & Wages	Payment for teacher training at Math Apps PLAYDATES	192 participants x \$30 x 1.5 hours	\$8,640		\$8,640
Fixed Charges	FICA	8% x	\$1,195		\$1,195

**ATTACHMENT 9      TITLE IV, PART A  
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

		\$14,940			
Effective Use of Technology Subtotal					\$16,135
<b>Other</b>					
Indirect Costs	Indirect Costs	1.7%	\$3,409		\$3,409
Transfers to Nonpublic Schools	Father Andrew White- 248 students  King's Christian Academy- 363 students  Leonard Hall Junior Naval Academy- 47 students  Little Flower School- 145 students  LPBC Preschool- 28 students  Mother Catherine Academy- 170 students  St. John's School- 244 students  St. Michael's Catholic- 160 students  St. Mary's Ryken- 680 students  Starmaker School for Early Education at Wildewood- 79 students	(248+363+47 +145+28+ 170+244+ 160+680+79) x \$11.33125 per student	\$24,521		\$24,521

**ATTACHMENT 9      TITLE IV, PART A**  
**STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Other Subtotal					\$27,930
Well Rounded Subtotal					\$91,047
Safe and Healthy Subtotal					\$93,360
Effective Use of Technology Subtotal					\$16,135
<b>TOTAL</b>					\$228,472.00

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

ORIGINAL GRANT BUDGET	\$ 228,472.00	AMENDED BUDGET #		REQUEST DATE	10/04/19
GRANT NAME	Title IV, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	059-20		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2019	6/30/2021	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						3,409.00	3,409.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	80,067.00	13,329.00	84,605.00				178,001.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						24,521.00	24,521.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	14,940.00						14,940.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				7601.00			7,601.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	95,007.00	13,329.00	84,605.00	7,601.00	0.00	27,930.00	228,472.00

Finance Official Approval	Jennifer Shaffer		10/4/19	301-475-5511 x 3216
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	J. Scott Smith		10/7/19	301-475-5511 x 321
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## V. Fine Arts



# 2019 FINE ARTS INITIATIVE STATE GRANT APPLICATION



## Fine Arts Initiative Grants Application

Local school systems should provide a cohesive, stand-alone response to the prompts below.

1. Complete the chart below describing the progress and challenges in 2018-2019 toward meeting the Programs in Fine Arts goals articulated in the system's 2018 Annual Update. Identify the programs, practices or strategies, and resource allocations that are related to the progress.

2018-2019 Fine Arts		
Goals	Progress	Challenges
Create a meaningful long term COMAR implementation plan with colleagues in neighboring counties.	Throughout the 2018-2019 school year, professional learning community opportunities occurred with the Calvert and Charles counties fine arts supervisors that helped to map a long-term Southern Maryland vision plan to further implement COMAR.	Currently, our system is still not in a place where we can financially support the staffing and scheduling needs as outlined in the MSDE fine arts expectation. Discussions will continue to occur with the fine arts supervisors of Calvert and Charles counties with the intent of creating a long-term Southern Maryland plan to further implement COMAR.
Provide meaningful, relevant, and engaging professional development opportunities for the fine arts staff of St. Mary's County Public Schools (SMCPS).	Throughout the school year, teachers continued to receive professional development sessions on the fine arts connection to the MCCRS, how fine arts teachers could support instructional shifts (with a focus on student elevation in the creative process) within arts classrooms, the Maryland Fine Arts Standards, and standards based assessment. Teachers also received professional development sessions on how the SMCPS fine arts unit and lesson planning frames were developed to	Time and financial resources. In our LSS, there is only one date where all fine arts teachers meet together as a group. Other opportunities are available, however, they are not mandatory for teachers to attend.

	<p>meet the instructional needs of our students and teachers based on observational data from the 2017-2018 school year. The unit/lesson planning formats assisted fine arts teachers with ways to support the shift to the Maryland Fine Arts Standards. Teachers also continued to receive professional development regarding the implementation of “Domain 5,” the last component of our teacher evaluation system.</p> <p>Observational data and anecdotal evidence obtained by the supervisor of fine arts suggests our efforts to empower teachers through training assisted student elevation in the creative process. Also, there was an increase in “Domain 5” scoring throughout the system.</p>	
Continue to form and nourish a meaningful partnership with the St Mary’s County Arts Council.	<p>In September, the Arts Council provided artist funding for a system professional development opportunity. During the 18-19 school year, the Arts Council provided grant funding for guests artists at our Academy of Visual and Performing Arts, for the creation of a murals at Lexington Park Elementary School and Great Mills High School, and an artist in residence program at the Chesapeake Public Charter School.</p> <p>For the upcoming school year, through a partnership between the Arts Council and SMCPs, the first ever <i>St. Mary’s County Public Schools Fine Arts Educator of the Year</i> award will be presented.</p>	Time. While there is open and frequent communication between the two entities, there are often times where our calendars do not align. To help alleviate, the executive director and I intend to sketch out opportunities for collaboration for the upcoming school year sometime in August.

2. Complete the chart below outlining the system’s 2019-2020 goals to implement COMAR 13A.04.16 Programs in Fine Arts in dance, media arts, music, theatre, and visual art and the strategic targets for year



2023-2024 (five year forecast). Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations.

Fine Arts	2019-2020 Goals	2023-2024 Targets <i>5 Year Forecast</i>
Dance	<p>We will continue our attempts to begin a dance program in the Academy of Visual and Performing Arts at Chopticon High School. Additionally, collaborative discussions will continue to occur with our physical education supervisor to determine if any cross-curricular opportunities are present that would allow alignment to the new MSDE Fine Arts Standards. The same discussions will take place with the library-media supervisor (for media arts) and career and technology supervisor (media arts).</p>	<p>Once we are able to achieve funding for a dance instructor, our hope is the other high schools will recognize the benefits and, eventually, all three of our high schools will have viable dance programs. The 10 year forecast will focus on standalone dance classes in our middle schools.</p>
Media Arts	<p>Our Fine Arts Leadership Team will continue to explore ways we can authentically incorporate media arts into already existing fine arts courses at all levels. We will continue to embed our discoveries into existing curriculum.</p> <p>At the high school level, we will continue aligning already existing fine arts and CTE courses with the Media Arts standards.</p>	<p>Our intent is to create a standalone media arts pathway for high school students at the Dr. James A. Forrest Career and Technology Center.</p> <p>During the upcoming school year, a taskforce will be created to look at the SMCPS middle school schedule and what modifications are needed. There is an anticipation of CTE courses being added in the future. As a member of the task force, my hope is to collaborate with CTE and introduce media arts courses as well.</p>
Music	<p>We will continue aligning curriculum to the fine arts standards. For the upcoming school year, we will pilot newly created curriculum elementary</p>	<p>The creation of curriculum that aligns to the fine arts standards in all of our music course selections.</p> <p>The continued exploration of</p>

	school general music; beginning and advanced band, chorus, and strings; middle school band; high school band; and jazz band.	course additions that meet the needs of diverse 21 <sup>st</sup> century learners.
Theatre	We will continue aligning curriculum to the fine arts standards. For the upcoming school year, we will pilot newly created curriculum in elementary school visual art; middle school visual art; high school photography; and high school crafts.	<p>The creation of curriculum that aligns to the fine arts standards in all of our visual art course selections.</p> <p>The continued exploration of course additions that meet the needs of diverse 21<sup>st</sup> century learners.</p>
Visual Arts	We will continue aligning curriculum to the fine arts standards. For the upcoming school year, we will pilot newly created curriculum in Theatre I and II; and Technical Theatre	<p>The creation of curriculum that aligns to the fine arts standards in all of our theatre course selections.</p> <p>The continued exploration of course additions that meet the needs of diverse 21<sup>st</sup> century learners.</p>

3. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative”, “Sample Fine Arts Budget”, and “Fine Arts Budget Categories” in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this 2019 State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

### Guidance for Completion of the Budget Narrative for the Fine Arts Initiative

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

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in section B so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

#### **Personnel Costs:**

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

#### **Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

#### **Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

#### **Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

#### **Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

#### **Transfers**

- Transfers are payments to other LSSs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity.

You should use the format as shown in the sample on the following page.

### Sample Fine Arts Budget

Discipline	Category	Line Item	Calculation	Amount	In-kind	Total
All	Instruction Staff Dev. 203-205-09	Stipends for Professional Development	100 Participants x \$120	\$12,000.00	\$4,000.00 (MSAC)	\$8,000.00
MUSIC	<b>209 Student Transportation</b>	Transportation for State-wide Music Festivals	6 Buses x \$450	\$2,700.00		\$2,700.00
	Special Prog. 203-205-02	Materials and Supplies: Instruments	Classroom Teacher Supplies	\$3,400.00		\$3,400.00
DANCE	Instruction Staff Dev. 203-205-09	Contracted Services for Annual Dance Secondary Showcase	10 Consultants x \$300	\$3,000.00		\$3,000.00
THEATRE	Remodeling 215-36	Upgrading the auditorium to build a Theatre Tech program	Quote by "Theatre Tech Inc."	\$14,000	\$10,000 (Income from ticket sales)	\$4,000.00
	Special Prog. 203-205-02	Annual Theatre Festival	Classroom Teacher Supplies	\$1,273.00		\$1,273.00
MEDIA ARTS	Instruction Staff Dev. 203-205-09	Conference fees for Media Arts Staff to further develop Media Arts Programing	2 staff members x \$340	\$680.00		\$680.00
VISUAL ARTS	Special Prog. 203-205-02	Curriculum Writing Stipends	2 writers x \$1000	\$2,000.00		\$2,000.00
	Regular Prog. 203-205-01	Art Materials and Supplies		\$2,350.00		\$2,350.00
<b>TOTAL</b>				<b>\$41,403.00</b>	<b>\$14,000.00</b>	<b>\$27,403.00</b>

## Fine Arts Budget Categories

C-125 Categories	
<b>201 Administration</b>	<b>206 Special Education</b>
General Support 201-21	Public Sch Instr. Prog. 206-04
Business Support 201-22	Instruction Staff Dev. 206-09
Centralized Support 201-23	Office of the Principal 206-15
<b>202 Mid-Level Administration</b>	Inst. Admin & Superv. 206-16
Office of the Principal 202-15	<b>207 Student Personnel Serv.</b>
Inst. Admin. & Support 202-16	
<b>203-205 Instruction Categories</b>	<b>209 Student Transportation</b>
Regular Prog. 203-205-01	<b>210 Plant Operation</b>
Special Prog. 203-205-02	Warehousing & Distr. 210-30
Career & Tech Prog. 203-205-03	Operating Services 210-31
Gifted & Talented Prog. 203-205-04	<b>211 Plant Maintenance</b>
Transfers 203-205-07	<b>212 Fixed Charges</b>
School Library Media 203-205-08	<b>214 Community Services</b>
Instruction Staff Dev. 203-205-09	<b>215 Capital Outlay</b>
Guidance Services 203-205-10	Land & Improvements 215-34
Psychological Services 203-205-11	Buildings & Additions 215-35
Adult Education 203-205-12	

**2019**  
**Fine Arts State Grant Application Preliminary Submission Review**  
**Summary Report**

<b>State Grant Application: Fine Arts</b>	OPTIONAL: Preliminary Submission to the Office of Fine Arts for conditional review	Edit(s) from the Preliminary Submission finalized and conditional approval received  (After 9/28, the LSS Annual Report Point of Contact will be included in all correspondence.)	1st Submission	Final Submission
<b>Due Dates</b>	Between August 1-August 31, 2019	September 28, 2019	October 15, 2019	November 15, 2019
<b>Communication Notes</b>	Between LSS Fine Arts Supervisory Team & MSDE Fine Arts Office	Between LSS Fine Arts Supervisory Team & MSDE Fine Arts Office	Through LSS Annual Report Point of Contact	Through LSS Annual Report Point of Contact

Local Education Agency (LEA):      St. Mary's  
MSDE Reviewer:                              LEE  
Date:    9/18/19

Based on the program requirements for this area, the following determinations have been made.  
(check all that apply.)

XX Meets the criteria and expectations outlined in the Guidance. **Pre-approval has been granted.** There is no need for the LSS to respond to unresolved questions/issues in writing.

   Requires clarification, as noted below.

**2019**  
**Fine Arts State Grant Application Preliminary Submission Review**  
**Summary Report**

Clarifying Question or Comment	Page #/Section	Due Date to Fine Arts Office
1.		
2.		
3.		



**St. Mary's County Public Schools**  
**Budget Narrative**  
**Fine Arts**  
**2019-2020**

<b>Category/ Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In- Kind</b>	<b>Total</b>
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	\$30 per hour x 388 hours	\$ 11,640		\$ 11,640
		<i>(150 hours – AVPA)</i>	\$ 4,500		
		<i>(30 hours – ES ACH Jazz Band)</i>	\$ 900		
		<i>(33 hours – ES Solo and Ensemble)</i>	\$ 990		
		<i>(5 hours – ES All-County Honor Chorus)</i>	\$ 150		
		<i>(20 hours - Fine Arts Camp Collaborativ e Planning Meeting)</i>	\$ 600		
		<i>150 hours - Fine Arts Professional Development</i>	\$ 4,500		
Fixed Charges	Fringe Benefits: SS	.08 % x \$11,640	\$ 931.00		\$ 931.00
Contracted Instruction	Consultants to provide professional development training and work directly with students. Strategy #2	3 consultants – AVPA Seminar Presenters x \$230.00	\$ 690		\$ 690
Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	\$ 0		\$ 0
Other Charges	Conference Fees	3 bands x	\$ 1,275		\$ 1,275

**St. Mary's County Public Schools**  
**Budget Narrative**  
**Fine Arts**  
**2019-2020**

	Strategy 2, Marching Band Fees, Strategy #2	\$425.00			
Materials of Instruction	Fine Arts MOI Strategy #1	Needed MOI items	\$ 631		\$ 631
Administration Business Support Services/Transfers	Indirect Costs	1.7% x direct costs	\$ 148		\$ 258
	<b>TOTAL</b>		\$15,425		\$15,425

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

ORIGINAL GRANT BUDGET	\$ 15,425.00	AMENDED BUDGET #	1	REQUEST DATE	10/03/19
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-20		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-19	30-Jun-20	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						258.00	258.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	6,990.00	690.00	631.00	1,275.00			9,586.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	4,650.00						4,650.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				931.00			931.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	11,640.00	690.00	631.00	2,206.00	0.00	258.00	15,425.00

Finance Official Approval	Jennifer Shaffer		10/3/19	301-475-5511 x32168
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		10/4/19	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## VI. Equitable Services

## **Appendix H: Equitable Services to Private Schools under ESSA Section**

### **This section applies to Title I, Part A and programs covered Title VIII, including:**

- Title I, Part A(Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Migrant Education Program)
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

To ensure equitable services and other benefits are being provided for eligible private school students, teachers, and other educational personnel, the Equitable Services State Ombudsman is responsible for monitoring and enforcing the requirements in the Every Student Succeeds Act (ESSA) under Title I and covered programs under Title VIII. **Please submit the following:**

- ☐ Consultation timeline for each program
- ☐ Signed Affirmation of Consultation
- ☐ Complaint procedures/dispute resolution process for covered programs under ESSA

In addition, the Maryland State Department of Education and local education agencies (LEA) must annually provide information to private school officials on the amount of funds allocated for equitable services under Title I and each of the covered programs under Title *VIII (Sections 1117(a)(4)(C) and 8501 (a)(4)(C))*.

**Please complete the Equitable Services Table for each program listed.** Provide information regarding the names of participating private schools, the number of private school participants, and proportionate share for equitable services.

**Local School System: St. Mary's County**
**Equitable Services Table**

<b>Participating Private School Name and Address</b>	<b>Title I-A</b>	<b>Title I-C</b>	<b>Title II-A</b>	<b>Title III-A</b>	<b>Title IV-A</b>	<b>Title IV-B</b>
<b>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. <a href="http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx">http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</a></b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Staff</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>
Example: Archbishop Nealle School 104 Port Tobacco Road La Plata, MD 20646	6	0	27	0	36	0
Bay Montessori 20525 Willows Rd, Lexington Park, MD 20653	0	0	3	0	0	
St. Mary's Ryken High School 22600 Camp Calvert Rd, Leonardtown, MD 20650	0	0	15	0	680	
Archdiocese of Washington to include schools: Father Andrew White; Little Flower; St. John's and St. Michaels 145 Taylor St NE, Washington, DC 20017	0	0	30	0	0	
Starmaker School for Early Education at Wildewood 23443 Cottonwood Pkwy, California, MD 20619	0	0	5	0	79	
*Kings Christian Academy 20738 Point Lookout Rd, Callaway, MD 20620	13	0	15	0	363	
*Leonard Hall Naval Academy 41740 Baldrige St, Leonardtown, MD 20650	0	0	3	0	0	
*Mother Catherine Academy 38833 Chaptico Rd, Mechanicsville, MD 20659	0	0	6	0	170	
*Little Seedlings 25550 Point Lookout Rd, Leonardtown, MD 20650	0	0	1	0	0	
<i>Note: Title II funds are allocated per student, not per staff member. Therefore, numbers were derived from using school enrollment; dividing by a general class size of 25 and rounding.</i>						

*Has not yet submitted their application to utilize FY20 funds for Title II.						
St. Michael's School 16560 Three Notch Road Ridge, MD 20680	39	0	0	21	160	
St. John's School 43900 St Johns Rd, Hollywood, MD 20636	2	0	0	0	244	
Little Flower School 20410 Point Lookout Rd, Great Mills, MD 20634	7	0	0	0	145	
Father Andrew White 22850 Washington St, Leonardtown, MD 20650	0	0	0	0	248	
Leonard Hall Junior Naval Academy 41740 Baldrige St, Leonardtown, MD 20650	0	0	0	0	47	
Lexington Park Baptist Church Preschool 46855 S Shangri-La Drive, Lexington Park, MD 20653	0	0	0	0	28	
<b>Total Allocation:</b>	\$105,928.00	\$0.00	\$54,341.00	\$3,596.00	\$24,521.00	NA

**St. Mary's County Public Schools**  
**Timeline for Consultation with Private Schools**  
2019-2020

Month	Activity	Date
November (prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11/2018
February	Initial contact meeting with private school representatives	2/2019
April	Title I Participation Form due to Title I office	4/2019
April	Match addresses of private school students from low-income families to participating public school attendance areas.	4/2019
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2019
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2019
May	Meet with participating private school representatives to identify at-risk students from those who are eligible; determine standards and annual assessments for measuring progress of the Title I program; review SMCPs Procedures for Providing Services to Eligible Private School Students; review options for service, including third party providers.	5/2019
August	Schedule meetings at each participating private school with the private school representative and the SMCPs Certified teacher who provides tutoring to review expectations. Review and sign the Affirmation of Consultation; establish dates for regular consultation.	8/2019
October	Schedule Federally Funded meeting with all private school representatives	10/2019
November-March	Schedule an observation of the Certified Teacher in each private school for February/March	TBD
February	Begin the process for the 2020-2021 school year by scheduling an information meeting with all private school representatives	TBD
May	Schedule private school visits	TBD





Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

**St. Mary's County Public Schools**  
**Division of Instruction**  
Department of Supplemental School Programs  
23160 Moakley Street, Suite 103  
Leonardtown, Maryland 20650

**Dr. Kelly Murray Hall**  
Executive Director

**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**King's Christian Academy (2019 - 2020)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. *"Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Title I Executive Director to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

**How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Title I Executive Director.



**How, where, and by whom SMCPs will provide services, including whether a third party will provide them:**

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPs will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:**

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location

**Cooperation by the non-public school:**

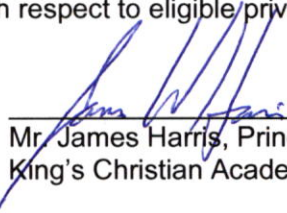
By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

**I. Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

  
Mr. James Harris, Principal (or Designee)  
King's Christian Academy

7/29/2019  
Date

  
Dr. Kelly Hall, Executive Director  
St. Mary's County Public Schools, Title I

7.29.19  
Date

The teacher(s) assigned are: Kara Day, Emily Repenning

Teacher(s) will provide service TBD day(s).

**Additional Information:**



**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**Little Flower School (2019 - 2020)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. *"Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Title I Executive Director to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

**How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / Archdiocese of Washington (ADW) representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Title I Executive Director.

**How, where, and by whom SMCPs will provide services, including whether a third party will provide them:**

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPs will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:**

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location

**Cooperation by the non-public school:**

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.



Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

Barbara Stirling  
Ms. Barbara Stirling, Principal (or Designee)  
Little Flower School

9/9/2019  
Date

Kelly M. Hall  
Dr. Kelly Hall, Executive Director  
St. Mary's County Public Schools, Title I

8.29.19  
Date

B. Radziwill  
Mr. Brian Radziwill  
Archdiocese of Washington Representative

9/5/19  
Date

The teacher(s) assigned are: Emily Repenning

Teacher(s) will provide service 23 day(s).



**Title I Equitable Services Affirmation of Consultation  
Between the Local Educational Agency (LEA) and Private School Official**

**St. John's School (2019 - 2020)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. *"Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

**The following topics will be discussed:**

**How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Title I Executive Director to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

**What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

**How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / Archdiocese of Washington (ADW) representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Title I Executive Director.

**How, where, and by whom SMCPs will provide services, including whether a third party will provide them:**

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPs will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:**

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location

**Cooperation by the non-public school:**

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.



Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

Susan McDonough  
Mrs. Susan McDonough, Principal (or Designee)  
St. John's School

9-10-19  
Date

Kelly M. Hall  
Dr. Kelly Hall, Executive Director  
St. Mary's County Public Schools, Title I

8.29.19  
Date

B. Radziwill  
Mr. Brian Radziwill  
Archdiocese of Washington Representative

9/5/19  
Date

The teacher(s) assigned are: Michelle Sachs

Teacher(s) will provide service 38 day(s).



Phone: 301-475-5511 ext. 32136; Fax: 301-475-4254

## St. Mary's County Public Schools

### Division of Instruction

Department of Supplemental School Programs

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Dr. Kelly Murray Hall

Executive Director

### **Title I Equitable Services Affirmation of Consultation Between the Local Educational Agency (LEA) and Private School Official**

#### **St. Michael's School (2019 - 2020)**

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. *"Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

#### **The following topics will be discussed:**

##### **How SMCPs will identify student needs:**

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Title I Executive Director to set goals for the tutoring program.
- Maintain academic records for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

##### **What services SMCPs will offer:**

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

##### **How and when SMCPs will make decisions about delivery of services:**

- Quarterly consultation with the non-public administrator / Archdiocese of Washington (ADW) representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Title I Executive Director.

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.

**How, where, and by whom SMCPs will provide services, including whether a third party will provide them:**

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

**How SMCPs will academically assess the services and use the results to improve Title I services:**

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

**The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:**

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

**How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:**

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

**The services SMCPs will provide for teachers and families of participating students:**

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location


**Cooperation by the non-public school:**

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

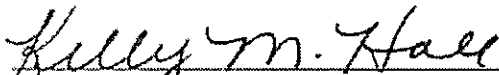
Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

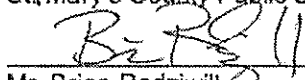
- The private school official believes that:
- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
  - ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

  
Ms. Lila Hofmeister, Principal (or Designee)  
St. Michael's School

9/8/19  
Date

  
Dr. Kelly Hall, Executive Director  
St. Mary's County Public Schools, Title I

8.29.19  
Date

  
Mr. Brian Radziwill  
Archdiocese of Washington Representative

9/5/19  
Date

The teacher(s) assigned are: Beth Stencel and Jodi Tenney

Teacher(s) will provide service 100 (total) day(s).

Additional Information:

# Title I Parent's Guide to

## Resolving School Concerns and Complaints

### at Non-Public Schools



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**Dr. Kelly M. Hall, Executive Director**  
Supplemental School Programs  
23160 Moakley Street  
Leonardtown, MD 20650  
Phone: 301-475-5511, x32136  
Fax: 301-475-4254  
[www.smcps.org](http://www.smcps.org)

**All St. Mary's County Public School System (SMCPS)** employees are committed to parental, family, and community involvement in the educational process. We believe that our staff should encourage and engage parents/guardians, families, and community members as partners in educating our children. Together we can ensure success in school.

It is recognized that there will be times when a parent/guardian may need to ask school system employees to address a Title I concern at the participating non-public schools.

**This document outlines the role of each individual and the steps to follow when addressing school-based concerns.** We will continually strive to resolve all inquiries or problems as quickly as possible so that we can reach a mutual understanding that serves in the best interest of every SMCPS student.

**When a concern or issue develops, we encourage parents/guardians to direct their concerns to the school staff member most closely involved in the issue.** Communication and understanding of all perspectives are important in developing a fair and mutually beneficial solution to any concern. Every effort should be made to work with the Title I staff and administration to resolve problems and concerns. This process is designed to quickly address concerns.

The first step to resolving concerns and issues is to address them with the Title I teacher who is most closely and directly involved.

Through a process of cooperative agreement, the affected individuals can usually reach a mutually effective resolution.

If the issue cannot be resolved at this level, the parent(s)/guardian(s) should be referred to the school's principal.

The second step in resolving the concern is to contact the principal. The principal will take into consideration the needs of all parties. The principal will confirm that the parent/guardian has attempted to resolve the issue or concern with the Title I teacher or other school-based staff member, as appropriate.

If the concern still remains unresolved, the parent(s)/guardian(s) will be referred to the Executive Director of Supplemental Programs. The principal will forward any and all supporting documents regarding the concern to the Executive Director of Supplemental School Programs. Parent(s)/guardian(s) may and will be encouraged to submit applicable documentation to the Executive Director of Supplemental School Programs.

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#### **Complaint Process Summary**

##### **Go to:**

- Title I Teacher
- Non-Public School Principal
- Executive Director of Supplemental School Programs

## Contact Information Resolving Title I School Concerns and Complaints For Non-Public Schools

St. Mary's County Public Schools has an effective and established procedure for parents in an effort to resolve school concerns and complaints satisfactorily.

The established procedure is also followed for the non-public schools that receive Title I funding through SMCPs. The contact information for the non-public school officials is listed below and the SMCPs document *Title I Parent's Guide to Resolving School Concerns and Complaints at Non-Public Schools* is attached. It is best practice to resolve concerns at the lowest level.

The first point of contact is the certificated Title I teacher. The contact information is listed below:

<b>King's Christian Academy:</b> 301-994-3080  Mrs. Emily Repenning: <a href="mailto:earepenning@contracted.smcps.org">earepenning@contracted.smcps.org</a> Mrs. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>  <b>Little Flower School:</b> 301-994-0404  Mrs. Emily Repenning: <a href="mailto:earepenning@contracted.smcps.org">earepenning@contracted.smcps.org</a> Mrs. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>	<b>St. John's School:</b> 301-373-2142  Ms. Michelle Sachs: <a href="mailto:mmsachs@contracted.smcps.org">mmsachs@contracted.smcps.org</a>  <b>St. Michael's School:</b> 301-872-5454  Mrs. Beth Stencel: <a href="mailto:bsstencel@contracted.smcps.org">bsstencel@contracted.smcps.org</a> Mrs. Jodi Tenney: <a href="mailto:jmtenney@contracted.smcps.org">jmtenney@contracted.smcps.org</a> Mrs. Kara Day: <a href="mailto:krday@smcps.org">krday@smcps.org</a>
--	---

The second point of contact is the principal of each participating non-public school. The contact information is listed below:

<b>King's Christian Academy</b> James Harris, Principal 20738 Point Lookout Road Callaway, MD 20620 301-994-3080 <a href="mailto:jharris@kingschristianacademy.org">jharris@kingschristianacademy.org</a>	<b>Little Flower School</b> Ms. Barbara Stirling, Principal 20410 Point Lookout Road Great Mills, MD 20634-3328 301-994-0404 <a href="mailto:lfprincipal@littleflowercatholic.org">lfprincipal@littleflowercatholic.org</a>
<b>St. John's School</b> Mrs. Susan McDonough 43900 St. John's Road Hollywood, MD 20636 301-373-2142 <a href="mailto:mcdonoughs@sishollywood.org">mcdonoughs@sishollywood.org</a>	<b>St. Michael's School</b> Ms. Lila Hofmeister 16560 Three Notch Road Ridge, MD 20680 301-872-5454 <a href="mailto:principal@saint-michaels-school.org">principal@saint-michaels-school.org</a>

If the concern has not been resolved satisfactorily with the teacher or the appropriate principal, the third point of contact information is listed below:

Dr. Kelly M. Hall, Executive Director  
Supplemental School Programs  
St. Mary's County Public Schools  
23160 Moakley Street  
Leonardtown, MD 20650  
301-475-5511 ext. 32136  
[kmhall@smcps.org](mailto:kmhall@smcps.org)

**Private School Initial Consultation and Notification of Intent for FY19 Provision of Services**

**Affirmation of Initial Consultation and Intent Notification**

LEA must maintain a copy and submit a signed copy  
in the LEA's Master Plan Application no later than October 15, 2018

**Intent to Participate**

Please indicate which Federal Program(s) the Private School listed above intends to participate in and consult with the LEA on an ongoing basis throughout the school year:

Title II, Part A ☒ Title III, Part A ☐ Title IV, Part A ☒

*Check the applicable box below. Regardless of whether the first or second option is selected, both parties must sign and date below.*

- ☒ The parties below agree that information about each Federal Program was provided, and
- ☐ timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ The parties were unable to come to an agreement regarding the equitable services to be provided to eligible private school children, teachers, and/or families. If applicable, select one or both of the options below.
- ☐ The LEA's signature below indicates that the LEA attempted to provide timely and meaningful consultation, but was ultimately unable to come to an agreement with the non-public school official. If the LEA disagrees with the non-public school official with respect to an issue discussed during consultation, the LEA must provide the reasons for disagreement to the non-public school official. The LEA may provide that information below:
  - ☐ The non-public school official's signature below indicates that the non-public school official attempted to engage in the consultation process with the LEA, however, either the non-public school official believes that timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children. If necessary, after contacting the Ombudsman for Equitable Services, the non-public school official may file a complaint regarding the disagreement with the LEA with the Maryland State Department of Education in accordance with section 1117(b)(6).

☐ This checked box indicates that the LEA has no private schools participating in equitable services in **FY19**.

Signature of Private School Official: Heather M. Francisco Father Andrew White

Signature of LEA Official: Jessica Coltrigno

Date: 10/2/18

Comments:

## Consultation Topics for Discussion

### **All PROGRAMS**

- ☐ LEA Administration reservation
- ☐ Services to be offered, including the allowable use of funds under each participating program
- ☐ Service delivery mechanisms the LEA will use to provide equitable services to eligible private school children
- ☐ How, where, and by whom the services will be provided
- ☐ When, including the approximate time of day, the services will be provided
- ☐ Size and scope of equitable services provided to eligible private school children, teachers, and other educational personnel
- ☐ How and when decisions about the delivery of services will be made
- ☐ Thorough consideration and analysis of the view of non-public school officials regarding third-party contractor and written explanation by the LEA if the LEA disagrees with the use of a third-party contractor
- ☐ Whether services will be provided directly by the LEA or through a separate agency, consortium, entity, or third-party contractor
- ☐ Whether equitable services will be provided by creating a pool(s) of funds or on a school-by-school basis
- ☐ Whether to coordinate funds under Title I, Part A with eligible funds under other federal programs, including: Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; and, Title IV, Part B, through consolidation of the available funds
- ☐ LEA Fiscal policies that may impact the timeline for the provision of services (i.e. procurement requirements, consolidated application timeline, etc.)
- ☐ Carryover waiver process (i.e. statutory requirement to obligate funds in the current fiscal year; carryover waiver option once every three years)

### **TITLE II, PART A**

- ☐ The amount of funding available to provide Title II, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

### **TITLE III, PART A**

- ☐ How private school students will be identified as English Learners (ELs)
- ☐ How the needs of eligible ELs, their teachers, and other educational personnel will be identified
- ☐ The services that the LEA will provide to meet the language development needs of identified ELs, as well as the professional development needs of their teachers and other educational personnel at the school who work with ELs
- ☐ The amount of funding available to provide Title III, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property

### **TITLE IV, PART A**

- ☐ The amount of funding available to provide Title IV, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process



**Private School Initial Consultation and Notification of Intent for FY19 Provision of Services**

**Affirmation of Initial Consultation and Intent Notification**

LEA must maintain a copy and submit a signed copy  
in the LEA's Master Plan Application no later than October 15, 2018

**Intent to Participate**

Please indicate which Federal Program(s) the Private School listed above intends to participate in and consult with the LEA on an ongoing basis throughout the school year:

Title II, Part A ☒ Title III, Part A ☐ Title IV, Part A ☒

Check the applicable box below. *Regardless of whether the first or second option is selected, both parties must sign and date below.*

- ☒ The parties below agree that information about each Federal Program was provided, and
- timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☒ The parties were unable to come to an agreement regarding the equitable services to be provided to eligible private school children, teachers, and/or families. If applicable, select one or both of the options below.
- The LEA's signature below indicates that the LEA attempted to provide timely and meaningful consultation, but was ultimately unable to come to an agreement with the non-public school official. If the LEA disagrees with the non-public school official with respect to an issue discussed during consultation, the LEA must provide the reasons for disagreement to the non-public school official. The LEA may provide that information below:
  - The non-public school official's signature below indicates that the non-public school official attempted to engage in the consultation process with the LEA, however, either the non-public school official believes that timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children. If necessary, after contacting the Ombudsman for Equitable Services, the non-public school official may file a complaint regarding the disagreement with the LEA with the Maryland State Department of Education in accordance with section 1117(b)(6).

☐ This checked box indicates that the LEA has no private schools participating in equitable services in FY19.

Signature of Private School Official:  KCA

Signature of LEA Official: 

Date: 10/2/2018

**Comments:**

KCA declined FY19 funds but will have access to remaining FY18 funds.

## Consultation Topics for Discussion

### **All PROGRAMS**

- ☐ LEA Administration reservation
- ☐ Services to be offered, including the allowable use of funds under each participating program
- ☐ Service delivery mechanisms the LEA will use to provide equitable services to eligible private school children
- ☐ How, where, and by whom the services will be provided
- ☐ When, including the approximate time of day, the services will be provided
- ☐ Size and scope of equitable services provided to eligible private school children, teachers, and other educational personnel
- ☐ How and when decisions about the delivery of services will be made
- ☐ Thorough consideration and analysis of the view of non-public school officials regarding third-party contractor and written explanation by the LEA if the LEA disagrees with the use of a third-party contractor
- ☐ Whether services will be provided directly by the LEA or through a separate agency, consortium, entity, or third-party contractor
- ☐ Whether equitable services will be provided by creating a pool(s) of funds or on a school-by-school basis
- ☐ Whether to coordinate funds under Title I, Part A with eligible funds under other federal programs, including: Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; and, Title IV, Part B, through consolidation of the available funds
- ☐ LEA Fiscal policies that may impact the timeline for the provision of services (i.e. procurement requirements, consolidated application timeline, etc.)
- ☐ Carryover waiver process (i.e. statutory requirement to obligate funds in the current fiscal year; carryover waiver option once every three years)

### **TITLE II, PART A**

- ☐ The amount of funding available to provide Title II, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

### **TITLE III, PART A**

- ☐ How private school students will be identified as English Learners (ELs)
- ☐ How the needs of eligible ELs, their teachers, and other educational personnel will be identified
- ☐ The services that the LEA will provide to meet the language development needs of identified ELs, as well as the professional development needs of their teachers and other educational personnel at the school who work with ELs
- ☐ The amount of funding available to provide Title III, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property

### **TITLE IV, PART A**

- ☐ The amount of funding available to provide Title IV, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

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**Affirmation of Initial Consultation and Intent Notification**

LEA must maintain a copy and submit a signed copy  
in the LEA's Master Plan Application no later than October 15, 2018

**Intent to Participate**

Please indicate which Federal Program(s) the Private School listed above intends to participate in and consult with the LEA on an ongoing basis throughout the school year:

Title II, Part A ☒ Title III, Part A ☐ Title IV, Part A ☒

*Check the applicable box below. Regardless of whether the first or second option is selected, both parties must sign and date below.*

- ☒ The parties below agree that information about each Federal Program was provided, and
- timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ The parties were unable to come to an agreement regarding the equitable services to be provided to eligible private school children, teachers, and/or families. If applicable, select one or both of the options below.
- The LEA's signature below indicates that the LEA attempted to provide timely and meaningful consultation, but was ultimately unable to come to an agreement with the non-public school official. If the LEA disagrees with the non-public school official with respect to an issue discussed during consultation, the LEA must provide the reasons for disagreement to the non-public school official. The LEA may provide that information below:
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☐ This checked box indicates that the LEA has no private schools participating in equitable services in FY19.

Signature of Private School Official: Barbara J. Stirling LFS

Signature of LEA Official: Jessica Coteaga

Date: 10/2/2018

Comments:

## **Consultation Topics for Discussion**

### **All PROGRAMS**

- ☐ LEA Administration reservation
- ☐ Services to be offered, including the allowable use of funds under each participating program
- ☐ Service delivery mechanisms the LEA will use to provide equitable services to eligible private school children
- ☐ How, where, and by whom the services will be provided
- ☐ When, including the approximate time of day, the services will be provided
- ☐ Size and scope of equitable services provided to eligible private school children, teachers, and other educational personnel
- ☐ How and when decisions about the delivery of services will be made
- ☐ Thorough consideration and analysis of the view of non-public school officials regarding third-party contractor and written explanation by the LEA if the LEA disagrees with the use of a third-party contractor
- ☐ Whether services will be provided directly by the LEA or through a separate agency, consortium, entity, or third-party contractor
- ☐ Whether equitable services will be provided by creating a pool(s) of funds or on a school-by-school basis
- ☐ Whether to coordinate funds under Title I, Part A with eligible funds under other federal programs, including: Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; and, Title IV, Part B, through consolidation of the available funds
- ☐ LEA Fiscal policies that may impact the timeline for the provision of services (i.e. procurement requirements, consolidated application timeline, etc.)
- ☐ Carryover waiver process (i.e. statutory requirement to obligate funds in the current fiscal year; carryover waiver option once every three years)

### **TITLE II, PART A**

- ☐ The amount of funding available to provide Title II, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

### **TITLE III, PART A**

- ☐ How private school students will be identified as English Learners (ELs)
- ☐ How the needs of eligible ELs, their teachers, and other educational personnel will be identified
- ☐ The services that the LEA will provide to meet the language development needs of identified ELs, as well as the professional development needs of their teachers and other educational personnel at the school who work with ELs
- ☐ The amount of funding available to provide Title III, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property

### **TITLE IV, PART A**

- ☐ The amount of funding available to provide Title IV, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

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**Affirmation of Initial Consultation and Intent Notification**

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in the LEA's Master Plan Application no later than October 15, 2018

**Intent to Participate**

Please indicate which Federal Program(s) the Private School listed above intends to participate in and consult with the LEA on an ongoing basis throughout the school year:

Title II, Part A ☒ Title III, Part A ☐ Title IV, Part A ☒

*Check the applicable box below. Regardless of whether the first or second option is selected, both parties must sign and date below.*

- ☒ The parties below agree that information about each Federal Program was provided, and
- timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ The parties were unable to come to an agreement regarding the equitable services to be provided to eligible private school children, teachers, and/or families. If applicable, select one or both of the options below.
- The LEA's signature below indicates that the LEA attempted to provide timely and meaningful consultation, but was ultimately unable to come to an agreement with the non-public school official. If the LEA disagrees with the non-public school official with respect to an issue discussed during consultation, the LEA must provide the reasons for disagreement to the non-public school official. The LEA may provide that information below:
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☐ This checked box indicates that the LEA has no private schools participating in equitable services in FY19.

Signature of Private School Official: Anthony J. Wajt Anthony Wajt (mca)

Signature of LEA Official: Jessica Colugo

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

Comments:



## **Consultation Topics for Discussion**

### **All PROGRAMS**

- ☐ LEA Administration reservation
- ☐ Services to be offered, including the allowable use of funds under each participating program
- ☐ Service delivery mechanisms the LEA will use to provide equitable services to eligible private school children
- ☐ How, where, and by whom the services will be provided
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- ☐ Whether services will be provided directly by the LEA or through a separate agency, consortium, entity, or third-party contractor
- ☐ Whether equitable services will be provided by creating a pool(s) of funds or on a school-by-school basis
- ☐ Whether to coordinate funds under Title I, Part A with eligible funds under other federal programs, including: Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; and, Title IV, Part B, through consolidation of the available funds
- ☐ LEA Fiscal policies that may impact the timeline for the provision of services (i.e. procurement requirements, consolidated application timeline, etc.)
- ☐ Carryover waiver process (i.e. statutory requirement to obligate funds in the current fiscal year; carryover waiver option once every three years)

### **TITLE II, PART A**

- ☐ The amount of funding available to provide Title II, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

### **TITLE III, PART A**

- ☐ How private school students will be identified as English Learners (ELs)
- ☐ How the needs of eligible ELs, their teachers, and other educational personnel will be identified
- ☐ The services that the LEA will provide to meet the language development needs of identified ELs, as well as the professional development needs of their teachers and other educational personnel at the school who work with ELs
- ☐ The amount of funding available to provide Title III, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property

### **TITLE IV, PART A**

- ☐ The amount of funding available to provide Title IV, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

**Private School Initial Consultation and Notification of Intent for FY19 Provision of Services**

**Affirmation of Initial Consultation and Intent Notification**

LEA must maintain a copy and submit a signed copy  
in the LEA's Master Plan Application no later than October 15, 2018

**Intent to Participate**

Please indicate which Federal Program(s) the Private School listed above intends to participate in and consult with the LEA on an ongoing basis throughout the school year:

Title II, Part A ☒ Title III, Part A ☐ Title IV, Part A ☒

*Check the applicable box below. Regardless of whether the first or second option is selected, both parties must sign and date below.*

- ☒ The parties below agree that information about each Federal Program was provided, and
- timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ The parties were unable to come to an agreement regarding the equitable services to be provided to eligible private school children, teachers, and/or families. If applicable, select one or both of the options below.
- The LEA's signature below indicates that the LEA attempted to provide timely and meaningful consultation, but was ultimately unable to come to an agreement with the non-public school official. If the LEA disagrees with the non-public school official with respect to an issue discussed during consultation, the LEA must provide the reasons for disagreement to the non-public school official. The LEA may provide that information below:
  - The non-public school official's signature below indicates that the non-public school official attempted to engage in the consultation process with the LEA, however, either the non-public school official believes that timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children. If necessary, after contacting the Ombudsman for Equitable Services, the non-public school official may file a complaint regarding the disagreement with the LEA with the Maryland State Department of Education in accordance with section 1117(b)(6).

☐ This checked box indicates that the LEA has no private schools participating in equitable services in FY19.

Signature of Private School Official: \_\_\_\_\_

*Susan McElmough* St. John's

Signature of LEA Official: \_\_\_\_\_

*Jessica Cotugno*

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

Comments:

## Consultation Topics for Discussion

### **All PROGRAMS**

- ☐ LEA Administration reservation
- ☐ Services to be offered, including the allowable use of funds under each participating program
- ☐ Service delivery mechanisms the LEA will use to provide equitable services to eligible private school children
- ☐ How, where, and by whom the services will be provided
- ☐ When, including the approximate time of day, the services will be provided
- ☐ Size and scope of equitable services provided to eligible private school children, teachers, and other educational personnel
- ☐ How and when decisions about the delivery of services will be made
- ☐ Thorough consideration and analysis of the view of non-public school officials regarding third-party contractor and written explanation by the LEA if the LEA disagrees with the use of a third-party contractor
- ☐ Whether services will be provided directly by the LEA or through a separate agency, consortium, entity, or third-party contractor
- ☐ Whether equitable services will be provided by creating a pool(s) of funds or on a school-by-school basis
- ☐ Whether to coordinate funds under Title I, Part A with eligible funds under other federal programs, including: Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; and, Title IV, Part B, through consolidation of the available funds
- ☐ LEA Fiscal policies that may impact the timeline for the provision of services (i.e. procurement requirements, consolidated application timeline, etc.)
- ☐ Carryover waiver process (i.e. statutory requirement to obligate funds in the current fiscal year; carryover waiver option once every three years)

### **TITLE II, PART A**

- ☐ The amount of funding available to provide Title II, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

### **TITLE III, PART A**

- ☐ How private school students will be identified as English Learners (ELs)
- ☐ How the needs of eligible ELs, their teachers, and other educational personnel will be identified
- ☐ The services that the LEA will provide to meet the language development needs of identified ELs, as well as the professional development needs of their teachers and other educational personnel at the school who work with ELs
- ☐ The amount of funding available to provide Title III, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property

### **TITLE IV, PART A**

- ☐ The amount of funding available to provide Title IV, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process



**Private School Initial Consultation and Notification of Intent for FY19 Provision of Services**

**Affirmation of Initial Consultation and Intent Notification**

LEA must maintain a copy and submit a signed copy  
in the LEA's Master Plan Application no later than October 15, 2018

**Intent to Participate**

Please indicate which Federal Program(s) the Private School listed above intends to participate in and consult with the LEA on an ongoing basis throughout the school year:

Title II, Part A ☒ Title III, Part A ☐ Title IV, Part A ☒

*Check the applicable box below. Regardless of whether the first or second option is selected, both parties must sign and date below.*

- ☒ The parties below agree that information about each Federal Program was provided, and
- timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ The parties were unable to come to an agreement regarding the equitable services to be provided to eligible private school children, teachers, and/or families. If applicable, select one or both of the options below.
- The LEA's signature below indicates that the LEA attempted to provide timely and meaningful consultation, but was ultimately unable to come to an agreement with the non-public school official. If the LEA disagrees with the non-public school official with respect to an issue discussed during consultation, the LEA must provide the reasons for disagreement to the non-public school official. The LEA may provide that information below:
  - The non-public school official's signature below indicates that the non-public school official attempted to engage in the consultation process with the LEA, however, either the non-public school official believes that timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children. If necessary, after contacting the Ombudsman for Equitable Services, the non-public school official may file a complaint regarding the disagreement with the LEA with the Maryland State Department of Education in accordance with section 1117(b)(6).

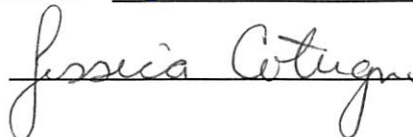
☐ This checked box indicates that the LEA has no private schools participating in equitable services in FY19.

Signature of Private School Official: \_\_\_\_\_



St. Mary's Ryken

Signature of LEA Official: \_\_\_\_\_



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

10/2/18

Comments:

## Consultation Topics for Discussion

### **All PROGRAMS**

- ☐ LEA Administration reservation
- ☐ Services to be offered, including the allowable use of funds under each participating program
- ☐ Service delivery mechanisms the LEA will use to provide equitable services to eligible private school children
- ☐ How, where, and by whom the services will be provided
- ☐ When, including the approximate time of day, the services will be provided
- ☐ Size and scope of equitable services provided to eligible private school children, teachers, and other educational personnel
- ☐ How and when decisions about the delivery of services will be made
- ☐ Thorough consideration and analysis of the view of non-public school officials regarding third-party contractor and written explanation by the LEA if the LEA disagrees with the use of a third-party contractor
- ☐ Whether services will be provided directly by the LEA or through a separate agency, consortium, entity, or third-party contractor
- ☐ Whether equitable services will be provided by creating a pool(s) of funds or on a school-by-school basis
- ☐ Whether to coordinate funds under Title I, Part A with eligible funds under other federal programs, including: Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; and, Title IV, Part B, through consolidation of the available funds
- ☐ LEA Fiscal policies that may impact the timeline for the provision of services (i.e. procurement requirements, consolidated application timeline, etc.)
- ☐ Carryover waiver process (i.e. statutory requirement to obligate funds in the current fiscal year; carryover waiver option once every three years)

### **TITLE II, PART A**

- ☐ The amount of funding available to provide Title II, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

### **TITLE III, PART A**

- ☐ How private school students will be identified as English Learners (ELs)
- ☐ How the needs of eligible ELs, their teachers, and other educational personnel will be identified
- ☐ The services that the LEA will provide to meet the language development needs of identified ELs, as well as the professional development needs of their teachers and other educational personnel at the school who work with ELs
- ☐ The amount of funding available to provide Title III, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property

### **TITLE IV, PART A**

- ☐ The amount of funding available to provide Title IV, Part A services, including how the amount of funds set-aside to provide equitable services to non-public schools is determined
- ☐ Requirement that the LEA retain control of all Title funds, materials, equipment, and property, including conference registration process

# VII. Responses to Clarifying Questions

**Revised \_2019 Local ESSA Consolidated Strategic Plan Clarifying Questions and Commendations Form**

LSS: St. Mary's County Public Schools

Team Facilitator or Program Manager: Alicia Palmer

Based on the review of the local school system's (LSS's) Local ESSA Consolidated Strategic Plan, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided into Areas of Focus, Comprehensive Support and Improvement (CSI) Schools, Targeted Support and Improvement (TSI), Gifted and Talented (GT) Education, Comprehensive Teacher Induction Program, and SIG IV School sections. The final column lists commendations which demonstrate that the LSS exceeded performance expectations presented a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions on or before the close of business on **October 31, 2019**. *(Add additional rows, if required).*

Areas of Focus	Page Number	Clarifying Questions	LSS Response(s)	Commendations
Executive Summary	6-8 & 10	Is the work of the Education Equity Task Force a component of the work/areas of focus?  What root cause factors were considered in identifying need?	<i>The Equity Task Force was introduced in the Executive Summary to illustrate the overall approach St. Mary's County Public Schools is undertaking.  Root cause factors included the impact of trauma, executive functioning, related staff preparation, and supports for students. Additional root cause areas include academic expectations and preparation, and differentiated supports. These factors are further explained in the Areas of Focus section of the Strategic Plan.</i>	
	13 - 15	RTI and data analysis are referenced including the use of formative and summative assessments for the implementation of targeted intervention, progress monitoring for fidelity, high-quality instruction and universal screening in early childhood levels. What is the connection to the LSS's identification of need?	<i>The RTI and data analysis processes are used in ongoing review of supports, interventions, and instructional planning. We systematically review our data using a comprehensive data warehouse that tracks these supports in schools and across the system. Through a comprehensive analysis of data identified above; educators will be able to pinpoint the area of weakness and provide academic support and intervention. The areas of underperformance identified in the needs assessment can be addressed more fully.</i>	



Areas of Focus	Page Number	Clarifying Questions	LSS Response(s)	Commendations
		<p>How were student groups examined in the process to identify areas of focus, as well as the goals, objectives, and strategies/evidence-based interventions to address areas of focus, the timeline for implementation, and measure(s) of progress on accountability?</p> <p>What are the student groups in need of support / identified as targets for intervening action? Which students/which data points? (Achievement, discipline, &amp; attendance / economically disadvantaged, minority, special needs, ELL) Grade 6 ELA FARMS. Grade 6 Math FARMS.</p> <p>What were the key indicators for each phase in the Needs Assessment process that determined the areas of focus and the intervening supports?</p>	<p><i>All student groups were examined closely through the disaggregation of all data elements, including both culture and climate data (attendance, enrollment, etc) as well as achievement data (local and state test data), for all student groups.</i></p> <p><i>Within each focus area, the underperforming student groups across all areas include special education, free and reduced meals (FARMS), EL, and African American students. These consistently underperformed compared to the All Students group in achievement, and also are over-represented in discipline data.</i></p> <p><i>Each phase of the Needs Assessment process is interlinked and is designed to ask reflective questions to get to the level of data analysis at the school, department, or grade level. As these processes unfolded, the key indicators led to identifying specific gaps in both achievement and culture and climate data snapshots. Indicators of attendance, local and state assessment, and discipline suggested a systemic approach to the supports in early literacy, academic transition, and attainment of credits for 9th grade students. Additional information is provided in the Areas of Focus section of the strategic plan.</i></p>	
Focus #1	21 & 22	<p>Are there disparities in achievement that are specific to a student group, school/community location, or availability of resources?</p>	<p><i>There are disparities in achievement for students living in poverty. Schools with high levels of children receiving free and reduced meals have lower achievement on MCAP and other standardized assessments than their non-FARMS peers and schools. There are disparities in the aggregate as well as in the various sub-groups. Through the comprehensive data warehouse (Performance Matters), performance dashboards</i></p>	<p>The LSS acknowledges the need for and longitudinal impact of early childhood literacy programming, access to universal screening and intervening supports to ensure achievement in ELA.</p>

Areas of Focus	Page Number	Clarifying Questions	LSS Response(s)	Commendations
		How is access and participation in Early Childhood Literacy targeting the diverse needs of children from low-income households and SWD?	<p>are filtered by both school groups (e.g., Title I) and student groups to monitor progress and further analyze appropriate interventions and supports.</p> <p>A significant early childhood initiative for early literacy is fostering the development of executive function skills through Conscious Discipline. Executive Function skills are evidence-based indicators of literacy and future academic success. Parents, teachers, and other stakeholders' in St. Mary's County responses support state and national trends indicating that young children need more assistance in developing self-regulation skills to foster academic success. While this trend is evident throughout St. Mary's County, it is more pronounced in high poverty areas. Conscious Discipline training includes classroom teachers, para-educators, administrators, and parent and provider workshops. On-site training has been provided with more frequency and intensity in Title I schools and with additional parent sessions for this population. By providing training to many segments of the population, we align language and strategies that support executive function. Additionally, we increase the likelihood that children will be exposed to these evidence-based and effective self-regulation strategies. These foundational skills directly correlate with academic success in future years. Early childhood programming has been expanded through various grants that provide more three and four year olds access to high quality school programming with credentialed educators. The school system is the grantee of Head Start which</p>	

Areas of Focus	Page Number	Clarifying Questions	LSS Response(s)	Commendations
		<p>What root cause factors were considered in identifying need for the strategies indicated?</p> <p>How do the results of the needs assessment inform the creation of a plan and inform actions related to individual schools or specific student populations?</p>	<p><i>provides 165 additional spaces for income eligible three and four year olds. Further the Pre-School Development grant provided an additional 50 full day spaces for eligible children. By securing these grants, more children are able to attend our Pre-K programs.</i></p> <p><i>Title I Schools rely on a Comprehensive Needs Assessment to drive their School Wide plans and Head Start does an in depth Community Needs Assessment. A thorough analysis of these needs assessments indicate that poverty and trauma are impacting self regulation and school readiness. Further surveys and qualitative data from parents and other community members, childcare providers, and partners indicate specific and repeated requests for support and assistance for young children in this area.</i></p> <p><i>Following the model used for Title I Schools, the Comprehensive Needs Assessment drives the development of the School Wide Plan that directly aligns with the Title I budget. This process must include parents as partners and also involves the staff. Title I School Wide plans include specific plans for sub-groups of students. There is a similar process for Head Start for which the school system is the grantee. This model was replicated to the system school improvement model.</i></p>	
Focus #1	23	How does the LSS's educational equity policy impact goal development as well as the selection and use of evidence-based strategies/interventions to address the diverse needs of the students?	<i>The Equity Policy is currently under development as the State Board has just recently approved the COMAR guidance on October 22, 2019. With that in mind, the work of attending to ensuring access and opportunity is ongoing and is reflected in the questions outlined in the response that follows.</i>	The LSS is focusing on the use of universal screenings to identify and address challenges using early intervening supports by way of tiered intervention models.



St. Mary's  
Panel F

Areas of Focus	Page Number	Clarifying Questions	LSS Response(s)	Commendations
		<p>What equity lens is used and how does it impact your evaluation process?</p> <p>What are the specific data points to be considered?</p> <p>How does the LSS plan to disaggregate data to evaluate the effectiveness of interventions and the impact on disparities in achievement that are specific to a student group, school/community location, or availability of resources?</p> <p>Why is Conscious Discipline training through grade five included in the Early Childhood Literacy focus area?</p>	<p><i>With attention to educational equity, achievement and climate data are examined with the following questions: Are we mitigating the achievement gap for our SWD? AA? ED? Are there barriers to more equitable outcomes that need to be addressed?</i></p> <p><i>Specific data points considered would include IGDIs, DIBELS, KRA, local formative assessments, progress monitoring, and standards-based report cards.</i></p> <p><i>The needs assessment and data review process articulated in the Executive Summary describes how the school system evaluates data across multiple sources. This process is designed to be used for all data and includes very specific elements for disaggregating data and analyzing disparities within that data.</i></p> <p><i>The practices are used school-wide to support students throughout their elementary experience. While the foundation is set in the early years, the consistent implementation ensures that students, and their siblings in the school, are consistently supported.</i></p>	<p>The LSS included objectives related to outreach, community partners and resources to parents.</p>
Focus #2	25 & 26	<p>What local data is used to gauge academic and behavioral success? Formative / Summative Assessment Data, Disciplinary Referrals/Suspension data?</p>	<p><i>Local data reviewed in this process includes required county formative and unit assessments. Additionally, we juxtapose the lagging and leading data points, drilled down to the standard level, and make connections to climate data (e.g., attendance, discipline) and qualitative data such as surveys and parent input. There is no single measure that points to success for any individual student.</i></p>	<p>The LSS acknowledges the challenges faced by students transitioning from elementary to middle and middle to high school learning environments.</p>



Areas of Focus	Page Number	Clarifying Questions	LSS Response(s)	Commendations
		How does the LSS's educational equity policy impact goal development as well as the selection and use of evidence-based strategies/interventions to address the diverse needs of the students?	<i>The Equity Policy is currently under development as the State Board has just recently approved the COMAR guidance on October 22, 2019. With that in mind, the work of attending to ensuring access and opportunity is ongoing. With attention to educational equity, achievement and climate data are examined with the following questions: Are we mitigating the achievement gap for our SWD? AA? ED? Are there barriers to more equitable outcomes that need to be addressed?</i>	
Focus #2	27	<p>Who are the students most in need and how do the planned actions address these needs (root cause factors)?</p> <p>What are the specific targets and the measurable outcomes?</p>	<p><i>Within each focus area, the underperforming student groups across all areas include special education, free and reduced meals (FARMS), EL, and African American students. These consistently underperformed compared to the All Students group in achievement, and also are over-represented in discipline data. The strategies are planned to address the whole child, looking at the impact of academic and social/emotional learning, to ensure successful transition between grades.</i></p> <p><i>Targets include increased performance on local and state testing as well as performance in the classroom, as reflected in report cards. Student groups will to meet the AMO of their academic performance area. Additionally, the percentage of not-chronically absent students will increase to meet the AMO for each student group. Student discipline referrals will decrease by 10%. The goal is for &lt;5% of students identified for Tier III, i.e., interventions for inappropriate school behavior. For special education, specifically, the focus is on closing achievement gaps to attain the AMO target for this student group.</i></p>	The LSS acknowledges the need to conduct a curriculum audit.

St. Mary's  
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Areas of Focus	Page Number	Clarifying Questions	LSS Response(s)	Commendations
		<p>How are the strategies identified on page 27 linked to the 11 strategies identified on page 26?</p> <p>How does the LSS's educational equity policy impact goal development as well as the selection and use of evidence-based strategies/interventions to address the diverse needs of the students?</p>	<p><i>These strategies on page 26 are included under the broader program umbrellas on p. 27. Due to space limitations, they were not fully articulated in both places.</i></p> <p><i>The Equity Policy is currently under development as the State Board has just recently approved the COMAR guidance on October 22, 2019. With that in mind, the work of attending to ensuring access and opportunity is ongoing. With attention to educational equity, achievement and climate data are examined with the following questions: Are we mitigating the achievement gap for our SWD? AA? ED? Are there barriers to more equitable outcomes that need to be addressed?</i></p>	
Focus #3	29 & 30	<p>What is the county rate of economically disadvantaged and SWD? What is the connection to credits not earned, retention, and the courses taken for this population (economically disadvantaged and SWD)? Is this trend identified across schools or specific to location?</p> <p>What are root cause factors impacting the success of the identified student populations and the supports necessary to remediate?</p>	<p><i>For SMCPs, the student population is inclusive of 32% of students who receive Free and Reduced Meals and 10.2% of students with disabilities. As is stated in the analysis of data section, of this population who did not earn credits in 2019, 74% were identified as economically disadvantaged, and 23% were students with disabilities. The number of students not earning sufficient credits is highest at one school, Great Mills High School. However, our focus is to approach this systematically to ensure all students across all schools find success to achieve this important promotion milestone.</i></p> <p><i>For students who have historically struggled, the confluence of increased rigor, accountability, standards-based achievement and independence, impact student performance. Additionally, as attendance is a critical factor, for students who miss valuable class time, learning gaps continue</i></p>	

Areas of Focus	Page Number	Clarifying Questions	LSS Response(s)	Commendations
			<i>to grow. Therefore, providing supports such as literacy coaches, comprehensive support courses (e.g., Freshman Seminar), recovery programs, and the Fairlead Academy address these needs through a systematic process.</i>	
Focus # 3	31	<p>How does the goal emphasize improvement for the students currently not meeting with success?</p> <p>What is the impact of the strategies on student populations with unique/diverse educational needs such as ELL or SWD?</p> <p>How does the LSSs educational equity policy impact the selection and use of strategies/evidence-based interventions to address the area of focus?</p>	<p><i>The goal is 100%.</i></p> <p><i>Ensuring that all students achieve this important milestone of 9th grade promotion is paramount in eliminating achievement gaps for all students. As indicated in our Executive Summary, our ultimate goal is to have all students graduate on time with their cohort. Our recent graduation rate reflects that strategies are working in eliminating gaps by this important milestone. Replicating these strategies to address gaps early in the high school career will have a positive effect for underperforming student groups, with particular attention to the interventions needed for EL and SWD.</i></p> <p><i>The Equity Policy is currently under development as the State Board has just recently approved the COMAR guidance on October 22, 2019. With that in mind, the work of attending to ensuring access and opportunity is ongoing. With attention to educational equity, achievement and climate data are examined with the following questions: Are we mitigating the achievement gap for our SWD? AA? ED? Are there barriers to more equitable outcomes that need to be addressed?</i></p>	



CSI	Page Number	Clarifying Questions	LSS Response(s)	Commendations
			N/A	
TSI	Page Number	Clarifying Questions	LSS Response(s)	Commendations
			Responses suffice reporting requirements.	
SIG IV (Baltimore City Public School System)	Page Number	Clarifying Questions	LSS Response(s)	Commendations
			N/A	



## 2019 Local ESSA Consolidated Strategic Plan Clarifying Questions and Commendations Form

LSS: Saint Mary's County Public Schools

Facilitator: Bruce D. Riegel, Ed.D.

Based on the review of your school system's Local ESSA Consolidated Strategic Plan, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided into the areas of focus from the plan. The final column lists commendations, which demonstrate that your school system exceeded performance expectations and/or presented a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions, on or before the close of business on **Monday, October 30, 2019**. *(Add additional rows, if required).*

Areas of Focus	Page Number	Clarifying Questions	LEA Response(s)	Commendations
GT Student Identification	35	<p>COMAR 13A.04.07 states, "The identification process shall use universal screening and multiple indicators of potential, ability, and achievement from an annually reviewed Maryland State Department of Education approved list of assessments and checklists.</p> <ul style="list-style-type: none"> <li>• There are many more things, some with no cost, that you could and should be doing for student identification.</li> <li>• <b>Do you use any type of Behavioral Checklists or other tools that give insights into aspects of the students other than ability, aptitude, or achievement?</b></li> </ul>	<p>At this time, we currently do not systemically use any type of Behavioral Checklist or tools that give insights into aspects of the students other than ability, aptitude, or achievement. Additional information such as this is often discussed at the school level and can vary by site. This year we will be reviewing the recommendations from the Maryland Model of Gifted and Talented Education Implementation Guidelines to determine which available components could enhance our system-wide gifted identification process.</p>	<p>You are to be commended for setting goals that meet the new COMAR head-on.</p>
GT Student Identification	30	<ul style="list-style-type: none"> <li>• Recommendation: You should consider using ACCESS for ELLs assessment scores as a screener for EL students. (This comment is a suggestion and does not require a response.)</li> </ul>		