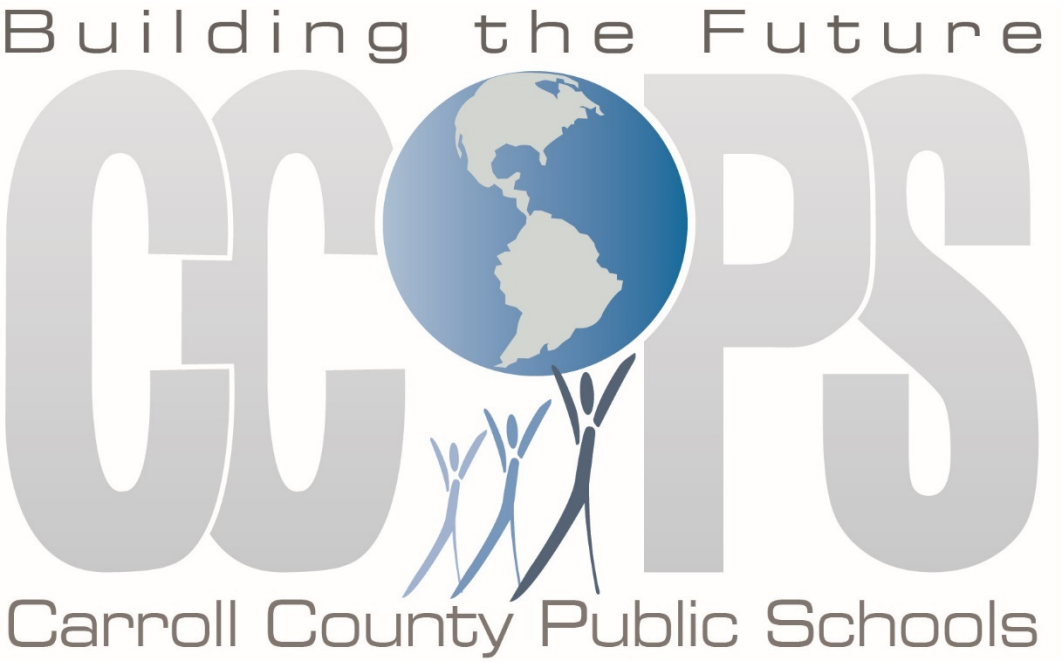
Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

2021



November 2021
Final Submission

Maryland State Department of Education
Division of Student Support, Academic Enrichment, and Educational Policy
Office of Finance

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2021 Local ESSA Consolidated Strategic Plan

(Include this page as a cover to the submission indicated below.)

Due: November 15, 2021

Local School System Submitting this Report:

LLS066 Carroll County Public Schools

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2021 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local School system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.

Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.11.15 13:30:07 -05'00'

11/15/21

Signature of Local Superintendent of Schools or Chief Executive Officer
Steven A. Lockard, Ph.D.

Date

Jason A. Anderson Digitally signed by Jason A. Anderson Date: 2021.11.12 14:26:15 -05'00'

11/12/21

Signature of Local Point of Contact
Jason A. Anderson

Date

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Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system's 2021 Local ESSA Consolidated Strategic Plan planning team. The planning team must include representation from the Educational Equity Office. Please include affiliation or title where applicable.

Name	Affiliation/Title
Jason Anderson	Chief of Academics, Equity & Accountability
Cynthia McCabe	Chief of Schools
Nicholas Shockney	Director of Special Education
Steven Wernick	Director of Elementary Schools
Amy Gromada	Director of Middle Schools
Eric King	Director of High Schools
Angela McCauslin	Director of Curriculum and Instruction
Andrew Sexton	Supervisor of Budget & Grants, Budget Office
Michille Caples	Grants Analyst, Budget Office
Judith Jones	Equity & Inclusion Officer
Stephanie Dale	Supervisor of Elementary ELA & Social Studies
Mary Swack	Supervisor of Secondary Mathematics
Brian Wienholt	Supervisor of Secondary English & World Languages
Jeffrey Alisauckas	Supervisor of Teacher & Leadership Development
Cristina Gruss	Supervisor of Fine Arts
Sharon Lilly	Supervisor of Advanced Academics
Pamela Mesta	Supervisor of ESOL
Pamela Meyers	Supervisor of Elementary Education – Early Childhood
Kendra Hart	Supervisor of Title I, Testing & School Performance

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Executive Summary

The Carroll County Public School System (CCPS) ESSA Consolidated Plan provides a comprehensive overview of the systemic efforts and priorities to make progress towards the Carroll County Public School's Strategic Plan. The CCPS Strategic Plan's Core Values serve as the foundation for which the four pillars of focus are built upon.

The four pillars of focus are as follows:

Pillar I - Provide Multiple Pathway Opportunities for Student Success

Pillar II - Strengthen Productive Family and Community Partnerships

Pillar III - Develop and Support a Successful Workforce

Pillar IV - Establish a Safe, Secure, Healthy, and Modern Learning Environments

Within the four pillars of the CCPS Strategic Plan, CCPS is held accountable to specific objectives, priority focus areas and both short-term and long-term quantitative performance targets. All schools, departments, and divisions within CCPS develop a School Improvement or Department Improvement Plan that directly aligns with the CCPS Strategic Plan's Pillars. All goals, focus areas and strategies within school and department plans, will illustrate a linear relationship to the CCPS Strategic Plan.

It is imperative that all performance measures and targets support educational equity and ensure that performance and/or growth measures are relevant and meaningful to educators, students, and families (CCPS Policy ABA, Educational Equity). Increase in student performance for all students is achieved by ensuring equitable educational opportunities and access to educational rigor, resources, services, programs supports, activities, and culturally relevant instruction and curriculum.

CCPS is committed to an environment of continuous improvement and significant academic progress. Through years of data analysis of local and state assessments and measures, CCPS recognizes its need to adapt and serve those student populations that have been historically underserved and are often the student populations that continue to grow in enrollment. Historically underserved student populations are identified as Special Education, English Language Learners (ESOL), Hispanic, 2 or more races, African American/Black and students who are considered economically disadvantaged.

CCPS has made its mission to "build a future" for every student it serves. To successfully complete its mission and maintain its current success, CCPS must not only focus on the instructional strategies that improve academic achievement but must also be proactive in fostering community engagement, building the capacity of staff to work with a diverse student population and ensuring a safe and healthy learning environment for all students.

Area Focus #1: Increase percentage of students who are reading at enrolled grade level as measured by local (CCPS Comprehension Benchmark Assessment) and third-party assessments (HMH Reading Inventory).

Description

Carroll County Public Schools is committed to ensuring all students are reading at enrolled grade level by the end of Third Grade. Third Grade was determined to be a focus area of the CCPS Strategic Plan when it originally was created in 2018. To successfully measure performance and hold all stakeholders accountable for this goal, CCPS looks to local criterion and third-party normed assessment measures to progress monitor students' end of year performances.

There are two measures in place to illustrate student reading level. The CCPS Comprehension Benchmark Assessment (CBA) is the locally developed criterion-referenced assessment where the target is to have all students scoring 80% on the local assessment and the Reading Inventory, which provides teachers with a normed standardized assessment result. These two measures have proven to be adequate resources in identifying students who are reading an enrolled grade level and those students who will need supplemental instruction.

Analysis

Analysis of current levels of achievement were recently conducted in June of 2021 at BOE Work Session.

Priority Focus Areas for 2018-19	Baseline Performance 2018-19	Performance			Targets	
		2019	2020	2021	2022	2023
ES: Percentage of students who are reading on grade- level, as measured by local and third-party assessments, by the end of grade 3.	2018:					
• Percent of students achieving 80% on the EOY CBA	59% Comprehension Benchmark Assessment (CBA)	64.2% (CBA)	*	57.52% **	70% (CBA)	80% (CBA)
• Percent of students scoring within grade level Lexile (RI)	73.3% Reading Inventory (RI)	75.5% (RI)	*	68.47**	77% (RI)	80% (RI)

*Pandemic: No Students in School
**Pandemic: Not all Students in School

CCPS was showing significant progress prior to the COVID-19 Pandemic (2018-2019). Because of the major disruptions in learning, students were not assessed at the end of the academic year in 2020 and not all were assessed in 2021.

Student reading levels are assessed throughout the school year with the end of year systemic measure identifying the percentage of students who are reading on grade-level, as measured by local CCPS Comprehension Benchmark Assessment (CBA) and third-party normed-referenced standardized assessments, Reading Inventory (RI).

CCPS was unable to assess students in the spring of 2020 because schools were closed because of the pandemic. This placed CCPS in a position to not be able to provide a percentage of students ending the academic year (2020) reading at enrolled-grade level. Last spring, 2021,

CCPS saw many students returning to schools for face-to-face instruction four days a week, however there was still a large contingent of students who remained at home for a distance learning environment. Those students coming into schools were assessed at the conclusion of grade 3 in 2021. Of those students assessed, 57.2% achieved 80% proficiency on the local CCPS CBA. This was a significant decline from the last assessment of 2019 and below the baseline performance of 2018 (59%).

Regarding the third-party Reading Inventory, CCPS was limited on what conclusions can be made as only a portion of students were assessed. The spring of 2021 was the first-time students were assessed at the end of the year since the spring of 2019 when 75.5% of students were deemed reading at enrolled grade level at the conclusion of third grade. Those students who were assessed in the spring of 2021 did not perform at the same levels two years prior. Only 68.4% of students who were assessed were reading at enrolled grade level. This performance was also below the baseline performance of 2018.

Root Causes

Although many elementary students did return to the buildings for instruction in the spring of 2021, there was a significant number of students who remained at home for virtual instruction in a distance learning environment. This provided significant limitations to instruction, the number of students who were assessed, data collection and analysis when making conclusions to the metrics. Significant disruptions to instruction and learning over the past 16 months was a result of not being in a traditional learning environment. Students unable to access instruction and resources because of the absence of reliable internet access, adequate home support and having a teacher in front of them all contributed to the under-service of our students.

Evidence-Based Interventions

Nearly 4,000 students took part in a summer recovery or compensatory program July 2021-August 2021. In addition to the general education curriculum being delivered daily five days a week, general education instruction was augmented with uninterrupted evidence-based interventions and supplemental instruction in the areas of ELA and mathematics. Each student received 30 minutes of a Tier 2 ELA intervention, specifically Lexia Reading, aligned to the needs of the students as well as 30 minutes of a Tier 2 math intervention, DreamBox. The balance of classroom instruction and evidence-based interventions resulted in over 70% of students who took part in a recovery program saw growth over the 5 weeks as measured by system pre- and post-assessments.

Supplemental instruction will continue to be delivered through the utilization of small group (4:1 ratio) of intervention in an after school extended learning program taking place in the Fall of 2021 and the spring of 2022. Ongoing checkpoints will be made through pulling grade reports at each quarter and semester in addition to local county assessments throughout the year (scheduled) through the CCPS common assessment schedule.

To meet this goal, CCPS will have to ensure equity when allocating resources to achieve and provide the necessary resources to identify and address the academic disparities among all student groups. In addition, CCPS must include cultural responsiveness in areas of curriculum, pedagogy, instructional materials, and assessment design.

Area Focus #2: ***Provide access to a well-rounded, varied, and rigorous curriculum to all students***

CCPS continues to intently focus on providing equitable access to improve performance of the historically underserved student populations. African American/Black, FaRM, Hispanic, ESOL, Gifted and Talented, and Special Education student populations are the focus as we look to ensure access to a well-rounded curriculum at the high school level through enrollment of Career Technical Education, Honors level coursework and Advanced Placement and Transcripted credit. CCPS has established goals with a 3% risk variable to be accountable for equitable enrollment in these pathways and programs based on the percent of students who fall within the student populations as they have identified themselves.

Analysis

2019-2020 Enrollment

	CTE (1%)			Honors (3%)			AP/Transcripted (6%)		
	2019-20 Target	2019-20 Participation	2020-21 Target	2019-20 Target	2019-20 Participation	2020-21 Target	2019-20 Target	2019-20 Participation	2020-21 Target
White	83-85%	86.3%	81-83%	81-87%	84.6%	79-85%	78-90%	85.1%	76-88%
Black	3-5%	3.1%	3-5%	1-7%	3.5%	1-7%	Up to 10%	2.9%	Up to 10%
Hispanic	5-7%	5.4%	6-8%	3-9 %	5.4%	4-10%	Up to 12%	4.6%	1-13%
Special Education	8-10%	7.0%	8-10%	6-12%	2.8%	6-12%	3-15%	1.0%	3-15%
FaRMS	13-15%	12.4%	17-19%	11 – 17%	11.3%	15-21%	8-20%	8.4%	12-24%

Based on the risk variable goals, CCPS met its goals in many areas. Special Education students did not meet any of the enrollment targets in the three pathways. Students who were economically disadvantaged did not meet the enrollment target in CTE enrolment but did in Honors and AP/Transcripted.

Because of the lack of consistency relating to the risk variable targets across the three pathways, CCPS has now moved to a consistent variable of +/- 3% of the enrollment of each student group in our high schools.

2021-2022 Enrollment Well-Rounded Curriculum

2021-2022														
	Student Population		AA/GT		General/Basic		Honors		AP		CTE		DE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total	25264	100%	2196	100%	25192	100%	9314	100%	2543	100%	3525	100%	640	100%
Male	12985	51%	1170	53%	12944	51%	4450	48%	1141	45%	1912	54%	231	36%
Female	12279	49%	1026	47%	12248	49%	4864	52%	1402	55%	1613	46%	409	64%
White	20256	80%	1850	84%	20203	80%	7668	82%	2097	82%	2959	84%	553	86%
Black/AA	1153	5%	59	3%	1142	5%	391	4%	101	4%	147	4%	20	3%
Asian/PI	778	3%	136	6%	776	3%	378	4%	150	6%	103	3%	16	3%
Hispanic	1972	8%	73	3%	1968	8%	554	6%	123	5%	202	6%	31	5%
Multi-Race	995	4%	75	3%	993	4%	159	2%	67	3%	102	3%	17	3%
FaRMS	5536	22%	207	9%	5522	22%	1305	14%	223	9%	556	16%	53	8%
Non-FaRMS	19728	78%	1989	91%	19670	78%	8009	86%	2320	91%	2969	84%	587	92%
ESOL	320	1%	1	0%	319	1%	47	1%	4	0%	23	1%	1	0%
Special Education	2847	11%	29	1%	2841	11%	308	3%	19	1%	267	8%	6	1%

CCPS continues to analyze current system enrollment and disparities between student groups when it comes to AP, Honors, CTE (career and Technical Education) and Dual Enrollment (DE) coursework. Historically underserved student groups continue to have low enrollment in areas such as AP, DE, and CTE.

Root Causes

Advocacy of school-based leaders encouraging students to enroll in more rigorous coursework remains the number one root cause of the underrepresentation of student groups who have been historically underserved. Through student focus groups, students have articulated the lack of guidance historically underserved students receive when being scheduled to enroll in the most arduous and rigorous pathways within the school system. Students are often identified at the earliest levels (elementary) and have a hard time accelerating to more advanced studies as a result.

Evidence-based interventions

The past two academic years have resulted in significant disruptions to learning. CCPS saw at times five times the number of failing grades then pre-pandemic. To increase the number of historically underserved students enrolled and receiving credit in multiple pathways to receive credit for a well-rounded curriculum, CCPS has implemented equity trainings and school data reviews for schools highlighting individual school reports synonymous to the above data chart to look at scheduling and supplemental instruction to ensure success of students receiving credit to a well-rounded curriculum.

In order to see an increase in performance of our students with enrollment and successful completion of more rigorous coursework and credit to a well-rounded curriculum, CCPS must continue to provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system; will have to be consistent to These performances resulted in a robust credit recovery program to remedy the disengagement of students during the distance learning experience that began in the spring of 2020.

CCPS provided credit recovery at a massive scale the summer of 2021. Over 670 high school students enrolled in the summer recovery experience with 661 (97.6%) recovering at least one

credit over the summer. These numbers are significant as many times these courses are prerequisites in students having the opportunity to enroll in AP, Transcripted, Honors or being accepted into CTE programs.

Evaluation of staff equity and data review interventions will be measured annually through enrollment of students in coursework and pathways of historically underrepresented students.

Area Focus #3: ***Increase percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP)English Language Arts (ELA) and mathematics grades 3-11 for all student groups.***

Historically, Carroll County students have consistently scored above state and national averages on standardized assessments. CCPS presently ranks at the top of the state in the aggregate in the areas of mathematics and ranked second in English Language Arts, as it relates to the most recent administration of the state-wide assessment (2019 PARCC). There has not been a state-wide administration of an assessment since the 2018-2019 academic year because of the pandemic. With the absence of state measures, CCPS has relied more heavily on local assessments as the proxy for student achievement and accountability. Significant attention has been given to the Board of Education desired outcomes when referencing the CCPS Strategic Plan.

It is imperative that all performance measures to support educational equity and ensure that performance and/or growth measures are relevant and meaningful to educators, students, and families (CCPS Policy ABA, Educational Equity). Increase in student performance for all students is achieved by ensuring equitable educational opportunities and access to educational rigor, resources, services, programs supports, activities, and culturally relevant instruction and curriculum.

Analysis

Since the state of Maryland has not participated in a state-wide assessment since the 2018-2019 school year, CCPS is very interested in the fall administration of the MCAP to provide a baseline to a newly developed assessment. The results of the fall administration will begin to provide CCPS with insights necessary to provide supplemental instruction based on item analysis, revisit curriculum and resources that are more aligned with outcomes and look at specific student groups and focus on those who are disproportionately underserved.

Since it is very difficult to conduct any future analysis to past PARCC results, CCPS is interested in seeing how the system compares to other local school systems on the new assessment. In doing so, CCPS looks to spend time analyzing their state ranking on the 2019 PARCC to the upcoming newly developed MCAP of 2021-2022. The tables below illustrate the last state ranking as it relates to PARCC and the goals of proficiency on this spring administration of the new MCAP.

*	3rd Grade		4th Grade		5th Grade		6th Grade			7th Grade		8th Grade					
	ELA	Math	ELA	Math	ELA	Math	cienc	ELA	Math	ELA	Math	ELA	Math	Science	Algebra I	ELA 10	Government
White	9	3	5	5	12	8	12	5	4	5	6	6	3	8	1	6	6
Asian	7	2	12	7	8	1	6	9	3	5	5	3	1	3	1	3	4
Hispanic	4	2	10	3	5	3	4	10	10	4	5	4	1	4	2	2	6
African American	2	1	2	2	1	1	1	1	1	1	4	1	1	2	1	2	3
ESOL	14	2	N/A	10	N/A	3	N/A	N/A	N/A	2	1	N/A	3	N/A	1	N/A	3
FARM's	5	2	4	3	5	2	5	4	3	2	5	3	2	3	1	3	3
2+ Races	12	7	15	8	7	4	9	5	11	7	10	6	1	13	6	7	7
Special Education	5	4	8	7	6	4	10	6	N/A	2	6	6	5	13	4	6	3
Homeless	2	3	8	7	N/A	N/A	11	4	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

ii. Describe how the school system's needs assessment guided the decision in determining the areas of focus;

English Language Arts									
	Elementary			Middle			High		
Student Group	2018	Annual Growth	2023 Goal	2018	Annual Growth	2023 Goal	2018	Annual Growth	2023 Goal
White	56%	3% (3.6%)	73.4%	62%	3% (3.6%)	79.4%	63%	3% (3.6%)	80.4%
Minority	44%	3% (3.6%)	61.4%	51%	3% (3.6%)	68.4%	55%	3% (3.6%)	72.4%
Non-Farms	62%	3% (3.6%)	79.4%	66%	3% (3.6%)	83.4%	68%	3% (3.6%)	85.4%
Farms	32%	3% (3.6%)	49.4%	34%	3% (3.6%)	51.4%	34%	3% (3.6%)	51.4%
Non-Special Education	61%	3% (3.6%)	78.4%	66%	3% (3.6%)	83.4%	67%	3% (3.6%)	84.4%
Special Education	8%	3% (3.6%)	25.4%	9%	3% (3.6%)	26.4%	16%	3% (3.6%)	33.4%

Math									
	Elementary			Middle			High		
Student Group	2018	Annual Growth	2023 Goal	2018	Annual Growth	2023 Goal	2018	Annual Growth	2023 Goal
White	65%	3% (3.6%)	82.4%	53%	3% (3.6%)	70.4%	59%	3% (3.6%)	76.4%
Minority	49%	3% (3.6%)	66.4%	41%	3% (3.6%)	58.4%	50%	3% (3.6%)	67.4%
Non-Farms	70%	3% (3.6%)	87.4%	57%	3% (3.6%)	74.4%	63%	3% (3.6%)	80.4%
Farms	38%	3% (3.6%)	55.4%	25%	3% (3.6%)	42.4%	35%	3% (3.6%)	52.4%
Non-Special Education	69%	3% (3.6%)	86.4%	56%	3% (3.6%)	73.4%	64%	3% (3.6%)	81.4%
Special Education	17%	3% (3.6%)	34.4%	8%	3% (3.6%)	25.4%	8%	3% (3.6%)	25.4%

Root Causes

CCPS continues to recognize the need for additional capacity building opportunities as it relates to engaging pedagogy in meeting the needs of a growing diverse student population. This along with the absence of a systemic Multi-Tiered Support System (MTSS)/Response to Intervention (RTI) effort has kept CCPS from adequately identifying students who need academic support and progress monitoring. Any effort along these lines has been lost with a breakdown of K-12 articulation between schools within specific feeder areas.

Evidence-Based Interventions

CCPS has stepped forward with a system effort of implementing a Multi-tiered Support System/RTI model that began the Spring of 2021. Several schools have been identified as flagships of the system to begin to incorporate this formal approach to identifying students, applying evidence/research-based interventions and progress monitoring student growth. This effort will be scaled over the course of the next year to include all elementary schools and then into our middle and high schools.

CCPS looks forward with great anticipation and optimism as all students have returned to school five days a week for the 2021-2022 academic year. Staff feels confident having all students back in schools will provide opportunities for quality in-class instruction and supplemental/tutoring opportunities during and after school in small groups. The return to a traditional learning environment in addition to the evolution of a more dynamic curriculum, resources and learning management system, will assist in CCPS meeting its goals over the next year.

TRANSFERABILITY OF FUNDS CHART

Local school systems may transfer ESSA funds by completing this page as part of the Local ESSA Consolidated Strategic Plan submission. Receipt of this chart as part of the Local ESSA Consolidated Strategic Plan will serve as the required 30 day notice to MSDE. An LEA may transfer all or a portion of funds it receives under each of the programs listed below. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

☒ **TRANSFERABILITY OPTION WILL NOT BE UTILIZED**

Total FY 2022 Allocation	**Funds Available for Transfer**	**$ Amount to be transferred out of each program**	**Programs to which an LEA May Transfer Funds**	**$ Amount to be transferred into the program**
$	**Title II, Part A** – Supporting effective instruction state grants		☐ Title I, Part A – Improving basic programs operated by LEAs	
			☐ Title I, Part C – Education of migratory children	
			☐ Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
	$		☐ Title II, Part A – Supporting effective instruction state grants	
			☐ Title III, Part A – State grants for English language acquisition and language enhancement	
			☐ Title IV, Part A – Student support and academic enrichment grants	
			☐ Title V, Part B – Rural education	
$	**Title IV, Part A** – Student support and academic enrichment grants		☐ Title I, Part A – Improving basic programs operated by LEAs	
			☐ Title I, Part C – Education of migratory children	
			☐ Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
			☐ Title II, Part A – Supporting effective instruction state grants	
	$		☐ Title III, Part A – State grants for English language acquisition and language enhancement	
			☐ Title IV, Part A – Student support and academic enrichment grants	
			☐ Title V, Part B – Rural Education	

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Code of Maryland Regulations (COMAR) Reporting Requirements

(Click the link above to access the Educational Equity regulation)

Title 13A STATE BOARD OF EDUCATION
Subtitle 01 STATE SCHOOL ADMINISTRATION

Carroll County Public Schools Policy ABA

Foundations and Basic Commitments
Educational Equity

Building the Future CCPS Carroll County Public Schools	**Foundations and Basic Commitments** **Educational Equity**	**Policy #**	ABA
		Implemented	
		Reviewed/Updated **Approved**	June 12, 2019
Page #	1		
Procedure Owner	Superintendent of Schools	**Expiration/Review**	Review: every 3 years

Policy

1. Purpose

The Carroll County Public Schools Board of Education is committed to the success of each student in our schools. For that success to occur for each student in lifelong learning and the world of work, the district prioritizes educational equity by recognizing and removing institutional barriers and ensuring that social identifiers are not obstacles to accessing educational opportunities and supports that benefit each student.

Desired Outcomes:

(1) The Board of Education evaluates the impact of every policy, procedure and practice through an equity lens;
(2) Every student in Carroll County Public Schools is provided equitable educational opportunities and access to educational rigor, resources, services, programs, supports, activities, and culturally relevant instruction and curriculum;
(3) Achievement is raised for all Carroll County Public School students and that action plans are developed and monitored to address persistent disparities;
(4) Carroll County Public Schools demonstrates equal opportunity employment by maintaining practices that recruit, employ, retain, promote, and support a culturally diverse and highly qualified skilled workforce;
(5) Every school and worksite within the school system will be free of discriminatory acts of hate, violence, insensitivity, and disrespect and;
(6) Carroll County Public Schools provides equitable and inclusive learning environments that empower students to understand and appreciate diverse cultures within and around their community and that prepare them for lifelong learning, the world of work and full participation in representative government.

2. Definitions

(1) "Educational Equity' means that every student has access to the opportunities, resources and educational rigor they need throughout their educational career to enhance (increase) academic success and social emotional well-being and to view each student's individual characteristics as valuable. The characteristics of each individual student include, but are not limited to, ability (cognitive, social, emotional, and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation and socio-economics.
(2) "Social Identifiers"- means demographic factors identified as, but not limited to, ability (physical and mental), age, ethnicity, family-

structure, gender identity/expression, language, race, religion, sexual orientation and socio-economic status.

(3) "Accountability Measures" mean those Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources, and educational rigor that will lead to achievement for all students.

(4) "Educational Opportunities" means all students have access to rigorous, well-rounded academic programs and experiences that enrich their educational career.

(5) "Equity Lens" means that for any program, practice, decision, or action, the impact on all students is considered, with strategic focus on undeserved and/or underperforming student groups.

(6) "Persistent Disparity" means significant and on-going differences in academic performance or proficiency levels between different groups of students.

(7) "Cultural Responsiveness" means valuing racial/ethnic cultures, views, and experiences and incorporating them into teaching and learning. It also means strengthening and enriching the school system and the community at large with the presence and contributions of many cultures.

(8) "Inclusion" means involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive organization promotes and sustains an environment where students and employees feel welcomed, seen, respected, understood, cared for and safe.

(9) "Fiscal Equity" means resources and/or funding are allocated with an intentional strategy providing additional funding to schools and programs where inequities exits.

3. Policy Statement

The Board of Education of Carroll County holds, as a core belief, that all staff members work to ensure that every child succeeds. The Board is committed to providing every student with equitable access to high quality, culturally relevant, instruction, curriculum, academic support, and extracurricular opportunities.

In accordance with this philosophy, it is the policy of the Board of Education that the Superintendent implement educational equity by taking the following steps:

(1) Allocate resources to achieve fiscal equity and provide the necessary resources to identify and address the academic disparities among all student groups;

(2) Include cultural responsiveness in areas of curriculum, pedagogy, instructional materials, and assessment design;

(3) Provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system;
(4) Align performance measures to support educational equity and ensure that performance and/or growth measures are relevant and meaningful to educators, students, and families;
(5) Create schools with welcoming, inclusive culture and environment that reflects and supports the diversity of the student population, their families, and their community;
(6) Recruit to increase participation of persons from underrepresented groups among personnel in staffing and among students in specialized school programs to reflect the diversity of our student population;
(7) Ensure equitable access to effective teachers for all students;
(8) Include in all plans for new construction and/or renovation of existing facilities consideration of equitable access to twenty-first century learning environments;
(9) Report annually on employment, retention, recruitment, and placement of persons from underrepresented groups; and
(10) Report annually the progress made towards increasing student achievement.

4. Guidelines

In conscious efforts to put equity in the forefront of our actions and decisions, the Superintendent shall develop appropriate administrative regulations and internal Procedures.

LEGAL REFERENCE: COMAR 13A.04.05

COMAR 13A.04.07 Gifted and Talented Education
(Click the link above to access the Gifted and Talented Education regulation)

Gifted and Talented Early Submission Date	
1st submission to the MSDE GT Program Manager for review:	Window opens August 2, 2021
Conditional approval granted to LSSs	On or before September 30, 2021

COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems shall report the following information in their Local ESSA Consolidated Strategic Plan.

1) The process for identifying gifted and talented students

- CCPS uses the Cognitive Abilities Test (CogAT) to universally screen students in grades 2 and 6.
- The G&T/Advanced Academics teacher at every elementary and middle school holds a G&T Referral/Review Team (RRT) meeting once CogAT results are returned to review students for gifted and talented identification. The RRT team uses a multi-measures approach, considering CogAT scores, grades, teacher and parent feedback, and local benchmark data in making the determination to identify students as G&T for math, reading, or in both areas.
- Students who miss the universal screening in second or sixth grade due to moving into the county in fourth, fifth, seventh, or eighth grade are also considered by the RRT team based on teacher or parent request. Individual grade-level CogAT tests can be given to these students if additional data is needed by the team.

Changes made to the identification process during the pandemic:

- CCPS was able to maintain its universal screening procedures in grades 2 and 6 and also conducted screening of all grade 3 students who were not evaluated in the spring of 2020 due to the pandemic closures.
- Students in grades 2, 3 and 6 were all provided with the opportunity to take the CogAT, cognitive abilities test with the majority of students participating.
- Grade 3 students were also given higher order tasks and work samples collected and evaluated by Advanced Academics teachers to supplement the lack of achievement scores due to delayed achievement benchmark testing. All available data were used for grades 3 and 6 and formal review of all students needs for advanced instruction were conducted employing the multiple measures approach.
- While grade 2 students were given the CogAT and their results reported to parents, final formal review for identification will be delayed until the fall of 2021 to have all late spring achievement data available to go along with cognitive scoring. All identified students, rising into grade 3, will be included in CCPS Services and Interventions system at that time and all students receiving advanced instruction, formally identified.

2) The number of gifted and talented students identified in each school*

The number of GT students in each school and local school system will be derived from 2020-21 Attendance Data Collections provided to the MSDE Office of Accountability

See Appendix A

3) The percentage of gifted and talented students identified in the local school system in 2020-21*

In the 2020/2021 school year, Carroll County Schools identified 2,279 students as possessing gifted learning traits and participating in advanced instruction of reported 19,011 enrolled students as of June 2021 in grades 3-12. This results in an identification rate of 11.75% which will increase by October 2021 when multiple indicators from grade 2 data have been analyzed and discussed to identify additional students currently in grade 3.

4) The schools that have been exempted from the identification of a significant number of gifted and talented students and the rationale in 2020-21

The Carroll Springs School has been exempted from identification of a significant number of gifted and talented students.

Carroll Springs Exemption Rationale: The Carroll Springs School is a Public Separate Day special education school. All students that attend Carroll Springs school are learning the alternate standards and/or participating in the alternate assessments.

The complex needs of these students cannot be met in their home schools or in a lesser restrictive environment. Students at Carroll Springs also have complex medical needs. Participation in the alternate standards and/or assessment are based on defined criteria established by the Maryland State Department of Education's Appendix A: Participation Criteria Checklist. In order to be eligible to participate in instruction on the alternate standards and/or participate in the alternate assessment, students must have a significant cognitive disability. Since all students at Carroll Springs meet criteria for the alternate standards and/or assessment, they should be exempt from the requirement.

5) The continuum of programs and services

- Elementary schools each have .5 Advanced Academics (AA) teachers who provide services for gifted and talented students 16.5 hours per week. AA middle school teachers split time between two middle schools, serving students for at each school for 1-2 week rotations as decided on by school-based administrators.
- Advanced Academics (AA) teachers in the elementary grades, work with K-2 students in talent development activities. They pulled students out of 3-5 grade classrooms for small group, direct instruction based on extending and enriching the general education curriculum.
- Middle School AA teachers collaborate with general educators to push in to advanced classes in order to provide extension and differentiation for gifted and talented students and highly able learners. CCPS middle schools have a FLEX mod daily for 30 minutes; AA teachers work with G & T students in a pull-out model during FLEX mod. Middle school AA teachers also worked with identified "Advanced Academics Lead Teachers", or general educators selected to get

additional professional development and training to meet the needs of gifted and highly able learners and share this knowledge with other grade level general educators.
• AA Teachers at both levels collaborated with their general education colleagues to provide resources and instructional ideas designed to assist in challenging the most highly able students.

Changes made to the continuum of programs and services during the pandemic:

- Pandemic related closures forced our teachers to pivot to an all-virtual instructional platform (Google Classroom). CCPS worked diligently to provide access for all students by purchasing, or re-directing, computer resources and internet access points.
- Advanced Academics (AA) teachers in the elementary grades, were assigned a grade level and subject where they collaboratively prepared and delivered lessons to identified students across multiple time periods per day. This was designed to allow students to join advanced lessons when their school schedule allowed and when they had access to the technology. While participation rates fluctuated slightly, teachers reported numbers in the 70% range for consistent weekly student participation.
- Middle School AA teachers also established Google Classrooms and offered lessons in each core subject area on a rotating basis; also providing multiple periods each day when a student could join the advanced lesson for the week.
- AA Teachers at both levels collaborated with their general education colleagues to provide resources and instructional ideas designed to assist in challenging the most highly able students.
- As CCPS returned to a hybrid structure, AA teachers resumed direct instruction with students in the weekly, pull-out sessions.

6) Data-informed goals, targets, strategies, and timelines for 2021-22.
Goals must be established using the equity lens as defined in COMAR 13A.01.06, Educational Equity. Consult with your local school system equity point of contact.

Goal: Construction of curricular extensions based instructional model for highly able students in need of advanced instruction.

Target(s)	Strategy(ies)	Timeline(s)
Build curricular extension experiences for use with highly able learners that allow them to apply and use concepts learned within on-grade curricular instruction.	Convene collaborative curriculum writing teams in cooperation with other content supervisors to construct these extensions. Thus far, grade 3 ELA and Math, grade 4 ELA and Math and grade 6 STEM teams are actively working.	Grade 3 Teams concluded work June, 2021. Grade 4 Teams- actively working to complete first three, unit extensions by August 2021- ongoing into the school year. Grade 6 STEM Team- actively working for project extensions for first three units by August 2021- ongoing into school year.

Target(s)	Strategy(ies)	Timeline(s)
Goal: Expand number of students receiving advanced instruction to include those who demonstrate consistent need for advanced instruction and possess attributes predictive of success in rigorous extensions-based environment, regardless if identified as possessing "gifted" status.		
Target(s) Maintain minimum state standard of 10% of student population served. Increase scope of students included to incorporate those meeting above criteria	**Strategy(ies)** Develop operational definitions of "sustained need" and "attributes predictive…" that are reflected in student review and scoring sheets for inclusion. Present case studies to AA teachers, of students who do not fit traditional criteria for inclusion who DO demonstrate sustained need for instruction.	**Timeline(s)** Definitions and documents have been revised and criteria for inclusion used for student review and screening in May/June 2021. Case studies ongoing.

Appendix A

Table 1: *Includes total enrollment for all Carroll County Public Schools (CCPS) and number of students at each school identified as Gifted and Talented in Reading, disaggregated by student demographic information.*

SCHOOL	Total Enrolled	Total G&T Reading	Male	Female	Am Indian	Asian	Black/AA	NAPI	White	Hispanic	Multi	FARM	ESOL	IEP	504
Crossroads Middle School	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Flexible Support School	44	*	0	*	0	*	0	0	*	0	0	0	0	0	0
Gateway School	62	*	0	*	0	0	0	0	0	*	0	*	0	0	*
PRIDE Elementary Program	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transition Connections Academy	46	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alternative School Totals	**177**	*	**0**	*	**0**	*	**0**	**0**	*	*	**0**	*	**0**	**0**	*
Carroll Springs School	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Carrolltowne Elementary School	600	10	*	6	0	*	0	0	*	0	0	0	0	0	*
Cranberry Station Elementary	549	26	15	11	0	0	0	0	22	*	*	*	0	0	*
Ebb Valley Elementary	529	13	7	6	0	*	0	0	11	0	*	*	0	0	0
Eldersburg Elementary School	466	18	11	7	0	*	*	0	12	0	*	0	0	*	*
Elmer Wolfe Elementary School	419	13	8	*	0	0	*	0	12	0	0	*	0	0	0
Freedom Elementary School	555	19	7	12	0	6	0	0	13	0	0	*	0	0	*
Friendship Valley Elementary	430	16	7	9	0	0	*	0	13	0	*	*	0	0	0

Hampstead Elementary School	390	15	8	7	0	*	0	0	13	*	0	*	0	*	*
Linton Springs Elementary	697	22	9	13	0	*	0	0	18	0	*	*	0	*	0
Manchester Elementary School	599	23	6	17	0	0	0	0	21	*	*	0	0	0	0
Mechanicsville Elementary School	432	11	*	7	0	0	0	0	10	0	*	*	0	0	0
Mt. Airy Elementary School	438	33	14	19	0	0	*	0	27	*	*	*	0	*	*
Parr's Ridge Elementary	393	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Piney Ridge Elementary School	536	12	*	7	0	*	0	0	9	0	*	0	0	*	0
Robert Moton Elementary School	402	13	9	*	0	0	0	0	11	0	*	*	0	*	*
Runnymede Elementary School	576	11	*	7	0	*	0	0	10	0	0	*	0	0	0
Sandymount Elementary School	492	28	16	12	0	*	*	0	22	*	0	*	0	*	*
Spring Garden Elementary School	431	25	14	11	0	*	0	0	22	*	0	6	0	0	*
Taneytown Elementary School	378	12	6	6	0	0	*	0	9	*	0	*	0	0	*
Westminster Elementary School	548	10	*	8	0	*	0	0	7	*	*	*	0	0	0
William Winchester Elementary	480	19	8	11	0	*	0	0	13	*	*	*	0	0	*

Winfield Elementary School	587	18	11	7	0	0	0	0	16	*	*	*	0	*	*
Elementary Totals	**10,959**	**367**	**175**	**192**	**0**	**26**	**8**	**0**	**299**	**18**	**16**	**41**	**0**	**8**	*
East Middle School	737	68	29	39	0	*	*	0	55	*	*	8	0	*	*
Mt. Airy Middle School	700	87	40	47	0	*	*	0	76	*	*	7	0	0	*
North Carroll Middle School	624	60	27	33	0	*	0	0	57	0	*	*	0	*	7
Northwest Middle School	655	64	27	37	0	*	*	0	53	*	*	16	0	0	6
Oklahoma Road Middle School	721	80	40	40	*	8	*	*	66	*	*	*	0	*	*
Shiloh Middle School	622	74	29	45	0	7	*	0	57	*	*	*	0	*	*
Sykesville Middle School	771	91	41	50	0	*	*	0	77	*	*	6	0	*	*
West Middle School	905	110	51	59	0	*	*	0	94	*	*	7	0	*	*
Middle School Totals	**5,735**	**634**	**284**	**350**	*	**34**	**22**	*	**535**	**20**	**21**	**54**	**0**	*	***6**
Century High School	1,117	64	27	37	0	*	0	0	56	*	*	*	0	0	*
Francis Scott Key High School	855	55	24	31	0	0	*	0	49	*	*	10	0	0	*
Liberty High School	988	73	32	41	0	6	*	*	62	0	*	*	0	0	6
Manchester Valley High School	1,286	100	51	49	0	*	*	0	92	*	0	8	*	*	9
South Carroll High School	952	78	32	46	0	*	*	0	71	*	*	0	0	0	7
Westminster High School	1,480	108	29	79	0	*	0	0	100	*	*	*	0	0	*
Winters Mill High School	1,060	74	34	40	0	*	0	0	65	*	*	*	0	0	6
High School Totals	**7,738**	**552**	**229**	**323**	**0**	**18**	**7**	*	**495**	**15**	**16**	**30**	*	*	***9**

Table 2: *Includes total enrollment for all Carroll County Public Schools (CCPS) and number of students at each school identified as Gifted and Talented in Math, disaggregated by student demographic information.*

SCHOOL	Total Enrolled	Total G&T Math	Male	Female	Am Indian	Asian	Black/ AA	NAPI	White	Hispanic	Multi	FARM	ESOL	IEP	504
Crossroads Middle School	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Flexible Support School	44	*	0	*	0	*	0	0	0	0	0	0	0	0	0
Gateway School	62	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PRIDE Elementary Program	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transition Connections Academy	46	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alternative Totals	**177**	*	**0**	*	**0**	*	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Carroll Springs School	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Carrolltowne Elementary School	600	16	10	6	0	*	0	0	9	0	*	*	0	0	*
Cranberry Station Elementary	549	24	16	8	0	0	0	0	19	*	*	*	0	0	*
Ebb Valley Elementary	529	14	7	7	0	*	0	0	12	0	*	*	0	0	0
Eldersburg Elementary School	466	23	16	7	0	8	0	0	14	0	*	*	0	*	*
Elmer Wolfe Elementary School	419	17	14	*	0	0	*	0	15	0	0	*	0	0	*
Freedom Elementary School	555	24	11	13	0	6	*	0	15	0	*	0	0	*	*
Friendship Valley Elementary	430	23	12	11	0	0	*	0	20	0	*	*	0	0	*
Hampstead Elementary School	390	21	14	7	0	*	0	0	20	0	0	*	0	*	*
Linton Springs Elementary	697	23	17	6	0	*	0	0	19	0	*	*	0	*	*
Manchester Elementary School	599	19	9	10	0	0	0	0	19	0	0	*	0	0	*
Mechanicsville Elementary School	432	16	12	*	0	0	*	0	14	0	*	*	0	*	*
Mt. Airy Elementary School	438	38	17	21	0	*	*	0	31	*	0	*	0	*	*
Parr's Ridge Elementary	393	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Piney Ridge Elementary School	536	21	13	8	0	*	0	0	14	*	*	*	0	0	0
Robert Moton Elementary School	402	19	14	*	0	0	*	0	17	0	*	*	0	*	*
Runnymede Elementary School	576	15	10	*	0	*	0	0	14	0	0	*	0	*	*
Sandymount Elementary School	492	36	25	11	0	*	0	0	30	*	0	*	0	*	*
Spring Garden Elementary School	431	29	20	9	0	*	0	0	26	*	0	*	0	0	*
Taneytown Elementary School	378	17	11	6	0	*	*	0	11	*	0	9	0	*	*
Westminster Elementary School	548	21	14	7	0	*	0	0	14	0	*	*	0	0	*
William Winchester Elementary	480	26	14	12	0	*	0	0	21	*	*	*	0	0	*
Winfield Elementary School	587	22	14	8	0	0	0	0	20	*	*	*	0	*	*
Elementary Totals	**10,959**	**464**	**290**	**174**	**0**	**40**	**11**	**0**	**374**	**18**	**21**	**59**	**0**	**16**	**34**
East Middle School	737	74	47	27	0	*	*	0	60	*	*	11	0	*	7
Mt. Airy Middle School	700	96	60	36	0	*	*	0	81	8	*	8	0	*	6
North Carroll Middle School	624	57	41	16	0	*	*	0	50	*	*	*	0	*	9
Northwest Middle School	655	64	40	24	0	*	*	0	55	*	*	19	0	0	*
Oklahoma Road Middle School	721	91	63	28	*	17	*	0	68	0	*	*	0	8	7
Shiloh Middle School	622	90	45	45	0	7	*	0	73	*	*	*	0	0	*
Sykesville Middle School	771	87	52	35	0	8	*	0	70	*	*	10	0	0	*
West Middle School	905	112	68	44	0	7	*	0	95	*	*	10	0	*	6
Middle School Totals	**5,735**	**671**	**416**	**255**	*****	**51**	**21**	**0**	**552**	**28**	**18**	**70**	**0**	**19**	**48**
Century High School	1,117	66	39	27	0	7	*	*	49	*	*	0	0	*	*
Francis Scott Key High School	855	51	25	26	0	0	*	0	44	*	*	13	0	*	*
Liberty High School	988	82	54	28	0	7	*	0	72	0	*	*	0	0	9
Manchester Valley High School	1,286	109	68	41	0	*	*	0	103	*	0	6	0	*	10
South Carroll High School	952	56	35	21	0	*	*	0	51	0	*	0	0	0	*
Westminster High School	1,480	94	45	49	0	*	0	0	89	*	*	6	0	0	7
Winters Mill High School	1,060	86	53	33	0	7	0	0	71	*	*	7	0	0	7
High School Totals	**7,738**	**544**	**319**	**225**	**0**	**27**	**7**	*****	**479**	**13**	**17**	**33**	**0**	*****	**41**

Table 3: *Includes total enrollment for all Carroll County Public Schools (CCPS) by grade and number of students at each school identified as Gifted and Talented in Reading, Math, and dual-identified for each grade, disaggregated by student demographic information.*

SCHOOL	Grade	Total Enrolled	G&T Math	G&T Reading	G&T Both
Crossroads Middle School	06	*	0	0	0
Crossroads Middle School	07	*	0	0	0
Crossroads Middle School	08	9	0	0	0
Flexible Support School	09	7	0	0	0
Flexible Support School	10	*	0	0	0
Flexible Support School	11	*	0	*	0
Flexible Support School	12	29	*	*	*
Gateway School	09	10	0	0	0
Gateway School	10	23	0	*	0
Gateway School	11	19	0	0	0
Gateway School	12	10	0	0	0
PRIDE Elementary Program	01	*	0	0	0
PRIDE Elementary Program	02	*	0	0	0
PRIDE Elementary Program	K3	*	0	0	0
Transition Connections Academy	34	46	0	0	0
Carroll Springs School	01	*	0	0	0
Carroll Springs School	02	*	0	0	0
Carroll Springs School	03	*	0	0	0
Carroll Springs School	05	*	0	0	0
Carroll Springs School	06	*	0	0	0
Carroll Springs School	07	*	0	0	0
Carroll Springs School	08	*	0	0	0
Carroll Springs School	09	*	0	0	0
Carroll Springs School	10	*	0	0	0
Carroll Springs School	11	*	0	0	0
Carroll Springs School	34	*	0	0	0
Carroll Springs School	PF	14	0	0	0
Carrolltowne Elementary School	01	100	0	0	0
Carrolltowne Elementary School	02	92	0	0	0
Carrolltowne Elementary School	03	104	0	0	0

Carrolltowne Elementary School	04	103	7	*	*
Carrolltowne Elementary School	05	72	9	*	*
Carrolltowne Elementary School	K3	89	0	0	0
Carrolltowne Elementary School	P1	17	0	0	0
Carrolltowne Elementary School	P3	13	0	0	0
Carrolltowne Elementary School	P4	10	0	0	0
Cranberry Station Elementary	01	77	0	0	0
Cranberry Station Elementary	02	92	0	0	0
Cranberry Station Elementary	03	95	12	12	11
Cranberry Station Elementary	04	81	7	7	6
Cranberry Station Elementary	05	98	*	7	*
Cranberry Station Elementary	K3	89	0	0	0
Cranberry Station Elementary	PF	17	0	0	0
Ebb Valley Elementary	01	91	0	0	0
Ebb Valley Elementary	02	83	0	0	0
Ebb Valley Elementary	03	80	0	0	0
Ebb Valley Elementary	04	87	8	9	8
Ebb Valley Elementary	05	93	6	*	*
Ebb Valley Elementary	K3	78	0	0	0
Ebb Valley Elementary	PF	17	0	0	0
Eldersburg Elementary School	01	80	0	0	0
Eldersburg Elementary School	02	69	0	0	0
Eldersburg Elementary School	03	67	0	0	0
Eldersburg Elementary School	04	85	13	13	8
Eldersburg Elementary School	05	77	10	*	*
Eldersburg Elementary School	K3	72	0	0	0
Eldersburg Elementary School	P1	16	0	0	0
Elmer Wolfe Elementary School	01	71	0	0	0
Elmer Wolfe Elementary School	02	75	0	0	0
Elmer Wolfe Elementary School	03	54	0	0	0
Elmer Wolfe Elementary School	04	70	7	8	*
Elmer Wolfe Elementary School	05	55	10	*	*
Elmer Wolfe Elementary School	K3	77	0	0	0
Elmer Wolfe Elementary School	PF	17	0	0	0

Freedom Elementary School	01	90	0	0	0
Freedom Elementary School	02	102	0	0	0
Freedom Elementary School	03	94	0	0	0
Freedom Elementary School	04	95	12	7	6
Freedom Elementary School	05	84	12	12	8
Freedom Elementary School	K3	90	0	0	0
Friendship Valley Elementary	01	62	0	0	0
Friendship Valley Elementary	02	73	0	0	0
Friendship Valley Elementary	03	82	0	0	0
Friendship Valley Elementary	04	76	13	8	7
Friendship Valley Elementary	05	73	10	8	7
Friendship Valley Elementary	K3	64	0	0	0
Hampstead Elementary School	01	54	0	0	0
Hampstead Elementary School	02	71	0	0	0
Hampstead Elementary School	03	60	0	0	0
Hampstead Elementary School	04	61	9	8	7
Hampstead Elementary School	05	53	12	7	6
Hampstead Elementary School	K3	69	0	0	0
Hampstead Elementary School	P1	11	0	0	0
Hampstead Elementary School	P3	*	0	0	0
Hampstead Elementary School	P4	*	0	0	0
Linton Springs Elementary	01	121	0	0	0
Linton Springs Elementary	02	97	0	0	0
Linton Springs Elementary	03	116	0	0	0
Linton Springs Elementary	04	93	*	11	*
Linton Springs Elementary	05	136	19	11	6
Linton Springs Elementary	K3	117	0	0	0
Linton Springs Elementary	P1	17	0	0	0
Manchester Elementary School	01	98	0	0	0
Manchester Elementary School	02	90	0	0	0
Manchester Elementary School	03	113	0	*	0
Manchester Elementary School	04	110	11	10	6
Manchester Elementary School	05	89	8	12	*
Manchester Elementary School	K3	88	0	0	0

Manchester Elementary School	P1	11	0	0	0
Mechanicsville Elementary School	01	63	0	0	0
Mechanicsville Elementary School	02	74	0	0	0
Mechanicsville Elementary School	03	75	0	0	0
Mechanicsville Elementary School	04	73	9	6	*
Mechanicsville Elementary School	05	70	7	*	*
Mechanicsville Elementary School	K3	62	0	0	0
Mechanicsville Elementary School	P1	15	0	0	0
Mt. Airy Elementary School	03	147	0	0	0
Mt. Airy Elementary School	04	138	17	17	13
Mt. Airy Elementary School	05	153	21	16	12
Parr's Ridge Elementary	01	134	0	0	0
Parr's Ridge Elementary	02	141	0	0	0
Parr's Ridge Elementary	K3	109	0	0	0
Parr's Ridge Elementary	P1	9	0	0	0
Piney Ridge Elementary School	01	82	0	0	0
Piney Ridge Elementary School	02	85	0	0	0
Piney Ridge Elementary School	03	72	0	0	0
Piney Ridge Elementary School	04	76	13	*	*
Piney Ridge Elementary School	05	98	8	7	*
Piney Ridge Elementary School	K3	106	0	0	0
Piney Ridge Elementary School	P1	17	0	0	0
Robert Moton Elementary School	01	72	0	0	0
Robert Moton Elementary School	02	64	0	0	0
Robert Moton Elementary School	03	48	*	0	0
Robert Moton Elementary School	04	70	11	7	*
Robert Moton Elementary School	05	64	7	6	6
Robert Moton Elementary School	K3	49	0	0	0
Robert Moton Elementary School	P3	11	0	0	0
Robert Moton Elementary School	P4	11	0	0	0
Robert Moton Elementary School	PF	13	0	0	0
Runnymede Elementary School	01	95	0	0	0
Runnymede Elementary School	02	83	0	0	0
Runnymede Elementary School	03	87	0	0	0

Runnymede Elementary School	04	96	9	6	*
Runnymede Elementary School	05	107	6	*	*
Runnymede Elementary School	K3	79	0	0	0
Runnymede Elementary School	P3	9	0	0	0
Runnymede Elementary School	P4	7	0	0	0
Runnymede Elementary School	PF	13	0	0	0
Sandymount Elementary School	01	82	0	0	0
Sandymount Elementary School	02	65	0	0	0
Sandymount Elementary School	03	87	0	0	0
Sandymount Elementary School	04	73	16	14	11
Sandymount Elementary School	05	79	20	14	13
Sandymount Elementary School	K3	95	0	0	0
Sandymount Elementary School	P1	11	0	0	0
Spring Garden Elementary School	01	65	0	0	0
Spring Garden Elementary School	02	69	0	0	0
Spring Garden Elementary School	03	69	0	0	0
Spring Garden Elementary School	04	68	14	11	8
Spring Garden Elementary School	05	80	15	14	12
Spring Garden Elementary School	K3	64	0	0	0
Spring Garden Elementary School	PF	16	0	0	0
Taneytown Elementary School	01	64	0	0	0
Taneytown Elementary School	02	64	0	0	0
Taneytown Elementary School	03	61	0	0	0
Taneytown Elementary School	04	60	9	7	*
Taneytown Elementary School	05	58	8	*	*
Taneytown Elementary School	K3	53	0	0	0
Taneytown Elementary School	PF	18	0	0	0
Westminster Elementary School	01	88	0	0	0
Westminster Elementary School	02	82	0	0	0
Westminster Elementary School	03	91	0	0	0
Westminster Elementary School	04	80	11	*	*
Westminster Elementary School	05	95	10	*	*
Westminster Elementary School	K3	98	0	0	0
Westminster Elementary School	PF	14	0	0	0

William Winchester Elementary	01	78	0	0	0
William Winchester Elementary	02	76	0	0	0
William Winchester Elementary	03	79	0	0	0
William Winchester Elementary	04	79	17	11	9
William Winchester Elementary	05	83	9	8	*
William Winchester Elementary	K3	72	0	0	0
William Winchester Elementary	PF	13	0	0	0
Winfield Elementary School	01	109	0	0	0
Winfield Elementary School	02	86	0	0	0
Winfield Elementary School	03	109	0	0	0
Winfield Elementary School	04	82	10	9	7
Winfield Elementary School	05	81	12	9	7
Winfield Elementary School	K3	91	0	0	0
Winfield Elementary School	P1	17	0	0	0
Winfield Elementary School	P3	8	0	0	0
Winfield Elementary School	P4	*	0	0	0
Career & Technology Center	11	*	0	0	0
Career & Technology Center	12	7	0	0	0
Century High School	09	267	13	13	7
Century High School	10	283	22	21	13
Century High School	11	284	16	16	6
Century High School	12	283	15	14	7
Francis Scott Key High School	09	235	15	12	9
Francis Scott Key High School	10	217	10	14	7
Francis Scott Key High School	11	203	10	11	8
Francis Scott Key High School	12	199	16	18	13
Francis Scott Key High School	34	*	0	0	0
Liberty High School	09	232	16	17	8
Liberty High School	10	257	30	14	10
Liberty High School	11	256	16	20	10
Liberty High School	12	243	20	22	13
Manchester Valley High School	09	354	32	27	18
Manchester Valley High School	10	324	26	17	13
Manchester Valley High School	11	326	21	24	14

Manchester Valley High School	12	281	30	32	24
Manchester Valley High School	34	*	0	0	0
South Carroll High School	09	252	15	21	10
South Carroll High School	10	224	14	18	8
South Carroll High School	11	236	14	19	11
South Carroll High School	12	240	13	20	9
Westminster High School	09	364	27	29	21
Westminster High School	10	356	20	19	11
Westminster High School	11	375	20	27	13
Westminster High School	12	384	27	33	19
Westminster High School	34	*	0	0	0
Winters Mill High School	09	265	22	19	14
Winters Mill High School	10	273	23	17	13
Winters Mill High School	11	270	19	15	11
Winters Mill High School	12	247	22	23	15
Winters Mill High School	34	*	0	0	0
East Middle School	06	213	27	26	17
East Middle School	07	290	27	23	18
East Middle School	08	234	20	19	10
Mt. Airy Middle School	06	240	34	27	20
Mt. Airy Middle School	07	244	38	32	22
Mt. Airy Middle School	08	216	24	28	17
North Carroll Middle School	06	213	23	22	15
North Carroll Middle School	07	214	18	19	13
North Carroll Middle School	08	197	16	19	8
Northwest Middle School	06	198	26	22	16
Northwest Middle School	07	216	19	18	11
Northwest Middle School	08	241	19	24	16
Oklahoma Road Middle School	06	242	35	27	16
Oklahoma Road Middle School	07	227	35	25	15
Oklahoma Road Middle School	08	252	21	28	12
Shiloh Middle School	06	194	41	29	26
Shiloh Middle School	07	211	30	26	22
Shiloh Middle School	08	217	19	19	15

Sykesville Middle School	06	236	28	31	15
Sykesville Middle School	07	261	34	38	23
Sykesville Middle School	08	274	25	22	9
West Middle School	06	276	52	44	30
West Middle School	07	320	34	37	22
West Middle School	08	309	26	29	16

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COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring
(Click the link above to access the Teacher Induction and Mentoring Education regulation)

Comprehensive Teacher Induction Program
Title 13A STATE BOARD OF EDUCATION
Subtitle 07 SCHOOL PERSONNEL

.01 Scope.

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to provide guidance for local school systems to establish a high-quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments,
resulting in improved student learning and higher retention in the profession.

The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support.

Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

.04 General Requirements.
A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.
B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

Local school systems shall use the Maryland Teacher Professional Development Planning Guide develop the program, which shall include the following professional learning activities:
(1) Before the school year begins, orientation programs for all teachers new to the local school system;
(2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
(3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
(4) Follow-up discussions of the observations and co-teaching experiences;
(5) Ongoing professional development designed to address new teacher needs and concerns; and
(6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.
D. The district shall consider the need for staffing to:
(1) Plan and coordinate all induction activities;
(2) Supervise new teacher mentors;
(3) Communicate with principals and other school leaders about induction activities; and
(4) Oversee the evaluation of the comprehensive induction program.
E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.
A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.
B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:
(1) A reduction in the teaching schedule;
(2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or
(3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

Comprehensive Teacher Induction Program

Section A- Comprehensive Teacher Induction Program (CTIP) Team Members

1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.

   Jamie Weaver, Coordinator of Teacher Induction,

   - *Oversees implementation of the Induction Program*

   Jeff Alisauckas, Supervisor of Teacher and Leadership Development

   - *Manages the Title II budget which provides the financial support of the Induction Program*
   - *Evaluates Full & Part Time Mentor Teachers*

2. Please provide information on your mentors.

Type of Mentor	**Amount**
Full Time Mentors	*2*
Part Time Mentors	*1*
Full Time Teachers	*127*
Total Number of Mentors	*130*

3. Please provide the total number of probationary teachers being served by your CTIP.

   154 Year 1 Teachers
   137 Year 2 Teachers
   43 Year 3 Teachers

4. Please provide the average mentee to mentor ratio (example: 15:1).

   Full & Part Time Mentors 25:1
   Full Time Teachers 2:1

Section B- Comprehensive Teacher Induction Program Training and Supervision

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?

   Staff new to the role of Peer Mentor are provided Orientation and Training modules at the start of the school year. Module content consists of a review of program roles and expectations, mentoring skills and strategies along with practical applications. Full Time Mentors and Part Time Mentors participate in monthly trainings addressing mentoring strategies.

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?

   REVISED: School System Administrators are provided an overview of the Mentoring Program as one component of the full Induction Program. Details include the role of the peer mentor, expectations of both the peer mentor and mentee, how often and how long mentors meet with mentees, along with the reimbursement amount and process for reimbursement. Additionally, building based administrators are encouraged to collaborate with curriculum supervisors to select the most appropriate peer mentor for each mentee. This information is shared electronically during the late summer months just prior to when School System Administrators need to make pairings.

3. Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?

   REVISED: Direct supervision of Peer Mentors rests with building administration and is supported by the Full Release Mentor Teachers. Peer Mentors are informally evaluated by their building administrators through surveys and anecdotal data. Mentees are provided a rating scale and asked if the support they received from their Peer Mentor influenced their practice in the following areas: instructional strategies, classroom management, using data effectively, differentiation, subject matter they teach, complying with policies and procedures, work with parents, creating a supportive and equitable classroom environment, improved their instructional practice, has them to impact their students' learning, has been important in their decision to continue teaching.

   Supervision of the Full Release Mentor teachers rests with the Supervisor of Teacher & Leadership Development. Evaluation procedures follow the negotiated agreement and the criteria listed below:

   Domain 1: Planning & Preparation

   - *1a Demonstrates knowledge of current trends in mentoring and professional development*
   - *1b Demonstrates knowledge of the schools' instructional programs and levels of Mentee skill in delivering those programs*
   - *1c Establishes goals for the mentoring process appropriate to the individual Mentees served*
   - *1d Demonstrates knowledge of resources, to support the curriculum and pedagogy*
   - *1e Plans an instructional support program for each Mentee based on established goals in collaboration with supervisors, building administration and individual Mentees*
   - *1f Develops a plan to evaluate their work with the Mentee*

Domain 2: The Environment

- *2a Creates a relationship of trust and respect with the Mentee*
- *2b Establishes a culture for ongoing instructional improvement with the Mentee*
- *2c Establishes and maintains norms of behavior for professional interactions between Mentor and Mentee*
- *2d Organizes their schedule and manages time effectively to meet the needs of the Mentees*

Domain 3: Delivery of Service

- *3a Collaborates with Mentee in the design of instructional units and lessons that align with the curriculum*
- *3b Engages Mentee in learning new instructional skills*
- *3c Locates resources for Mentee to support instructional improvement*
- *3d Demonstrates flexibility and responsiveness in the Mentee's individual instructional support program*
- *3e Demonstrates knowledge of Coaching, Collaboration and Consultation Model*
- *3f Selects and uses various mentor program tools, processes and resources*
- *3g Provides feedback to Mentee*

Domain 4: Professional Responsibilities

- *4a Demonstrates self-reflection*
- *4b Prepares, submits and utilizes appropriate record keeping items*
- *4c Coordinates work with other mentors and instructional specialists as needed*
- *4d Shows professionalism, including integrity and confidentiality*
- *4e Grows and develops professionally*

Section C- Comprehensive Teacher Induction Program Overview

1. Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

   Orientation – Orientation is 6 days prior to the start of the school year. Day 1 is split between Human Resources and Building Administrators reviewing basic HR items, receiving technology and accessing network accounts. Day 2 – 4 is spent with curriculum supervisors and mentor teachers reviewing curriculum, assessments and writing lesson plans. Day 5 – 6 are spent at home schools reviewing building specific information, initiatives and working in their classroom. Probationary Teachers are also provided ongoing curriculum trainings with content supervisors throughout the school year as well as access to CPD courses. Trainings may occur during the school day with substitute coverage being provided or they may occur after school hours with teachers receiving the hourly rate to attend.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with his/her mentor or peers.

   Probationary Teachers are provided 2 release days (taken as full days or half days) to observe veteran teachers. This time can also be used for coteaching purposes. Both Peer Mentors and Full Release Mentors observe Probationary Teachers and provide feedback based on identified needs from formal observations or through the Probationary Teachers self-identified needs.

3. How are the needs and concerns of new teachers assessed and addressed through ongoing supports, informal feedback, and follow-up?

   Probationary Teachers are surveyed throughout the program for feedback. Peer Mentors are surveyed quarterly and asked what supports they feel are needed. Data is collected quarterly on the topics addressed during the weekly meetings between Peer Mentors and Probationary Teachers. Anecdotal data is also collected throughout the year when Full Release Mentors meet with the teachers in order to adjust the content on the ongoing professional learning opportunities.

4. Please describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

   Action Plans are one tool Mentors utilize in their work with Probationary Teachers. Throughout the year, Mentors can use the action plan when an area of improvement is identified. Both parties collaborate to create goals, a timeline, actionable steps, and a means for identifying how the goal is met. Mentors work through the action plan with the Probationary Teacher and collect data through an agreed upon method.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

   The CCPS Mentoring Program uses multiple measures to evaluate program effectiveness –

   - *Surveys: Multiple stakeholder groups are surveyed to gain feedback regarding perceived professional development needs, change in practice and performance as a result of program components and satisfaction with program components. Surveys have been aligned with the Teacher Induction portion of the TELL survey and administered yearly to align with the state's administration.*
   - *Standards Continuum/Framework for Learning: Full release mentor teachers use the CCPS Standards Continuum and Framework for Learning to observe and collect data on non-tenured teacher performance as measured by the CCPS teaching standards. The tool provides formative data to the teacher regarding their performance as well as a means of tracking change in effectiveness over time.*
   - *Retention & Departure Analysis: Data provided by Human Resources is reviewed to determine retention rate.*

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APPENDIX A

Title I, Part A: Improving Basic Programs
2021-2022 Title I, Part A Application and Monitoring Tool

Title I, Part A Application and Monitoring Tool Release Date:
Federal Grant Application Submission Timeline

1st Submission to the Title I Specialists for Review	Submission for Conditional Approval	First Submission through Local ESSA Consolidated Strategic Plan	FINAL Submission through Local ESSA Consolidated Strategic Plan
August 2nd – August 31st	On or before September 30, 2021	October 15, 2021	November 16, 2021

Local School System:	**Carroll County Public Schools**
Title I Coordinator:	**Dr. Kendra Y. Hart**
Telephone Number:	**410-386-1660**
Email Address:	**kyhart@carrollk12.org**
Submission Date:	**November 15, 2021**

2021-2022 Title I, Part A Application and Monitoring Tool

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 and monitoring tool, evidence of implementation, and additional sample resources for each required component (provided as links). The information provided within the revised application and monitoring tool will ensure that all Local Education Agencies (LEAs) are prepared to effectively address key provisions of each component provided under Title I, Part A under Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA). **This consolidated document ensures transparency between the application and monitoring of the Title I, Part A Program requirements.**

Explanation of Terms

Term in Application	Explanation of Term in Application
COMPONENT NAME	The Title I Component
LINKS	Pertinent links to non-regulatory guidance, checklists, and other resources are provided, where appropriate. Additional information is forthcoming in a separate, stand-alone guidance document.
REQUIRED ATTACHMENTS	Documents that are required with submission of the application.
NOTE TO LEA	If documentation is needed prior to the program review, a note will be indicated in the identified component.
STAFF RESPONSIBLE	All staff involved with the implementation and oversight of each Title I Component
ASSURANCE(S)	By receiving funds under the Title I, Part A grant, as a grantee, the LEA agrees to comply with the terms and conditions under each component. Each component includes specific requirements over which the LEA has responsibility for oversight and implementation. During the 2021-2022 Title I, Part A Annual Program Review documentation will be reviewed to confirm that the LEA has complied with all assurances.
CITATIONS	For each assurance, this column provides the citation(s) from ESSA, the Code of Federal Regulations (CFR), the Uniform Grant Guidance (UGG), or the Education Department General Administrative Regulations (EDGAR).

Term in Application	Explanation of Term in Application
EVIDENCE OF IMPLEMENTATION	Mandated documentation for evidence of implementation for each assurance and requirement. **APPLICATION:** Documentation listed is shared as a resource for LEA planning and preparation **MONITORING:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review ***(KEY POINT: The evidence of implementation is provided for planning and preparation purposes. The documentation will NOT be submitted with the application.***
TABLES AND WORKSHEETS	See Excel template and Fiscal Guidance for instructions.

2021-2022 Title I, Part A Application Submission Instructions:

Submit via email a completed application to the LEA's MSDE POC based on the timeline on the cover page.

- 1st Submission: August 2nd – 31st, 2021
- Submission for Conditional Approval: On or before September 30, 2021
- Upon receipt of conditional approval, all subsequent submissions will be through the Local ESSA Consolidated Strategic Plan Submission
- A completed application includes*:
    - all assurances checked including those that may not be applicable (N/A);
    - appropriate required attachments;
    - appropriate signatures on the attestations for Section 1112 (Superintendent and Title I Director/Coordinator)
    - completed Fiscal/Tables in Excel; and
    - an unsigned C-1-25.

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

2021-2022 Title I, Part A Application

ATTESTATION

The Local Educational Agency (LEA) 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:

A. Staff Credentials and Certifications
B. Schoolwide Program
C. Targeted Assistance Schools
D. Parent and Family Engagement
E. Participation of Children Enrolled in Private Schools
F. Education for Homeless Children and Youth
G. Support for Foster Care Students
H. English Learners
I. School Improvement - Targeted Support and Improvement
J. Fiscal

The LEA ensures 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.

Steven A. Lockard, Ph.D.	Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.12.06 14:45:16 -05'00'	Carroll County Public Schools	12/6/2021
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Kendra Y. Hart, Ed.D.	Kendra Y. Hart, Ed.D Digitally signed by Kendra Y. Hart, Ed.D Date: 2021.12.06 11:29:43 -05'00'	Carroll County Public Schools	12/6/2021
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Educational Agency	Date

ATTESTATION - Section 1112 (Citation 1112(a)(1)(A))

The LEA ensures 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), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part.

Steven A. Lockard, Ph.D. LEA Superintendent Name (Please Print or Type)	Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.12.06 14:45:35 -05'00' LEA Superintendent Signature	Carroll County Public Schools Local Educational Agency	12/6/2021 Date
Kendra Y. Hart, Ed.D. Title I Coordinator Name (Please Print or Type)	Kendra Y. Hart, Ed.D Digitally signed by Kendra Y. Hart, Ed.D Date: 2021.12.06 11:30:19 -05'00' Title I Coordinator Signature	Carroll County Public Schools Local Educational Agency	12/6/2021 Date

ATTESTATION – Educational Equity Regulation (COMAR 13A.01.06)

The LEA ensures that this application is developed in alignment with the requirements of the Educational Equity regulation (COMAR 13A.01.06). Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being. In the development of the LEA's Title I, Part A application, the LEA has applied an equity lens demonstrating that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups. Additionally, the LEA ensures that the Title I, Part A application adheres to COMAR 13A.01.06, Educational Equity, including:

- Provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being (With a strategic focus on marginalized student groups)
- Identify and address the unique challenges and barriers faced by individual students or by populations of students and provides additional support to help overcome those barriers.
- Assures educational opportunities and environments are equitable, fair, safe, diverse, and inclusive for all students.
- Develops goals and objectives to improve academic performance that are student-centered, relevant, and culturally responsive to areas of inequity.
- Provides strategies and activities to improve achievement for all students by bridging the gap between academic and non-academic goals. (Examples of non-academic data may include attendance, social-emotional growth, community needs, and racial equity.)
- Assures their educational equity point of contact is included in the completion of the application

Steven A. Lockard, Ph.D.	Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.12.06 14:45:54 -05'00'	Carroll County Public Schools	12/6/2021
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date
Judith Jones	Judith I. Jones Digitally signed by Judith I. Jones Date: 2021.12.06 14:15:53 -05'00'	Carroll County Public Schools	12/6/2021
Equity Point Of Contact Name (Please Print or Type)	Equity Point of Contact Signature	Local Educational Agency	Date
Kendra Y. Hart, Ed.D.	Kendra Y. Hart, Ed.D Digitally signed by Kendra Y. Hart, Ed.D Date: 2021.12.06 11:30:40 -05'00'	Carroll County Public Schools	12/6/2021
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Educational Agency	Date

Attestation - Section 1112

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:
All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how 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.
2. The LEA must include a written process explaining how the 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), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(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 component.

Application: The LEA will respond to each assurance ***(Check One)***	**Attestation – Section 1112 Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☒ YES	1. The LEA ensures that all parties, inclusive of, but not limited to: Human Resources, Finance, School	**1112(a)(1)(A)**	Examples of activities demonstrating that the LEA meets statutory requirements for the programmatic and fiscal implementation and oversight

☐ NO ☐ N/A	administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above. *(Required Attachment #1)*		of the Title I, Part A program and documentation supporting the implementation of the written process must include: 1. Sign-in, agenda, and notes (SAN) from LEA Title I Meetings demonstrating collaboration with other LEA offices* 2. Written communication demonstrating collaboration with other LEA offices 3. LEA fiscal monitoring of school-level budgets 4. Other documentation to support the LEA has implemented its written process, if applicable. **Agenda topics and notes must reflect the specific component of Title I, Part A and the sign-in sheets must reflect the involvement of pertinent LEA offices.*
☒ YES ☐ NO ☐ N/A	2. The LEA ensures 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), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part. *(Required Attachment #2)*	**1112(a)(1)(A)**	Documentation supporting the implementation of the written process which must include: 1. SANE from stakeholder meetings demonstrating timely and meaningful consultation regarding the Title I application 2. Written communication from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application 3. Survey data from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application, if applicable 4. Other documentation to support the LEA has implemented its written process, if applicable.

1. The LEA must include a written process explaining how 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.

The Carroll County Public Schools Departments of Human Resources, Finance, Curriculum and Instruction, and Students Services along with Title I School administrators, Title I parent liaisons, Coordinator of Interpreter/Translator Program, and non-public designees (if applicable), meet and have ongoing collaboration with the Supervisor of Title I to identify areas of need, monitor progress and implementation and measure effectiveness of the district and school Title I plan. The Human Resources Department assures teacher and paraprofessional's credentials and certification for each school (e.g., current certification and appropriate content and grade level placement) are aligned to the state requirements and the LSS staff and credentials written process. The Department of Finance assists with monitoring and supporting administrators, financial secretaries, and Title I Parent Liaisons with appropriate use, expenditures, and balances relevant to district and school budgets. The Department of Curriculum and Instruction supports administration and school staff with curriculum, curriculum resources and materials, and professional learning opportunities. The Supervisor of ESOL and her team provide academic support and resources to students. The Coordinator of Interpreter/Translator Program and her team supports schools with translating documents, communication with families, along with providing resources for families, and assisting families with collaboration, communication, and navigation within the school system. The Department of Student Services supports students identified as homeless and in foster care. The services provided, include arranging tutoring and counseling support, collaboration with local homeless shelters and community organizations, materials for students to support learning, and coordinating transportation to school and/or special programs. School Administrators are an essential part of each decision, planning, and implementation of the Title I program. They oversee instruction, staff, and budgets to monitor alignment with school and district wide plans. Each Title I school has a Title I parent liaison who provides professional learning for parents, plan and implement events and activities to enhance student and family learning, facilitate parent groups to gather parent input (e.g., plans and activities) and involve parents in their child's education. They also work closely with the Judy Centers to engage families in learning at an early stage in the student's development. Staff within the school system develops and maintains partnerships with local community members and organizations to arrange for support for family and students as needed. This information is not exhaustive of the interactions. Each department follows the traditional supports as listed above and is flexible with extra support based on individual family and student needs.

The following collaborations have taken place and will continue with follow up meetings to provide program oversight throughout the year:

Date	Who	What
Human Resources – The Supervisor of Title I meets with staff in the Department of Human Resources to ensure students in Title I schools receive instruction from certified and experienced teachers and qualified paraprofessionals. Discussions included openings for classroom teachers, paraprofessionals, and various positions related to the pandemic, certification, placement (out-of-placement), and teacher's experience. There was also discussion about paraprofessional qualifications and experiences. The Supervisor of Title I shared (cut and paste)		

applicable sections and requirements in the Title I application along with resources (checklist, disparity chart) to support the Department of Human Resources with the organization of staffing reports.		
July 28, 2021	HR Specialist Supervisor of Title I	Discussed: ● Teacher Certification and credentials – Review requirement of teachers and paraprofessionals assigned to Title I schools meeting the state and licensure requirements. ● HR gathering and creating charts to show staff assigned to Title I schools along with their credentials. ● Avoiding disparities among Title I and Non-Title I schools- review the need for a reassignment plan if needed. There were no disparities for the 20-21 school year. All teachers and paraprofessionals assigned to Title I schools had valid certifications, credentials and/or licensure.
July 2021 – September 2021	Title I Principals MSDE Director of Title I Supervisor of Title I Supervisor of Budget/Grants	• Discussed grant funding decrease • Collaborate on cuts, expenditures, program requirements within financial allocation • Discuss outside funding sources to close budget gap
August 31, 2021	HR Specialist Supervisor of Title I	● Teacher Certification and credentials – Review requirement of teachers and paraprofessionals assigned to Title I schools meeting the state and licensure requirements. ● Address Disparities (if applicable) between Title I and Non-Title I schools- a reassignment plan is discussed and implemented if applicable. There were no disparities for the 20-21 school year. All teachers and paraprofessionals assigned to Title I schools have valid certifications, credentials and/or licensure. ● The Supervisor of Title I shared MSDE resources (sample charts) included in the Application. ● Communicated the need to fill teacher and paraprofessional openings in Title I schools with staff who meet state and licensure requirements. Shared the Staff and Credentials component of the Title I application along with examples of disparities chart shared by MSDE.
September 1, 2021	Director of Human Resources Supervisor of Title I	Discussed: ● Current student support openings and hiring and placement practices of certified teachers and paraprofessionals in Title I Schools. ● Parents Right to Know statement and letter to parents if substitute teachers are required.

September 2021	Supervisor of Title I Grant Analyst Human Resources staff	• Discuss final salary and benefits of staff positions funded via Title I. • Confirm with Human Resources staff as needed • Share with principals of Title I schools for budget purposes.
September 2, 2021	Director of Human Resources Supervisor of Title I	• Followed up with an email and attached Staff and Credentials component of the Title I application.
September 2021 – June 2022	Title I Principals, Supervisor of Title I	Discuss, create plans, and monitor Title I program, along with developing proactive plans in reaction to needs caused by the current pandemic. Topics may include substitutes, certifications of substitutes or lack of, reassigning Title I Resource Teachers, creating creditable substitute pools, requirements and technicalities to provide instruction for struggling learners and all learners during in-person and virtual learning as needed, sharing the parent's right to know statement, sending letters to parents, fiscal resources used to provide opportunities for students and families.
October, 2021	Human Resources Specialist	Human Resource specialist creates a list of all teacher and paraprofessional credentials for Title I schools and sends to the Supervisor of Title and Principals
September 2021- June 2022	Human Resources Specialist Supervisor of Title I Title I Principals	Monitor certifications and placement of both teachers and paraprofessionals in Title I schools.
October 2021 – June 2022	Human Resources Associate	• Human Resources sends quarterly newsletters and employee announcements via email about general certification reminder letters and information, along with available courses and credited professional learning opportunities. • Teachers whose certifications will expire in the coming year receive a letter at least 1 year in advance and again 6 months prior to certificate expiration. The appropriate supervisor assigned to the school and the principal receive notification as well. • Human Resources, supervisors, and principals provide support to the teacher in reference to certification renewal, enrollment in coursework and/or professional learning opportunities to gain the credentials needed to renew certification. • Carroll County Public Schools has a tuition reimbursement plan to support all staff with coursework which helps with renewal expenses.

Finance – There are meetings held solely with the Department of Finance and with other stakeholders. Meetings held solely with Finance include verification of staff, salaries, and benefits using a locally created attestation document. The document serves to verify all staff working in Title I schools whose salary and fixed cost are funded by Title I allocations. The documentation is signed by principals and the Supervisor of Title I to confirm that the named staff are certified teachers and are assigned to a Title I school. Simultaneously meetings are held to complete fiscal tables, setup budgets in our internal finance system, and this continues throughout the year. The Title I Supervisor and Finance staff collaborate with Principals of Title I schools and various stakeholders, to review past spending trends and patterns, determine needs, and establish financial plans to support the purpose of each component of Title I. The office of Finance also collaborates to complete fiscal requirement of the Title I application and program.		
July 2021 – September 2021	Title I Principals MSDE Director of Title I Supervisor of Title I Supervisor of Budget/Grants	• Discussed grant funding decrease • Collaborate on cuts, expenditures, program requirements within financial allocation • Discuss outside funding sources to close budget gap
August 2021 – October 2021	Budget Analyst (Finance Department) Supervisor of Title I	• Verify and prepare documentation for teacher credentials and placement verification (local document). • Share attestation documentation for signatures from Title I Principals and Supervisor of Title I (local document). • Review and verify salaries and fixed cost for Title I worksheets and school budgets. • Establish budgets from multiple funding sources to support the Title I program
August 2021 – September 2021	Title I Principals Budget Analyst (Finance Department) Supervisor of Title I	• Review spending trends and patterns to determine budget allocations. • Review staffing and placement for accuracy. • Review and verify salaries and fixed costs for Title I worksheets and school budgets.
August 2021 - September 2021	Budget Analyst (Finance Department) Supervisor of Title I	• Drafting the Title I worksheet, budget narratives and C-125 and make corrections based on feedback from MSDE draft submissions. • Review and edit school and Title I Parent Liaison Budgets • Review and edit Family Engagement budgets • Make corrections to the based on MSDE feedback.

July 2021 – September 2021	Title I Principals Supervisor of Budget/Grants Supervisor of Title I	• Discuss allowable and non-allowable charges, budget allocations categories, salaries, fixed cost. • Principals began drafting and submitting school budgets.
September 2021	Budget Analyst (Finance Department)	Budget Analyst (Finance Department) sent Attestations to all Title I Administrators and Supervisor of Title I for signatures.
ESOL – The Supervisor of ESOL and Title I will meet to review the English Learner component of the Title I application. A copy of the component will be given to the Supervisor of ESOL in advance of the initial meeting. The discussion will include how to monitor student data and determine adequate progress and next steps for academic success along with student and family support and engagement. A plan was made for the Supervisors to meet throughout the school year to monitor plans and evaluate student progress. Also, the ESOL and Title I supervisors will attend state briefings together as appropriate to build collaboration among departments. Per feedback from the 20-21 Annual Review, Home Language Surveys will be shared with the Supervisor of Title I.		
August 2021 - September 2021	Supervisor of ESOL Supervisor of Title I	• The English Learner component in the Title I application will be shared (Requirements 1 & 2). • The supervisors will collaborate on the completion of this component. Topics discussed will be plication, timeline of student placement to receive support from ESOL teachers along with documentation, EL screening, outreach strategies, family engagement, and accommodations that can and will be put in place for families.
September 30, 2021	Supervisor of ESOL Supervisor of Title I	• ESOL data and targets for the year are shared annually at the September Board of Education. The meeting is open to the public and made available via the local television station.
November 2021 April 2022	Supervisor of ESOL Supervisor of Title I	• Review data, program implementation, student data, • Review, discuss, and monitor program and staff needs, student achievement • Prepare and share data, resources, and program modifications and/or needs to share with school-based administrators, school board, and content supervisors • Attend elementary, middle, and high school principal meetings to share student data and needs • Supervisors will share relevant information from MSDE briefings with one another to create a cohesive learning experience for ESOL students and their families. • Supervisors will attend state briefings together as applicable.
April 2021	Supervisor of ESOL	• Gather and review end of the year data and program implementation.

	Supervisor of Title I	• Share end-of the year student data with families as applicable. • Plan summer learning opportunities for EL. • Create next steps for program improvement and implementation as needed for the upcoming school year. • Use data to create, plan and/or modify programs and resources for EL for the upcoming school year.
Coordinator of Interpreters/Translations – The Coordinator of Interpreters/Translations will collaborate with the Supervisor of Title I, principals of Title I schools, and the Title I Parent Liaisons to translate documents, arrange interpreters for school events, meetings, and activities, and collaborate on a newly created newsletter for ESOL families to be aware of important school dates and events, along with family engagement activities and events.		
Homeless Education and Foster Care – Meetings will be held, and the attendees will be the Supervisor of Title I, Budget staff, Supervisors of Student Services who serve as the Homeless Liaison and the Foster Care Liaison. The Supervisors of Student Services constantly collaborate and support students in homeless and foster care as a collective unit. There will be discussions about past trends and patterns, student needs, potential impact of the pandemic, and current student and family situations that have been reported. That information was used to create a budget to meet the needs of students. A schedule will be shared to continue monitoring student's needs and academic progress for the school year. There will be ongoing communication and student support since during the school year beyond the scheduled meeting dates.		
August 2021 – September 2021	Homeless Liaison Foster Care Liaison Budget Office Staff Supervisor of Title I	• Review data, patterns, and trends to determine needs for students identified as homeless and foster care. • Discuss financial needs and categories (e.g., transportation, materials, tutoring, counseling support). • Review spending trends and patterns to determine and draft budget categories and allocations. • Review staffing (tutoring and counseling) and placement for budget and appropriate placement to support students. • Review and verify salaries and fixed cost for Title I worksheets and homeless education budget. • Establish categories and financial allocations to provide support to students identified as homeless. • Review and discuss supports, current statues, and outcomes of supports put in place during the 20-21 school year.

		• Discuss the impact of the pandemic on students and share ideas of what the LEA can provide to support students. • Liaisons will share current family situations and recent collaboration with local agencies to support families. • Created ongoing agenda items to monitor the support and effectiveness of support provided to students.
September 2021	Budget Analyst (Finance Office) Supervisor of Title I	• Review spending trends and patterns to finalize budget allocations and categories. • Use worksheets to establish financial allocation for Homeless Education.
September 15, 2021 October 13, 2021 December 8, 2021 February 9, 2022 April 13, 2022 June 9, 2022	Homeless Liaison Foster Care Liaison Supervisor of Budgets & Grants Grants Analyst (Finance Office) Supervisor of Title I	The following will be discussed, and plans will be put in place to support and monitor the following: • Homeless Enrollment • Homeless Education: Support Services Data, what supports have been provided, frequency, needs of students • Funding/Expenditures/Budget Update: Instruction, Counseling, determine other supports needed • Homeless Education Updates: Active Shelter sites, collaboration with local agencies • Foster Care Enrollment • Foster Care: Support Services Data, what supports have been provided, frequency, needs of students • Funding/Expenditures/Budget Update: Instruction, Counseling, determine other supports needed • Foster Care Updates: Coordination/Collaboration with building level personnel, Department of Social Services, and local and surrounding child welfare agencies if applicable to determine education stability of foster care students,
Non-Public School – Meetings and communication with the non-public school begin in the summer and continue throughout the school year. There has been accomplishments and challenges with collaborating in the virtual environment. However, we have been able to determine three students for academic support with the potential for more as the non-public has had an increase in enrollment and interest from parents due to the pandemic. We will discuss financial allocations (based on the fiscal worksheet); categories funded are instructional and parent involvement. We will discuss, modify (as needed), create, and sign required documents: LEA Affirmation, Consultation Calendar, meeting calendar, dispute resolution, identification criteria, and student services. Next steps include FaRMs data, student identification (due to late enrollments), and student services.		

August 2021	Non-Public Principal and/or Non-Public Liaison Supervisor of Title I	• Discuss, modify (if needed) and signed: LEA Affirmation, and Nonpublic Dispute Resolution • A draft Consultation Calendar was created and will be modified (if needed), and finalized • Summer Learning and data will be discussed • Student data will be reviewed, and students will be identified to receive support. • Staffing needs will be discussed. We are seeking a certified teacher to provide tutoring support.
September 2021	Non-Public Liaison Supervisor of Title I	• Student levels and goals were discussed and established. • Materials and student needs were discussed. • A plan was created to review service delivery, parent involvement activities, and begin tutoring support mid-October.
October 2021 December 2021 February 2022	Non-Public Liaison, Supervisor of Title I Teacher Title I Parent Liaison	• Progress monitoring of current students; review benchmark data, classroom performance, local assessments, teacher created formal and informal assessments, student's needs, and goals/next steps • Review and discuss progress reports to parents • Identification of additional students as needed using FaRMs data and school attendance areas • Discuss and schedule Parent Involvement activities • Review progress of Title I instructional program, delivery model, and intervention schedule • Review budget
April 2022	Non-Public Liaison, Supervisor of Title I Teacher Title I Parent Liaison	• Progress monitoring of current students; review benchmark data, classroom performance, local assessments, teacher created formal and informal assessments, student's needs, and goals/next steps • Identify additional students if applicable using FaRMs data and school attendance areas • Discuss and schedule Parent Involvement activities • Review budgets • Disseminate parent survey, gather data, and determine next steps • Identify students and discuss and plan summer learning services and opportunities. • Review and revise (if needed) FY23 Affirmation of Services document • Discuss draft FY23 Consultation Calendar • Review and revise (if needed) FY23 Equitable Services Identification Criteria form • Review and revise (if needed) FY23 Equitable services Dispute Resolution form

June 2022	Non-Public Liaison, Supervisor of Title I Teacher Title I Parent Liaison	• Review end of the year assessments and progress • Identify additional students if applicable using FaRMs data and school attendance areas • Discuss and schedule Parent Involvement activities • Review budgets • Sign Affirmation of Services document FY23 • Finalize FY23 Consultation Calendar • Finalize FY23 meeting schedule • Preliminary verification of FY23 FaRMs students and school attendance area • Preliminary identification of students: Equitable Services Identification Criteria form • Finalize FY23 Equitable services Dispute Resolution form
Accountability – The Supervisor of Title I also serves as the Supervisor of Testing and School Performance and will continue to collaborate with content supervisors in the department of curriculum and instruction, Supervisor of ESOL, Homeless Education Liaison, Foster Care Liaison, and Principals of Title I schools to monitor student progress and the effectiveness of support provided to students. The data used to monitor student's progress will include local assessments, county benchmarks, state assessments, and classroom performance discussed during quarterly pacing meetings with teachers.		

2. The LEA ensures 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), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part.

The Supervisor of Title I will meet with the Departments of Human Resources, Finance, Curriculum and Instruction, and Students Services along with Title I School administrators, Title I parent liaisons, Supervisor of ESOL, Coordinator of Interpreter/Translator Program, Equity Officer, and non-public designees (if applicable) during the summer and throughout the school year to develop, monitor, and implement components included in the Title I application. At the onset of each school year, the Supervisor of Title meets with various stakeholders to share the application and monitoring tool components. The discussions include review and corrective actions from the MSDE feedback from the previous year annual review, continuation of former practices and components, and modifications (as needed) from current practices. Next, there is an introduction and discussion of new requirements and expectations for each component within the application and monitoring tool. The appropriate stakeholders discuss plans and establish budgets that

support students academically and align to the expectations set by COMAR and Title I application components and monitoring tool. Each participant provides input based on their area of support and experience and a schedule is developed for continuous meeting and monitoring throughout the school year. School Administrators, Title I Parent Liaisons, and Judy Center staff assist with gathering input from parents, students, and the community by hosting events including back to school nights, professional learning opportunities, parent focus groups, trainings, family engagement activities, and surveys. During these events, school plans and impacts are created and shared for review, modification, and monitoring. Parents serve on the School Improvement Teams at each school and review the School Improvement Plan to provide input. Parents and families provide ideas and input for family engagement activities. Parent and family surveys are also used throughout the school year to gather parent input on needs and events. Surveys are also used to gain feedback on program implementation and events, presentations, activities provided. The surveys include questions shared among all schools along with specific questions directly aligned to the school issuing.

A. STAFF CREDENTIALS AND CERTIFICATIONS

Resources:

Staff Credentials: Glossary of Terms

Disparity Data Chart

Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:
   - 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) disparities, plan to address disparities, and processes for the implementation (planning, interim check-in, analysis of outcomes) 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. Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds. 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. Listing of the percentage and number of teachers who have met and not met licensure and certification status for the 2021-2022 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete certification requirements.*
3. Listing of the percentage and number of paraprofessionals who have met and not met qualification status for the 2021-2022 school year.*
4. Data used to identify disparities (from 2020-2021), accompanied by communication from the LEA office generating the data (Human Resources, Accountability/Data, etc.) demonstrating data was generated from LEA records. The data must include the number and percentage of

inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White). The MSDE has provided a sample chart that **may** be used in required attachment #4.

*The data will be submitted on the submission for Conditional Approval and updated, as needed, for the Final Submission with the Local ESSA Consolidated Strategic Plan on November 15th.

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

Application: The LEA will respond to each assurance ***(Check One)***	**Staff Credentials and Certification Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☒ YES ☐ NO ☐ N/A	1. The LEA ensures that it has a written process that all teachers in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *(Required Attachment #1 and #2)*	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. List of teachers and their certification status for each Title I school including: ○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2021-2022 school year. ○ Number and percentage of teachers who do not have certification and licensure in Title I schools for the 2021-2022 school year. 2. Copies of 2021-2022 Principal Attestations with dates and signatures for each Title I school. 3. Other documentation to support the LEA has implemented its written process, if applicable.
☒ YES ☐ NO ☐ N/A	***2.*** The LEA ensures it has a written process to include multiple coordinated efforts with certification and licensure notification between Human Resources, the Title I Office and	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. Multiple* dated communications and meetings between Human Resources, the Title I Office, and school administration (SAN/emails) 2. Other documentation to support the LEA has implemented its written process, if applicable.

Application: The LEA will respond to each assurance ***(Check One)***	**Staff Credentials and Certification Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	school administration. *(Required Attachment #1)*		* Regular, ongoing collaboration throughout the year (based on the frequency in the written process)
☒ YES ☐ NO ☐ N/A	3. The LEA ensures that all paraprofessionals working in Title I schools meet applicable State qualification requirements. Mark N/A if ● there are no paraprofessionals in the Title I schools; ● paraprofessionals are not assigned instructional duties *(Required Attachment #1 and #3)*	1112(c)(6) 1111(g)(2)(J)	Documentation supporting the implementation of the written process which must include: 1. List of paraprofessionals and their qualifications - AA degree or higher, completed two years of study at an institution of higher education, and/or PRAXIS to include: ○ Number and percentage of paraprofessionals who have met qualifications status ○ Number and percentage of paraprofessionals who have not met qualifications status 2. Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2021-2022 must include: ○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers 3. Other documentation to support the LEA has implemented its written process, if applicable.
☒ YES ☐ NO ☐ N/A	4. The LEA ensures it has a written process and evidence of implementation 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. *(Required Attachment #1 and #4)*	1111(g)(1)(B) 1112(b)(2)	Documentation supporting the implementation of the written process which must include: 1. The implementation of the procedures (from 2020-2021 SY) for identifying and, If applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers) 2. Multiple* SAN and email documenting processes for the implementation (planning, interim check-in, analysis of outcomes) of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, teacher support, etc.

Application: The LEA will respond to each assurance ***(Check One)***	**Staff Credentials and Certification Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			3. Other documentation to support the LEA has implemented its written process, if applicable. * Regular ongoing collaboration throughout the year (based on the frequency in the written process)
☒ YES ☐ NO ☐ N/A	5. The LEA ensures it has a written process that includes timelines/dates used to annually notify parents about: a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children. 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. 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. *(Required Attachment #1)*	1112(e)(1)(A)(i)(I-III) 1112(e)(1)(B)(ii) 1112(e)(1)(B)(i)	Documentation supporting the implementation of the written process which must include: 1. Multiple dated communications at the beginning of the school year which must include: ○ A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information ○ Communication/ notification to parents (newsletter, memo, letter, school calendars, etc.) 2. Copies of requests for information from parents on teacher and/or paraprofessional qualifications, if applicable. 3. Evidence that parents have been provided information on the level of achievement and academic growth on State academic assessments of their students. 4. 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. This notice must include the teacher's name and content area. 5. Copies of the timely responses provided to parents, if applicable 6. Other documentation to support the LEA has implemented its written process, if applicable.

A.1. A written process to ensure the LEA:

- **has all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements.**

Human Resources – The Supervisor of Title I meets with staff in the Department of Human Resources to ensure students in Title I schools receive instruction from certified and experienced teachers and qualified paraprofessionals. Discussions included openings for classroom teachers, paraprofessionals, and various positions related to the pandemic, certification, placement (out-of-placement), and teacher's experience. There was also discussion about paraprofessional qualifications and experiences. The Supervisor of Title I shared (cut and paste) applicable sections and requirements in the Title I application along with resources (checklist, disparity chart) to support the Department of Human Resources with the organization of staffing reports.		
July 28, 2021	HR Specialist Supervisor of Title I	Discussed: • Teacher Certification and credentials – Review requirement of teachers and paraprofessionals assigned to Title I schools meeting the state and licensure requirements. • HR gathering and creating charts to show staff assigned to Title I schools along with their credentials. • Avoiding disparities among Title I and Non-Title I schools- review the need for a reassignment plan if needed. There were no disparities for the 20-21 school year. All teachers and paraprofessionals assigned to Title I schools had valid certifications, credentials and/or licensure.
July 2021 – September 2021	Title I Principals MSDE Director of Title I Supervisor of Title I Supervisor of Budget/Grants	• Discussed grant funding decrease • Collaborate on cuts, expenditures, program requirements within financial allocation • Discuss outside funding sources to close budget gap
August 31, 2021	HR Specialist Supervisor of Title I	• Teacher Certification and credentials – Review requirement of teachers and paraprofessionals assigned to Title I schools meeting the state and licensure requirements. • Address Disparities (if applicable) between Title I and Non-Title I schools- a reassignment plan is discussed and implemented if applicable. There were no disparities for the 20-21 school year. All teachers and paraprofessionals assigned to Title I schools have valid certifications, credentials and/or licensure. • The Supervisor of Title I shared MSDE resources (sample charts) included in the Application. Communicated the need to fill teacher and paraprofessional openings in Title I schools with staff who meet state and licensure requirements. Shared the Staff and Credentials component of the Title I application along with examples of disparities chart shared by MSDE.

September 1, 2021	Director of Human Resources Supervisor of Title I	Discussed: • Current student support openings and hiring and placement practices of certified teachers and paraprofessionals in Title I Schools. • Parents Right to Know statement and letter to parents if substitute teachers are required.
September 2021	Supervisor of Title I Grant Analyst Human Resources staff	• Discuss final salary and benefits of staff positions funded via Title I. • Confirm with Human Resources staff as needed. • Share with principals of Title I schools for budget purposes.
September 2, 2021	Director of Human Resources Supervisor of Title I	Followed up with an email and attached Staff and Credentials component of the Title I application.
September 2021 – June 2022	Title I Principals, Supervisor of Title I	Discuss, create plans, and monitor Title I program, along with developing proactive plans in reaction to needs caused by the current pandemic. Topics may include substitutes, certifications of substitutes or lack of, reassigning Title I Resource Teachers, creating creditable substitute pools, requirements and technicalities to provide instruction for struggling learners and all learners during in-person and virtual learning as needed, sharing the parent's right to know statement, sending letters to parents, fiscal resources used to provide opportunities for students and families. The parents right to know statement will be included in the August/September newsletter and January/February newsletter at a minimum. However, most schools include the statement in each monthly newsletter. The Title I Parent Liaisons also distribute the parents right to know statement during open house, meetings, and back to school night.
October, 2021	Human Resources Specialist	Human Resource specialist creates a list of all teacher and paraprofessional credentials for Title I schools and sends to the Supervisor of Title and Principals
September 2021- June 2022	Human Resources Specialist Supervisor of Title I Title I Principals	Monitor certifications and placement of both teachers and paraprofessionals in Title I schools.
October 2021 – June 2022	Human Resources Associate	• Human Resources sends quarterly newsletters and employee announcements via email about general certification reminder letters and information, along with available course and credited professional learning opportunities.

		• Teachers whose certifications will expire in the coming year receive a letter at least 1 year in advance and again 6 months prior to certificate expiration. The appropriate supervisor assigned to the school and the principal receive notification as well. • Human Resources, supervisors, and principals provides support to the teacher in reference to certification renewal, enrollment in coursework and/or professional learning opportunities to gain the credentials needed to renew certification. • Carroll County Public Schools has a tuition reimbursement plan to support all staff with coursework which helps with renewal expenses.

Throughout hiring seasons (as appropriate) The Supervisor of Title I meets with staff in the Department of Human Resources to discuss classroom teacher and paraprofessional staffing for Title I schools. Resources have been shared, along with discussions held and email communication. Applicable sections of the Title I Application and Monitoring Tool were shared and discussed. Discussions included Title I updates and expectations, assurance of all teachers and paraprofessionals in Title I school meeting State certification and licensure requirements, out of placement assignments, teacher's experience, disparity data, definition of terms, and resources provided by MSDE (Staff Credentials: Glossary of Terms; Disparity Data Chart; Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity). The Department of Human Resources is working to verify teacher and paraprofessional credentials and licenses to share the information with the Supervisor of Title I and Principals of Title I schools. The Department of Human Resources is still in the hiring process as there are various positions open in the district, due to COVID related issues.

In September (under normal work conditions with all positions filled mid-summer), each principal of Title I schools and the Title I Supervisor receive a listing of all teacher's current certification and/or licensure requirements, including their certification and/or licensure expiration date from the Department of Human Resources. This list includes certification type, endorsement(s), current assignment(s), and the professional or certification assessment(s) completed by the individual teacher (i.e., NTE/ Praxis).

Throughout the school year, the Department of Human Resources continuously monitors teacher's certification and/or licensure requirements and notifies (in writing) the teacher, principal, and supervisor(s), including the Title I Supervisor, when their certification and licensure is close to expiration and in rare occasions, if they do not meet the current certification and licensure standards. The communication includes the individual's certification and/or licensure expiration date, the specific renewal certification (i.e., SPC, SPC2, APC), completed credits toward the renewal cycle, and any missing credits (including the reading/special education credits) for recertification. Contact information for Human Resource staff is included to answer questions and provide guidance to support teachers and

paraprofessionals throughout the process. Once a teacher completes the requirements for recertification, a final renewal letter is sent from the Department of Human Resources to confirm recertification. If a teacher does not complete the renewal process before expiration, they must meet with the Department of Resources which could result in a provisional certificate, and non-renewal of contract. If a teacher does not have a valid teaching certification, they are not assigned to a position in a Title I school. If they were in a Title I school before the certification expired, they will be transferred to another school and placement.

Process:

- Human Resources sends quarterly newsletters and employee announcements via email about general certification reminder letters and information, along with available course and credited professional learning opportunities.
- Teachers whose certifications will expire in the coming year receive a letter at least 1 year in advance and again 6 months prior to certificate expiration. The appropriate supervisor assigned to the school and the principal receive notification as well.
- Human Resources, supervisors, and principals provides support to the teacher in reference to certification renewal, enrollment in coursework and/or professional learning opportunities to gain the credentials needed to renew certification.
- Carroll County Public Schools has a tuition reimbursement plan to support all staff with coursework which helps with renewal expenses.

Paraprofessional certification and/or licensure requirements are monitored in a similar manner. The Department of Human Resources provides the Supervisor of Title I and Principals with the certification and/or licensure requirements of all contracted paraprofessionals assigned to the Title I schools. The designation of the "Paraprofessional" is only assigned to instructional assistants in Title I schools. Assistants in non-Title I schools are designated as "instructional assistants" and are paid on a lower scale than "Paraprofessionals" assigned to a Title I school. The difference in pay is due to additional certification requirements.

At any time, teachers and paraprofessionals may monitor and check the status of their certification and licensure, expiration date, and endorsements through the "certification tab" on the CCPS Employee Portal and the Maryland State Department of Education Website.

School-based administrators notify the Department of Human Resources and the Title I Supervisor (via e-mail and/or phone) when a long-term substitute will be needed and if the individual will meet certification and/or licensure requirements. The Department of Human Resources, content supervisor, and/or the Title I Supervisor will help in the search for a substitute candidate meeting certification and/or licensure requirements.

The Carroll County Public Schools Department of Human Resources also sends out several newsletters through email to all CCPS staff, including all staff in Title I schools. The newsletters include articles about the certification process, employee updates, tuition reimbursement, upcoming courses and professional learning opportunities, and the contact information for Department of Human Resources staff who can assist with certification questions. The

newsletters can also be found on the Carroll County Public Schools Department of Human Resources website.

The Budget Office also completes a mid-year and end of the year attestation document for all teaching positions in a Title I school that are funded through the Title I budget. The attestation document is sent to the Principal of the Title I school to sign, as a confirmation of the licensed teacher's assignment. Afterwards, the document is forwarded to the Supervisor of Title I for a signature. The Title I office retains a copy, and the original is sent to the Budget Office for accounting and record keeping purposes.

Currently, all teachers and paraprofessionals assigned to Title I schools are certified and/or licensed and all of the teachers are assigned appropriately resulting in no out-of-field teachers. Below are the charts showing teacher and paraprofessional certifications and licensures for the three Title I school:

Elmer Wolfe:

Employee Name	HE	Assignment	Budget Code	Degree	Fed	School
ELMER A. WOLFE ELEMENTARY						
BEATTY JULIE	0.50	PARAPROFESSIONAL	1102011100000121	20 BACHELOR'S	N	1201
BELFONT HOLLY	1.00	ELEM-GRADE 2	1102011100000121	20 BACHELOR'S	N	1201
BELSKI TRACY	1.00	PRINCIPAL - ELEM SCHOOL	1112010100000121	30 MASTER'S	N	1201
BOST EMILY	1.00	ELEM-GRADE 5	1102012000000121	20 BACHELOR'S	**N**	1201
CARR ANN	1.00	KINDERGARTEN	1102011100000121	25 M "EQUIV"	**N**	1201
CHRISTENSEN MEGHAN	1.00	ELEM-GRADE 1	1102011100000121	25 M "EQUIV"	**N**	1201
DEITCH BARBARA	1.00	SCHOOL COUNSELOR 10 MO	1102100100000121	36 M+60	N	1201
ETZEL LAURIAN	1.00	ELEM-GRADE 1	1102011100000121	35 M+30	**N**	1201
FINNERAN KATHERINE	1.00	ASST PRINCIPAL-ELEM	1112010100000121	35 M+30	**N**	1201
FISHER DIANE	0.50	PARAPROFESSIONAL	1102011100000121	20 BACHELOR'S	**N**	1201
FOLEY CATHERYN	1.00	ELEM-GRADE 3	1102011100000121	20 BACHELOR'S	**N**	1201
FORD PAUL	1.00	GENERAL MUSIC-ELEM/MIDDLE	1102010800000121	20 BACHELOR'S	**N**	1201
GIBSON STACEY	1.00	ELEM-GRADE 5	1102012000000121	35 M+30	**N**	1201
HAAK THERESA	1.00	ART	1102010600000121	20 BACHELOR'S	N	1201
HESS DERRIK	1.00	PHYSICAL EDUCATION	1102010700000121	25 M "EQUIV"	**N**	1201
HOWLEY TARA	0.50	INSTRUMENTAL MUSIC	1102010800000121	20 BACHELOR'S	N	1201
JOHANNES KATHERINE	1.00	ELEM-GRADE 1	1102011100000121	20 BACHELOR'S	**N**	1201
KALKBRENNER TAYLOR	0.50	SPEECH PATHOLOGIST	1113015002000121	30 MASTER'S	**N**	1201
LEBEAU KIMBERLY	0.25	PRE-K PARAPRO	1102011100056121	20 BACHELOR'S	**N**	1201
LILLIBRIDGE CHRISTINE	1.00	KINDERGARTEN	1102011100000121	30 MASTER'S	**N**	1201
LONGREEN BETH	1.00	ELEM-GRADE 3	1102011100000121	25 M "EQUIV"	**N**	1201
LUCKENBAUGH LYNNE	1.00	KINDERGARTEN	1102011100000121	30 MASTER'S	**N**	1201
MARTIN SARAH	1.00	ELEM-GRADE 3	1102011100000121	30 MASTER'S	**N**	1201
MAY KELLY	1.00	ELEM READING SPECIALIST	1102011600000121	20 BACHELOR'S	**N**	1201
MENTGES MICHELLE	1.00	ELEM-GRADE 5	1102012000000121	20 BACHELOR'S	**N**	1201
MONTEAU SARAH	1.00	SPEC ED RESOURCE	1113015003000121	20 BACHELOR'S	**N**	1201
PERRY MOLLY	1.00	ELEM-GRADE 2	1102011100000121	20 BACHELOR'S	**N**	1201
PLANK WENDY	0.50	PARAPROFESSIONAL	1102011100000121	20 BACHELOR'S	**N**	1201
PURPER JENNIFER	0.60	MATH RESOURCE - ELEM	1102010300000121	35 M+30	**N**	1201
ROCKWOOD JOYCE	1.00	ELEM-GRADE 1	1102011100000121	25 M "EQUIV"	**N**	1201
SAWYERS JULIE	1.00	OCCUPATIONAL THERAPIST	1113015002000121	30 MASTER'S	**N**	1201
SCHWESSINGER DANIELLE	1.00	MEDIA SPECIALIST	1102020000000121	35 M+30	**N**	1201
SEBASTIAN BRENDA	0.50	PARAPROFESSIONAL	1102011100000121	45 PARAPRO ASSESSMENT	**N**	1201
SMITH AMANDA	0.50	PRE-KINDERGARTEN	1102011100056121	20 BACHELOR'S	**N**	1201
SMITH KELLEY	0.50	ADVANCED ACADEMICS	1102070000000121	35 M+30	**N**	1201

Employee Name	FTE	Assignment	Budget Code	Degree	Fed	School
SWARTZBAUGH ERIN	1.00	ELEM-GRADE 4	1102012000000121	20 BACHELOR'S	N	1201
SWEENEY ALLISON	1.00	ELEM-GRADE 4	1102012000000121	20 BACHELOR'S	N	1201
TODD SEAN	0.50	PARAPROFESSIONAL	1102011100000121	20 BACHELOR'S	N	1201
TUMULTY JOHN	0.60	PHYSICAL EDUCATION	1102010700000121	25 M "EQUIV"	N	1201
VAUGHN NICOLE	1.00	ELEM-GRADE 4	1102012000000121	25 M "EQUIV"	**N**	1201
VOGEL LAURA	0.50	PARAPROFESSIONAL	1102011100000121	01 HIGH SCHOOL	N	1201
WATCHER SARAH	1.00	ELEM-GRADE 2	1102011100000121	20 BACHELOR'S	N	1201
WERNICK MELISSA	1.00	KINDERGARTEN	1102011100000121	35 M+30	N	1201
WHEELER MARJORIE	1.00	ELEM-GRADE 5	1102012000000121	30 MASTER'S	N	1201
WHITFIELD CATHY	1.00	JUDY CENTER LEARNING COMM	1110010000031121	20 BACHELOR'S	**N**	1201
WILSON STACIE	1.00	HEALTH EDUCATION	1102011400000121	20 BACHELOR'S	N	1201
	39.45					

Robert Moton:

Employee Name	FTE	Assignment	Budget Code	Degree	Fed	School
ROBERT MOTON ELEMENTARY						
BANKARD DIANNE	1.00	ELEM-GRADE 1	1102011100000711	30 MASTER'S	**N**	0711
BARKER STEVEN	0.20	ADAPTED PHYSICAL EDUC	1113015002000711	30 MASTER'S	**N**	0711
BLACK MARILYN	1.00	ELEM-GRADE 3	1102011100000711	20 BACHELOR'S	N	0711
BLIZZARD KATHERINE	0.50	PARAPROFESSIONAL	1102011100000711	11 < 2 YRS COLLEGE	N	0711
BOYLAN EMILY	1.00	KINDERGARTEN	1102011100000711	20 BACHELOR'S	N	0711
BREWER KELLY	1.00	ELEM-GRADE 3	1102011100000711	30 MASTER'S	N	0711
CAHILL MATTHEW	1.00	PHYSICAL EDUCATION	1102010700000711	30 MASTER'S	N	0711
CALLAHAN LORI	1.00	SPECIAL ED - PRE-K	1113015004000711	30 MASTER'S	N	0711
COLLETT BRITTANY	1.00	ELEM-GRADE 2	1102011100000711	20 BACHELOR'S	N	0711
DECKELMAN MICHELLE	0.50	SPECIAL ED PARAPRO BEST	1113015004000711	45 PARAPRO ASSESSMENT	**N**	0711
DESHONG KIMBERLY	1.00	SPECIAL ED TEACHER - BEST	1113015004000711	20 BACHELOR'S	N	0711
DIX GRETCHEN	1.00	SPEC ED RESOURCE	1113015003000711	20 BACHELOR'S	N	0711
DORSEY LISA	1.00	ART	1102010600000711	30 MASTER'S	**N**	0711
DURDON AMY	1.00	ELEM-GRADE 2	1102011100000711	25 M "EQUIV"	**N**	0711
EVANS ASA	1.00	ELEM-GRADE 1	1102011100000711	20 BACHELOR'S	N	0711
FITZGERALD MICHELLE	0.60	MATH RESOURCE - ELEM	1102010300000711	30 MASTER'S	N	0711
FRAZIER DEBORAH	0.50	PARAPROFESSIONAL	1102011100000711	45 PARAPRO ASSESSMENT	N	0711
GLASER-LECLERE CATHARINE	1.00	PHYSICAL THERAPIST	1113015002000711	30 MASTER'S	N	0711
GROOMES KRISTEN	1.00	ELEM-GRADE 4	1102012000000711	25 M "EQUIV"	N	0711
HAMMERSLA KELLIE	1.00	SPEECH PATHOLOGIST	1113015002079711	30 MASTER'S	N	0711
HARDEN JODY	0.50	SPECIAL ED PARAPRO LFI	1113015004000711	12 2 YRS COLLEGE (AA)	N	0711
HAVIGHURST SAMANTHA	1.00	ELEM-GRADE 3	1102011100000711	20 BACHELOR'S	N	0711
HINKLE MORGHAN	1.00	SPECIAL ED TEACHER - BEST	1113015004000711	20 BACHELOR'S	**N**	0711
HOFF ROBIN	1.00	JUDY CENTER LEARNING COMM	1110010000031711	35 M+30	N	0711
HOWARD JENNIFER	1.00	ELEM-GRADE 3	1102011100000711	30 MASTER'S	N	0711
JENSEN MICHAEL	0.20	PHYSICAL EDUCATION	1102010700000711	25 M "EQUIV"	N	0711
KEEFER KELLY	1.00	OCCUPATIONAL THERAPIST	1113015002000711	30 MASTER'S	N	0711
KLEIN SARAH	0.25	PRE-K PARAPRO	1102011100056711	12 2 YRS COLLEGE (AA)	**N**	0711
KREIMER MELINDA	0.50	PRE-KINDERGARTEN	1102011100056711	20 BACHELOR'S	N	0711
LARRICK KIMBERLY	1.00	ELEM-GRADE 5	1102012000000711	30 MASTER'S	N	0711
LECKRON TODD	1.00	ELEM-GRADE 5	1102012000000711	25 M "EQUIV"	N	0711
LIWANAG JANE	1.00	SPEC ED RESOURCE	1113015003000711	30 MASTER'S	N	0711
MARTIN ANTOINETTE	1.00	SPECIAL ED TEACHER - BEST	1113015004000711	30 MASTER'S	N	0711
MCKINLEY EILEEN	0.50	PARAPROFESSIONAL	1102011100000711	20 BACHELOR'S	N	0711
MEAGHER MICHELLE	1.00	MEDIA SPECIALIST	1102020000000711	30 MASTER'S	N	0711
Employee Name	**FTE**	**Assignment**	**Budget Code**	**Degree**	**Fed**	**School**

Employee Name	FTE	Assignment	Budget Code	Degree	Fed	School
MEHL CRISTINA	1.00	SPECIAL ED TEACHER - LFI	1113015004000711	30 MASTER'S	N	0711
MERRIAM AMANDA	1.00	SPEC ED RESOURCE	1113015003000711	30 MASTER'S	N	0711
MORT NICOLE	1.00	ELEM-GRADE 1	1102011100000711	35 M+30	N	0711
MURRAY LAUREN	1.00	ASST PRINCIPAL-ELEM	1112010100000711	30 MASTER'S	N	0711
NEWTON DOROTHY	1.00	KINDERGARTEN	1102011100000711	35 M+30	N	0711
PENNINGTON JULIE	0.80	OCCUP THERAPY ASST	1113015002000711	12 2 YRS COLLEGE (AA)	N	0711
PETERS SUZANNE	1.00	SCHOOL COUNSELOR 10 MO	1102100100000711	35 M+30	N	0711
PORTER CYNTHIA	0.50	SPECIAL ED PARAPRO	1113015003000711	11 < 2 YRS COLLEGE	N	0711
QUENZER KRISTA	0.50	PARAPROFESSIONAL	1102011100000711	20 BACHELOR'S	N	0711
RICHARDSON KATELYN	1.00	ELEM-GRADE 4	1102012000000711	20 BACHELOR'S	N	0711
ROBBINS DARRYL	1.00	PRINCIPAL- ELEM SCHOOL	1112010100000711	30 MASTER'S	N	0711
SCARMAZZI KATELYN	1.00	SPEC ED RESOURCE	1113015003000711	20 BACHELOR'S	N	0711
SCHLOSSER ERIC	1.00	SPECIAL ED TEACHER - BEST	1113015004000711	25 M "EQUIV"	N	0711
SCOTT DOREEN	1.00	MENTAL HEALTH THERAPIST	1102110300000711	35 M+30	N	0711
SELL NANCY	0.50	PARAPROFESSIONAL	1102011100000711	45 PARAPRO ASSESSMENT	N	0711
SHERDEL COURTNEY	0.50	MEDIA SPECIALIST	1110010000031711	20 BACHELOR'S	N	0711
SHIFFLETT CRISTIE	0.20	ART	1102010600000711	25 M "EQUIV"	N	0711
SHIKE KIMBERLY	0.50	SPECIAL ED PARAPRO	1113015003000711	20 BACHELOR'S	N	0711
SHIPLEY JENNIFER	1.00	ASST PRINCIPAL-ELEM	1112010100000711	30 MASTER'S	N	0711
SKOPP MICHAEL	0.60	INSTRUMENTAL MUSIC	1102010800000711	36 M+60	N	0711
SMITH BREANN	1.00	SPEECH PATHOLOGIST	1113015002000711	30 MASTER'S	N	0711
SMITH KELLEY	0.50	ADVANCED ACADEMICS	1102070000000711	35 M+30	N	0711
STAPLES STEPHANIE	1.00	SPECIAL ED TEACHER - BEST	1113015004000711	20 BACHELOR'S	N	0711
STEPHENSON TANYA	1.00	KINDERGARTEN	1102011100000711	25 **M** "EQUIV"	N	0711
STEVENS AMANDA	1.00	ELEM-GRADE 5	1102012000000711	30 MASTER'S	N	0711
STOJAK BRIAN	0.20	GENERAL MUSIC-ELEM/MIDDLE	1102010800000711	30 MASTER'S	N	0711
STORIE CHRISTINA	1.00	ELEM READING SPECIALIST	1102011600000711	25 M "EQUIV"	N	0711
STULL SHANNON	1.00	SPEC ED RESOURCE	1113015003000711	20 BACHELOR'S	N	0711
TOPPER MARK	1.00	GENERAL MUSIC-ELEM/MIDDLE	1102010800000711	30 MASTER'S	N	0711
TSAKANIKAS JAMIE	0.50	SPECIAL ED PARAPRO	1113015003000711	20 BACHELOR'S	N	0711
VANDEGRIFT SUSAN	1.00	HEALTH EDUCATION	1102011400000711	25 **M** "EQUIV"	N	0711
VANGAASBECK BRITTANY	1.00	ELEM-GRADE 4	1102012000000711	20 BACHELOR'S	N	0711
VAUGHN WILLIAM	0.40	PHYSICAL EDUCATION	1102010700000711	25 M "EQUIV"	N	0711
VAUGHN WILLIAM	0.60	ADAPTED PHYSICAL EDUC	1113015002000711	25 M "EQUIV"	N	0711
WADE MARGARET	1.00	ELEM-GRADE 2	1102011100000711	30 MASTER'S	N	0711
YOSHIOKA JULIE	1.00	SPEECH PATHOLOGIST	1113015002000711	35 M+30	N	0711

FTE
58.55

Taneytown:

Employee Name	FTE	Assignment	Budget Code	Degree	Fed	School
TANEYTOWN ELEMENTARY						
ADAMS CLARISSA	1.00	SPEC ED RESOURCE	1113015003000013	25 M "EQUIV"	N	0103
ADAMS-HORNBY KELLY DOROTHY	1.00	ELEM-GRADE 5	1102012000000013	25 M "EQUIV"	N	0103
ALVANDI CASEY	1.00	ELEM-GRADE 1	1102011100000013	20 BACHELOR'S	N	0103
BAKER BRITTANY	1.00	ELEM READING SPECIALIST	1102011600000013	20 BACHELOR'S	N	0103
BARDAKH KRISTA	0.50	PARAPROFESSIONAL	1102011100000013	20 BACHELOR'S	N	0103
BECKER APRIL	0.50	PARAPROFESSIONAL	1102011100000013	12 2 YRS COLLEGE (AA)	N	0103
BERLING KATHRYN	1.00	MEDIA SPECIALIST	1102020000000013	35 M+30	N	0103
BOWER BRIANA	1.00	ASST PRINCIPAL-ELEM	1112010100000013	35 M+30	N	0103
BOYLE KATRINA	1.00	GENERAL MUSIC-ELEM/MIDDLE	1102010800000013	20 BACHELOR'S	N	0103
COALE DONNA	1.00	SPEC ED RESOURCE	1113015003000013	20 BACHELOR'S	N	0103
CROSS TYLER	1.00	ELEM-GRADE I	1102011100000013	20 BACHELOR'S	N	0103
DORSEY MEGAN	0.60	PHYSICAL EDUCATION	1102010700000013	20 BACHELOR'S	N	0103
DORSEY MEGAN	0.40	ADAPTED PHYSICAL EDUC	1113015002000013	20 BACHELOR'S	N	0103
FARVER CHRISTY	1.00	PRINCIPAL- ELEM SCHOOL	1112010100000013	40 DOCTORATE	**N**	0103
FEINBERG KAREN	0.80	SPEECH PATHOLOGIST	1113015002000013	35 M+30	**N**	0103
FITZGERALD JOHN	0.54	MATH RESOURCE - ELEM	1102010300000013	25 M "EQUIV"	N	0103
FLYNN CASSIDY	1.00	ELEM-GRADE 4	1102012000000013	20 BACHELOR'S	N	0103
FRANK TINA	1.00	SPEC ED RESOURCE	1113015003000013	20 BACHELOR'S	N	0103
FRENCH STEVEN	1.00	HEALTH EDUCATION	1102011400000013	30 MASTER'S	N	0103
GRUBE KERRI	1.00	ELEM-GRADE 5	1102012000000013	30 MASTER'S	N	0103
HAFF ELIZABETH	1.00	ELEM-GRADE 4	1102012000000013	30 MASTER'S	N	0103
HASPERT MELISSA	1.00	KINDERGARTEN	1102011100000013	30 MASTER'S	N	0103
HEILBRON JACQUELYN	0.50	PARAPROFESSIONAL	1102011100000013	20 BACHELOR'S	N	0103
HESS CYNTHIA	1.00	SCHOOL COUNSELOR 10 MO	1102100100000013	30 MASTER'S	N	0103
HOWLEY TARA	0.50	INSTRUMENTAL MUSIC	1102010800000013	20 BACHELOR'S	N	0103
LYONS MICHAEL	1.00	ART	1102010600000013	30 MASTER'S	N	0103
MANKO AMY	1.00	ELEM-GRADE 3	1102011100000013	20 BACHELOR'S	N	0103
MCLEROY STACIE	0.50	PRE-KINDERGARTEN	1102011100056013	20 BACHELOR'S	N	0103
MERSON CHELSEA	0.25	PRE-K PARAPRO	1102011100056013	45 PARAPRO ASSESSMENT	**N**	0103
MILLER SAMANTHA	1.00	KINDERGARTEN	1102011100000013	25 M "EQUIV"	N	0103
NEAL DEBORAH	0.50	PARAPROFESSIONAL	1102011100000013	45 PARAPRO ASSESSMENT	**N**	0103
NEVILLE WENDY	1.00	JUDY CENTER LEARNING COMM	1110010000031013	25 M "EQUIV"	**N**	0103
NEWCOMER ADAM	1.00	ELEM-GRADE 5	1102012000000013	30 MASTER'S	N	0103
NOYES AVERY	1.00	ELEM-GRADE 3	1102011100000013	20 BACHELOR'S	N	0103
PELTZER MANDI	1.00	ELEM-GRADE 4	1102012000000013	20 BACHELOR'S	N	0103

Employee Name	FTE	Assignment	Budget Code	Degree	Fed	School
RING JENNIFER	1.00	TITLE I RESOURCE TEACHER	1102012000000013	30 MASTER'S	N	0103
ROBESON KIMBERLY	1.00	SPEC ED RESOURCE	1113015003000013	35 M+30	N	0103
SCHAIBLE KRISTI	1.00	KINDERGARTEN	1102011100000013	30 MASTER'S	N	0103
SCHUG DANA	0.50	PARAPROFESSIONAL	1102011100000013	20 BACHELOR'S	**N**	0103
SHEiDY DEBORAH	0.50	PARAPROFESSIONAL	1102011100000013	45 PARAPRO ASSESSMENT	N	0103
SHORB SARAH	1.00	ELEM-GRADE 1	1102011100000013	35 M+30	**N**	0103
SHULL HEATHER	1.00	ELEM-GRADE 2	1102011100000013	30 MASTER'S	**N**	0103
SMITH DORNITHEA	0.50	PARAPROFESSIONAL	1102011100000013	45 PARAPRO ASSESSMENT	N	0103
SMOTHERS ALYSCIA	1.00	ELEM-GRADE 2	1102011100000013	30 MASTER'S	N	0103
SNESKA CAREY	0.50	ADVANCED ACADEMICS	1102070000000013	35 M+30	N	0103
THURSTON KIRSTEN	1.00	ELEM-GRADE 3	1102011100000013	20 BACHELOR'S	**N**	0103
TUMULTY CONNIE	1.00	PHYSICAL EDUCATION	1102010700000013	25 M "EQUIV"	**N**	0103
WATKINS TERESA	0.50	SPECIAL ED PARAPRO	1113015004000013	20 BACHELOR'S	**N**	0103
WATT HANNAH	1.00	TITLE I RESOURCE TEACHER	1102012000000013	35 M+30	**N**	0103
YOUNG ANGELA	0.25	SPECIAL ED PARAPRO	1113015004000013	12 2 YRS COLLEGE (AA)	**N**	0103
	41.34					

- **coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.**

Carroll County Public Schools has staff in the Department of Human Resources who are responsible for monitoring, evaluating, and communicating about certification and licensure requirements and status of all teachers, paraprofessionals, and other staff as appropriate.

Teachers and paraprofessionals are continuously monitored to ensure certification and/or licensure requirements are met and valid. Teachers and paraprofessionals are notified by the Department of Human Resources when their certification and/or licensure requirements are approaching renewal. The communication includes deadline dates and credits needed for the renewal process. Building administration may access this report through the "Staff Report" or on the internal portal. Individual staff members can access this information through the Employee Portal or the State certification website at any time.

Prior to a new or experienced teacher being offered a position in a Title I school, the principal and Department of Human Resources determine if the candidates hold a valid and placement appropriate certification and/or licensure. If the applicant's certification and/or licensure does not meet the requirements, the candidate will not be offered or assigned to a position in a Title I school.

As mentioned above, teachers and paraprofessionals, as well as their principal and supervisor, are notified a year in advance and again within 6 months of expiration if an individual's certification and/or licensure is expiring or when the individual no longer meets the certification and/or licensure requirements. If a teacher needs assistance, the Department of Human Resources will work with the employee in obtaining all certification and/or licensure requirements and documentation. If it is determined renewal is not likely, the teacher will be transfer to a non-Title 1 school and a plan is developed for the teacher to complete certification/licensure requirements to continue employment in the Carroll County Public School system. Teachers who do not have a valid certification will not be assigned to a Title I school. All employees have access to the Human Resources Certification handbook;

https://www.carrollk12.org/admin/hr/certifications/Documents/Certification%20Handbook%202015%20revised.pdf

Carroll County Public Schools
125 North Court Street
Westminster, Maryland 21157

Title: Title I Parent Para-professional

Reports To: Principal of the School and Title I Supervisor

Function: Provides assistance to families, teachers and community participants in their efforts to support students' academic success by bridging the gap between home, school and community. Assists in meeting the requirements of the Parent Involvement component for the Title I Program.

Essential Job Functions: An individual must possess the ability to perform these essential job functions with or without reasonable accommodation. The following are types of the duties performed:

1. Collects information from parents, staff, students and the community annually to plan programs for the school year.
2. Coordinates Title I communications designed to inform all related partners about what is happening in Title I related school programs.
3. Communicates regularly with school administration about parents' and families' ideas and concerns.
4. Coordinates an annual orientation for parents, staff and community members to share information about the Title I program and the opportunities available.
5. Assists in developing the home-school learning compact.
6. Assists parents by providing information about resources in the community and assists parents in accessing those resources.
7. Arranges for translation and interpretation services for meetings, parent-teacher conferences, telephone calls, etc.
8. Develops a yearly Title I Parent Involvement Plan for outreach activities designed to engage families in improving student achievement
9. Provides assistance in coordinating extended day and/or summer programs, which includes: bus contracts, food vendor selection, family promotion and registration, scheduling, purchasing of supplies, and handling field trip administration.
10. With teacher assistance and guidance, provides materials for families to use at home to promote learning.
11. Maintains information for the Title I Parent Involvement budget.
12. Maintains Title I Program Review Documents and school-wide binders.
13. Maintains confidentiality of student and family information.

Qualifications:

1. High school diploma or equivalency.
2. One of the three areas listed below:
   - Completed at least 48 credit hours of post-secondary study at an accredited college or university; or
   - Obtained associate's (or higher) degree; or
   - Pass the MSDE approved assessment (ParaPro).
3. Outstanding human relations skills.
4. Strong written and verbal communication skills.
5. Experience that demonstrates an understanding of and respect for ethnic, cultural and language diversity.

This job description is not exhaustive and may be changed or supplemented without notice.

Position Description

To perform this job successfully, an individual must be able to perform the essential job functions associated with the specific job assignment satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary job functions herein described. Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out in the job description, but which may be reasonably considered to be incidental in the performing of their duties just as though they were actually written out in this job description.

Job Number Title: Student Support Assistant-Special Education

Pay Schedule: Student Support Assistant –Special Education Scale

FLSA Status: Non-Exempt

Reports to: Principal

JOB SUMMARY

The Student Support Assistant (SSA) provides close adult supervision and/or access to adult support as identified in the Individualized Education Programs (IEPs) and as directed by the Case Mangers.

ESSENTIAL JOB FUNCTIONS

- Reinforces accommodations by monitoring student behavior as it relates to productivity
- Works with individual students or small groups to support access to the instructional environment
- Assists teachers in providing an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of the student (s).
- Assists in supervising students in a variety of school-related settings.
- Assists teacher in maintaining appropriate, accurate, and confidential student and behavioral records in compliance with various federal, state, and local regulations.
- Assists teachers with self-care of students. This may include duties associated with toileting, personal hygiene, and self-control of students.
- Assists teachers with de-escalation, and/or physical restraint of students as outlined in provided specialized training.
- Participates in and utilizes specialized training as it relates to job assignment.

- **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. Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds. 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.**

Disparities in teaching and learning are monitored at the building level, by the content and instructional supervisors, Supervisor of Title I, Director of Elementary Education, and the Department of Human Resources. Carroll County Public School leadership staff make it a priority to discuss and assign candidates who have valid certifications and licensure to positions in Title I schools.

These collaborative efforts have resulted in a continuous trend/pattern that all teachers assigned to positions in Title I school meet the state certification and licensure requirements. In addition, teachers are not assigned to teach out of their areas of certification. In review of the 2019 – 2020 evaluation data, all teachers received an effective or distinguished on their end of the year evaluation. If a teacher were to receive an ineffective evaluation, the principals would collaborate with the Department of Human Resources, Supervisor of Title I, and the Director of Elementary Schools to develop next steps, which could include, a transfer from the Title I school, teacher goals which would be monitored throughout the school year, formal and informal observations, instructional conferences, and support from a county mentor teacher.

Carroll County Public Schools has a proactive approach to support all teachers including new (experienced teacher from another state or school district and non-tenured) teachers. New teachers are observed four times throughout the year by principals and content supervisors. Each observations entails a post observation conference where strengths and next steps are shared and discussed, along with the teacher receiving an overall rating of ineffective, effective, or distinguished. They are also assigned an experienced mentor teacher, within the school building, who provides support. The Office of Staff Development collaborates with content supervisors and county mentor teachers to provide a structured new teacher orientation week and ongoing professional learning throughout the school year.

All teachers, both experienced and inexperienced receive professional learning led by building principals, reading specialists, math resource teachers, content supervisors and the Office of Staff Development. Most teachers teaching at Title I schools received the rating of effective, with a select number achieving the distinguished rating. Each Title I school is assigned a Reading Specialist and Math Resource Teacher, along with having access to county mentor teachers to be readily available to support teachers. If a teacher is or continues to be ineffective after receiving various supports, the principal, Supervisor of Title I, and Director of

Elementary School meet with the Department of Human Resources to arrange an alternative school placement or determine next steps.
If an observation is ineffective, the teacher will receive support throughout the year, along with 2 to 3 formal observations. If the teacher demonstrates growth, he/she receives support from the math resource teacher and reading specialist assigned to the school and/or the county mentor teacher. The support is provided consistently for the following year and thereafter as needed or at the teacher or principal's request. If the teacher does not show improvement after a year of support, he/she is reassigned to a non-Title I school and provided with additional support or terminated. Carroll County Public Schools does not allow ineffective teachers to remain assigned to a placement in Title I schools.

During the 2020-2021 school year, there were less non-tenured teachers (.5%) teaching in Title I schools in comparison to non-tenured teachers (15.2%) teaching at the non-Title I schools. Upon filling all open positions, the staff in the Department of Human Resources will gather data for the 2021 – 2022 school year. Due to hiring and teacher assignment practices in Title I schools, and review of preliminary teaching staff assignments, there is a lower percentage of non-tenured classroom teachers teaching at Title I schools in comparison to non-Title I schools.

Local ELA and Math data is collected, analyzed, and monitored on an ongoing basis in each Title I school. This process helps teachers and school administrators monitor student's growth and needs while simultaneously helps school administrators determine and plan the professional needs of instructional staff. Student data is collected, analyzed, discussed, and monitored on a weekly, monthly, and quarterly basis as appropriate.

- Weekly: Grade level team meetings, Kidtalk meetings, and/or Instructional Support Team meetings

  Grade level team meeting with the school administrators and appropriate resource staff
- Monthly: School Improvement Team meetings and/or Instructional Leadership Team meetings

  Faculty meetings and/or professional development sessions

  Countywide administrative meetings including principals and/or content and program supervisors
- Quarterly: Pacing and/or Data Achievement meeting which include grade level teams, resource specialists, and school administrators

During the 2019 – 2020 school year, Carroll County Public Schools created a Performance Academy where a select group of staff serving in a diverse capacity meet throughout the year to focus specifically on data and next steps to increase academic achievement for underserved populations. In addition, a new data platform was purchased (Performance Matters) to provide relevant, accessible, and timely student data for staff. Small groups, representing each school, attended training led by the Supervisor of Professional Development and the Supervisor of Title I, Testing & School Performance. During these sessions, staff learned how to retrieve, analyze, and use the data for instructional purposes. Carroll County Public Schools Strategic Plan 2023

includes Pillar I: Provide Multiple Pathway Opportunities for Student Success. Included in this Pillar are three objectives; 1.) Students exit CCPS college, career, and community ready, 2.) CCPS improves the proficiency level of each student subgroup in ELA and mathematics, and 3.) CCPS provides access to a well-rounded, varied, and rigorous curriculum to all students. Goals and measurable targets are also included in the plan. Data is collected and progress is communicated to staff and the school community during school board meetings.

During the 2020-2021 school year, Carroll County Public Schools secured a contract with Schoology in collaboration with Performance Matters. A select group of staff are participating in a polit to learn how to use the technology to support instruction, write assessments, along with gather and analyze assessment data.

Carroll County Public Schools uses a proactive approach to avoid teaching disparities in Title I schools. In August 2021, the Supervisor of Title I collaborated with the Department of Human Resources to discuss classroom teacher staffing for Title I schools. Applicable sections of the Title I Application and Monitoring Tool were shared and discussed. Discussions included Title I updates and expectations, assurance of all teachers assigned to Title I school meeting State certification and licensure requirements, out of placement assignments, teacher's experience, disparity data, definition of terms, and resources provided by MSDE (Staff Credentials: Glossary of Terms; Disparity Data Chart; Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity). The Department of Human Resources is working to verify teacher credentials and licensures to share the information with the Supervisor of Title I and Principals of Title I schools. Upon filling all open positions, staff in the Department of Human Resources will gather the data and determine if any disparities exist.

In an early review (July 2021) of the Human Resource portal, the Human Resource Specialist determined that all teachers assigned to the Title I schools (Elmer Wolfe Elementary School, Robert Moton Elementary School, Taneytown Elementary School) have met licensure and certification status for the 2021-2022 school year.

Carroll County Public Schools does not assign non-certified teachers or paraprofessionals to Title I schools. In addition, all teachers and paraprofessionals must have valid certificates and met licensure. If a teacher or paraprofessional does not meet the licensure and certification requirement during the time they are assigned to a Title I school, they will be re-assigned to a non-Title I school.

Based on the process in Carroll County Public Schools, there is a low possibility for disparities of non-qualified and non-certified in teachers and paraprofessionals in comparison to non-Title I schools.

- **has a timeline to notify parents.**

The Carroll County Public Schools Department of Human Resources and Title I Office uses a consistent statement for distribution to parents regarding parent's right to know about the professional qualifications of their student's classroom teacher(s). The communication informs parents that they can request information regarding their child's teacher's certification and/or licensure requirements. This is explained in the statement included in the school newsletters, and on the Title I schools and CCPS website. The communication is shared via the following:

- The Title I Office sends a reminder notice to Title I school administrators in August in reference to including the Parent Right to Know statement in August/September of the new school year and evaluating the school website to assure the Parents Right to Know statement is visible, easily accessible, and up to date.
- Principals in Title I schools include the Parents Right to Know statement in the school newsletter at least two times a year fall (August/September) and spring (January/February). Some schools include the statement in the monthly newsletters.
- School-based Title I Parent Liaisons review the statement with parents at the orientation meetings and meet the teacher parent events in September, as well at family engagement events throughout the school year.
- The statement appears on the Carroll County Public Schools Title I website, as well as individual Title I school websites throughout the school year.

The Parents Right to Know statement is provided by the Department of Human Resources and is as follows:

> *Federal legislation for education entitled, "Every Student Succeeds Act" of 2015 requires all school systems to notify parents of their right to request information regarding the professional qualifications of their child's classroom teacher. If you would like information regarding the certification and/or licensure qualifications of your child's teacher(s), please write to:*
>
> *Kelly Keith*
> *Department of Human Resources*
> *Carroll County Public Schools*
> *125 North Court Street*
> *Westminster, Maryland 21157*

If a teacher in a Title I school must be absent for an extended period of time, the Principal is responsible for notifying parents, the Supervisor of Title I, and the Department of Human Resources that the child(ren) has been assigned or taught for 4 or more consecutive weeks by a long-term substitute teacher who does not meet Maryland's State certification and licensure requirements. The Department of Human Resources collaborates with the Principal and Supervisor of Title I to ensure that long-term substitutes in Title I schools meet Maryland's State certification and licensure requirements.

A.2. Listing of the percentage and number of teachers who have not met licensure and certification status for the 2020-2021 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete certification requirements. *

The Supervisor of Title I met with staff in the Department of Human Resources to discuss classroom teacher staffing for Title I schools. Applicable sections of the Title I Application and Monitoring Tool were shared and discussed. Discussions included Title I updates and expectations, assurance of all teachers assigned to Title I school meeting State certification and licensure requirements, out of placement assignments, teacher's experience, disparity data, definition of terms, and resources provided by MSDE (Staff Credentials: Glossary of Terms; Disparity Data Chart; Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity). The Department of Human Resources is working to verify teacher credentials and licensures to share the information with the Supervisor of Title I and Principals of Title I schools. A disparities chart will be added when it is received from staff Department of Human Resources.

In a preliminary review (July 2021) of the Human Resource portal, the Human Resource Specialist determined that all teachers assigned to the Title I schools (Elmer Wolfe Elementary School, Robert Moton Elementary School, Taneytown Elementary School) have met licensure and certification status for the 2021-2022 school year.

Carroll County Public Schools does not assign non-certified teachers or paraprofessionals to Title I schools. In addition, all teachers and paraprofessionals must have valid certificates and met licensure. If a teacher or paraprofessional does not meet the licensure and certification requirement during the time they are assigned to a Title I school, they will be re-assigned to a non-Title I school.

Based on the process in Carroll County Public Schools, there is a low possibility for disparities of non-qualified and non-certified in teachers and paraprofessionals in comparison to non-Title I schools.

A.3. Listing of the percentage and number of paraprofessionals who have not met qualification status for the 2020-2021 school year. *

In August 2021, the Supervisor of Title I met with staff in the Department of Human Resources to discuss paraprofessional staffing for Title I schools. This summer, virtual meetings took place. Applicable sections of the Title I Application and Monitoring Tool were shared and discussed. Discussions included Title I updates and expectations, assurance of all paraprofessionals assigned to Title I school meeting state certification and licensure requirements, experience, disparity data, definition of terms, and resources provided by MSDE (Staff Credentials: Glossary of Terms; Disparity Data Chart; Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity). Staff in the Department of Human Resources

is working to verify paraprofessionals credentials and licensures and filling open positions. Upon completion, the information will be shared with the Supervisor of Title I and Principals of Title I schools.

In a brief review (July 2021) of the Human Resource portal, the Human Resource Specialist determined that all paraprofessionals assigned to the Title I schools (Elmer Wolfe Elementary School, Robert Moton Elementary School, Taneytown Elementary School) have met licensure and certification status for the 2021-2022 school year.

A.4. Data used to identify disparities (2019-2020), accompanied by communication from Human Resources demonstrating data was generated from Human Resource records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low- income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White). The MSDE has provided a sample chart that may be used in required attachment #4.

The disparities chart will be added when it is received from the Human Resources Specialist.

In August 2021, the Supervisor of Title I met with staff in the Department of Human Resources to discuss teacher and paraprofessional staffing for Title I schools. Applicable sections of the Title I Application and Monitoring Tool were shared and discussed. Discussions included Title I updates and expectations, assurance of all teachers and paraprofessionals assigned to Title I school meeting state certification and licensure requirements, experience, disparity data, definition of terms, and resources provided by MSDE (Staff Credentials: Glossary of Terms; Disparity Data Chart; Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity). Upon filling all open positions, the Department of Human Resources will verify all teacher and paraprofessionals credentials and licensures and determine if disparities exist when compared to non-Title I schools. Data will include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low- income & minority students. The data will be shared with the Supervisor of Title I and Principals of Title I schools.

In a brief review (July 2021) of the Human Resource portal, the Human Resource Specialist determined that all teachers and paraprofessionals assigned to the Title I schools (Elmer Wolfe Elementary School, Robert Moton Elementary School, Taneytown Elementary School) have met licensure and certification status, received effective evaluations, and are not out of placement for the 2021-2022 school year.

B. SCHOOLWIDE PROGRAMS

Resources

Schoolwide Program Non-Regulatory Guidance

MSDE Schoolwide Program Checklist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools.
2. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start programs and, if feasible, other early childhood programs as feasible. (Section 1119(b)).
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 LEA supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
5. Written process for how the LEA 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 LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I schoolwide program Plans, which should be submitted prior to the Program Review date. The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.

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

Consolidating Funds in a Schoolwide Program: Is the LEA consolidating funds?

☐ YES ☒ NO

If Yes, continue below. Check one:

☐ Federal funds ☐ Federal, State, local funds.

The LEA submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty. (Section 1114(a)(1)(B)

☐ YES ☒ NO

(Required Attachment #3)

Application: The LEA will respond to each assurance *(Check One)*	Schoolwide Programs Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☐ YES ☐ NO ☒ N/A	1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures 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	1114(a)(1)	1. SANE documentation demonstrating collaboration on the consolidation of funds 2. LEA Budget documents to support the consolidation of funds and the individual funding sources 3. Methodology of how percent contribution from each program was calculated 4. Disbursement method for consolidated funds

Application: The LEA will respond to each assurance *(Check One)*	Schoolwide Programs Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	of the children enrolled in the school are from such families. i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs. ii. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.		
☒ YES ☐ NO ☐ N/A	2. The LEA ensures the implementation of a Schoolwide Program includes the following four components: • Comprehensive Needs Assessment • Schoolwide program Reform Strategies* • Parent, Family and Stakeholder Engagement • If applicable, coordination and Integration of Federal, State, and Local services and programs.	1114(b)(2) 34 C.F.R. § 200.26(a) 1114(b)(6) 1114(b)(2)(7)(i-iii)(I-V) 1114(b)(2) 1114(b)(5)	1. Selected copies of Schoolwide Plans Documentation supporting the implementation of the four Schoolwide Components: Comprehensive Needs Assessment: 1. Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. 2. As needed, evidence of interviews, focus groups, or surveys. 3. Tools or processes to identify the strengths and needs of students, teachers, school and community. 4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction. 5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups.

Application: The LEA will respond to each assurance *(Check One)*	Schoolwide Programs Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	*MSDE's Title I Office strongly encourages LEAs 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 "**Demonstrate a Rationale**" requirement. **(Level 4)** To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is 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, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of		6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders. **Schoolwide program Reform Strategies:** 1. Examples of how schoolwide program reforms increase the quality and quantity of instruction. 2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. 3. Evidence to demonstrate the effectiveness of reforms. 4. Applicable adjustments were made or are planned to be made to address students not making progress. **Parent, Family and Stakeholder Engagement:** 1. Evidence of the involvement of parents/families/stakeholders, teachers, principals, and other school staff in the development of the schoolwide program plan must include: a. SAN from School Improvement meetings and/or other meetings demonstrating involvement of parents/families/stakeholders, teachers, principals, and other school staff. b. Written communication, including email, letters, newsletters, website c. Surveys and survey data, if applicable. **If appropriate and applicable, coordination and integration of Federal, State, and Local programs**: 1. SAN from meetings involving other Federal, State, and local programs

Application: The LEA will respond to each assurance *(Check One)*	Schoolwide Programs Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	that intervention. (*Non-Regulatory Guidance:* Using Evidence to Strengthen Education Investments) Schoolwide Program Non-Regulatory Guidance MSDE schoolwide program Checklist Early Learning in ESSA Non-Regulatory Guidance		(Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.
☒ YES ☐ NO ☐ N/A	3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs. *Required Attachment #1*	1114(b)(3)	Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan, including the annual review of schoolwide program plans including the four components, which must include: : 1. Schoolwide program monitoring tool(s) 2. SAN from program monitoring visit(s) 3. LEA Schoolwide program monitoring visit(s) schedule 4. Schoolwide Program monitoring reports 5. Email communication 6. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples) 7. A description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables 8. Other documentation to support the LEA has implemented its written process, if applicable.
☒ YES	4. The LEA ensures it has a process for making the schoolwide program	1114(b)(4)	Documentation must include multiple (at least 2) examples of how the schoolwide plan is made available to parents/family members and the public. Examples may include:

Application: The LEA will respond to each assurance *(Check One)*	Schoolwide Programs Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☐ NO ☐ N/A	plan available to the LEA, parents, and the public.		1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public
☒ YES ☐ NO ☐ N/A	5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. *Required Attachment #2*	1114(b)(7)(A)(iii)(V)	1. SAN from collaboration meetings regarding transitions 2. Timelines with evidence of implementation 3. Documentation of articulation meetings, if applicable
☒ YES ☐ NO ☐ N/A	6. The LEA has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom. *Required Attachment #4*	1112(b)(11)	Documentation supporting the implementation of the written process, which may include: 1. SAN from collaboration meetings between Title I and Student Services/Discipline Office 2. Written communication between Title I and Student Services/Discipline Office 3. SANE from professional learning related to behavior support strategies (multi-tiered system of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.) 4. Data reports and analysis demonstrating the implementation of the written process

Application: The LEA will respond to each assurance *(Check One)*	Schoolwide Programs Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			5. Other documentation to support the LEA has implemented its written process, if applicable.
☐ YES ☐ NO ☒ N/A	7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and Technical Education (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. *Required Attachment #5*	1112(b)(12) (A-B)	Documentation supporting the implementation of the written process, which may include: 1. SAN from collaboration meetings between Title I and CTE and/or Work-Based Learning Office 2. Written communication between Title I and CTE and/or Work-Based Learning Office 3. SANE from professional learning related to CTE and/or Work-Based Learning 4. SANE from school events and/or LEA events related to CTE and/or Work-Based Learning 5. Data reports and analysis demonstrating the implementation of the written process 6. Other documentation to support the LEA has implemented its written process, if applicable.

B.1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures 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.

N/A

B.2 2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:

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

The Title I Supervisor provides ongoing technical assistance to the Principals of Title I schools and Title I Parent Liaisons to discuss federal, state, and local program requirements and implementation. Beginning mid –summer and throughout the school year, the Supervisor of Title I meets with Principals of Title I schools both individually and as a group. This summer meetings were held virtually, and the discussions focused on possible cuts and modifications to the Title I program based on a major reduction of funding allocations. The following will continue to be discussed based on funding, resources, and staffing:

Individual school meetings: discussion and analysis of student data, achievement, and next steps; staffing needs; teachers and paraprofessional certifications and licensures, out of placement assignments, teacher's experience, and disparity data; budget and school needs, professional learning for staff, program implementation.

Administrative team meetings: Annual review results from the previous school year including programming celebrations and next steps were discussed. Time will be spent on preparing for the substantial budget decrease for the 22-23 school year. The Supervisor of Title I will share and discuss relevant updates in the Title I Application and Monitoring Tool. Discussions will include Title I updates and expectations, resources provided by MSDE (Schoolwide Program Non-Regulatory Guidance; MSDE Schoolwide Program Checklist; Parent and Family Engagement District-Level Checklist; Parent and Family Engagement School-Level Checklist), modifications to program requirements, and family engagement. Principals use the information to develop Title I School-Wide School Improvement Plan Components which they send to the Director of Elementary Schools and Supervisor of Title I for feedback. The Title I School-Wide School Improvement Plan components include the following 4 components:

SWP Component #1: A comprehensive needs assessment: The principal collaborates with the School Improvement Team to conduct a needs analysis to create school improvement goals. Discussions include qualitative and quantitative data and how it is being used to guide decisions and instruction as a whole school along with disaggregated student groups, the school culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. If applicable, some school teams conduct parent and teacher surveys and/or engage parents in the discussion to gain a better understanding of the causes and needs of the school. The team discusses the strengths and needs of students, teachers, school and community and possible contributing factors to academic strengths and needs.

SWP Component #2: A school-wide reform strategy: The principals and the school improvement team discuss opportunities and strategies to address needs for all children to meet the challenging State academic standards, academic methods and instructional strategies for quality learning time, at risk students, counseling and school-based mental health programs, specialized instructional support services, prevent and address behaviors, and relevant professional development for teachers, paraprofessionals, and other school personnel.

SWP Component #3: Parent and Community Involvement: The principal, school improvement team, and Title I Parent Liaison collaborate with parents and other members of the community in meetings and through surveys gather input and involve them in developing the school wide plan and home-school learning compact.

SWP Component #4: Coordination with other Federal, State, and local services, resources and programs: The principals, school improvement team, and Title I Parent Liaison collaborate with appropriate and applicable community partners to access resources to support students and families. Resources may include but are not limited to the local Department of Social Services, Youth Services Bureau, Judy Center, violence prevention programs, nutrition programs, housing programs, local early childhood agencies and program.

The following collaborations have taken place and will continue with follow up meetings to provide program oversight throughout the year:

Date	Who	What
• Principals of Title I Schools – The Supervisor of Title I is in constant communication and collaboration with the three principals of Title I schools to ensure students, staff, and instruction is aligned to Title I compliance. Discussion include classroom teacher positions, certification, placement, and teacher's experience. Paraprofessional qualifications and experiences are discussed. The Supervisor of Title I shares updates from MSDE state briefings, Title I application components, requirements, and documentation, annual review feedback and		

next steps (as needed) d (cut and paste) applicable sections along with resources needed to support progress and daily operations of the school. • This year, most of the discussion has been about modifications needed due to the huge decrease in funding. • CCPS and MSDE have agreed to provide additional funding ($475,000) each to supplement decrease in funding. • MSDE shared they will give an addition 1.2 million dollars of supplemental funding (this year only) to support CCPS.		
August 2021	Supervisor of Title I Title I Principals Supervisor of Budgets and Grants/ Budget Analyst	Interviews, discussions, and preparations for the upcoming school year: Review, update, and discuss hiring and placement practices of certified teachers and paraprofessionals in Title I Schools, dissemination of parents Right to Know statement (August/September newsletter and January newsletter at a minimum) and letter to parents if substitute teachers if needed. Allocations are shared and discussed: salary and fringe benefits charts are shared, funding allocations, categories are discussed and prepared for the C-125, internal budgets are determined. Review spending trends and patterns to determine budget allocations. Verify and prepare documentation for teacher credentials and placement verification (local document). Share attestation documentation for signatures from Title I Principals and Supervisor of Title I (local document). Review and verify salaries and fixed cost for Title I worksheets and school budgets. Review and verify salaries and fixed cost for Title I worksheets and school budgets. *This year, most of the discussion has been about modifications needed due to the huge decrease in funding.
August 2021	Title I Principals	• Discuss 20-21 school budgets, allowable and non-allowable charges, budget allocations categories, salaries, fixed cost. • Principals began drafting and submitting school budgets.
August - September 2021 (as needed throughout the school year)	HR Specialist Supervisor of Title I Principals	• Teacher Certification and credentials – Review of certifications and credentials of teachers and paraprofessionals assigned to Title I schools to ensure they meet the state and licensure requirements. • HR advises and supports principals with hiring and verifying certifications and credentials of teachers and paraprofessionals. • Address Disparities (if applicable) between Title I and Non-Title I schools. Practice in CCPS is to hire certified and licensed teachers and paraprofessionals in all Title I schools. This eliminates the possibility of disparities. • This process is ongoing during the hiring season and as positions become available

		• HR assists with monitoring certifications and placement of both teachers and paraprofessionals *The Title I team at MSDE has given support to CCPS throughout this process.
September, 2021	Budget Analyst (Finance Department) Title I Principals Supervisor of Title I	Budget Analyst (Finance Department) sent Attestations to all Title I Administrators and Supervisor of Title I for signatures.
September 2021	Title I Principals	Principals submit a comprehensive needs assessment to the Director of Elementary schools and Supervisor of Title I.
September 2021	Title I Principals Supervisor of Title I Title I Parent Liaisons	• Review the technical support and monitoring tool to determine alignment with the current Title I application and requirements. • Establish dates to participate in a beginning of the year and midyear technical support and monitoring at each school using a local document.
October 2021	Title I Principals, Director of Human Resources, Director of Elementary Schools, Supervisor of Title I	Discussed and created plans for meeting the mandates of and implementing the Title I program with consideration of the decrease in funding. Also discuss positions and programs for FY23 due to the possibility of the reoccurring decrease in funding. Topics included reassigning Title I Resource Teachers, a portion of school psychologists and math resource teacher's FTE, creating creditable substitute pools, requirements and technicalities to provide instruction and interventions for struggling. Human Resource specialist creates a list of all teacher and paraprofessional credentials for Title I schools and sends to the Supervisor of Title and Principals. This has been a delayed process this year due to late hiring and unexpected resignations, leave of absences, etc., due to the impacts of COVID. *The Title I team at MSDE has given support to CCPS throughout this process.
October 2021 – June 2022	Human Resources Associate Title I Principals Supervisor of Title I	• Human Resources sends quarterly newsletters and employee announcements via email about general certification reminder letters and information, along with available course and credited professional learning opportunities. • Teachers whose certifications will expire in the coming year receive a letter at least 1 year in advance and again 6 months prior to certificate expiration. The appropriate supervisor assigned to the school and the principal receive notification as well.

		• Human Resources, supervisors, and principals provides support to the teacher in reference to certification renewal, enrollment in coursework and/or professional learning opportunities to gain the credentials needed to renew certification. • Carroll County Public Schools has a tuition reimbursement plan to support all staff with coursework which helps with renewal expenses.
September 2021 – June 2022 (monthly and as needed)	Title I Principals Supervisor of Title I	• Discuss and review program alignment with the current Title I application and requirements. • Title I Supervisor give updates from state briefings, newsletters, and communications. • Share local communications and expectations as applicable. • Monitor staffing, substitute assignments, and collaborate on observations and evaluations of staff. • Offer support, resources, and information as requested or needed throughout the school year.
November 2021 and February/March 2021	Title I Principals Title I Parent Liaison Supervisor of Title I	• The Supervisor of Title I will visit each school to monitor the Title I program. The team will use the local technical support and monitoring tool discuss progress, needs, and gather documentation for the annual review. • Title I Parent Liaisons will send documentation as needed based on the discussion and feedback during the monitoring meeting.

B.3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs.

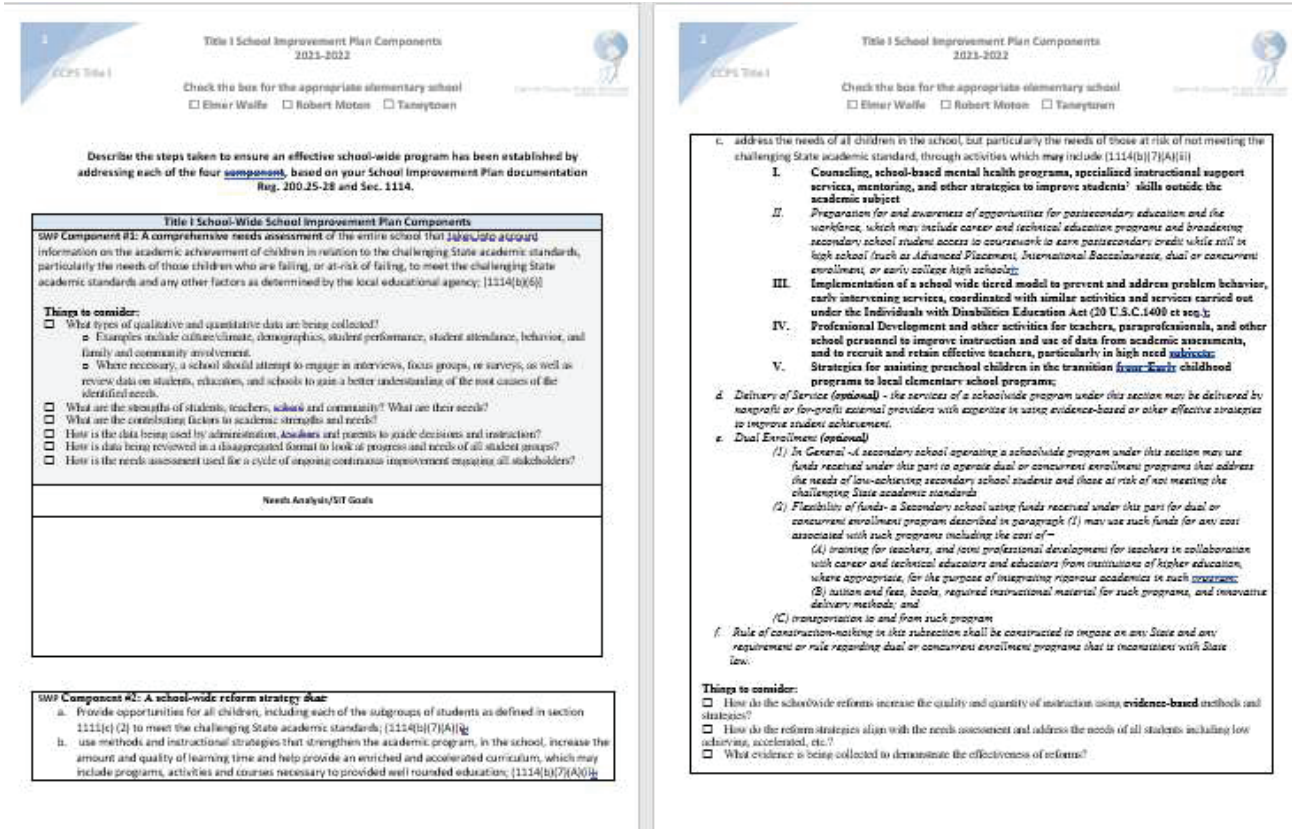
Throughout the school year, the Supervisor of Title I and the Director of Elementary Schools monitors the implementation of the Title I program using the assurances of the Title I application and monitoring tool along with the components and documentation included in the school improvement plan. Monitoring is conducted via principal meetings and school visits.

The Director of Elementary Schools and elementary principals meet monthly. In the fall and midyear principals meeting, the director and principals formally review the School Improvement Plan. Initial plans are reviewed using a rubric and the Title I Four Components tool are revised per the provided feedback. Throughout the school year, principals are asked to bring their School Improvement Plans to the monthly

principals' meetings to discuss and evaluate initiatives and receive feedback from colleagues. The Title I Supervisor and content supervisors attends these meetings as appropriate.

In September, the principals of the three Title I schools complete a Comprehensive Needs Assessment Tool which is submitted to the Director of Elementary Schools for approval. The plan is also shared with the Supervisor of Title I for feedback.

The following Comprehensive Needs Assessment Tool is used:



Title I School Improvement Plan Components
2021-2022

Check the box for the appropriate elementary school
☐ Elmer Wolfe ☐ Robert Moton ☐ Taneytown

Describe the steps taken to ensure an effective school-wide program has been established by addressing each of the four components, based on your School Improvement Plan documentation Reg. 200.25-28 and Sec. 1114.

Title I School-Wide School Improvement Plan Components

SWP Component #1: 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 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?
☐ How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

Needs Analysis/SIT Goals

SWP Component #2: A school-wide reform strategy that:
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 provided well rounded education; (1114(b)(7)(A)(ii)&

Title I School Improvement Plan Components
2021-2022

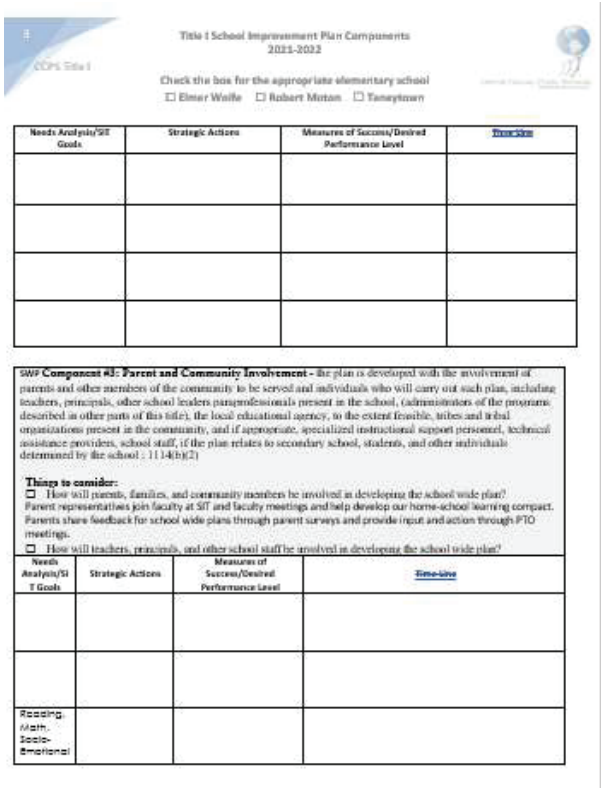
Check the box for the appropriate elementary school
☐ Elmer Wolfe ☐ Robert Moton ☐ Taneytown

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 standard, through activities which may include (1114(b)(7)(A)(iii)
- I. **Counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside the academic subject**
- 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 student 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 school)*;
- III. **Implementation of a school wide tiered model to prevent and address problem behavior, 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**;
- V. **Strategies for assisting preschool children in the transition from Early childhood programs to local elementary school programs;**

d. *Delivery of Service (optional) - 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. *Dual Enrollment (optional)*
- *(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 dual or concurrent enrollment program described in paragraph (1) may use such funds for any cost associated with such programs including the cost 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 programs;*
  - *(B) tuition and fees, books, required instructional material for such programs, and innovative delivery methods; and*
  - *(C) transportation to and from such program*

f. *Rule of construction-nothing in this subsection shall be constructed to impose on any State and any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.*

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 achievers, accelerated, etc.?
☐ What evidence is being collected to demonstrate the effectiveness of reforms?



Title I School Improvement Plan Components
2021-2022

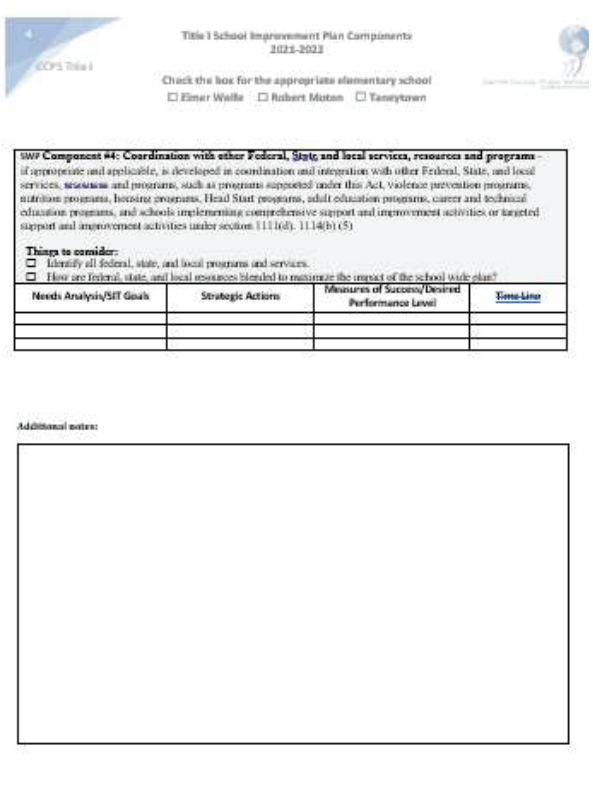
Check the box for the appropriate elementary school
☐ Elmer Wolfe ☐ Robert Moton ☐ Taneytown

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time-Line

SWP **Component #3: Parent and Community 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)

Things to consider:
☐ How will parents, families, and community members be involved in developing the school wide plan?
Parent representatives join faculty at SIT and faculty meetings and help develop our home-school learning compact. Parents share feedback for school wide plans through parent surveys and provide input and action through PTO meetings.
☐ How will teachers, principals, and other school staff be involved in developing the school wide plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time-Line
Reading, Math, Socio-Emotional			



Title I School Improvement Plan Components
2021-2022

Check the box for the appropriate elementary school
☐ Elmer Wolfe ☐ Robert Moton ☐ Taneytown

SWP **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)

Things to consider:
☐ Identify all federal, state, and local programs and services.
☐ How are federal, state, and local resources blended to maximize the impact of the school wide plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Time-Line

Additional notes:

Principals and Parent Liaisons maintain a Title I Schoolwide Program Binder with artifacts documenting implementation of the School Improvement Plan including requirements in the Title I application and monitoring tool. The binder is reviewed by the Title I Supervisor on a regular basis and feedback is provided. Meetings are also held with the Title I Supervisor, Title I Principals and/or teachers and the Title I Parent Liaison to ensure program compliance and appropriate implementation.

Title I schools are visited on both a formal and informal basis by the Supervisor of Title I and the Director of Elementary Schools. The Title I Supervisor attends school-based parent meetings as needed or requested, discusses parent participation, input, and feedback with the Title I

Parent Liaison, school administrators and teachers, and reviews survey and evaluation documents/data in the Schoolwide Program binder. Monthly meetings are held with the Title I Parent Liaisons to review parent engagement activities, parent survey information, and student data. Technical support, professional learning, program monitoring, data review, and updates are provided at these meetings.

The Supervisor of Title I conducts monitoring and technical support meeting twice a year (November and February). During this time, a local tool that is aligned to the current Title I application is used to evaluate the Title I program at each school. Evidence is provided and documentation is collected for the annual review. Feedback is provided by the Supervisor of Title I and the school staff provides follow up documentation, if applicable, within two weeks.

Below is a copy of the local schoolwide monitoring tool used:

Carroll County Public Schools
Title I Monitoring and Technical Support Tool
School Year 2021 – 2022

School _____

Date_____

A. Staff Credentials and Certifications					
Assurances	**Who is responsible?**	**Evidence Provided**	**Next Steps**	**Follow up**	**Found in TIPL binder or files**
Evidence of Professional Learning for Teachers	Appropriate teams				•
Evidence of Professional Learning for Paraprofessionals	Appropriate teams				•
Multiple dated communications that include notice of parent rights (school newsletter, school website, etc.)	TIPL, Principal, Newsletter editor, Website editor				•
Copies of parent request for teacher and/or paraprofessional qualifications, if applicable	Principal				•
Evidence that parents are provided information on achievement and academic growth (local and state level)	Principal, Appropriate teams				•
Dated notice to parents (including teacher's name and content area) when students are assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland's certification and licensure requirements, if applicable)	Principal				•
Feedback:					

Sheet 12/2020

B. Schoolwide Program					
Assurances	**Who is responsible?**	**Evidence Provided**	**Next Steps**	**Follow up**	**Found in TIPL binder or files**
Evidence the schoolwide program is available to the public (district/school website, student handbook, or school newsletters, etc)	TIPL, website editor				•
SANE/SAN and documentation of academic achievement discussions; include data analysis charts, tools, and/or tables	Appropriate teams				•
SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.)	Appropriate teams				•
SANE/SAN collaboration and/or written communication between Title I and Student Services/Discipline Office	Appropriate teams				•
SANE from professional learning related to behavior support strategies (multi-tiered system of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.)	Appropriate teams				•
Discipline Data: reports to support discipline practices	Principal				•
Feedback:					

D. Parent and Family Engagement					
Assurances	**Who is responsible?**	**Evidence Provided**	**Next Steps**	**Follow up**	**Found in TIPL binder or files**
SANE from meetings specifying information about Title I and parents' rights to be involved	TIPL				•

12/2020

Evidence the Parent and Family Engagement Plan is available to the public (district/school website, student handbook, or school newsletters, etc)	TIPL				*
Evidence the Home-School Learning Compact is available to the public (district/school website, student handbook, or school newsletters, etc)	TIPL				*
Signed SANE/SAN, with notes from parent meetings	TIPL				*
Agendas from parent meetings that identify specific topics	TIPL				*
Announcements/Fliers for meetings/events	TIPL				*
Parents feedback from meetings/events	TIPL				*
Handouts/resources from parent outreach/events, staff development, etc.	TIPL				*
Feedback:					

H. English Learners

Assurances	Who is responsible?	Evidence Provided	Next Steps	Follow up	Found in TIPL binder or files
English Learner parental participation in parent and family engagement events, if applicable	TIPL				*
Translated invitations, documents or flyers	Secretarial staff, TIPL				*
Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable	TIPL, Appropriate teams				*
Feedback:					

Effort 12/2020

J. Fiscal Requirement					
Assurances	Who is responsible?	Evidence Provided	Next Steps	Follow up	Found in TIPL binder or files
Structure for monitoring fiscal (samples of fiscal trackers, budget updates, etc)	TIPL (examples will include: budget updates from Budget Office staff/.5 Title I staff, local tracker updates)				*
Family Involvement Planning sheets	TIPL				*
Records of expenditures (inventory, invoices for materials, purchase orders, instructional supplies, etc.)	Principal, Financial secretary, TIPL				*
Feedback:					

Yellow Highlight: TIPL responsible for documentation Teal Highlight: TIPL receives from another source

Signatures:

Title I Supervisor

Title I Parent Liaison

Date

Title I Parent Liaisons plan and implement family engagement activities throughout the year. Some of the activities are in collaboration with school counselors and the Social Services Youth Services Bureau, and the Judy Center that is housed in each Title I school. This year, the parent liaisons have a delay in planning activities due to COVID precautions. Currently, the school district is limiting the types of in person activities allowable. This has resulted in a need to modify the activities planned. Robert Moton has had a Science activity that was quickly modified to a virtual format due to COVID restrictions and regulations upheld by the district. Robert Moton is in the process of creating a new calendar of events with consideration to flexibility of an in person and virtual format. Taneytown elementary has planned the following and continues to add to their list: winter learning packet in January/February, and ELA night, Stem night, & Book Fair Night in the Spring. Taneytown is not certain if the ELA and Stem nights will be in-person or virtual at this time, they must await regulations put in place by the local leadership. The team is in collaboration with the local book store and CCPS community outreach coordinator to have a collaborative virtual or in person author visit in the spring.

Below is a sample list from Elmer Wolfe Elementary that may be modified and enhanced as the year progresses:

Elmer Wolfe Elementary Title I Family Engagement 2021-2022

"Hello Fall" Social-Emotional Activity Pack (Mindfulness & Gratitude) – October 2021

Barb Deitch & Colleen Lippenholz

"YETI or NOT" Math Escape Adventure At-Home Kit – December 2021

Jen Purper

Love & Logic Virtual Parenting Training Course (Judy Center partnership) – January – February 2022

Barb Deitch, Laurian Mathias, Amy Meyer, Cathy Whitfield

Scholastic Book Fair Family Night – One free book per EWE student in attendance – March 2022

Danielle Schwessinger

Wellness Spring Makers Market: Make & Take Container Garden, Herb Water, Healthy Snacks, Craft Outdoor Event – April 2022

Tracy Belski, Theresa Haak

STEM Kits (if money leftover) otherwise use STEM themes for Wellness activity above (ex: photosynthesis, compost)

Stacey Gibson, Sarah Monteau

Read to an Animal Family Outdoor Event – May 2022

Kelly May, Danielle Schwessinger

Partner with Judy Center for Community Resource Fair @ UBC Fellowship Hall – date TBD

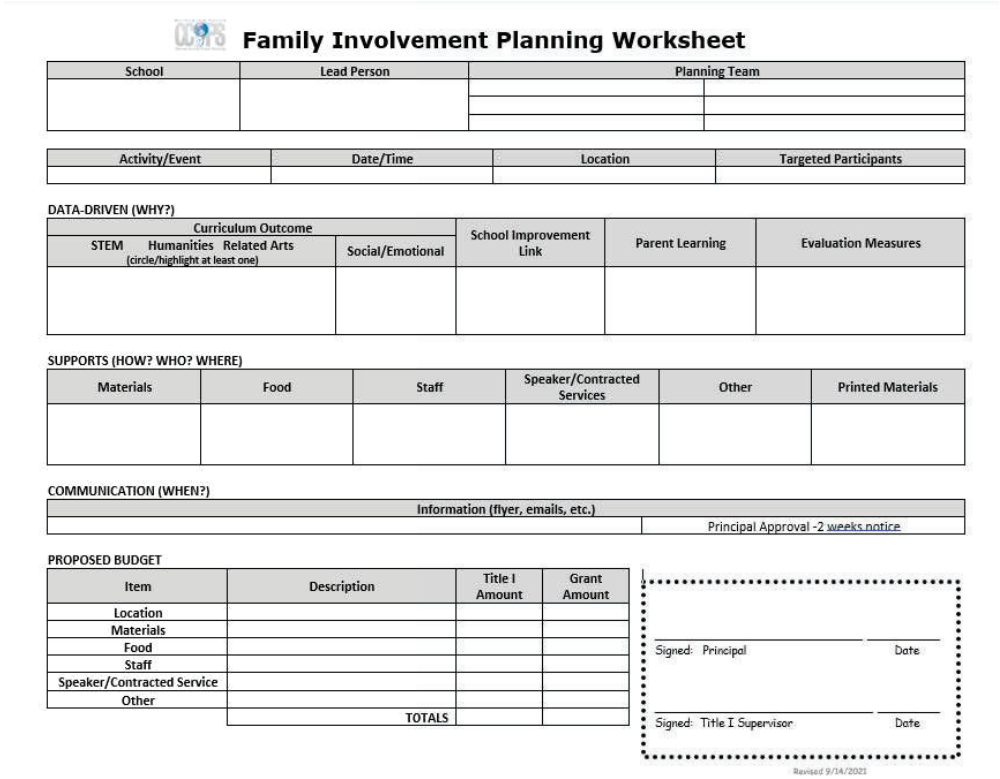
Amy Meyer

Parent surveys are distributed at the conclusion of each parent engagement event. In addition, the Title I team collaborated with the technology department to create an event tracker. The data from the survey and event tracker will allow CCPS staff to understand needs and interest of the

community for future planning and selection of events and activities, along with making modifications and adjustments to events and activities as needed. The results/feedback will allow staff to monitor participation and make personal contact to families who have not attended events to gain an understanding of their needs, ways to support the family, and how to make appropriate and reasonable adjustments that will attract families to participate in school sponsored activities.

Title I Parent Liaisons use the local and updated (September 2021) Family Involvement Planning (FIPS) worksheet to plan and implement family engagement activities and events. All events must align to curriculum and the school improvement plan. The document is completed by the parent liaison and submitted to the principal for approval. After receiving approval from the principal, the document is submitted to the supervisor of Title I for review and final approval.

Below is a copy of the FIPS worksheet:



Family Involvement Planning Worksheet

School	Lead Person	Planning Team

Activity/Event	Date/Time	Location	Targeted Participants

DATA-DRIVEN (WHY?)

Curriculum Outcome		School Improvement Link	Parent Learning	Evaluation Measures
STEM Humanities Related Arts (circle/highlight at least one)	Social/Emotional			

SUPPORTS (HOW? WHO? WHERE)

Materials	Food	Staff	Speaker/Contracted Services	Other	Printed Materials

COMMUNICATION (WHEN?)

Information (flyer, emails, etc.)	
	Principal Approval -2 weeks notice

PROPOSED BUDGET

Item	Description	Title I Amount	Grant Amount
Location			
Materials			
Food			
Staff			
Speaker/Contracted Service			
Other			
	TOTALS		

Signed: Principal Date

Signed: Title I Supervisor Date

Revised 9/14/2021

B.5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.

A MOU is reviewed, discussed, and revised as needed yearly in the fall. The MOU serves to represent the agreement with the Head Start programs and Carroll County Public Schools. Below is the MOU between Head Start and Carroll County Public Schools. There is a new process in place involving multiple parties signing the MOU.

Memorandum of Understanding: This document is 44 pages. I have provided a link.

https://drive.google.com/file/d/11wzbyz9iA2eS3tVaD0U6HCQLUmuvpNfa/view?usp=sharing

B.6. The LEA has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom.

A Behavioral Task Force was developed during the 2018-2019 as a result of board of education members expressing feedback received about increasing concerns of misbehavior in elementary schools, and the perceived need for increased behavioral support. The goal of the task force was as follows: To investigate potential root causes of elementary behavioral trends and recommend appropriate supports/interventions to the Superintendent of Schools.

The work of the taskforce aligns with pillar four of the strategic plan, to establish safe, secure, healthy and modern learning environments. Our recommendations are aligned with the following objectives: promote a culture of respect and civility; collaborate internally and with community agencies to support students' health and well-being; and provide safe and secure schools, facilities, and assets that serve our students and communities. However, these recommendations are also expected to have a positive impact on student achievement in pillar one.

During the first two meetings, committee members were provided information on the following topics to serve as a foundation of knowledge to build upon throughout their work:

- Superintendent's charge for the task force
- Importance of confidentiality (FERPA)
- Background information
- Reports available in the discipline system
- Impact of trauma on brain development and learning
- Trauma informed practices
- Sources of Strength program
- COMAR 13A.08.01.11- Disciplinary Action
- Superintendent's transfer (voluntary) vs. extended suspension process
- Senate Bill 651 – prohibiting the suspension or expulsion of prekindergarten - second grade students with certain exceptions
- In-School Interventions (ISI) vs. In-School Suspensions (ISS)

- Prekindergarten – second grade suspension prevention committee work (reflection/calm down area in all instructional areas and strategies to prevent behaviors from escalating)
- Training of all support room staff including CPI, and trauma professional development
- Major vs. Minor discipline referrals
- Behavioral interventions vs. consequences
- Administrative access to online discipline reports used in school-based Student Services Teaming (SST) meetings
- Mobile Crisis Unit and the Elementary Behavior Tool Kit
- School Psychology services at Title 1 schools (from recent Board of Education presentation)
- Developmental trauma
- Historical discipline data

Task force members shared openly regarding suspected problems/concerns from each member's diverse perspective. These concerns were summarized as follows:

- Disproportionality of discipline among student subgroups (FARMS, SPED, Race, Ethnicity, Gender)
- Suspected increase in the number of students with intense behaviors. Further, the suspicion that those behaviors are increasing in frequency
- The need to examine the discipline data of red zone students, particularly behaviors such as threats of violence, substance abuse, attacks on staff and students
- Inconsistency and lack of availability of mental and behavioral health services for elementary school students
- Increasing number of students entering prekindergarten or kindergarten with a lack of coping skills
- Trauma in families and its impact on children
- Inconsistent staff skills/attitudes toward students with behavioral difficulties
- Recess detention as a consequence for lack of work completion
- Potential impact of class size on teacher's ability to manage behavior
- Suspicion of a lack of supports in some schools resulting in a pattern of referrals to alternative programs (PRIDE/BEST) as compared to other comprehensive schools
- Characteristics of students with the greatest need to aid in early intervention
- Impact of technology (non-academic screen time) on student behavior
- Impact of limited resources to foster Social Emotional Learning (SEL)
- Impact of limited availability of instructional assistants
- Resources and appropriate educational programs for students with high functioning Autism and Emotional Disabilities (ED)
- Perception of increasing calls for law enforcement to respond to a student in crisis
- No psychiatric hospitalization within Carroll County

- Very limited pediatric psychiatric services in the area leading to long waiting lists

Finally, before data analysis began, task force members brainstormed potential root causes to consider. These included:

- Trauma (including substance abuse within the family system, abuse/neglect, and other ACEs) and exposure to negative relationships outside of school
- Barriers to accessing community-based mental health services and the resistance of some families to accept help
- Difficulty with behavior management in the home setting
- Increasing mental health concerns

- Lack of language skills and the inability to understand consequences of behavior (Grades PK-2)
- Poverty
- Misdiagnosis of ADHD (as opposed to other mental health concerns)
- Too much academic rigor in the early grades
- Conflicting expectations of behavior at school vs. home
- Inconsistent administration of medication for some students
- Lack of trusting relationship between families and staff
- Lack of staff development for teachers and staff
- Lack of training for instructional assistants
- Exposure to drugs/alcohol at birth
- High teacher turnover in some schools
- Too much non-academic screen time
- Some teachers enable or ignore inappropriate behavior
- Impact of all-day kindergarten – increased rigor and decreased recess/playtime
- Instructional activities that do not foster student engagement
- Impacts of disabilities (SPED),
- Impacts of poverty- Free and Reduced Meals (FARM)
- Combined impact of poverty and disability (FARM and SPED)

The taskforce discussed which potential root causes were supported by the data. Data supported the following identified root causes:

- Trauma and exposure to negative relationships outside of school
- Barriers to accessing community-based mental health services and the resistance of some families to accept help
- Difficulties with behavior management in the home setting

- Increasing mental health concerns
- Poverty
- Lack of staff development for teachers and staff
- Lack of training for instructional assistants
- Exposure to drugs/alcohol at birth
- Impacts of disabilities (SPED),
- Impacts of poverty- Free and Reduced Meals (FARM)
- Combined impact of poverty and disability (FARM and SPED)

The taskforce also identified suspected root causes that data were not able to confirm but likely have contributed to the rise in elementary behavior concerns:

- Increase in academic rigor based on new college and career standards
- Inconsistent administration of medication at home for some students
- Too much non-academic screen time at home

The taskforce recognizes that there are many practices and supports already existing within CCPS and the community to support our students with behavioral concerns. However, the data suggests escalating intensity of student behavior, requiring increased and/or enhanced supports to mitigate identified concerns more effectively and to provide the best possible outcome for our students, staff, and families. The following are recommendations to put into place:

School-based Support:

1. Advocate for increasing Mental Health/Behavioral Support in School (School Psychologists, School Counselors, and Behavior Support Specialists)

2. Professional development

    - Trauma Informed Instruction
    - Cultural Proficiency Training
    - Kognito Training

3. Implement RBSS (Removing Barriers to School Success) Intervention

- To be piloted during current school year for students with significant school anxiety or truancy

4. Support for psychiatric medication administration and Management

- Contract with Advanced Behavioral Health expanded to allow for the ABH psychiatrist to see current students once/month at Central Office for medication management.

5. Focused training for elementary support room assistants

6. Student Services staff facilitating referrals to (and ongoing communication with) community agencies

    - Student Services staff facilitating referrals to community agencies
    - Back to School Nights
    - PTO Meetings
    - Targeted Parent Meetings
    - Increased access to resource material online

7. System-wide discussion and planning for programs that support students with significant social/emotional and behavioral concerns (BEST and PRIDE)

8. Expand CCPS staff awareness of the Local Care Team and Multi-D processes, as these are under-utilized avenues to obtain services for a student and family.

9. Include school psychologist in IEP meetings for students transitioning from birth-5 services to kindergarten. Consider social/emotional and behavioral needs.

Family Support:

1. Building perspective/understanding for all parents
    - 4-5 slides to present at back-to-school night in all elementary schools regarding trauma sensitive classroom/community
    - Encourage parents to utilize the school nurse for medication administration
2. Increase access of information to parents

- Community agency resources/information should be made available at back to school/conference nights, either by staff from community agencies or CCPS student services staff knowledgeable about these resources
- Consideration of a link to community resources on CCPS website
- Generate a video library relating to trauma and response

3. Increase communication regarding behavioral expectations

- Include a rating of social emotional skills on the report card
- Offer/encourage informal behavioral consultation between parents and student services staff
- Require parent conferences for students demonstrating significant behavioral concerns

4. Increased opportunities for targeted families in the summer

- Expansion/additional summer programs (i.e., SURF, Summer PRIDE, reading clinic) o Partnerships with local colleges/universities

Curriculum Support

1. Incorporate practices that are developmentally appropriate and support social emotional learning within instruction

- Brain/sensory breaks
- Early learner needs when school schedule is developed (e.g., length of instructional block, time of day of specials, lunch, recess)
- Flexible seating
- Inclusion of sensory/mindfulness strategies
- Hydration

2. Curriculum infusion of social emotional learning

3. Provide teachers with supports/activities for re-teaching and remediation

B.7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and Technical Education (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.

N/A Carroll County Public Schools does not have any secondary Title I schools and therefore does not coordinate CTE content and work-based learning opportunities.

C. TARGETED ASSISTANCE SCHOOLS

Carroll County Public Schools does not have any identified Targeted Assistance Schools for the 2021-2022 school year.

D. PARENT AND FAMILY ENGAGEMENT

Resources

Parent and Family Engagement District-Level Checklist

Parent and Family Engagement School-Level Checklist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LEA 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. LEA's 2021-2022 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 LEA's Parent and Family Engagement Policy/Plan.

NOTE TO LEA: Prior to the LEA 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. If these items are available in multiple languages, they should be submitted in all languages available. The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.

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

Application: The LEA will respond to each assurance *(Check One)*	Parent and Family Engagement Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☒ YES ☐ NO ☐ N/A	**Local Educational Agency** 1. The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Section 1116 (a) Parent and Family Engagement District-Level Checklist *Required Attachment #2*	Section 1116 (a)(1)(2)(A)(B)(C)(D)(3)(B)	LEA Parent and Family Engagement Plans Evidence: District-Level Written Policy/Plan Evidence must include: 1. SANE from parent input meetings 2. Announcements/Fliers 3. Translated documents, if applicable 4. Receipts for accommodations/ interpreters, if applicable 5. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples may include district/school website, student handbook, or school newsletters, etc.) 6. SANE from parent meetings specific to Section 1112. 7. SANE or other evidence that the LEA provides coordination, technical assistance, and other support to school 8. Completed district level evaluations/surveys addressing: o barriers to greater participation by parents; o the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; o strategies to support successful school and family interactions; o use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. 9. Communication/outreach regarding the distribution of evaluation/survey of LEA Parent and Family Engagement Policy/Plan 10. Results/summary of parent feedback. i.e., data analysis, narrative, etc.

Application: The LEA will respond to each assurance *(Check One)*	Parent and Family Engagement Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			11. Revisions to policy/plan are made based on evaluation, if applicable **District-Level Reservation:** Evidence must include: 12. SANE from parent meetings specifying agenda item on Title I PFE funds 13. Announcements/Fliers for meetings
☒ YES ☐ NO ☐ N/A	**School Level** 2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity. Parent and Family Engagement School-Level Checklist	Section 1116 (b)(c)(d)(e)	School Level Parent and Family Engagement Plans Evidence must include: 1. School level plan(s) 2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples may include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet) 3. SANE from Title I annual meeting(s) specifying information about Title I and parents rights to be involved **Policy Involvement** Evidence must include: 4. SANE from parent input meetings 5. Announcements/Fliers of outreach/events 6. Translated documents, if applicable 7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 8. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory **Reservation** Evidence must include: 9. SANE from parent meetings specifying agenda item on Title I PFE funds

Application: The LEA will respond to each assurance *(Check One)*	Parent and Family Engagement Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			10. Announcements/Fliers for meetings **Shared Responsibility (School-Parent Compact)** evidence must include: 1. School-Parent Compact(s) 2. SANE from parent meetings specifying agenda item for review and input on the school-parent compact 3. Announcements/Fliers for meetings 4. Translated school-parent compacts, if applicable, 5. Example of how the school's School-Parent Compact is distributed and discussed. (Examples may include SAN from parent/teacher conferences and may include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet)
☒ YES ☐ NO ☐ N/A	**3. Building Capacity for Involvement** The LEA 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. 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.	1116(e)(1-6)	LEA and School-Level Documentation must include: 1. SANE from LEA technical assistance to schools **LEA Building Capacity** evidence must include: 1. SANE from parent meetings, outreach or events with **topic specific** agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable **School-Level Building Capacity** evidence must include: 1. SANE from parent meetings, outreach or events with **topic specific** agenda items 2. Announcements/Fliers for outreach/events

Application: The LEA will respond to each assurance *(Check One)*	Parent and Family Engagement Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. 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. 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. 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. 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,		3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable

Application: The LEA will respond to each assurance *(Check One)*	Parent and Family Engagement Assurances	Citation	Evidence of Implementation **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	provide a variety of meeting times and locations) for parental involvement activities as parents may request.		
☒ YES ☐ NO ☐ N/A	4. The LEA 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.	1116(f)	Accessibility evidence may include: 1. Translated documents, if applicable 2. Receipts for accommodations/ interpreters, if applicable
☒ YES ☐ NO ☐ N/A	5. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. *(Required Attachments #1 and #3)*	1116(a)(2)(B) 1116(e)(1-14)	Evidence of LEA monitoring processes of Parent and Family Engagement requirements may include: 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results, if applicable 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement, , if applicable

D.1. The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Section 1116 (a)

(D.5. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools)

Required:

A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements in Title I schools.

The Carroll County Public Schools Title I Parent and Family Engagement Plans are created with a committee, including parents, teachers, and administrators. Before completion, the Supervisor of Title I shares and discusses the Title I program requirements and updates with principals and Title I Parent Liaisons. The Title I application and monitoring tool along with MSDE documents are shared with the principals and Title I Parent Liaisons (Parent and Family Engagement District-Level Checklist; Parent and Family Engagement School-Level Checklist). The planning template is reviewed by the Supervisor of Title I, Parent Liaisons, and Principals of Title I schools each year to assure the components align to changes and updates to the Title I requirements, application and assurances on the Title I monitoring tool. A discussion is held and will continue throughout September while Parent and Family Engagement Plans and School-Parent Compacts are completed. The plans will continue to be monitored for implementation during technical assistance visits to Title I schools, Title I Parent Liaison meetings, and meetings with principals by the Supervisor of Title I and Director of Elementary Schools. In addition, principals and Title I Parent Liaisons gather feedback from parents and teachers in reference to implementation of parent and family engagement and the School-Parent Compact. Parent feedback is obtained during Parent Focus Groups at the school, back to school nights and events, electronically, and through the family notification system. Surveys are translated when applicable to give all families equal opportunities to provide input. Parent and Family Engagement Plans are housed on the school website, as well as the district Title I webpage. Staff input is gathered via surveys and school meetings. The Supervisor of Title I provides formal feedback on using the appropriate documentation, templates, and checklist. If there is a need for programmatic changes, the principal and/or Title I Parent Liaison will gather a Parent Focus Group. Participants will include parent representatives, teachers, and/or building administrators. Concerns will be discussed, and input will be gathered. Depending on the needed changes, modifications will be made and approved by the parent group. If applicable, the changes will be shared with school staff for input and implementation. Once changes are made the new school level and/or district-level Parent and family Engagement Plan will be distributed to parents electronically, at parent and family engagement events, and uploaded to the district and school websites.

The following actions take place to ensure Title I requirements are implemented and met:

August/September 2021	Title I Principals Title I Parent Liaisons	• The Title I Application and Monitoring Tool along with attached resources are shared and discussed with the Title I Principals and Title I Parent Liaisons. The documents were shared via email and the discussions were held virtually.

	Supervisor of Title I	• Parent and Family Engagement Plans and School-Parent Compacts expectations are reviewed and discussed during Title I Parent Liaison meetings to ensure all required components are included and implemented during parent and family engagement events and meetings.
September 2021 – June 2022	Principals Director of Elementary Schools	• The Director of Elementary Schools and elementary principals meet monthly. • During the fall and midyear principals meeting, the director and principals formally review the School Improvement Plan. • Initial plans are reviewed by the Director of Elementary Schools using a rubric and the Title I Four Components tool. The Director provides feedback to the individual principles. Plans are revised accordingly based on the feedback provided. • Throughout the school year, principals are asked to bring their School Improvement Plans to the monthly principals' meetings to discuss and evaluate initiatives and receive feedback from colleagues. • The Title I Supervisor and content supervisors attends these meetings as appropriate to review plans, implementation, provide feedback, and facilitate professional learning. • Principals of Title I schools submit Schoolwide Improvement Plans and a SW 4 Components document to the Director of Elementary Schools and Supervisor of Title I for feedback.
November 2021 February 2022 April 2022	Title I Parent Liaisons Title I Principal Assistant Principal Supervisor of Title I	• The Supervisor of Title I visits each school to monitor program implementation, student progress, service delivery, and compliance. • The Supervisor of Title I will provide a follow up, on-site technical assistance two weeks after a program monitoring is conducted. Technical assistance will also be provided after Principal and Title I Parent Liaison meetings as needed and as requested by school personnel. • The Supervisor of Title I and the Title I Parent Liaisons collaborated to create a local program monitoring and feedback tool to evaluate the Title I program at each school. The monitoring tool will align to components found within the Title I Application and Monitoring Tool.
No later than September 27, 2021	Title I Principal Title I Parent Liaison Supervisor of Title I	• School-Parent Compact are due no later than September 27, 2021, to the Title I Office for review and approval. • The draft documents are shared and discussed with families at back-to-school nights and electronically. Feedback is received and included as appropriate. • Approved School–Parent Compacts placed in the district-level Title program review notebook.
No later than September 27, 2021	Title I Principal Title I Parent Liaison	• Parent and Family Engagement Action Plans, describing the events and activities to support parent and family engagement, are due to the Title I Office for review and approval no later than September 27, 2021.

	Supervisor of Title I	• The evaluation tool is below. • Approved Parent and Family Engagement Plans are placed in the district-level Title program review notebook.
September 2021- June 2022	Title I Principals Title I Parent Liaisons	• Principals and Parent Liaisons are determining the dates of Parent Focus Groups for the 21-22 school year. • Parent surveys and/or feedback tools will be disseminated and collected at the conclusion of all Focus Groups, activities, events, trainings etc.
September 2021 – June 2022	Title I Principals Title I Parent Liaisons	There will be an annual review and ongoing review of the Parent and Family Engagement Plans and School-Parent Compacts during family engagement events, Parent Focus Group Meetings, and on the school website.

Evaluation Tools:

School: _____ Reviewer: _____

Date Received: _____ Date Reviewed: _____

Part I. General Expectations: ____ Meets the requirement____ Does not meet the requirement

Part II. Describe the means for carrying out each Indicator

- Check the "**A**" column if the item is **addressed** in the School-based Title I Parent and Family Engagement Action Plan; Check "**N**" if the item **needs to be addressed** in the School-based Title I Parent and Family Involvement Action Plan.

		Title I Requirements – General Requirements:	
		Indicator	**lence**
		A. General Requirements: Section 1116 (b)(d)	
☐	☐	**1.** Jointly developed, and distributed, to parents/families of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) **1.** Parent and Family Engagement Plan **2.** School-Parent Compact	
☐	☐	**2.** Parents/families 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)	
☐	☐	**1.** Schools convene an annual meeting, at convenient times, to inform parents/families of the school's role and requirements in implementing Title I, and the right of parents/families to be involved? Sec.1116 (c)(1)	
☐	☐	**2.** Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)	
☐	☐	**3.** Involve parents/families 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	
☐	☐	**4.** 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/families, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)	
		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)	
☐	☐	**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)	
☐	☐	**3.** Parent Responsibilities: 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.** Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)	
		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)	
☐	☐	2. Provide materials and training to help parents/families work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)	
☐	☐	**3.** Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents/families 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/families in a format and, to the extent practicable, in a language the parents/families 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/families may request. Section 1116 (e)(14)	

E. Accessibility: Section 1116 (f)			
☐	☐	1. To the extent practicable, provide full opportunities for the participation of parents/families with limited English proficiency, parents/families with disabilities, and parents/families of migratory children. Section 1116 (f)	

School Monitoring Tools – Technical Support – Local document

Carroll County Public Schools
Title I Monitoring and Technical Support Tool
School Year 2021 – 2022

School _____

Mid-Year – Early February

A. Staff Credentials and Certifications					
Assurances	**Who is responsible?**	**Evidence Provided**	**Next Steps**	**Follow up**	**Found in TIPL binder or files**
Evidence of Professional Learning for Teachers	Appropriate teams				*
Evidence of Professional Learning for Paraprofessionals	Appropriate teams				*
Multiple dated communications that include notice of parent rights (school newsletter, school website, etc.)	TIPL, Principal, Newsletter editor, Website editor				*
Copies of parent request for teacher and/or paraprofessional qualifications, if applicable	Principal				*

Evidence that parents are provided information on achievement and academic growth (local and state level)	Principal, Appropriate teams				*
Dated notice to parents (including teacher's name and content area) when students are assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland's certification and licensure requirements, if applicable)	Principal				*
Feedback:					
B. Schoolwide Program					
Assurances	**Who is responsible?**	**Evidence Provided**	**Next Steps**	**Follow up**	**Found in TIPL binder or files**
Evidence the schoolwide program is available to the public (district/school website, student handbook, or school newsletters, etc.)	TIPL, website editor				*
SANE/SAN and documentation of academic achievement discussions; include data analysis charts, tools, and/or tables	Appropriate teams				*
SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.)	Appropriate teams				*
SANE/SAN collaboration and/or written communication between Title I and Student Services/Discipline Office	Appropriate teams				*
SANE from professional learning related to behavior support strategies (multi-tiered system	Appropriate teams				*

of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.)					
Discipline Data: reports to support discipline practices	Principal				*
Feedback:					

D. Parent and Family Engagement					
Assurances	**Who is responsible?**	**Evidence Provided**	**Next Steps**	**Follow up**	**Found in TIPL binder or files**
SANE from meetings specifying information about Title I and parents' rights to be involved	TIPL				*
Evidence the Parent and Family Engagement Plan is available to the public (district/school website, student handbook, or school newsletters, etc.)	TIPL				*
Evidence the Home-School Learning Compact is available to the public (district/school website, student handbook, or school newsletters, etc.)	TIPL				*
Signed SANE/SAN, with notes from parent meetings	TIPL				*
Agendas from parent meetings that identify specific topics	TIPL				*
Announcements/Fliers for meetings/events	TIPL				*
Parents feedback from meetings/events	TIPL				*
Handouts/resources from parent outreach/events, staff development, etc.	TIPL				*

Feedback:

H. English Learners

Assurances	Who is responsible?	Evidence Provided	Next Steps	Follow up	Found in TIPL binder or files
English Learner parental participation in parent and family engagement events, if applicable	TIPL				*
Translated invitations, documents, or flyers	Secretarial staff, TIPL				*
Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable	TIPL, Appropriate teams				*
Feedback:					

J. Fiscal Requirement

Assurances	Who is responsible?	Evidence Provided	Next Steps	Follow up	Found in TIPL binder or files
Structure for monitoring fiscal (samples of fiscal trackers, budget updates, etc.)	TIPL (examples will include: budget updates from Budget Office staff/.5 Title I staff, local tracker updates)				*

Family Involvement Planning sheets	TIPL				*
Records of expenditures (inventory, invoices for materials, purchase orders, instructional supplies, etc.)	Principal, Financial secretary, TIPL				*
Feedback:					

Yellow Highlight: TIPL responsible for documentation Teal Highlight: TIPL receives from another source

Signatures:

_____

_____

Title I Supervisor Title I Parent Liaison

_____

Date

All 2021-2022 Title I Parent and Family Engagement Plans are due no later than September 27, 2021, to the Title I Office for review and approval. The Supervisor of Title I will use the following tool to evaluate the content. The evaluation will be used across all Title I schools to gain parent input and evaluation of the overall effectiveness of the Title I program. The Title I Parent Liaison will use this form as well. The results will be used to monitor the effectiveness of the Parent and Family Engagement Plan throughout the school year and to make modifications and/or adjustments to our current practices, activities, and events. Collaboration with principals and Title I Parent Liaisons will take place throughout the school year to review the effectiveness of the Parent and Family Engagement policy and plans. Discussions will consist of evidence gathered from School Improvement Team Meetings, agendas and SANE documents from parent and focus group meetings, Title I Parent Liaison monthly meetings, parent surveys, and staff feedback.

Below are the Family Engagement Plans for the Title I schools:

Elmer Wolfe:

Carroll County Public Schools
Elmer Wolfe Elementary, a School-Wide Title I Program

Parent and Family Engagement Plan - Elmer Wolfe Elementary 2021-22

Elmer Wolfe Elementary School is a School-Wide Title I Program in Carroll County Maryland.

Elmer Wolfe Elementary encourages parents and families, as their child's first and most important teacher, to be involved in their child's education. Carroll County Public Schools encourages family engagement through the participation of regular, two-way, and meaningful communication involving student learning and other school activities.

Elmer Wolfe Elementary Title I program agrees to be consistent in following the Title I, Part A Section 1118 of the Elementary and Secondary Education Act (ESEA) and the Carroll County Public Schools Family Engagement Plan for programs and activities. It has aligned its Title I school level Family Engagement accordingly.

This Parent and Family Engagement Plan has been revised based on input from the EWE staff and parent input gathered during Parent Focus Groups, family engagement events, electronic communication, and individual parent meetings. The parents, families and staff of EWE worked closely together to review and revise the goals and activities for 2021-2022 School year. Research shows that when families are involved students are more successful. These goals and activities align with the Carroll County Public Schools Family Engagement Policy. They are categorized into six types of parent involvement:

- Communication
- Parenting/Family Engagement
- Student Learning
- Volunteering
- Decision Making and Advocacy
- Collaborating with Community

Communication: Open and Ongoing Communication is Promoted Among Home, School and the Community

Title I Annual Meeting will be held during Back to School Night:
- Information about Title I at both county and school level will be provided
- Parents and families can review the Title I budget, Home-School Compact and EWE Parent and Family Engagement Plan
- Parents and families can review the Title I Complaint/Concerns Procedures
- Parents and families are invited to share ideas via Parent Focus Groups
- Anyone unable to attend the Annual Meeting will be emailed information and can provide feedback (or request info through a phone/virtual conference or an individual appointment)

Information and documents such as the school newsletter, Title I Complaint/Concerns Procedures, SIT Plan, Parent and Family Engagement Plans and Home-School/Family Compact are posted on the EWE website.

Parents and families can call the school at 410-751-3307 between 8:45 a.m. – 4:15 p.m. or e-mail with questions or concerns (eweoffice@carrollk12.org).

Parent/Teacher Conferences: October 14, November 22, January 25, February 16

Communication is emailed through School Messenger System. Information/dialog available on private PTO Facebook group page.

Information, flyers, handouts are presented in a format parents and families can understand and in additional languages as needed per the ESOL department in CCPS.

Carroll County Public Schools
Elmer Wolfe Elementary, a School-Wide Title I Program

Parenting/Family Engagement: Parenting and Engagement Skills are Fostered and Supported

Materials and trainings/workshops are provided to help families improve their child's academic achievement:

Parent/Caregiver activities may include the following:

- Love & Logic Parenting Training
- Parent Café Meetings

School-wide family engagement events may include the following:

- Reading/Math Family Night
- STEM Family Night
- Wellness Activities
- Socio-emotional themed events (Bullying, Growth Mindset)
- Scholastic Book Fair Family Night (opportunity to build their at-home library)
- And other school-wide Family Engagement Events as desired by families

Activities for children/childcare provided during in-person trainings, workshops and events.
Partnerships with the PTO and Judy Center Early Learning Hub available for program enhancement.

Student Learning: Parents, Families and Community Play an Integral Role in Assisting Student Learning

The Home-School Compact outlines family/student/school responsibilities for learning.

Student achievement expectations and assessments will be shared with families through:

- CCPS and EWE website
- State and local academic assessments
- School-wide parent/family trainings
- Parent/Teacher Conferences, afterschool and evening
- Report Cards/Interim Reports

Assistance will be provided 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. Materials and training also available to help parents work with their children to improve academic achievement, such as literacy training and using technology.

Volunteering: Parents, Families and Community Members are Welcome at Elmer Wolfe Elementary School – Their Support and Assistance are Encouraged and Recognized

- Volunteer training is available as an online course through CCPS website
- Variety of opportunities offered for trained parents to volunteer at school or to participate at home:
  - Help with in-classroom activities as directed by the teacher
  - Making learning materials at home for use in the classroom
  - Act as chaperones if approved by school
- American Education Week visitation

Carroll County Public Schools
Elmer Wolfe Elementary, a School-Wide Title I Program

Decision Making and Advocacy: Parents and Families are Active Partners in the Decisions at the School

- Opportunities offered for families to review and share suggestions on the following:
  - Title I Compact
  - Title I Parent and Family Engagement Plan
  - Title I Budget
  - School Improvement Plan

  This may occur during the Title I Annual Meeting, or during Parent Focus Groups which are offered at flexible times (day/evening). Input is collected through surveys and evaluations and will be monitored quarterly with a newly developed evaluation tool. Parents may make an individual appointment request to discuss the Title I program.

- Parents and families will have opportunities to evaluate events, activities and the effectiveness of the Family Engagement Program through both surveys/evaluations and by being part of Parent Focus Groups. These will be held in person when possible or through a virtual platform.

Collaborating with Community: Resources are Used to Strengthen Schools, Families and Students

- Title I Parent Liaison will collaborate (when possible) with:
  - EWE PTO
  - Judy Center Early Learning HUB
  - Pre-K Expansion Grant
  - Carroll County Public Library
  - University of Maryland Extension Center
  - Maryland Food Bank
  - Local Grocery Stores
  - Local Businesses/Churches
  - Community Organizations

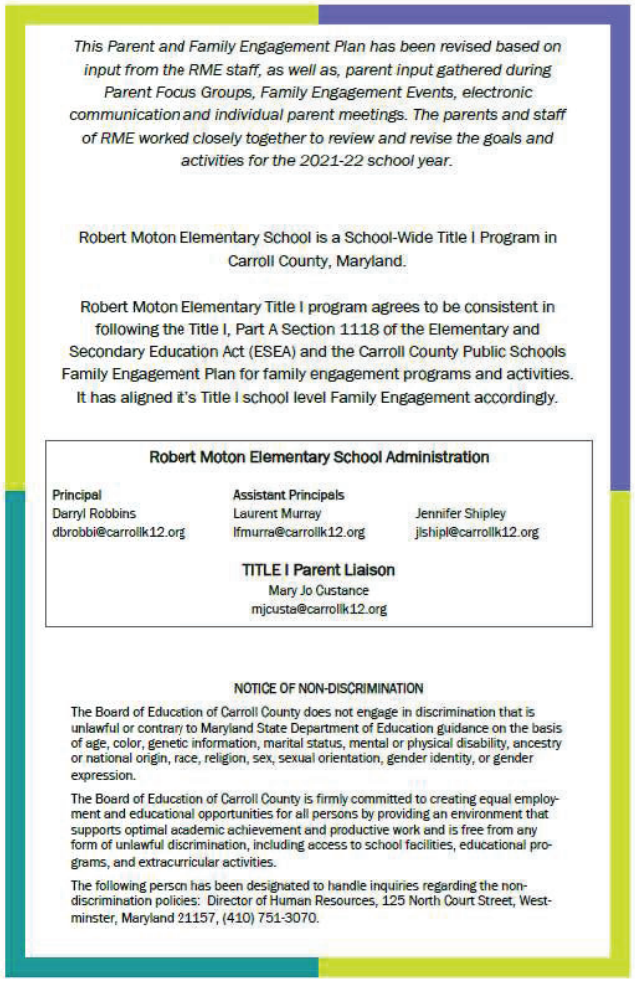
- Collaborations may include events, activities, and/or materials for parents and families

- Business Partnership Representative
  - Title I Parent Liaison will serve as Elmer Wolfe's Business Partnership Representative

If this school-wide program plan is not satisfactory to parents/caregivers, please submit any comments on the plan when the school makes the plan available. Comments, suggestions and revisions may be sent to:

Rebecca Merson, Title I Parent Liaison (ramerso@carrollk12.org)

Robert Moton:



This Parent and Family Engagement Plan has been revised based on input from the RME staff, as well as, parent input gathered during Parent Focus Groups, Family Engagement Events, electronic communication and individual parent meetings. The parents and staff of RME worked closely together to review and revise the goals and activities for the 2021-22 school year.

Robert Moton Elementary School is a School-Wide Title I Program in Carroll County, Maryland.

Robert Moton Elementary Title I program agrees to be consistent in following the Title I, Part A Section 1118 of the Elementary and Secondary Education Act (ESEA) and the Carroll County Public Schools Family Engagement Plan for family engagement programs and activities. It has aligned it's Title I school level Family Engagement accordingly.

Robert Moton Elementary School Administration

Principal	Assistant Principals	
Darryl Robbins	Laurent Murray	Jennifer Shipley
dbrobbi@carrollk12.org	lfmurra@carrollk12.org	jlshipl@carrollk12.org

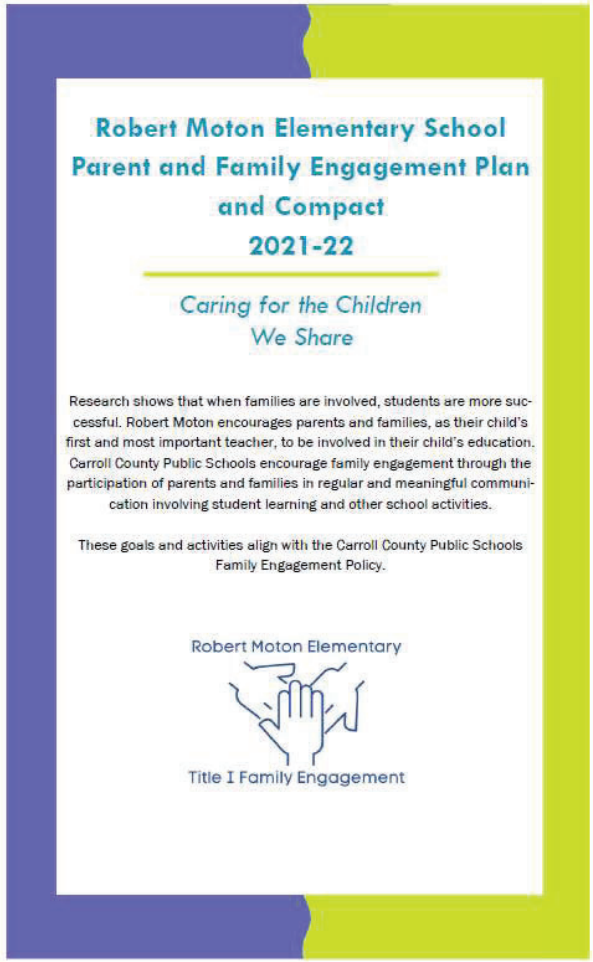
TITLE I Parent Liaison
Mary Jo Custance
mjcusta@carrollk12.org

NOTICE OF NON-DISCRIMINATION

The Board of Education of Carroll County does not engage in discrimination that is unlawful or contrary to Maryland State Department of Education guidance on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, sexual orientation, gender identity, or gender expression.

The Board of Education of Carroll County is firmly committed to creating equal employment and educational opportunities for all persons by providing an environment that supports optimal academic achievement and productive work and is free from any form of unlawful discrimination, including access to school facilities, educational programs, and extracurricular activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Human Resources, 125 North Court Street, Westminster, Maryland 21157, (410) 751-3070.



Robert Moton Elementary School Parent and Family Engagement Plan and Compact 2021-22

Caring for the Children We Share

Research shows that when families are involved, students are more successful. Robert Moton encourages parents and families, as their child's first and most important teacher, to be involved in their child's education. Carroll County Public Schools encourage family engagement through the participation of parents and families in regular and meaningful communication involving student learning and other school activities.

These goals and activities align with the Carroll County Public Schools Family Engagement Policy.

Robert Moton Elementary

Title I Family Engagement

Communication

Open and ongoing communication is promoted among home, school, and the community.

As a school, we are responsible for...

* Holding a Title I Annual Meeting to review the Title I program and requirements
* Providing parents with reasonable access to staff via email, phone and conferences
* Communication via School Messenger is sent on a regular basis.
* Ensuring information, flyers, and handouts are presented in a format parents can understand and interpretation services are available as per the Interpretation & Translation Services department of CCPS.
* Keeping an up to date website that includes documents such as the school newsletter, RME Family Engagement Plan and Compact and CCPS Title I and Family Engagement Policy

As a parent/family you are responsible for...

* Attending/participating in at least one parent/teacher conference per year/per student
* Staying informed about your child's attendance and education and communicating with the school promptly and appropriately

As a student you are responsible for...

* Giving your parents and guardians all information that you receive from school each day and bringing it back on time, if needed

Student Learning

Schools, parents, and families play an integral role in assisting student learning.

As a school, we are responsible for...

* Providing high quality curriculum and instruction in a supportive and effective learning environment
* Recognizing student achievement and improvement
* Providing instruction to meet the needs of all students by collaborating and planning instructional programs for students.
* Providing parents with reports on their children's progress through interim reports, report cards and conferences
* Providing families with a description /explanation of the school's curriculum, state tests, and grade-level expectations

As a parent family, you are responsible for...

* Sending your child to school daily, on time, rested, and prepared for school
* Supporting school rules
* Ensuring that your student's homework is completed
* Providing time for independent reading and reading with/to a family member

As a student, you are responsible for...

* Attending school daily while making an effort to pay attention and do your best
* Staying on task and following rules
* Reading at home and doing your homework every day and asking for help when you need it
* Supporting Robert Moton's Triple "R" behaviors and saying no to bullying

Volunteering

Parents, families, and community members are welcome at Robert Moton Elementary School. Their support and assistance are encouraged and recognized.

As a school, we are responsible for...

* Offering a variety of opportunities for trained family members to volunteer at school or participate at home

As a parent/family, you are responsible for...

* Volunteering in your child's classroom when possible

Parenting

Parenting skills are fostered and supported.

As a school, we are responsible for...

* Providing materials and workshops to help families improve their children's academic achievement.
* Providing information to parents and students about student progress and behavior
* Respecting each student
* Educating staff on how to work with parents and families as equal partners

As a parent/family, you are responsible for...

* Attending/participating in at least one school event per year

Shared Decision Making and Advocacy

Parents and families are active partners in the decisions at school.

As a school, we are responsible for...

* Involving parents and families with the planning and design of the School's Family Engagement Plan and Compact, the School Improvement Plan and the Title I budget

As a parent/family, you are responsible for...

* Making decisions about your student's education
* Attending the Title I Annual Meeting (during back to School Night)
* Participating in our Family Focus Group when possible

Collaborating with Community

Community resources are used to strengthen schools, families and student learning.

As a school, we are responsible for...

* Coordinating, when appropriate, with other community agencies to support family needs, plan events, or provide activities and/or materials for students and families
* Collaborating with the PTO and Judy Center at Robert Moton to provide meaningful family support activities

As a parent/family, you are responsible for...

* Communicating needs for support to the school
* Utilizing community resources provided to you to support your family with any social, emotional, physical or educational needs

Taneytown:

Upcoming Title I Family Engagement Events:

Fall:

Back to School Kickoff

Parent-Teacher Conferences

Spring:

STEM & ELA Night

Book Fair "Read With Me" Family Night

Parent-Teacher Conferences

Pre-K Celebration

TES Administration:

Christy Farver, Principal
cjfarve@carrollk12.org

Brianna Bower, Assistant Principal
bebower@carrollk12.org

Taneytown Elementary School
100 Kings drive
Taneytown, Maryland 21787

TES Title I Staff:

Dr. Kendra Hart, Title I Supervisor
KYHART@carrollk12.org

Michele Stonesifer, Parent Liaison
MMSTONE@carrollk12.org

Hannah Watt—Prek & Kindergarten
hawatt@carrollk12.org

Caitlyn Keenan—1st Grade
cpkeena@carrollk12.org

Alexandra Kristal—2nd Grade
ankrist@carrollk12.org

Katie Tillett— 3rd Grade
katille@carrollk12.org

Amy Manko—4th Grade
atmanko@carrollk12.org

Jenn Ring—5th Grade
JMRING@carrollk12.org

Title I
Parent & Family Engagement Plan

Taneytown Elementary
2021-2022

This compact has been revised based on input from the TES staff, as well as, parent & family input gathered during Parent Focus Groups, Parent and Family Engagement Events, electronic communications, and individual parent meetings. The families and staff of TES worked closely together to review and revise the goals and activities for 2021-2022 Taneytown Elementary School year.

Research shows that when families are involved; students are more successful. These goals and activities align with the Carroll County Public Schools Parent, Family & Community Involvement Policy.

Part I. General Expectations

Taneytown Elementary School is a School-Wide Title I school in Carroll County, Maryland. As a Title I school we are able to serve students in Pre-K, K, First, Second, Third, Fourth, and Fifth grades in the areas of reading and math. Taneytown Elementary encourages parents, as their child's first and most important teacher, to be involved in their child's education. Carroll County Public Schools encourage parent & family engagement through the participation of parents & families, in regular, and meaningful communication involving student learning and other school activities.

The Taneytown Elementary Title I program agrees to be consistent in following the Title I, Part A Section 1118 of the Elementary and Secondary Education Act (ESEA) and the Carroll County Public Schools Parent & Family Engagement Plan for engagement programs and activities.

Communication: open and ongoing communication is facilitated between home, school, and the community.

Goals and Activities:

___ **Agenda and/or Take Home folders**: Teachers are encouraged to communicate with parents on a consistent basis regarding progress, concerns, and the overall participation of their child on a daily or weekly basis.

___ **Phone/E-Mail Communication**: Taneytown Elementary Staff are encouraged to regularly communicate information to parents via phone calls and e-mails.

___ **Follow-Up Information**: Title I Parent Liaison, with assistance from the classroom teachers, will provide materials and information to parents who are unable to attend Title I events and family information nights.

___ **Parents to Staff**: Parents will provide information on how the staff can best communicate and work with them as equal partners.

Additional Ideas:

_____

_____

Parenting: parenting skills are fostered and supported.

Goals and Activities:

___ **Title I Conversation Inspirations**: Title I Parent Liaison will facilitate communication between parents and teachers so that parents have access to information and tips that increase meaningful conversations with their child at home, as well as build language and vocabulary skills.

___ **Parent & Family Events/Classroom Visits**: Teachers from all grade levels will provide opportunities for parents to learn more about what their children are learning in the classroom and how families can help at home. Title I Parent Liaison will extend learning at home through family events and/or classroom visits.

Additional Ideas:

_____

_____

Student Learning: parents, families, and the community play an integral role in assisting student learning.

Goals and Activities:

___ **Online Resources**: Title I Parent Liaison will compile a list of useful on-line resources for parents to use with their child at home.

___ **Home-Packet Materials**: Upon parent request, Title I Parent Liaison will provide parents with home-packet materials to use at home with their child.

Additional Ideas:

_____

_____

Volunteering: parents, families and community members are welcome at Taneytown Elementary School. Their support and assistance are sought, encouraged, and recognized.

Goals and Activities:

___ **Volunteer Training**: The Title I Parent Liaison will support parents in understanding what is necessary to become a trained volunteer by helping them locate and complete the on-line training. When necessary, the Title I Parent Liaison will provide access to technology and provide the hands on support needed to successfully support any parent who wishes to be volunteer trained.

___ **Volunteer Opportunities**: Taneytown Elementary School will offer a variety of ways for parents to volunteer at school or at home such as, making learning materials at school or at home and joining the PTO.

Additional Ideas:

_____

_____

Decision Making and Advocacy: parents and families are active partners in the decisions at the school.

Goals and Activities:

___ **Parent and Family Input on Compact, Parent Involvement Plan, Budget and School Improvement Plan**: All parents and families will be asked to review and are encouraged to provide feedback on the Title I Home-School Compact, the Family Engagement Plan, and the School Improvement Plan.

___ **Parent & Family Evaluations/Survey**: After any Title I event, parents & families will be asked to complete an evaluation and provide feedback for future events. Parents & families will also be encouraged to complete surveys throughout the year regarding the services their child and family receive as a result of Title I.

Additional Ideas:

_____

_____

Collaborating with Community:
Community resources are used to strengthen schools, families, and student learning.

Goals and Activities:

___ **Community Events:**
Title I Parent Liaison will provide information about community events, organizations, and resources for parents and families.

___ **Guest Speakers**: As appropriate, the Title I Parent Liaison will provide opportunities for guest speakers to present community information at family events.

Additional Ideas:

_____

_____

Title I Annual Evaluation

INSERT DATE

Dear Family,

You are an important part of the Title I team. Your input helps us with future planning and implementation of family engagement activities and events in our schools. Your responses on the following survey will be used to evaluate our practices and assist us as we prepare future family engagement activities and events during the next school year. We appreciate your feedback and thank you for taking the time to complete this survey.

Please reflect on the INSERT SCHOOL YEAR as you respond to the following questions.

1. Did the school staff share the Title I Compact with parents?

Yes No

2. Did the school staff share the Parent and Family Engagement Plan with parents?

Yes No

3. Did you provide input for Family Engagement events for the school year?

Yes No

4. Did you feel informed about Family Engagement events that were planned for your child's school during this school year?

Yes No

5. What types of Family Engagement events did you family attend this school year and what levels of engagement did your family experience? Please complete the chart below

Type of Family Engagement Event	Level of Engagement your Family Experienced			Program Content Quality			Overall Evaluation of Event 3 = Excellent 2 = Satisfactory 1 = Poor
	None	Slightly	Strong	Low	Medium	High	

6. Were you aware of the Parent Focus Groups at your child's school?

Yes No

7. Did you participate in any Parent Focus Groups at your child's school this school year?

Yes No

8. Were you aware of the Parent Engagement budget allocation for your child's school?

Yes No

9. Did you provide input on how the Parent Engagement budget was spent?

Yes No

10. Were you in agreement with how the budget was spent at your child's school?

Yes No

11. Please provide any additional comments, questions, and/or suggestions in reference to Family Engagement at your child's school:

_____

_____

_____

_____

Addition Information:

- Each Title I Parent Liaisons develops a Parent and Family Engagement Action Plan to monitor progress toward Parent Involvement goals. The plans are approved at the beginning of each school year and reviewed periodically by the Title I Supervisor.
- Title I Parent Liaisons are required to complete Parent and Family Engagement Budget Planning worksheets, which are reviewed and approved by the Title I School Principal or Assistant Principal and the Title I Supervisor.
- Title I Office staff review documentation including communication logs, SANE forms, parent surveys, and parent evaluations.
- Title I Parent Liaisons are evaluated per the applicable Carroll County Public Schools Employee Master Agreement.

The LEA continues to face challenges with implementing family engagement activities, events, and trainings during this time due to lingering and ongoing impacts from COVID. Discussions and a needs assessment were held among the Supervisor of Title I, principals, and the Title I Parent Liaisons. The team participated in professional learning opportunities led by MSDE during the summer. This allowed the attendees to gain ideas from MSDE experts and colleagues in other school districts. During the 20-21 school year we increased the parent and family engagement budget at each school from $12,000 to $14,000. Due to a decrease in the overall Title I budget, that allocation will decrease to approximately $2,000. This will require the Title I Parent Liaisons to use strategic practices with planning and preparation and continuous collaboration with their principals, families, teachers, Supervisor of Title I, and one another to be creative, purposeful, and effective. Allocations are as follows:

- Elmer Wolfe Elementary School - $2,000.00*
- Robert Moton Elementary School - $2,000.00*
- Taneytown Elementary School - $2,000.00*
- Mother Seton School (Non-Public) - $55.00* (proportional share)
  (*Due to a significant decrease in the Title I budget, these totals are approximate until final funds are determined and received)

D.2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity.

The Supervisor of Title I will use the Parent and Family Engagement Checklist to evaluate, monitor, and ensure that Title I schools comply with all requirements including general, reservations, involvement, collaboration, and building capacity. The following checklist will be used when reviewing Family Engagement Plans, School Compacts, providing technical assistance, and visiting schools.

Title I School Level Parent and Family Engagement Plan and School Parent Compact – Section 1116: Checklist
LEA: _____ School: _____ Date _____

Does the school have a current year school parent and family engagement plan and school parent compact? Yes or No

____ Meets Requirements (M) _____ Does not meet the requirement (NM)

A. General Requirements: Section 1116 (b) (d)	Evidence of Implementation
○ 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) ○ Parent and Family Engagement Plan a. Date Reviewed for input: _____ b. Date distributed: _____ ○ School-Parent Compact a. Date Reviewed for input: _____	• SAN(E) from parent input meetings • Announcements/Fliers • Parents feedback • Translated documents, if applicable • Receipts for accommodations/interpreters, if applicable Examples of how the school level Plan is distributed may include: • School website • Student handbook • School newsletters • Plans sent home via backpack/ orientation packet
○ Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)	• SAN(E) from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings

	• Parents feedback
B. Policy Involvement: Section 1116 (c)	**Evidence of Implementation**
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)	• SAN(E) from annual meeting(s) specifying information about Title I and parents rights to be involved • Announcements/Fliers of outreach/events • Translated documents, if applicable • Receipts for interpreters, transportation, or other accommodations, if applicable
2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)	• Evidence showing flexible meeting times • Announcements/Fliers of outreach/events
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	• SAN from parent meetings specifying agenda item for review and input on o School Parent and Family Engagement Plan o Schoolwide plan • Announcements/Fliers for meetings • Parent feedback
4. 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)	• How parents are informed about the SW plan and can make comments if plan is not satisfactory

C. **Shared Responsibility: Section 1116 (d)** ***(School-Parent Compact)***	**Evidence of Implementation**
• The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)	
1. **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)	• **Completed MSDE PFE school level checklist for compact showing all components are addressed** • SANE from parent meetings specifying agenda item for review and input on the school-parent compact • Announcements/Fliers for meetings • Parent feedback • Translated school-parent compacts, if applicable • SANE from sharing school-parent compact with parents and family members
2. **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)	

3. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)	
D. Building Capacity: Section 1116 (e) **The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement**	**Evidence of Implementation may include:**
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)	• SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
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)	• SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work	• SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for

with parents as equal partners in their child's educational process. Section 1116 (e)(3)	outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
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)	• SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
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)	• Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters

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)	• Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
E. Accessibility: Section 1116 (f)	• **Evidence of Implementation**
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)	• SANE from LEA technical assistance to schools • Translated documents • Receipts for accommodations/ interpreters

- Per the Superintendent of Schools, activities will be virtual in September 2021 due to COVID. Further guidance will be provided soon.
- At the start of each schoolyear, Parent and Family Engagement Plans and School-Parent Compacts are handed out at the back-to-school nights, beginning of the year family picnics, and school orientation meetings.
- The Parent and Family Engagement Plans and School-Parent Compacts are also placed on the district and school websites.
- The Parent and Family Engagement Plans and School-Parent Compacts are distributed to families at family engagement events, conference nights, and school activities throughout the year.
- The Title I Supervisor attends school-level parent meetings and other parent and family engagement events to support the planning process.
- Parents are informed of their rights to provide input, assist with modifications, and approving Parent and Family Engagement Plans and School-Parent Compacts.
- Parents are encouraged to attend meetings held at the school to contribute to the creation and review of the objectives, strategies, goals, and activities included in various school plans. If a parent is unable to attend a school meeting, they can contact the principal via email, school telephone, and/or in writing.

D.3. Building Capacity for Involvement

The LEA 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. The office of Supervisor of Title I and Title I Parent Liaisons work closely with the Administrator of Family Engagement, and guidance counselors to provide trainings and materials to help parents work with their children, navigate technology, understand grading, assignments, and assessment outcomes. Due to the current pandemic, CCPS will continue to also provide conferences focused on well-being and mental health for both students and families. Last year, a series "Navigating the Waters" was presenting. Collaboration is currently taking place to gather data on family needs and create sessions to support students and families academically, socially, and emotionally. CCPS has created and advertised various positions at each school to support teachers, students, and families.

Position Description

To perform this job successfully, an individual must be able to perform the essential job functions satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary job functions herein described. Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out in the job description, but which may be reasonably considered to be incidental in the performing of their duties just as though they were written out in this job description.

Job Number Title: **Quarantine Success Coach**

Pay Schedule: **CASE- Assistant Scale (1 Year Grant Funded)**

FLSA Status: Non-Exempt

Reports to: Principal

JOB SUMMARY

Assists teacher in creating an atmosphere where it is the expectation that all students can maintain learning while quarantined.

ESSENTIAL JOB FUNCTIONS

- Provide synchronous virtual support to students on mandatory quarantine from CCPS.
- Communicate with students and families during the school day and relay progress, academic and/or social emotional needs to classroom teachers.
- Assist in determining next steps for students in need of additional support.
- Keep a log of additional hourly support provided to students.
- Support plans that assist students in their transition back to school.
- Communicate with families of students who are in quarantine but failing to engage in asynchronous learning.
- Administrators at each school will work with the Success Coach to develop a schedule that aligns with grade level and/or content. The schedule will allow the Success Coach to focus on a smaller number of students and specific content at a time.
- Information about how to access the Success Coach will be provided to each family at the time of quarantine.
- The Success Coach and classroom teacher will collaborate to develop a plan for additional support and for a smooth transition for the students. Additional support may include synchronous virtual support from the classroom teacher beyond the school day.
- May require supporting the instructional needs of students throughout the building as needed.

MINIMUM REQUIREMENTS

- High School Diploma or GED
- One of the following is preferred:
  - Completed at least two years of postsecondary study; **or**
  - Obtained an associate degree (or higher); **or**
  - Passed the MSDE approved assessment (ParaPro)
- Experience working with adolescent age students with various disabilities preferred

There is Memorandum of Understanding (MOU) that represents a collaborative agreement between CCPS, the Judy Center Learning Hubs and local Carroll County agencies and programs. The Supervisor of Title I and the Supervisor of Early Childhood attends collaborative meetings with the local agencies and programs throughout the school year to work towards providing comprehensive integrated services for young children and their families to promote school readiness. Due to the size of the document, I have provided the link to the MOU (click hyperlink).

D.4. The LEA 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.

The Supervisor of Title I collaborates with the Supervisor of ESOL and Coordinator of Interpreters to support and provide opportunities for parents with limited English Proficiency. Support includes but is not limited to arranging interpreters to participate with parents in family engagement activities, parent conferences, parent trainings, and day to day communications with the school as needed. Documents are translated based on information collected on Home Learning Surveys that are gathered during registration. The Coordinator of Interpreters and Supervisor of Title I collaborate on a newsletter that serves to communicate school events, activities, and important dates with parents.

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Resources

Non-Regulatory Guidance: Equitable Services
Consultation Checklist
Affirmation of Consultation Form
Intent to Participate Form

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

The LEA 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) oversight, monitoring, supervising, and evaluating the Title I program serving private school students to include:
      (i) ordering and storing of materials and equipment for use in the program provided to private school children
      (ii) 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
   (c) Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.

- NOTE: The school system must submit the following documents in Appendix H of the Local ESSA Consolidated Strategic Plan. These documents are not required attachments for the Title I application.

- Consultation timeline
- Signed Affirmation of Consultation
- Complaint procedures/dispute resolution process

Include the total number of participating students on the Equitable Services Tables in Appendix H. Please add "0" if no services are provided.

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

Application: The LEA will respond to each assurance ***(Check One)***	**Participation of Children Enrolled in Private Schools Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☒ YES ☐ NO ☐ N/A	**1. Delivery of Services** The LEA ensures it (*check all that apply*): ☒ 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 LEA(s) to provide services to private school students. **Please identify LEAs involved.** _____ _____ _____ Provide the date(s) services will begin: _____	1117(b)(1)(C)(G)	1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees) 2. Payroll lists for Title I staff providing Title I services to participating private school children 3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA 4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. ○ If applicable, communication with other LEA(s) regarding timeline for formal agreement (MOU). ○ If applicable, signed MOU with other LEA.

Application: The LEA will respond to each assurance ***(Check One)***	**Participation of Children Enrolled in Private Schools Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	Required Attachment #1c		
☒ YES ☐ NO ☐ N/A	**2. Invitation to Private School Officials** The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program. *Required Attachment #1a*	1117(a)(1)(A) 1117(b)(1)(b)(5)	1. Approved list of private schools, church exempt, and publicly funded schools. 2. Forms of outreach may include: emails, phone logs, or certified mail receipts, etc. 3. 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)
☒ YES ☐ NO ☐ N/A	**3. Ongoing Consultation** The LEA 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 LEA ensures that services to private school students start at the beginning of the school year. *Required Attachment #1a*	1117 (b)(1-5)	1. Evidence Consultation Topics are addressed: ○ SANE documentation including **topic specific** agendas; emails, notes from phone calls 2. If applicable, the LEA should have a signed letter from the private school designee if the official is representing a consortium of private schools.
☒ YES ☐ NO ☐ N/A	**4. Equitable Services to Students** The LEA 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)	1. List of participating private school children 2. Multiple selection criteria used to select for services
☒ YES	**5. Teachers and Families Participation**	1117(1)(B)	1. Evidence of professional development for teachers: ○ Agenda topic-specific SANE

Application: The LEA will respond to each assurance ***(Check One)***	**Participation of Children Enrolled in Private Schools Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☐ NO ☐ N/A	The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.		○ List of professional development activities provided or scheduled to be provided to the classroom teachers 2. Evidence of family engagement activities: ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students
☒ YES ☐ NO ☐ N/A	**6. Dispute Resolution** The LEA 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)	1. If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution 2. If applicable, evidence of resolving disagreements
☒ YES ☐ NO ☐ N/A	**7. Supervision and Evaluation** The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. *Required Attachment #1b & c*	1117(b)(1) 1117 (d)(1)	**Evidence LEA Supervises:** **LEA Program Oversight** 1. Schedules of Title I staff 2. Timeline/schedules for monitoring visits 3. LEA written process and procedures for monitoring Title I services in private schools 4. Monitoring feedback on student progress to Title I staff providing services or private schools officials (including letters, emails, reports, or notes, if applicable) 5. Sample lesson plans and student work 6. Oversight of third party vendor services **Qualifications of staff providing services:** 1. Teachers providing services meet state certification and licensure requirements 2. Paraprofessionals providing instructional support are under direct

Application: The LEA will respond to each assurance ***(Check One)***	**Participation of Children Enrolled in Private Schools Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
			supervision of teachers that meet state certification and licensure *(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)* **Ordering and Storing of Materials and Equipment Oversight:** 1. Title I property labels 2. Inventory list **Evidence of Evaluation must include:** 1. Progress reports/EOY reports on effectiveness of services 2. SANE documenting modification to program, if applicable

E.1. Delivery of Services - Provides services directly to the eligible private school students

Carroll County Public Schools hires an hourly teacher, who has a valid teacher certification to provide direct support to children in private schools who live in the attendance area of a designated Title I school and struggle in the areas of math and/or reading. The Supervisor of Title I and a Parent Liaison visit the school monthly to provide technical support, monitor, evaluate, and plan for student success along with providing professional development resources as needed. Ongoing email communication takes place between in-person visits.

The hourly teacher provides direct support to identified students in the areas of math and/or reading on a weekly basis. The teacher uses research based instructional strategies and materials provided by and used in Title I schools with the Carroll County Public Schools system. Carroll County Public Schools invites the teacher to participate in professional learning opportunities as needed. The teacher is also allowed to participate in professional learning opportunities provided at the private school. Monthly visits and monitoring of lessons, academic progress, and student/staff needs by the Supervisor of Title I include evaluating and modification as needed to the academic support offered to the students.

Formal Agreements, if applicable - In March of each school year, the Title I office sends an email and letter to the surrounding school districts inquiring about students in the CCPS attendance area who attend private and non-public schools within their school district and who are eligible

for Title I support. In turn, CCPS receives letters and emails of inquiry from surrounding school districts in reference to students in their attendance area who are eligible for Title I support. This communication takes place to ensure eligible students in provide schools receive services if and as needed. Based on responses from the surrounding LEA's, Carroll County Public Schools does not have a formal agreement with other LEA's to provide services to private school students.

E.2. Invitation to Private School Officials - The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program.

To ensure compliance with non-public participation, CCPS has designated a single point of contact for non-public schools. This individual is responsible for coordinating all initial non-public communication and correspondences, relaying information from the Maryland State Department of Education (MSDE) and maintaining continuous communication between non-public schools and CCPS staff.

Letters were sent via certified mail and email to all eligible non-public schools inviting them to participate in various federally funded programs for the 2021-2021 school year. Non-public school administrators and/or designees were invited to attend two informational meetings at the Carroll County Public Schools Board of Education Building, 125 N. Court Street, Westminster, MD 21157. The first meeting (informational) took place virtually in December 2020 (recorded and available for public view on Channel 21-video on demand). The second meeting (networking/informational) took place virtually in April 2021 (virtually due to pandemic). Subsequent mailings via certified mail, emails and telephone calls were used to obtain responses from all institutions for Title I purposes. The CCPS non-public liaison created and facilitated an online community. The non-public liaison used Edmodo to facilitate information sharing and communication for these meetings and intent to participate.

Non-public schools were also provided a specific letter that could be returned informing CCPS of their intention to participate or not participate in any federal or state funded opportunities. Subsequent mailings via certified mail, emails and telephone calls were used to obtain responses from all institutions. An online community is in place to facilitate information sharing and communication. Once a non-public/private school provided the Title I Office with intent to participate in the Title I program, the Supervisor of Title I contacts the non-public to set up a consultation meeting.

There will be consultation meeting held between the non-public/private school and the Supervisor of Title I. The following topics will be discussed:

- How the children's needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be academically addressed and how the results of that assessment will be used to improve those services

- The size and scope of the services to be provided, the proportion of funds, and how that proportion is determined
- The method or sources of data to determine the number of children from low-income families in participating school attendance areas
- How and when the LSS will make decisions about the delivery of services,

Once an agreement was met between the nonpublic/private school and the Supervisor of Title I an Affirmation Letter will be signed by both parties. An electronic copy of the document will be shared with the nonpublic/private school. The principal/designee will sign the document and return it to the Supervisor of Title I. The Supervisor of Title I will sign the document and return a copy to the non-private, as well as keep the original in the Title I program review binder for future reference. A copy of the document will be attached to this document and will be replaced with the signed copies once that is able to be obtained.

After the consultation process and affirmation letter is signed by both parties, a consultation schedule will be created/discussed and established. Due to the pandemic, the non-public is operating on a modified schedule with limited access to persons who do not work in the building to limit health exposure and reduce the need for contract tracing due to the COVID pandemic. After all parties agree that future meetings may need to be adjusted or held virtually if possible. This is the same non-public that has collaborated with Carroll County Public Schools for many years. Both parties are familiar with one another's practices. Non-public services are scheduled to begin in mid-October 2021, as in previous school years. This may be adjusted due to impacts as a result of the pandemic and the schedule at the non-public school.

Under non-pandemic circumstances, the Title I Supervisor will meet monthly with any nonpublic/private school participating in the Title I, Part A program. The Title I Parent Liaison, non-public principal, or designee, and/or the Title I Teacher assigned to the school will participate in these meetings. The start of services will be determined through the initial consultation process. A detailed consultation calendar will be created specifying all necessary dates. Title I screening services will be conducted during the month of September and Title I services will begin the second week of October. Current communication has been held virtually. The non-public schools are not allowing outside visitors at this time to maintain a healthy environment for staff and students.

E.3. Ongoing Consultation - The LEA 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 LEA ensures that services to private school students start at the beginning of the school year.

A consultation meeting is established each month to evaluate the Title I program, including: the review of student and nonpublic/private school data, reflection on grant initiatives, review of the budget and plan and revise activities and instruction based on student and nonpublic/private school needs. Members of the team consist of the Supervisor of Title I, nonpublic/private school official, Title I Parent Liaison, Title I Consulting Teacher and the classroom teacher if available. Nonpublic/private school classroom teachers and the parents of Title I students are encouraged to provide information and feedback both formally and informally throughout the year.

Non-Public Title I services will begin the week of October 11. Services at the non-public will be delivered in a combination of virtual and face-to-face in response to the school procedures during the pandemic. The non-public school gave parents the option of attending school either virtually or in person. The non-public has sole responsibility and communication with families in reference to preference of attendance beginning in September.

A consultation meeting is established each month to evaluate the Title I program, including: the review of student data, review the budget and plan, events and activities to support instruction, instructional strategies and resources that will be used, and student, teacher, and school needs. Attendees include the Supervisor of Title I, nonpublic/private school representative, Title I Parent Liaison, Title I Teacher and/or the classroom teacher. Parents of students identified to receive Title I services are encouraged to provide information and feedback both formally and informally throughout the year. In August, the team meets to discuss students who may be eligible for Title I services. The team discusses academic levels, assessment results and classroom performance of students. The information is recorded on the CCPS Identification Criteria Chart:

During monitoring and consultation meetings, services provided to students at the non-public and family communication will be discussed and feedback will be given during and immediately following the meeting. Feedback will align to Title I requirements and modifications needed to meet the requirements of Title I programming.

At the end of the school year, the students' academic progress, along with monitoring tool documents and teacher/parent/family surveys will be used to guide and provide an evaluation. During the evaluation meeting, the team will determine what is working well and modifications needed. The team will create a plan to address needs for the upcoming year.

The following is used to document and as an agreement of on consultation between Carroll County Public Schools and non-public schools:

Carroll County Public Schools Title I Non-Public
Mother Seton School

Affirmation of Consultation Form

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA: Carroll County Public Schools	TELEPHONE NUMBER: 410-751-3101
LEA REPRESENTATIVE & TITLE: Dr. Kendra Hart, Supervisor of Title I, Testing & School Performance	EMAIL ADDRESS: kyhart@carrollk12.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: Mother Seton School	TELEPHONE NUMBER: (301) 447-3161
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Mrs. Ann Beirne, Learning Center & Non-Public Liaison	EMAIL ADDRESS: abeirne@mothersetonschool.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☒ Title I, Part C ☐ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A ☐ Title IV, Part B ☐
(ESSA Sect. 1117) (ESSA Sect. 8501) (ESSA Sect. 8501) (ESSA Sect. 8501) (ESSA Sect. 8501) (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.

E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]

F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable**,** and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;

G. How and when the LEA, consortium, or entity 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. 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 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

2. 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;

I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.

J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**

L. 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 **TITLE I ONLY**

M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**

N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.	
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
Please share any Comments or Requests for Further Consultation	

School Year 2021 - 2022

Equitable Services Topics of Consultation

Below are topics that should be discussed in consultation for each Title program. Please mark if topics have been addressed:

Section 1117(b)(1)	Consultation Topic
	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, 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
	F. The method or sources of data that are used to determine the number of children from low-income families in participating school attendances areas who attend private schools
	G. How and when the LEA 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 LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor
	I. Whether the LEA 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 (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 LEA'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
	K. When, including the approximate time of day, services will be provided
	L. Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs

LEA REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

Carroll County Public Schools Title I Non-Public
Mother Seton School

LEA Affirmation of Consultation With Private School Officials That Includes Student Selection Criteria 2021-2022

Name of LEA Carroll County Public Schools

Name of Private School Mother Seton School

Section 1117(b)(1) of the Every Student Succeeds Act (ESSA) require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials. Consultation is required to occur during the design and development of the Title I program. The following topics must be discussed during the ongoing consultation process:

- How the children's needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be academically addressed and how the results of that assessment will be used to improve those services
- The size and scope of the services to be provided, the proportion of funds, and how that proportion is determined
- The method or sources of data to determine the number of children from low-income families in participating school attendance areas
- How and when the LEA will make decisions about the delivery of services, including the use of a third-party vendor
- How, if the LEA disagrees with the views of private school officials on the provision of services through a vendor, the LEA will provide in writing to private school officials an analysis of the reasons why the LEA has chosen not to use a vendor
- Whether the LEA will provide the services through a separate government agency, consortium, or third-party contractor
- How, if the LEA disagrees with the views of private school officials on the provision of services through a contractor, the LEA will provide in writing to private school officials an analysis of the reasons why the LEA has chosen not to use a contractor
- Whether to consolidate and use Title I funds in coordination with Title II, III, and IV funds available for services to private school children to provide Title I services to eligible private school children

The following multiple, educationally related, objective criteria are used to determine private school student eligibility for the Title I, Part A, program:

Pre-K-K	• Standardized assessment results • Running records • Teacher referral form w/data samples • Student work samples • Summative and formative assessments (benchmarks & unit tests) • Progress and report card data	• The Equitable Services Team, participants can include the Title I Supervisor, CCPS staff, nonpublic school administration and staff, Title I Teacher, and Nonpublic Liaison will meet regularly to review student criteria, based on the submission of the Teacher Referral Form. All academic results will be reviewed and analyzed from the "Title I Equitable Services Identification" chart to determine intervention needs, scope of services, format of services, and instructional goals for each referred student. Emphasis will be placed on: • Standardized assessment results • Running records • Teacher referral form w/data samples • Student work samples • Summative and formative assessment results (scores under 80%) • Progress and report card data
Gr.1-2	• Standardized assessment results • Running records • Teacher referral form w/data samples • Student work samples • Summative and formative assessments (benchmarks & unit tests) • Progress and report card data	
Gr.3-5	• Standardized assessment results • Running records • Teacher referral form w/data samples • Student work samples • Summative and formative assessments (benchmarks & unit tests) • Progress and report card data	

- I agree that the LEA conducted timely and meaningful consultation on all of the topics above
- I don't agree that the LEA conducted timely and meaningful consultation on all topics above
- I do not agree that the program design is equitable.

Signature of private school official	Printed name of private school official	Title	Date

Signature of public school official	Printed Name of public-school official	Title	Date

Carroll County Public Schools Title I Non-Public
Mother Seton School

It is agreed that Title I Consultation Meetings between CCPS administration and Mother Seton administration will be held on the specified Tuesday of every other month at 1:00 pm at Mother Seton School in Emmitsburg, unless otherwise noted and based on pandemic regulations

August 2021 – FY21/22 Consultation Meeting

- Discuss FY21 Summer program
- Review current student progress
- Finalize FY22 Consultation Calendar
- Revise and update FY22 Affirmation Letter
- Revise and update FY22 Equitable Services Identification Criteria
- Revise and update FY22 Dispute Resolution form

- Review student(s) residence and FaRMs data for FY22 funding (3 students) and service (currently 2 students) for FY22

Week of August 23 - 27, 2021 - Title I/classroom teacher planning/prep/in-services

September 13, 2021 - First full day of school for Mother Seton School students

August/September 2021 – Identification of students

- The CCPS Title I staff will meet with Mother Seton School staff to discuss students' academic progress and needs and provide information including a general review of Title I purpose and regulations.
- The CCPS Title I staff and/or the CCPS Title I Teacher and/or the school administrator/designee, will meet with Mother Seton classroom teachers to finalize the schedule of instruction for students identified to receive Title I services..

September 2021 - Consultation Meeting

- Finalize identification of new students
- Review Title I instructional service delivery schedule
- Discuss and schedule Fall/Winter Parent Involvement activities
- Review schedule and finalize days/times of service delivery
- Discuss and schedule Parent Involvement activities
- Other topics to be determined

Week of October 11, 2021 - SY 2021-2022 Title I instructional program begins at Mother Seton

November 9, 2021 - Consultation Meeting

- Review identified students
- Progress monitoring of students
- Identification of additional students as needed
- Review progress of Title I instructional program, delivery model, and schedule
- Other topics to be determined

Week of November 29, 2021 - Title I Progress Reports to classroom teachers

Week of December 2, 2021 - 1st Trimester ends

Week of December 6, 2021 - Report Cards (*Mother Seton Report Cards and Title I Progress Reports will be distributed during Parent Conferences)*

January 11, 2022 - Consultation meeting

- Preliminary verification of FaRMs students/school attendance areas
- Progress monitoring of current student(s)
- Begin identification of new student(s)

- Review Winter/Spring intervention schedule
- Discuss and schedule Parent Involvement activities
- Review budgets

Month of March – Standardized testing (selected grades)

March 4, 2022 - 2nd Trimester ends

Week of March 7, 2022 - Title I Progress Reports to classroom teachers

March 8, 2022 - Consultation Meeting

- Progress monitoring of students
- Verification of FaRMs students/school attendance areas
- Begin discussion of FY22 Title I summer services
- Parent Involvement budget updates
- Discuss parent interest for summer services
- Other topics to be determined

Week of March 14, 2022 - Report Cards distributed

May 10, 2022 - Consultation Meeting

- Progress monitoring/review student progress
- Assess achievement of Title I students
- Discuss/finalize Teacher/Community Survey
- Discuss/finalize Staff Survey
- Review parent feedback to determine interest in Title I summer services
- Discuss/finalize options for summer services based on student needs and parent surveys
- Other topics to be determined
- Initial FY23 Consultation Meeting
  - Revise Affirmation of Services document FY23
  - Revise FY23 Consultation Calendar
  - Revise FY23 meeting schedule
  - Review FY23 Equitable Services Identification Criteria form
  - Revise FY23 Equitable services Dispute Resolution form

May 6, 2022 - Last day of Title I service

Week of May 9, 2022 - Title I Progress Reports to Designee in (Mother Seton School Office)

June 7, 2022 - Consultation Meeting (as needed)

- SY 2021-2022 Title I program review/evaluation review
  - Review Spring student assessments
  - Review Mother Seton School and CCPS teacher feedback forms
  - Review Title I parent feedback forms
- Finalize summer services
- SY 2021-2022 Title I program
  - Sign Affirmation for FY23
  - Final verification of FY23 FaRMs students/school attendance areas
  - Preliminary identification of students based on Spring assessments
- Other topics to be determined

June 10, 2022 – Last day of school for Mother Seton

In addition, the Title I administration will visit Mother Seton School on a regular basis to informally observe the program and consult with the CCPS Title I teacher, and Mother Seton staff on progress, issues, or concerns. The CCPS Title I staff will meet with the Non-Public staff as appropriate to discuss the status of the Title I program at Mother Seton School.

NOTE: Highlighted areas were discussed and will be revisited and updated in mid-September. This information will be finalized, and dates will be established based on the status of the pandemic, state reopening stages, private school schedule, and students/family attendance decisions.

The following instrument will be used during monitoring and consultation meetings to monitor the effectiveness and needs of the program and staff along with monitoring the academic achievement of students identified to receive support via Title I. The program effectiveness and academic progress for students will also be documented in SANE forms:

Carroll County Public Schools Title I Non-Public
Mother Seton School

Non-Public Monitoring and Consultation Tool

Date: _____

Monitoring:		
		Notes:
Review and discuss students current academic levels		
Discuss students' academic goals		
Discuss students' academic progress		
Identify and review student assessments		
Review Title I instructional service delivery and schedule		
Review Budget		
Identification of additional students as needed		
Storage of Title I materials		

Verification of FaRMs students/school attendance areas		
Feedback:		

Consultations:

		Notes:
Parent Involvement budget updates		
Discuss and schedule Parent Involvement activities		
Discuss students' Progress Reports and distribution dates		
Discuss students report cards and distribution dates		
Discuss parent conferences: dates and outcomes		

Discuss parent communication: dates and outcomes		
Discuss and identify students to attend Title I summer services		
Discuss parent interest and feedback for summer services		
Discuss/finalize Teacher/Parent/Family Survey and date of distribution		
Discuss Teacher/Parent/Family Survey results		
Revise Affirmation of Services document for upcoming school year		
Revise Consultation Calendar for upcoming school year		
Revise meeting schedule for upcoming school year		
Review Equitable Services Identification Criteria form for upcoming school year		

Revise Equitable services Dispute Resolution form for upcoming school year		
Revise Affirmation of Services document for upcoming school year		
Feedback:		

Signatures:

Printed Name	Signature	Position	Date

A consultation calendar will be shared once the dates are finalized:

Carroll County Public Schools Title I Non-Public
Mother Seton School

FY21/22 Consultation Meeting Schedule

September 2021 1:00
(There may be two meetings in September due to the pandemic and modification to school opening. A date will be added mid-September based on Mother Seton School schedule)
November 9, 2021 1:00
January 11, 2022 1:00
March 8, 2022 1:00
May 10, 2022 1:00
June 7, 2022 (as needed) 1:00

Location: Mother Seton School @ 1:00 PM
*Meeting time and/or dates may be adjusted due to schedule changes or implementation needs. Meetings will be virtual or in person as needed.

E.4. Equitable Services to Students

Carroll County received a list of students who attend private schools from the Archbishop of Baltimore. The student addresses are used to determine grade (Carroll County Public Schools serves elementary students only) and school of attendance (there are three Title I schools in school district.) If students fall within the grade span and attendance area, a discussion is held with the private school to determine FaRMs eligibility and academics. A collective decision is made on students who will be identified to receive services, the services received (ELA and/or math), and academic goals for each student. The Title I Teacher and/or school representative informs the student's parent/family of eligibility of

services. If the parent/family agrees with the decision of the team, the student begins to receive academic support from the Title I teacher beginning in October and ending in May of the school year.

The Supervisor of Title I and the Title I Parent Liaison attends monthly meetings at the nonpublic/private school. During the monthly meetings, data is discussed to monitor and evaluate the progress of students identified to receive services. Data is also used to determine the effectiveness of the services the student receives. At each meeting, the Title I Teacher shares the goals set for each identified students along with the instructional strategies and resources used during support services. The Title I teacher shares data he/she gathered during instructional delivery and determines the impact on student progress or lack of, towards the individual goals established by the team. The team will participate in the discussion and determine if the students met his/her goals. The team determines if there will be a continuation, modification, and/or if new goals are needed. The Title I Teacher and/or school representative informs the parents of the students' progress via progress reports and ongoing communication including parent/family conferences (in-person, phone, virtually). In May, the student's results are shared and evaluated for progress towards goals. The team decides if the students will receive extended summer learning. If yes, the parent/family is contacted for permission and the students receives a continuation of services during the summer.

Data is collected and discussed is recorded on the following chart:

Carroll County Public Schools Title I Non-Public
Mother Seton School

CCPS TITLE I EQUITABLE SERVICES IDENTIFICATION CRITERIA

School: Mother Seton School Year: 2020-2021

eader

Student's Name	Grade-level	Reading &/or Math Support	Teacher Referral Date	Academic Indicators	Classwork Scores	Running Record(s)	Benchmark/ Unit Assessments	Standardized Assessments	School Readiness Assessments	Student Progress Reports (Report Cards)	Other

E.5. Teachers and Families Participation

Hourly teachers in non-public schools who provide direct instructional support to students identified to receive Title I support in the areas of math and/or reading on a weekly basis are invited to participate in professional learning opportunities with Carroll County Public Schools teachers. The supervisor of elementary math and ELA have also offered to visit the non-public school to share research based instructional strategies implemented in the public schools. This allows the teacher to learn and use research based instructional strategies and materials. The teacher is also allowed to participate in professional learning opportunities provided at the private school. Monthly visits and monitoring of lessons, academic progress, and student/staff needs by the Supervisor of Title I include evaluating and modification as needed to the academic support offered to the students.

E.6. Dispute Resolution

Nonpublic school official(s) receiving Title I equitable services through Carroll County Public Schools has the right to submit a complaint if the nonpublic school official believes the LEA has not fulfilled their responsibilities or have not engaged meaningfully and timely throughout the school year and/or has not given due consideration to the views of the private school official(s). If the private school official(s) wishes to submit a complaint, the nonpublic official(s) must provide the basis of the noncompliance. Below is the dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program.

Carroll County Public Schools Title I Non-Public
Mother Seton School

Equitable Services Dispute Resolution Process 2021-2022

Nonpublic school official(s) receiving Title I equitable services through Carroll County Public Schools has the right to submit a complaint if the nonpublic school official believes the LEA has not fulfilled their responsibilities to engage in consultation that is meaningful and timely throughout the school year and/or has not given due consideration to the views of the private school official(s). If the private school official(s) wishes to submit a complaint, the nonpublic official(s) must provide the basis of the noncompliance by the LEA to:

- The Supervisor of Title I Services: Dr. Kendra Hart at 410-386-1660, or write to her at 125 North Court Street, Westminster, Maryland 21157, or send an e-mail to kyhart@carrollk12.org.

If not resolved:

- The Chief of Academics, Equity, and Accountability: Jason Anderson at 410-751-3045, or write to him at 125 North Court Street, Westminster, Maryland 21157, or send an e-mail to jaander@carrollk12.org.

If not resolved:

- The Superintendent of Schools: Dr. Steven Lockard at 410-751-3128, or write to him at 125 North Court Street, Westminster, Maryland 21157, or send an e-mail to salocka@carrollk12.org.

If not resolved:

- The President of the Board of Education: You may write to the President of the Board of Education of Carroll County at 125 North Court Street, Westminster, Maryland, 21157 or send an e-mail to boardmem@carrollk12.org.

If not resolved:

- The State Ombudsman for Equitable Services: Barbara Scherr, Family Involvement and Title I Specialist, at 410-767-0291, or write to her at Division of Student, Family, and School Support, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or send an e-mail to barbara.scherr@maryland.gov.

Signature of private school official	Printed name of private school official	Title	Date

Signature of public school official	Printed Name of public school official	Title	Date

E.7. Supervision and Evaluation - Carroll County Public Schools provides oversight, support, and monitors the Title I program serving private school students.

The Supervisor of Title I hires an hourly teacher, who has a valid teacher certification to provide direct support to children in private schools who live in the attendance area of a designated Title I school and struggle in the areas of math and/or reading. Based on the academic needs of the eligible students, a service schedule is developed, and academic goals are set for each student. The Supervisor of Title I and a Parent Liaison visits or holds virtual consultation meetings (based on the status of the pandemic) with the non-public school monthly to provide technical support, monitor, evaluate, and plan for student success along with providing professional development resources as needed. Attendees include the Supervisor of Title I, nonpublic/private school representative, Title I Parent Liaison, Title I Teacher and/or the classroom teacher. Topics during the consultation meetings include reviewing student data, and budgets, along with planning activities to support instruction. Professional learning also takes place that aligns or updates the non-public school with research-based resources and strategies used in the local school system. Ongoing email communication takes place between in-person visits as needed. The communication includes securing resources, discussing academic progress or needs, feedback on documents and communications (e.g., progress reports, parent communication). Feedback is given during and immediately following meetings to ensure strategies and program implementation align to Title I requirements. Suggestions and modifications are discussed and implemented, if needed, to meet the requirements of the Title I program.

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Resources

Non-Regulatory Guidance: Education for Homeless Children and Youth Program

Shelter Housing for Children and Youth Tracking Certification

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. A written process that includes how the Title I office will coordinate with the Homeless Education Liaison/Office, which includes:
    a. how the LEA will provide educationally related support services in a coordinated effort, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
    b. the LEAs method for determining the homeless reservation set-aside, whether by a needs assessment or some other method.
2. If applicable, a written process that includes:
    a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;
    b. the calculations that the LEA used to arrive at the figure on this section.
3. 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 component.

Application: The LEA will respond to each assurance ***(Check One)***	**Education for Homeless Children and Youth Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☒ YES ☐ NO ☐ N/A	1. The LEA ensures that Title I funds provide educationally related support services in a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. *Required Attachment #1*	1113(c)(3)(A)(i)	1. Email or written communication regarding the needs of homeless students and families 2. Consultation Meetings with the LEA homeless education coordinator/liaison and Title I Office (SAN) ○ Copy of needs assessment or method used to determine needs/set-aside ○ Copy of homeless enrollment data ○ Copy of support services data (based on educationally related support services provided)
☒ YES ☐ NO ☐ N/A	2. The LEA has a written process and 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. *Required Attachment #1 and #2*	1113(c)(3)(A)(c)(i)	Documentation supporting the implementation of the written process which must include: 1. Collaboration meetings to determine the reservation (SAN) ○ Funds used for full or part of the homeless education liaison or additional staff ○ Funds used for excess transportation ○ Funds used for instruction and support services 2. Written/email communication with LEA homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities. 3. Other documentation to support the LEA has implemented its written process, if applicable.

F.1 The LEA ensures that Title I funds provide educationally related support services in a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.

Homeless Education and Foster Care – August/September meeting will be held. Attendees include the Supervisor of Title I, Budget staff, Supervisors of Student Services who serve as the Homeless Liaison and Foster Care Liaison. The Supervisors of Student Services constantly collaborate and support student in homeless and foster care as a collective unit. There was discussion about past trends and patterns, student needs, potential impact of the pandemic, and current student and family situations that have been reported. That information was used to create a budget to meet the needs of students. A schedule was created for monitoring for the school year. There has been ongoing communication and student support since the mid-summer meeting into the first week of school. Meetings will be held virtually and will return to face-to-face due to the impacts of the pandemic.		
August/September 2021 (virtual meeting)	Homeless Liaison Foster Care Liaison Supervisor of Title I Budget Office staff	• Review data, patterns, and trends to determine needs for students identified as homeless and foster care. • Review and discuss supports, current statues, and outcomes of supports put in place during the 20-21 school year. • Discussion of the potential trauma and impacts of the pandemic and share ideas of what the LEA can provide to support students. • Liaison shared current family situations and recent collaboration with local agencies to support families. • Shared roles of the PPW and how they helped students and families in the past and supports that will be provided during the 21-22 school year. • Review spending trends and patterns to determine budget allocations. • Review expenditures to establish financial allocation for Homeless Education.
August/September 2021 (virtual meeting)	Budget Analyst (Finance Office) Supervisor of Title I	• Receive Final Grant Allocation from MSDE • Review spending trends and patterns to determine budget allocations. • Review meeting notes and expenditures to determine financial allocation for Homeless Education.
August/September 2021 (virtual meeting)	Homeless Liaison Foster Care Liaison Supervisor of Budgets & Grants	• Review spending trends and patterns to determine and draft budget categories and allocations. • Review staffing (tutoring and counseling) and placement for budget and appropriate placement to support students. • Review and verify salaries and fixed cost for Title I C-125 worksheets and homeless education budget.

	Grants Analyst (Finance Office) Supervisor of Title I	• Establish categories and financial allocations to provide support to students identified as homeless.
September 2021 (virtual meeting) October 13, 2021 (virtual meeting) December 8, 2021 February 9, 2022 April 13, 2022 June 8, 2022	Homeless Liaison Foster Care Liaison Supervisor of Budgets & Grants Grants Analyst (Finance Office) Supervisor of Title I	The following will be discussed and plans will be put in place to support and monitor the following: • Homeless Enrollment • Homeless Education: Support Services Data, what supports have been provided, frequency, needs of students • Funding/Expenditures/Budget Update: Instruction, Counseling, determine other supports needed • Homeless Education Updates: Active Shelter sites, collaboration with local agencies • Foster Care Enrollment • Foster Care: Support Services Data, what supports have been provided, frequency, needs of students • Funding/Expenditures/Budget Update: Instruction, Counseling, determine other supports needed • Foster Care Updates: Coordination/Collaboration with building level personnel, Department of Social Services, and local and surrounding child welfare agencies if applicable to determine education stability of foster care students,

F.2. The LEA has a written process and 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.

In August/September, a meeting will be held in reference to Homeless Education. Attendees will include the Supervisor of Title I, Supervisor of Student Supports (Homeless Education Liaison), Supervisor of Pupil Personnel and Student Supports (Foster Care Liaison), Supervisor of Budgets & Grants, and a Budget Analyst. The Supervisor of Budgets and Grants and the grants analysis from the Department of Finance attend the meetings to continuously monitor the homeless budget, expenditures, and programming needs. The Homeless Education Liaison will provide an overview of student supports provided during the end of the previous school year and summer, along with the impact of the pandemic and supports provided for students who are homeless. The Homeless Liaison will discuss requirements for Homeless Education based on the McKinney-Vento Homeless Assistance Act. The Supervisor of Title I will share the Homeless Education component of the Title I application and monitoring tool along with MSDE resource documents (Non-Regulatory Guidance: Education for Homeless Children and Youth Program, Shelter

Housing for Children and Youth Tracking Certification). The team will review and discuss the Title I requirements for Homeless Education, data, trends and patters of the supports provided and fiscal needs over a three year period. Since the 2019-2020 and 2020-2021 school years were impacted by the pandemic, the team decided to review data, trends, and patterns for the past four years to determine potential student needs and fiscal allocations. Collectively, the team decided to create a budget with funding categories to support the following areas; hourly tutoring, hourly counseling, instructional materials, and transportation for extended learning programs to keep students academically engaged in safe environment during the summer. As a next step, the Supervisor of Title I and the Homeless Education Liaison will assign teachers and counselors to support homeless students. The 2021-2022 school year will start in person, but due to impacts of the ongoing pandemic, the team is prepared to make modifications to services provided in a virtual environment if and as needed. In October, the Homeless Liaison will provide a professional learning opportunity to team of professionals who will provide services to the student. In addition, the Homeless Liaison will have ongoing collaboration with the local Homeless Shelter and local agencies to coordinate services for students and families. The Homeless Liaison also serves on a community partnership committee consisting of local government and non-profit agencies that share ideas and resources to combines efforts to support the local homeless population.

In mid-September, the team will again reconvene to review budget allocations and discuss updates needed for students to have access to resources and a successful and supportive school year. A meeting calendar will be shared to allow for ongoing monitoring and assurance of appropriate implementation of support and services in reference to Homeless Education; additional meetings will be added as needed. Ongoing email communication and collaboration will take place to support students as needed. Meetings are scheduled every other month (October, December, February, and April), but due to the pandemic there may be a need to add meetings among various stakeholders to discuss, plan for, and support the needs of students. As with past practices, the Homeless Education and Foster Care meetings are combined as the two liaisons work as a team to support students.

Ongoing topics for monthly meetings include communication of the current number of homeless students and the number of students receiving instructional and counseling support, the types of instructional and counseling support provided, review of expenditures along with current budget balances and needs, changes to federal, state, and local requirements, policies and procedures, and any additional needs for support. When funds are needed to access materials of instruction, transportation, counseling, or tutoring, paperwork for accessing Title I Funds for Process for securing funds:

Paperwork is completed by the appropriate Pupil Personnel Worker, principal, and/or the Homeless Education Liaison. The Home Education Liaison reviews the request to determine if it meets the criteria for approval and cost principles (e.g., allowable, reasonable, necessary, allocable). The Homeless Liaison approves, denies, or gathers additional information, if needed, to decide for the request. If the request is approved, the paperwork is sent to the Supervisor of Title I who then approves, denies, or gathers additional information, if needed. If approved, the secretary of Student Services secures the needs via procurement card, purchase order, or requisition. The approved paperwork is sent to the purchasing department for final processing.

Below is the local school system form used to access funds to support Homeless Education:

Procedures for Accessing Title I Funds to Support Homeless Students

The progress of each Homeless student is monitored by the appropriate school-based tram on a monthly basis and documented by the Pupil Personnel Worker on Homeless Form B. **If the SST team determines the student's educational needs <u>are not being met,</u> the PPW staff complete this referral form and submit to Student Services Department Homeless Liaison.**

A written response must be provided for each request below: **It is essential that all documentation be forwarded to the Student Services Department Homeless Liaison (examples include: Intervention Schedules, Sample Purchase Documents/Price Quotes, Logs by Tutors, Assessment Data, etc.)** Monitoring will be the responsibility of the Student Services Department Homeless Liaison, Title I staff, and/or Title I Homeless Liaison, and may include an on-site visit.

Student Information

Name	School	Grade Level	Homeless ID Date

Proposed Intervention

What does the student need to successfully take advantage of educational opportunities?
What data was used to identify the educational need?
What needs for materials and/or interventions are needed?
Who will be responsible for implementing, providing, and monitoring the intervention(s)? **Where is the location of service?**
Describe the proposed tutoring/counseling plan (if appropriate).

Please note that when using Title I funds, the tutoring must be completed by a **teacher who meets state certification and licensure standards in the instructional content of tutoring. Timecards must include **"Title I Homeless Tutoring/Counseling"** at the top and student's name on the back of the timecard. Timecards are signed by the tutor and school administrator and then sent to Dr. Kendra Hart. Title I Supervisor, for final approval.
How will the intervention(s) be evaluated?

PPW:

Date Submitted:

Services End Date:

Approved: _____ _____
Student Services Designee *Date*

_____ _____
Title I Supervisor *Date*

(Note: Back of the form)

Homeless Guidelines for Accessing Title I Funds

In addition to providing services to assist homeless students in meeting the State's challenging academic achievement standards, Title I, Part A funds may be used to provide services that may not ordinarily be provided to other Title I students. For example, to **help homeless students effectively take advantage of educational opportunities,** an LEA may use Title I, Part A funds to provide, where appropriate, items or services including, but not limited to---

- Items of clothing, particularly if 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 classes
- Personal school supplies such as backpacks and notebooks
- Birth Certificates necessary to enroll in school
- Immunizations
- Food for School Activities
- 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 and 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
- Fees for AP and IB testing
- Fees for SAT/ACT testing
- GED testing for school-age students
- Medical and dental services (support for these needs are available through other funds)
- Eyeglasses and hearing aids (support for these needs are available through other funds)

Several principles govern the use of Title I, Part A funds to provide such services to homeless students.

First, the services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. (ESEA section 1113(c)(3)(A); OMB Circular A-87, Attachment A, C.1.a)

Second, Title I, Part A Funds must be used as a last resort when funds or services are not reasonably available from other public or private sources, such as the U.S. Department of Agriculture's free-and-reduced-price school lunch program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally. (ESEA section 1115(e)(2).)

Method for determining the homeless reservation set-aside, whether by a needs assessment or some other method.

The homeless reservations was determined by trends, patterns, and a cross reference of expenditures, student needs, collaboration with community partnerships, and input from Pupil Personnel Workers over the past four years. The assessment is usually determined by the past three years, however, due to the COVID-19 pandemic and disruption of the traditional school year, all stakeholders determined there was a need to include four years since the 2019-2020 and 2020-2021 school years were altered. The team will review previous budgets, tutoring and counseling needs, emergency situations, attendance at the local homeless shelter, collaboration with community partners, local county government resources, local non-profits and support services, various outreach services and centers that serve students and families, and support services provided by Carroll County Public Schools Pupil Personnel Workers. The homeless population is also monitored in a secure site within the Carroll County Public School system internal data base which is monitored by the Homeless Education Liaison. The support, number of services, and expenditures are reviewed and discussed to determine the reservation for the upcoming school year.

How the LEA calculated the excess costs of providing transportation to homeless students and arrive at figures

The Title I homeless budget is monitored throughout the year at the Homeless Education and Foster Care meetings. At the last meeting for the school year, which is usually in April/May a needs assessment is conducted based on three-year trends, patterns, with current and potential/future needs considered to support homeless education for the upcoming school year. This needs assessment is based on an average of homeless students enrolled and serviced for the past three years, as well as three years of funding and expenditures. Transportation cost and mileage over a three-year period are discussed. The team looks for trends and patterns. The team collectively considers enrollment numbers, services, and transportation cost to determine a draft budget for the upcoming year. In August, and after receiving official notification of the Title I allocation for the upcoming school year, along with determining changes in transportation and/or mileage cost, the team reviews the projected budget and adjusts as needed before finalizing the budget.

Carroll County does not have excess costs for transporting students who experience homelessness to and from any of the public schools within the district. Students can access transportation via the bus routes that are available to all residences throughout the county. The only set aside we have for transportation for homeless students is for an extended learning program during the summer. Each year, the Homeless Liaison requests a funding allocation for transportation as a mandate included in the McKinney-Vento Homeless Assistance Act which allows extended year learning opportunities for students facing homelessness. Expenses for that transportation has consistently been $3k which is budgeted each year. We did not use the funds last year because in person summer programs were not available due to COVID.

Below is a copy of the Shelter Housing for Children and youth Tracking Certification for the 2021-2022 school year. This document is completed and signed by the Carroll County Public School Homeless Education Liaison at the onset of each school year.

SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION

SY 2021-2022

I certify the following shelters provide assistance to homeless families, children and youth. The Local Educational Agency'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 Educational Agency: CCPS (LSS 06)

Homeless Education Coordinator/Liaison: M. Dona Foster 410-386-1822 410-913-1192

Name Telephone Cell Phone

Homeless Education Coordinator / Liaison's Email: MDFOSTE@CARROLLK12.ORG

NAME OF SHELTER/CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED
Samantha Zuniga	410-386-6650	Family Shelter
	10 Distillery Dr.	
	Westminster, MD 21157	
	SZUNIGA@HSPINC.ORG	

Signature - Homeless Education Coordinator/Liaison 9/21/21 Date

SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION
SY 2021-2022

I certify the following shelters provide assistance to homeless families, children and youth. The Local Educational Agency'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 Educational Agency: _____

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

Resources

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. A written agreement facilitated by the local child welfare agency and the LEA 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.
2. If applicable, a written process that includes:
   a. a description of how the LEA calculated the excess costs of providing transportation to foster care students;
   b. the calculations that the LEA used to arrive at the figure on this section.

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

Application: The LEA will respond to each assurance ***(Check One))***	**Support for Foster Care Students Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☒ YES	1. The LEA ensures it collaborates with the State and local child	1111(g)(1)(E)	1. Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency. (SAN)

Application: The LEA will respond to each assurance ***(Check One))***	**Support for Foster Care Students Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☐ NO ☐ N/A	welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. *Required Attachment #1*		2. Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) 3. Email communication
☐ YES ☐ NO ☒ N/A	2.The LEA ensures that it uses a method for determining the foster care transportation set-aside, whether by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process. *Required Attachment #2*	1111(c)(5)	1. Email or written communication regarding the needs of foster care students 2. Consultation Meetings with the LEA foster care point of contact and Title I Office (SAN) ○ copy of needs assessment used ○ copy of foster enrollment data ○ copy of support services data

G.1. A written agreement facilitated by the local child welfare agency and the LEA 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.

A written Memo of Understanding was created and adopted between the Carroll County Public Schools Foster Care Liaison, Foster Care Agency/Dept. of Social Services, Carroll County Public Schools Transportation Office, and the Carroll County Public Schools and Title I Supervisor to develop and implement guidelines to ensure educational stability for children in foster care. This signed Memo of Understanding continues to roll over each school year and is reviewed by all parties to determine if any changes are needed. The signed document is valid for 5 years.

The purpose of this Educational Stability Memorandum of Agreement was 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. Best Interest meetings are held during the summer and throughout the school year to determine school placements that may change, or transportation needs that may require special bussing.

The CCPS Office of Transportation covers all costs related to transportation through local funds. Title I does not provide any transportation costs for transporting homeless students during the regular school year.

Below is a copy of the Educational Stability Memorandum of Agreement:

Educational Stability Memorandum of Agreement

This Memorandum of Agreement (Agreement) is entered into by the Department of Human Services, Carroll Department of Social Services (CWA) and Carroll Public Schools (LEA), 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. Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA)
D. Education Article §7-101(b)(2)(ii)
E. 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 an LEA otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what an LEA must spend to transport the student from the out-of-home placement to the school of origin.

C. **Best interests determination** – The CWA'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. **Child welfare agency (CWA)** – 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 CWA 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. **LEA Foster Care Liaison** and **CWA Point of Contact (POC)** – The LEA and CWA staff people designated to work with the CWA and LEA, respectively, in connection with the identification, enrollment, and provision of support to students who are in foster care.

I. **Local education agency (LEA)** – 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 CWA 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 CWA point of contact or caseworker will immediately notify the LEA Foster Care Liaison for the school of origin and also the LEA 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 CWA 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 CWA shall seek the LEA's input in the best interests decision through the LEA Foster Care Liaison or other school of origin representative, such as a school counselor, classroom teacher, school social worker, school psychologist, pupil personnel worker, special education coordinator, coach, or other representative from an extracurricular activity in which the student is involved.

6. The CWA shall consider the student's preference in making the best interests decision, if appropriate.

7. The CWA 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 CWA.

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 CWA shall, in consultation with the LEA, 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 – Attachment A)**, which is attached hereto.

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 CWA case file and the LEA student record.

3. Once the CWA makes the best interests determination, the CWA POC must notify the LEA Foster Care Liaison in the LEA serving the school of origin and the LEA serving the local zoned school (if different) of the decision.

D. Best Interests Determinations Made by the LEA Prior to December 10, 2017

1. If the LEA 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 the CWA determines that it is no longer in the student's best interests to attend the school of origin.

2. The LEA and CWA 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 the CWA that it is not in the best interests of the student to remain at the school of origin, the LEA Foster Care Liaison of the local zoned school will alert the new school of the pending enrollment of the student.

B. The CWA 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 LEA 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 CWA 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. The CWA 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. The LEA 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 the CWA finds that it continues to be in the student's best interests to attend the school of origin. The LEA 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 CWA will advise the LEA 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, the LEA will advise the CWA of the transportation plan for the student.

D. The LEA 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. The LEA 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. The LEA 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, the LEA will provide and fund such transportation services.

G. When the LEA has exhausted all appropriate no-cost options and transportation of a student to the school of origin will require "additional costs," the CWA will assess and notify the LEA if resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to the LEA or to a stop on an LEA existing route.

H. The LEA will verify to the CWA 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 – Attachment B), which is attached hereto.

I. If the CWA determines that it is more cost effective for the CWA to arrange and implement transportation, and it chooses to assume such responsibility, the CWA will notify the LEA in writing of its decision. The LEA will document the arrangement on the Transportation Plan Form, which is attached hereto, and include the written notification from the CWA. The CWA will request reimbursement from the LEA for monies that the LEA would have otherwise spent on transportation.

J. In the five (5) school days during which the LEA 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 CWA. Interim transportation should be addressed during the best interests determination.

K. The CWA will reimburse the LEA for any additional costs incurred for the transportation of each student to that student's school of origin provided that the LEA 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.

L. The CWA will reimburse the LEA within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.

M. The CWA 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 LEA'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, or the LEA or CWA agrees, in writing, to provide and pay for the student's transportation.

VIII. INFORMATION SHARING AND CONFIDENTIALITY

Consistent with the requirements of FERPA, the LEA will provide information to the CWA 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 CWA has the authority to access the student's information without obtaining consent from the student in question or the student's parent. The CWA 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 LEA:

[signature]	1/17/18
(Signature)	(Date)
Dana Falls	Director of Student Services
(Printed Name)	(Title)

Authorization by CWA:

[signature]	12/8/17
(Signature)	(Date)
Vicky L. Keller	Director
(Printed Name)	(Title)

Attachment A

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
☐ Correspondence from individuals consulted.
☐ Other: _____

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

Attachment B

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)

G.2. If applicable,
a. a description of how the LEA calculated the excess costs of providing transportation to foster care students;
b. the calculations that the LEA used to arrive at the figure on this section.

N/A Transportation for students in Foster Care is not funded by Title I allocations. The Office of Transportation uses local funds to cover costs related to transportation of students who are in Foster Care.

The transportation department devises a quote for each transportation request which is forwarded to DSS for approval of payment. In special bussing situations, the transportation department uses a formula that incorporates maintenance, fuel, and labor costs to determine cost per mile in order to provide an estimate to the agency

H. ENGLISH LEARNERS

Resources

Non-Regulatory Guidance: English Learners and Title III

MSDE Title I and Title III Questions and Answers

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

All required attachments must be included as either 1) narrative statements or items embedded below, or 2) standalone addendums provided as part of application submission.

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. The LEA must include a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline.

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

Application: The LEA will respond to each assurance ***(Check One)***	**English Learners Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☒ YES ☐ NO	1. The LEA ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending	1112(e)(3)	Evidence of a coordinated effort to inform parents about the ESOL Program placement, which must include: 1. Distribution of dated and completed English and/or translated versions of the ESOL Parent Notification Letter specifying the student's placement in an ESOL Program with parent signature or

Application: The LEA will respond to each assurance ***(Check One)***	**English Learners Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☐ N/A	the Parent Notification Letter. *Required Attachment #1*		documentation of due diligence to obtain the parent's signature. 2. Documentation of distribution of the letters within 30 days of the beginning of the school year or within two weeks of the student's placement in a language instruction educational program (ESOL program). 3. SAN documentation and/or written communication documenting collaboration between the Title I and Title III offices pertaining to: ○ Parent notification ○ English Learner (EL) screening and placement ○ ESOL placement timeline
☒ YES ☐ NO ☐ N/A	2. The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents/families of ELs regarding their education.	1116(e)(4) 1116(f) 1112(e)(3)(C)(ii)	Evidence of intentional practices to implement effective outreach to parents/families of ELs regarding their education, which must include: 1. SANE documenting English Learner parental participation in parent and family engagement events 2. SANE documenting specific events held for parents/families of English Learners regarding how to increase their awareness of the American Educational System. *(For example: English to Speakers of Other Languages (ESOL) Parent Orientations, and workshops on how to help your ELs to be successful on the ACCESS for ELLs, etc.)* 3. Copy of Parent/Family Communication Logs 4. Translated documents or flyers 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 6. Translated school improvement team invitation letter/flyer sent to parents/families of ELs and sign-in sheet (SAN/SANE) *NOTE: some of these items may be available in component D – Parent and Family Engagement.*

Application: The LEA will respond to each assurance ***(Check One)***	**English Learners Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
☒ YES ☐ NO ☐ N/A	3. The LEA assures it has a report card, that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public.	1111(h)(2)	1. Sample of the LEA's report card 2. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators 3. SANE, emails, and/or communication to parents/families demonstrating the report card data was shared in a language that the parents/families can understand.

H.1. The LEA ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.

ESOL – The Supervisor of ESOL and Title I will meet August/September to review the English Learner component of the Title I application. A copy of the component will be given to the Supervisor of ESOL in advance of the initial meeting. The discussion will include how to monitor student data and determine adequate progress and next steps for academics success along with student and family support and engagement. In addition, the supervisors will discuss supports provided to ELs in each Title I school. Topics of discussion will be types of services being provided, materials/needs, and plans and activities for family engagement. There will be discussions about how to plan and present effective family engagement activities considering any restrictions and current challenges when providing virtual and eventually face-to-face family engagement opportunities. A meeting schedule will be developed to continue collaboration and meeting throughout the school year to monitor plans and evaluate student progress. Also, the ESOL and Title I supervisors will attend state briefings together as appropriate to build collaboration among departments. The supervisors of Title I and Title III make themselves available to share data and service delivery to individual principals as requested and during principal's meeting. The supervisors offer also support school improvement plans. Collaboration meetings will be held virtually until restrictions are lifted.		
August/September 2021	Supervisor of ESOL	• The English Learner component in the Title I application will be shared (Requirements 1 & 2) with the ESOl supervisor.

(virtual meeting)	Supervisor of Title I	• The Supervisor of Title I and Supervisor of ESOL will review and discuss current processes and modifications, if needed, that are place. Topics will include timeline of placement and documentation, EL screening, outreach strategies, family engagement, Home Language Surveys, and accommodations that can and will be put in place for families. • Discuss how to monitor student data and determine adequate progress and next steps for academic success. • Discuss student and family support and engagement in a virtual environment. • As a follow up to the 20-21 Annual Review, the supervisors will assure that completed Home Language Surveys are shared with the Title I Office to include with 21-22 Annual Review documentation.
September 2021 (virtual meeting)	Supervisor of ESOL Supervisor of Title I	• ESOL data and targets for the year are shared at the September Board of Education. The meeting is open to the public and made available via the local television station. • Added and made modifications to the Title I Application based on feedback from MSDE: • Assure completed Home Language Surveys are shared with the Title I Office to include with 21-22 Annual Review documentation. • Supervisors shared information from MSDE briefings with one another to create a cohesive learning experience for ESOL students and their families. • Discuss supports provided to ELs in each Title I school including types of services being provided, materials/needs, and plans and activities for family engagement. • Discuss how to plan and present effective family engagement activities considering the restrictions and current challenges when providing virtual family engagement opportunities. Along with how we will transition to face-to-face family engagement activities with restrictions (e.g. not being able to share materials, financial impact of needing not sharing materials, social distancing)
November 2021 February 2022	Supervisor of ESOL Supervisor of Title I	• Review data, program implementation, student data, • Review, discuss, and monitor program and staff needs, student achievement • Prepare and share data, resources, and program modifications and/or needs to share with school based administrators, school board, and content supervisors • Attend elementary, middle, and high school principal meetings to share student data and needs • Discuss family engagement opportunities; plan, outcomes, attendance, restrictions
April 2022	Supervisor of ESOL Supervisor of Title I	• Gather and review end of the year data and program implementation. • Share end-of the year student data with families. • Plan summer learning opportunities for EL.

		• Create next steps for program improvement and implementation as needed for the upcoming school year. • Use data to create, plan and/or modify programs and resources for EL for the upcoming school year. • Discuss family engagement opportunities; plan, outcomes, attendance, restrictions and planning for the summer and next school year.

Placement

During the registration process, the parent/guardian completes the Maryland Home Language Survey (HLS), which includes three questions:

1. What language(s) did the student first learn to speak?
2. What language does the student use most often to communicate?
3. What language(s) are spoken in your home?

If a language other than English is indicated on two or more of the three questions, the student may be assessed for ESOL services. A copy of the HLS is given to the school principal and copies are forwarded to the ESOL Office and Office of Title I, based on the feedback from the 20-21 Annual Review. Prior school records (if available) are also reviewed. If the WIDA Screener is administered and the student qualifies, the Notification of Placement in ESOL Program (hereafter Notification) is sent home in both English and the home language, as identified on the HLS and/or parent/guardian preference. The ESOL instructor completes all applicable paperwork. A copy of the signed Notification is maintained in the ESOL Office, along with additional documentation. If the parent/guardian refuses ESOL services, the Refusal of Placement in ESOL Program is sent home. If an English Learner (EL) transfers from another local school system and was identified as an EL in said district, the administration of the Screener is waived. The parent/guardian Notification and all other processes listed above are then followed. If an EL transfers from another State, a review of transfer records for indication of EL status is completed before administering the Screener. The parent/guardian is informed of EL identification for participation no later than 30 days after the beginning of the school year or within the first two weeks, if the student was not identified prior to the beginning of the school year.

Timelines and forms that families must receive to notify them of the availability of services and request approval to offer services to their children: CCPS follows all timelines and guidelines set forth by MSDE relative to parent notification of ESOL services/qualification. Those guidelines are here. A student's eligibility for services is based on the English Language Proficiency (ELP) placement test. We inform parents of an EL identified for participation in the ESOL program:

- No later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- Within the first two weeks of a student being placed in such a program if the student was not identified as an EL prior to the beginning of the school year.

The parent notification letter is sent to parents/guardians annually for new and continuing ELs who participate in English language development programs, including ELs for whom services have been refused. Additionally, the Refusal of Placement in ESOL Program Letter is sent annually to parents and guardians who indicate that they do not wish their child to participate in the ESOL program.

The timeframe for beginning services for students once they are identified:
We begin providing ESOL services and support immediately following testing and identification of students.

Maryland Home Language Survey

In accordance with federal and state requirements, the Home Language Survey will be administered to all students and **used only for determining whether a student needs English language support services** and will not be used for immigration matters or reported to immigration authorities.

If a language other than English is indicated on two or more of the three questions below, the student will be assessed for English language support services. Additional criteria for testing may be considered.

Student Name:_____ **Birthdate:**_____

School:_____

1. What language(s) did the student first learn to speak?

2. What language does the student use most often to communicate?

3. What language(s) are spoken in your home?

For Staff: If a language other than English is identified in any of the questions above, send a copy to the Supervisor of ESOL Services.

Copy: Supervisor of ESOL – Central Office
File: Students Cumulative Record

H.2. The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents/families of ELs regarding their education.

The number and percentage of ELs achieving English language proficiency, as reflected on the Maryland School Report Card, is shared at the September school board meeting at the beginning of each school year and with school administrators. The September school board meeting is open to the public and is broadcast live via the local television channel. The meeting is also rebroadcast throughout the month and the schedule is shared with the community via a countywide email communication from the Office of Communications, school newsletters, and on the CCPS website. School administrators inform parents about mdk12.org website and about access to school/student data on the Maryland School Report Card website via newsletters and on school websites. Parents/guardians of ELs receive the WIDA ACCESS for ELLs Parent/Guardian Report annually. All EL registrations where there is a language barrier include a CCPS interpreter. This interpreter assists with all required documentation of the registration process, which includes the Home Language Survey. This includes a sight translation of all required documentation. Translated versions are also used when needed (provided by MSDE here: **http://www.marylandpublicschools.org/programs/Pages/English-Learners/Eligibility-Guidance-Laws.aspx**). Schools provide copies of Home Language Survey to ESOL office. ESOL teachers who have a valid teaching certification provide support and instructional services to students throughout the school district. Supports include providing intentional practices to offer outreach, family engagement events, and educational support.

There is also a Coordinator of Interpreters and a team of interpreters who assist EL families with navigating, understanding, and building, an awareness of the American Education System. Interpreters interpret documents and flyers, and also attend parent orientations, workshops, and school events to assist families. Beginning in the 20-21 school year, the Coordinator of Interpreters and Supervisor of Title I collaborated to create a newsletter for families in English and Spanish to give an overview of upcoming school events and activities along with services available for families.

I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

Carroll County Public Schools does not have School Improvement – Targeted Support and Improvement Schools for the 2021-2022 school year.

J. FISCAL REQUIREMENTS

Resources:

Non-Regulatory Guidance: Supplement Not Supplant

Non-Regulatory Guidance: Within-District Allocations (Draft for Public Comment)

Skipped School Addendum

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment 1).

REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter and Skipped School Addendum.
2. If applicable, Neglected & Delinquent: Include a description of how Title I funds support a coordinated effort in the LEA, 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 and the amount of funding provided.
3. Education for Homeless Children and Youth: Include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.
4. If applicable, Education for Homeless Children and Youth - Homeless Liaison: Include a job description of the Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).
5. If applicable, Education for Homeless Children and Youth - Transportation: Include 1) description of how the LEA calculated the excess

cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section.

6. If applicable, Education for Foster Care Students - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. *Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.*
7. The LEA must include a written process for Supplement, not Supplant, which includes how the LEA:
   - 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.
8. The LEA must include a written process for documenting and monitoring the school-level use of Title I funds and Title I funded positions, including:
   - School-level Fiscal responsibility
   - Approval of school-level expenditures that are reasonable, necessary, allowable, and allocable
   - Appropriate use of school-level Title I funded positions based on approved job descriptions
   - Roles and responsibilities of paraeducators
9. District-level Administration: Include a job description for all centrally-funded district-level administration positions
10. The LEA must include a written process for how the Parent and Family Engagement Allocations are determined, ensuring at least 90% is distributed to schools. The LEA must provide a list of all Title I school's individual parent and family engagement allocations.

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

1. If applicable, Skipped School Approval Letter and Skipped School Addendum.

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

August 6, 2021

Dr. Kendra Hart
Title I Supervisor
Carroll County Public Schools
125 N. Court Street
Westminster, Maryland 21157

Dear Dr. Hart:

Thank you for your letter requesting approval from the Maryland State Department of Education (MSDE) to designate five Carroll County Public Schools (CCPS) Title I schools as “Skipped Schools" for Title I purposes during the 2021-2022 school year. The schools listed below:

- Carroll County Career and Technology Center
- Crossroads Middle School
- Gateway Middle School
- Northwest Middle School
- Carroll Springs School.

MSDE has determined that the Carroll County Career and Technology Center, which serves students who are enrolled in other home schools, is not eligible for Title I funding. Northwest Middle School falls outside the County’s grade span for Title I services, and does not receive supplemental State and local funding that exceeds the amount the school would receive if it were Title I-funded. Therefore, these schools do not have to be approved for skipping. Each of the other schools are eligible for Title I services, and can be considered for skipping purposes, based on ESSA criteria.

The Every Student Succeeds Act of 2015 (ESSA) includes a "skipping” provision that permits the school system not to use Title I funds to serve an eligible Title I school that has a higher percentage of low-income students than other schools if the school meets the following conditions:

1. The school meets the comparability requirements of ESSA;
2. The school is receiving supplemental funds from other state and local sources that are spent according the basic requirements of Title I schools; and;
3. The funds expended from State and local sources equal or exceed the amount that would be provided by Title I.

The information submitted indicated that Carroll Springs School, Crossroads Middle School, and Gateway Middle School could receive Title I funding due to their rank order for poverty. As with Title

I schools, each serves to improve the academic outcomes for their economically-disadvantaged students. The table in the letter also shows that students enrolled in each of these schools generate State and local funding that far exceeds the per pupil allocation that would be generated if they were designated as Title I schools.

Based on the information provided, MSDE approves that Carroll Springs School, Crossroads Middle School, and Gateway Middle School operate as skipped schools for the school year 2021-2022. The MSDE Title I Point-of-Contact for CCPS, Mary Cross, may be contacted at mary.cross@maryland.gov or by telephone at (410) 767-0281 if you have questions regarding this request.

Sincerely,

Paula Harris

Paula M. Harris, M.Ed.
Director
Title I School Improvement and Family Support
Division of Curriculum, Instructional Improvement, and Professional Learning

PMH/MMC/

c: Shanna Edmond
Mary M. Cross, Ph.D.

DocuSign

Certificate Of Completion

Envelope Id: 58BE6B83159C4061AF10A39EB0D16E73
Status: Completed
Subject: TI CarrollCPS Skipped School Approval Ltr for 21-22 SY_Final.docx
Source Envelope:
Document Pages: 2
Signatures: 1
Envelope Originator:
Certificate Pages: 1
Initials: 0
Paula Harris
AutoNav: Enabled
paulam.harris@maryland.gov
EnvelopeId Stamping: Disabled
IP Address: 64.207.219.7
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original
8/5/2021 9:58:45 AM
Holder: Paula Harris
paulam.harris@maryland.gov
Location: DocuSign

Signer Events	Signature	Timestamp
Paula Harris paulam.harris@maryland.gov Paula Harris Security Level: Email, Account Authentication (None)	Paula Harris Signature Adoption: Pre-selected Style Using IP Address: 167.102.25.241	Sent: 8/5/2021 9:58:46 AM Viewed: 8/5/2021 9:58:50 AM Signed: 8/5/2021 9:59:23 AM Freeform Signing

Electronic Record and Signature Disclosure:
Not Offered via DocuSign

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/5/2021 9:58:46 AM
Certified Delivered	Security Checked	8/5/2021 9:58:50 AM
Signing Complete	Security Checked	8/5/2021 9:59:23 AM
Completed	Security Checked	8/5/2021 9:59:23 AM

Payment Events	Status	Timestamps

June 16, 2021

Mrs. Paula Harris, Director
Title I and School Improvement
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201-2595

Dear Mrs. Harris,

The Carroll County Career & Technology Center (CCCTC) (code 20) focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical, or professional occupations. Juniors and seniors travel from their home school to attend the CCCTC.

Crossroads Middle School (code 40) and Gateway School (code 40) are public secondary schools that address the needs of students that typically cannot be met in a regular school program. The schools provide nontraditional education, serves as an adjunct to a regular school, and falls outside of the categories of regular, special education, or vocational education.

Carroll Springs School (code 30) is a public separate day school serving elementary and secondary students. The school focusses primarily on serving the needs of students with disabilities. Due to the needs of the students, Carroll Springs School has more nurses and staff members than the required per pupil allocation.

Northwest Middle School (code 13) is a traditional middle school. Historically, Carroll County Public Schools have identified elementary schools, serving grades PreK – 5, for supplemental support via Title I.

Considering the September 2020 enrollment, October 2020 FaRMs data, schools with a poverty rate of ~40% or above for free and reduced lunch eligibility, these five schools would qualify to receive Title I funding during the 2021-2022 school year. However, the local school system has historically identified elementary schools, serving grades PreK – 5, to receive supplemental support via Title I. In addition, CCCTC, Gateway School, Crossroads Middle School, and Carroll Springs School receive funding above the other Carroll County Public Schools coded 12, 13, and 15.

Robert Moton Elementary School (code 12), Taneytown Elementary School (code 12), and Elmer Wolfe Elementary School (code 12) are Title I schools and will receive fiscal year 2022 (FY22) Title I and local funding. These schools serve a high percentage of students who come from low-income families. In addition, each of these schools focus on increasing students'

academic performance. Below is a chart that includes projected calculations for FY22 Title I and local funding.

School	Code	Enrollment	# FaRMs	FY22 Title I projected funds	PPA projected funds	Local/State Additional funding	PPA
CCCTC	20	0	42	N/A	N/A		
Gateway	40	51	53	N/A	N/A		
Crossroad Middle	40	7	6	N/A	N/A		
Carroll Springs	30	28	17	N/A	N/A		
Robert Moton	12	387	222				
Taneytown	12	374	214				
Northwest Middle	13	645	287	N/A	N/A		
Elmer Wolfe	12	416	166				

I am requesting that Carroll County Public Schools be allowed to classify the five schools (Career and Technology Center, Crossroads Middle School, Gateway School, Carroll Springs School, and Northwest Middle School) as "skipped schools" and not receive Title I funding for FY22. This request is based on the following reasons: four of the schools do not serve elementary students in grades PreK – 5, the amount of local funding that four of the schools receive as their per pupil allocation exceeds the schools designated as Title I, and at one school, the students travel from their home school to attend specialized vocational or technical training.

If additional information is needed, I can be reached at kyhart@carrollk12.org or 410-386-1660.

Sincerely,

Kendra Y. Hart /s/

Dr. Kendra Y. Hart
Supervisor of Title I, Testing, & School Performance
Carroll County Public Schools – LSS06

Application: The LEA will respond to each assurance ***(Check One)***	**Fiscal Requirements Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
■ YES ☐ NO ☐ N/A	1. The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions. *Required Attachment #8*	2 CFR Part 200 Subpart E 200.403 200.404 200.405	Documentation supporting the implementation of the written process which must include: 1. Systems and structures for monitoring and approving school-level fiscal responsibility 2. Systems and structures for monitoring and approving school-level expenditures that are reasonable, necessary, allowable, and allocable 3. LEA monitoring of the appropriate use of school-level Title I funded positions based on approved job descriptions 4. LEA monitoring of the appropriate use of Title I funded paraeducators, including roles and responsibilities. 5. Other documentation to support the LEA has implemented its written process, if applicable.
■ YES ☐ NO ☐ N/A	2. The LEA 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.	1118(b)(1)	Documentation supporting the implementation of the written process which must include: 1. Most current, dated copy of the district's supplement, not supplant policy and procedures document. 2. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 3. Semi-annual certification (district, schoolwide program, and targeted assistance). 4. Time and effort for split funded staff (district, schoolwide program, and targeted assistance), to include: o Job descriptions

Application: The LEA will respond to each assurance ***(Check One)***	**Fiscal Requirements Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	Required Attachment #7		○ Time and effort reporting ○ Personnel Activity Reports (PARs) ○ Written procedures to review Time and Effort 5. Other documentation to support the LEA has implemented its written process, if applicable.
■ YES ☐ NO ☐ N/A	3. The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds. *Required Attachment #7*	**1118(b)(2)**	Documentation supporting the implementation of the written process which must include: 1. LEA Internal Controls and Written Procedures 2. Allocation Amount and Expenditures for non-Title and Title I schools (both Schoolwide Program and Targeted Assistance) 3. Distribution of staff and funding per the approved methodology for non-Title I and Title I schools (both Schoolwide Program and Targeted Assistance) 4. List of Title I schools and non-title I schools inclusive of the distribution method used by the local Educational Agency for the applicable school year. 5. LEA Transaction Level Reports of Expenditures 6. Other documentation to support the LEA has implemented its written process, if applicable.
■ YES ☐ NO ☐ N/A	4. The LEA ensures that all Title I schools received State and local funds necessary to provide services required by law for children with disabilities and English Learners.	**1118(b)(1)-(2)** **1114(a)(2)(B)**	1. Allocation Amount and Expenditures for non-Title and Title I schools demonstrating receipt of State and local funds for children with disabilities and English Learners.

Application: The LEA will respond to each assurance ***(Check One)***	**Fiscal Requirements Assurances**	**Citation**	**Evidence of Implementation** **Application:** Documentation listed is shared as a resource for LEA planning and preparation **Monitoring:** Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
	(Derived from NRG Q17.)		

CCPS Title I

Title I Supplement, Not Supplant Procedures and Methodology

Carroll County Public School's Supplement, Not Supplant Procedures and Methodology describe how the district ensures that Title I funds are used only to supplement, and not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I students.

Title I funds may not take the place of, or supplant, public education services and funding that are to be provided to all students across the school district. The procedures and methodology below will assist the district in demonstrating that the use of Title I funds is only to supplement, and to the extent practical, 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.

School Budget Allocations:

The Finance Department is responsible for creating, maintaining, and allocating the budget to school administration as outlined in Board Policy DBG: Adoption Process of Annual Operating Budget. Initial allocations are based upon the estimated number of full time equivalent (FTE) students that are present as of September 30th of the current fiscal year, based on grade-span. This total serves as the base allocation for schools. In addition, schools are given a supplemental appropriation for each LRE A, B, and C (or equivalent) special education student. These combined allocations serve as the school's initial annual appropriation. Please note that this initial appropriation is adjusted after official September 30th enrollments have been finalized. Each school's budget includes:

- Grade-span base allocation
- Per pupil allocation
- Hourly staff allocation for cafeteria and support (FTE)
- Special education per pupil allocation (tiered A, B, C)

The allocation is intended to cover the following items:

- Office costs
- Materials of instruction
- Paper
- Repair costs
- Health supplies
- Special education materials
- Other instructional equipment purchase and rental costs
- Lunchroom assistants

The allocation is NOT intended to cover the following items:

- Salaries
- Employee benefits
- Computer equipment
- Textbooks
- Coaching costs
- Security
- Transportation
- Maintenance and utility costs

Staffing:

The Human Resources Department is responsible for hiring, appointment, promotion, and assignments of employees outlined in Board Policy GCP: Hiring, Appointment, Promotion, Assignment, Reassignment, and Reclassification of Employees.

Currently, all Title I schools in Carroll County Public Schools are identified at the elementary grade-span level. Each elementary school receives one principal (FTE), one assistant principal (FTE), one counselor (FTE), and one nurse (FTE), unless the school houses a special program, such as the autism program and/or the Behavioral Educational Support Team (B.E.S.T.) program. Schools housing these specialized programs may receive an additional assistant principal at the discretion of the Director of Elementary Education. School psychologists are shared between elementary schools using a .3 FTE model, as well as consideration of caseloads. Special areas teachers are placed based on the number of classrooms at each school. This ensures that all students have an equal allotted amount of specials time during the week (music, media, physical education, art, health). Other school-based positions, such as food service employees and custodial staff are assigned to each school based upon enrollment and the number of classrooms assigned to the school.

Elementary schools receive classroom staff services based on a per pupil ratio, which is distributed by the Director of Elementary Education using real-time enrollment numbers, provided by each school on a weekly basis. This ratio is adjusted throughout the summer months to ensure teachers are assigned to schools based on the per pupil ratio provided below. Title I schools may choose to supplement the class size ratio by budgeting class size reduction teachers into their Title I budget. This is in coordination with the Supervisor of Title I.

- 1:20 (prekindergarten and kindergarten)
- 1:25 (first, second, and third grades)
- 1:30 (fourth and fifth grades)

When allocating special education and ESOL/ELL services, an emphasis is placed on the service and supports needed to implement students' IEPs or to accommodate a student's language barrier. The following principles guide the development for this staffing model:

- Appropriate supports and related services to meet students' needs to be successful in the least restrictive environment
- Services and supports that are required in the students' IEP or support plan
- Federal and state laws, regulations, and policies governing special education an ESOL/ELL
- Teacher workload issues
- Parental participation

Transportation:

The Transportation Services Department is responsible for establishing routes and stops for students meeting the Transportation eligibility requirements outlined in Board Policy EEA: Eligibility for School Bus Transportation. Where possible, Carroll County Public Schools shall establish an adequate walking area and bus stop location for every student eligible for school bus transportation in accordance with Department of Transportation Administrative Regulations and Departmental Procedures. All students at the elementary grade-span are provided bus transportation to and from their school in accordance with this policy.

The Title I Supervisor will disseminate this written procedure and methodology to all Title I administrators. Following such dissemination, the Title I Supervisor will meet with school administrators and all Title I-involved staff, as necessary, to ensure clear understanding of the concept of Supplement, Not Supplant and the procedures and methodology outlined in this document. This document will be reviewed and revised on an annual basis, based upon changes to Board of Education Policy and Regulations.

Title I Supplement, Not Supplant Procedures and Methodology

Carroll County Public School's Supplement, Not Supplant Procedures and Methodology describe how the district ensures that Title I funds are used only to supplement, and not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I students.

Title I funds may not take the place of, or supplant, public education services and funding that are to be provided to all students across the school district. The procedures and methodology below will assist the district in demonstrating that the use of Title I funds is only to supplement, and to the extent practical, 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.

School Budget Allocations:

The Finance Department is responsible for creating, maintaining, and allocating the budget to school administration as outlined in Board Policy DBG: Adoption Process of Annual Operating Budget. Initial allocations are based upon the estimated number of full time equivalent (FTE) students that are present as of September 30th of the current fiscal year, based on grade-span. This total serves as the base allocation for schools. In addition, schools are given a supplemental appropriation for each LRE A, B, and C (or equivalent) special education student. These combined allocations serve as the school's initial annual appropriation. Please note that this initial appropriation is adjusted after official September 30th enrollments have been finalized. Each school's budget includes:

- Grade-span base allocation
- Per pupil allocation
- Hourly staff allocation for cafeteria and support (FTE)
- Special education per pupil allocation (tiered A, B, C)

The allocation is intended to cover the following items:

- Office costs
- Materials of instruction
- Paper
- Repair costs
- Health supplies
- Special education materials
- Other instructional equipment purchase and rental costs
- Lunchroom assistants

The allocation is NOT intended to cover the following items:

- Salaries
- Employee benefits
- Computer equipment
- Textbooks
- Coaching costs
- Security
- Transportation
- Maintenance and utility costs

Staffing:

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- 1:20 (prekindergarten and kindergarten)
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Local School System: Carroll County Public Schools

Submission Date: 10/15/2021

Note: 1/2 day Pre-K equals .5 FTE

	Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
	N, S, C, CSI or TSI	SW or TAS	MSDE Sch ID #	**Public** School Name (Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)	Specific Numeric Grade Span **(public)**	CEP* School (Y or N)	**Public** School Enrollment (as of 9/30/20)/ waiver	Number of Low Income- **Public** School Children (as of 10/31/20)/ waiver	Number of Direct Certification Children for NSLP in CEP Schools (10/31/20)/ waiver	CEP Direct Certification count multiplied by the 1.6 multiplier [1]	FTE Low Income Public School Children used to Allocate Title I Funds[2]	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low- Income **Private** School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	**Public** School Allocation (L xP =Q)	
1	S		0716	Gateway School	9-12	N	51	53		0.0	0.0	103.92%				$0.00	
2	S		0726	Crossroads Middle School	6-8	N	7	6		0.0	0.0	85.71%				$0.00	
3	S		0712	Carroll Springs School	Prek-12	N	28	17		0.0	0.0	60.71%				$0.00	
4		SW	0711	Robert Moton Elementary School	Prek-5	N	387	222		0.0	387.0	57.36%			$1,098.24	$425,019	
5		SW	0103	Taneytown Elementary School	Prek-5	N	374	214		0.0	374.0	57.22%	3	3.0	$1,087.00	$406,538	
6		SW	1201	Elmer Wolfe Elementary School	Prek-5	N	416	166		0.0	416.0	39.90%			$705.08	$293,313	
7										0.0		#DIV/0!				$0	
8										0.0		#DIV/0!				$0.00	
					Total			678.0	0.0	0.0	1177.0		3.0	3.0		**$1,124,870**	
								Table 7-9					Table 7-8				

*Community Eligibility Provision

[1] [1]The 1.6 multiplier applies to a Community Eligibility school.

[2] 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 2020-2021 removed from Title I in SY 2021-2022

MSDE School ID #	Official Public School Name	Status Last Year SW or TAS	Reason for Removal from the Title I List
N/A	N/A	N/A	N/A

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Education Agency 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 LEA must only check one method unless an LEA is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).

☐ ____	A.	Free Lunch
X	B.	Free and Reduced Lunch
☐ ____	C.	Temporary Assistance for Needy Families (TANF)
☐ ____	E.	Children eligible to receive medical assistance under the Medicaid program
☐ ____	D.	Ages 5-17 in poverty as counted in the most recent LEA-level census poverty data approved by the Department; or Note: Because census data are generally not available at the school level, if an LEA uses this measure, it would most likely be part of a composite with one or more of the above measures.
☐ ____	G	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)
☐ ____	F.	Community Eligibility Provision(CEP)
☐ ____	H.	Counted by the LEA using a composite of any of the above measures.
☐ ____	I	Allowable Waiver, Waiver option used (from below) _____

> Medicaid data, Temporary Assistance for Needy Families (TANF) data, or a composite of data of these two sources from SY 2020-2021

>Best available NSLP data (might be from SY 2019-2020 or a combination of SY 2019-2020 and SY 2020-2021 data)

> NSLP data from SY 2020-2021 (e.g. from direct certification)

> A composite of NSLP, Medicaid, and TANF data, which might include Medicaid or TANF counts from SY 2020- 2021 and the best available FRPL data, which may be from SY 2019-2020

> Survey that replicates NSLP, Medicaid, or TANF data

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 LEA 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)

☐ ____	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' identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable
☐ ____	C.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
☐ ____	D.	Use comparable poverty data from a different source, such as scholarship applications
☐ ____	E.	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)
☐ ____	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.
3. 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 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
4. 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.

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.

☐ ____ **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.**

X **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.**

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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 LEA 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, 2019 to complete this table along with the **September 30, 2020** enrollment data (or allowable waiver poverty measure).

Points of Clarrification:
***Pre-K Students are counted as ONE child**

5,298.00	/	24,478.00	=	21.64%
Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2020) or allowable waiver measure of poverty		**Total LEA Student Enrollment (September 30, 2020) or allowable waiver measure of poverty**		**District Wide Average (percentage) 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 Write Grade Span in Spaces Below	Total Grade Span Enrollment of Low Income Students	/	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PreK-5)	2548	/	10792	23.61%
Middle (6-8)	1327	/	5713	23.23%
High (9-12)	1423	/	7973	17.85%

Table 7-6.1 **CONTINUED ELIGIBILITY (aka grandfather)**

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. This provision applies to a newly ineligible school and not to an eligible school that has fallen in the poverty ranking compared to the previous year's ranking and does not receive a Title I allocation from its LEA because the LEA allocates its Title I funds to other eligible schools with higher poverty percentages. 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 LEA'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 LEA is choosing to serve under this exception.

Name of School(s)	MSDE School ID Number	Poverty Percent
N/A		

Table 7-7 TITLE I SKIPPED SCHOOLS

LEAs 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:	3	**Note: The completed 2020-2021 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LEA must submit a copy of the approved request letter.**

Skipped School ~~FY20~~ FY21 Allocation Worksheet (Compensatory Funds only--No Federal Funds)

Local School System

Note: 1/2 day Pre-K equals .5 FTE

	Notations	D	E	F	G	H	I	J	K	L
	Code as 1,2,3, or 4	MSDE Sch ID #	**Skipped Public** School Name (Must rank order by Percent of Poverty highest to lowest)	Specific Numeric Grade Span **(public)**	Percent of Poverty (I/H=G)	**Public** School Enrollment (as of 9/30/20)/waiver	Number of Low Income- **Public** School Children (as of 10/31/20)/waiver	FTE Low Income Public School Children (10/31/20)/ waiver	Per Pupil Allocation (PPA)	**Local/State** Allocation to Skipped Public Schools (J x K =L)
1					#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 priavate 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				
3	/	968	=	0.003
Total # of private school children from low income families including those going to schools in other LEAs 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 famlities in Title I public School plus private school children from low-income famlies. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N)		Proportion of reservation
0.003	x	1,209,560.00	=	3,629.00
Proportion of reservation		Total Title I Allocation (Use # from C 125)		Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
3,629.00	x	1%	=	36
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				
3,629.00	-	36	=	3,593.00
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				
3,593	-		=	3,593
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				
3,593.00	-		=	3,593.00
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

3,593.00	/	3	=	$ 1,197.67
Remaining proportional share for instruction (Table 7-8, line 1e)		Number of private school studnets. (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	1% proportional share for family involvment	$3,593 x 1%. 6 books @ $6/book	$36.00
Professional Development			
Administration			
Instructional	Reading/math tutoring for identified students) + fixed costs	88 hours (wages) x $36.72 = $3231 Fixed costs = 8.22% x $3231 = $266	$3,497.00
	Supplies and materials	3 students x $32.00. 4 books @ $8/book x 3 students	$96.00
Total Equitable Share			$3,629.00

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST reserve** funds for certain services.

LIST (calculate) the amount of funds the district will reserve from the Title I allocation for required (mandatory) and authorized activities. Provide a brief, budget description that explains how the mandatory and 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 - Proportioal Share			
Total Title I 2021-2022 Allocation taken from the C-1-25 minus the Proportional Share in Table 7-8		$ 1,205,931	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	$ 12,059.31	
			Minimum of 90% of 1% that must go to Schools	$ 10,853.38	
		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	**$12,060**	Robert Moton Elementary supplies and food for family engagement activities	Supplies such as Family Learning Night materials @ $579, Multicultural Specials Night materials @ $479, STEM kits @ $ 1,000, Food @ $1,944	$4,020.00
			Taneytown Elementary supplies and food for family engagement activities	Supplies such as ELA books @ $479, Back to School Night materials @ $597, STEM kits @ $ 1,000, Food @ $1,944	$4,020.00
			Elmer Wolfe Elementary supplies and food for family engagement activities	Supplies such as math manipulatives @ $479, Love & Logic materials @ $500, STEM kits @ $ 1,000, Food @ $2,041	$4,020.00
3	**Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA**				

	Must reserve funds if N & D programs exist.	$0			
	Note: Required Attachment- Include a description of how Title I funds support a coordiinated effort in the LEA, 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.				
4a	**Required: Education for Homeless Children and Youth**	$4,025	Instructional Tutoring Wages. Identified teachers provide services at the Family Shelter or other identified safe space	50 hours (wages) x $36.72= $1,836	$1,836.00
	Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, **March 2017, M1-M10.**		School Counselor Wages. Identified counselors to provide services at the Family Shelter or other identified safe space	50 hours (wages) x $36.72= $1,836	$1,836.00
			Fixed costs = $1836 x 2 = $3672	$3672 x 8.22% = $302	$302.00
	Note: Required Attachment- Please include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.		Mileage as required by negotiated agreement @ IRS Rate	Varies. Current IRS rate: $0.56/mile = 91 miles	$51.00
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). Required Attachment if Applicable- Include a job description.**	$0			
4c	**Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school). Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section..**	$0			
5	Optional: Education for Foster Children				
	Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory				

	Guidance: Ensuring Educational Stability for Children in Foster CareProgram, **June 2018, Question 30, page 19 An LEA MAY use Title I funds to pay for ADDITIONAL COSTS needed to transport children in foster care to their schools of origin. Please note, however, that funds reserved for comparable services for homeless children and youth under section 1113(c)(3)(A)(i) of the ESEA may not be used to provide transportation needed to maintain children in foster care in their schools of origin.**	**$0**			
	.Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section.Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.				
Total Mandatory Set Asides		**$16,085**			**$16,085**

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST reserve** funds for certain services.
LEAs 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)**	**$0**			
6	**District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA**	**$0**			
Total Districtwide Set Asides		**$0**			**$0**

Table 7-9 LEA 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) Schools	Total Reservations	CSI School (List each school on a separate line)	Total Amount of Allocation	DETAILED BUDGET DESCRIPTION	Calculation	Total
8	Does the LEA provide additional Title I Part A funds to support CSI Schools? YES ____ NO____X__	$0					
	LIST of Targeted Support and Improvement (TSI) Schools	Total Reservations	TSI School (List each school on a separate line)	Total Amount of Allocation	DETAILED BUDGET DESCRIPTION	Calculation	Total
9	Does the LEA provide additional Title I Part A funds to support Title I TSI Schools? YES ____ NO__X____	$0					
Total LEA Reservation		$0					$0

List the 2020-2021 CSI school(s) and the total amount each school received from the 7% set aside from Title l, Part A Funds (1003).

	LIST of Comprehensive Support and Improvement (CSI) Schools	CSI School (List each school on a separate line)	Total Amount of Allocation
	The LEA has CSI Schools YES ____ NO__X____		
		Total	$0.00

Link for School Improvement Resource Hub
https://www.marylandresourcehub.com/
https://www.marylandresourcehub.com/csi-tsi-schools

List the 2020-2021 TSI school(s) and the total amount each school received from the LEA District Level set aside (not federal funds)

	LIST of Targeted Support and Improvement (TSI) Schools	TSI School (List each school on a separate line)	Total LEA district level set aside	DETAILED BUDGET DESCRIPTION	Calculation	Total
	The LEA has TSI Schools: **YES __X__ NO_____**	Friendship Valley Elementary School	$9,930.00		$9,930.00	$9,930.00
		Westminster West Middle School	$23,732.70		$23,732.70	$23,732.70
		Westminster High School	$24,825.00		$24,825.00	$24,825.00
		Winters Mill High School	$28,995.60		$28,995.60	$28,995.60
		Total	$87,483.30			$87,483.30

Link for School Improvement Resource Hub
https://www.marylandresourcehub.com/
https://www.marylandresourcehub.com/csi-tsi-schools

Table 7-9 LEA 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). LEAs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation. District-level Administration: Include a job description for all centrally-funded district-level administration positions**		
	Total Reservations	**DETAILED BUDGET DESCRIPTION**	**Calculation**	**Total**
7 **Management**	**$20,741**	Indirect costs	Step 1: $1,209,560 - $3,629 = $1,205,931 Step 2: $1,205,931/1.0175 = $1,185,190 Step 3: $1,185,190 x .0175 = $20,741	$20,741.00
Staff	**$38,635.00**	.5 FTE Grade IV Secretary	Wages $32,243 based on negotiated Grade IV Salary Schedule	$32,243.00
		Fixed Charges for Grade IV Secretary	Fringe estimated benefits + 7.65% Fica & .57% W/C	$6,392.00
		-		
		-		
Mid-level support	**$5,600.00**	Professional Learning. MAG Annual Title I Conference	Registration $100, Hotel @ $100/night x 3 nights, per diem @ $45/day x 3 days x 2 attendees. Mileage est. $80 @ IRS rate (one car). (Title I Supervisor, Grade IV Secretary)	$1,150.00
		Professional Learning. Other Conferences	Conferences such as: Common Ground Maryland @ $225/person x 2 attendees	$450.00
		Professional Learning. Other Conferences	Conferences such as: SoMLA @ $25 x 2 attendees	$50.00
		Professional Learning. Other Conferences	Conferences such as: LitCon Virtual @ $350	$350.00
		Mileage	@ IRS rate. Currently $0.58. Approximately 2,586 miles	$1,500.00

			Subscriptions	LRP Publications. Managing Your Federal Funds $270, School Law Briefing $230, Title I Monitor $335, Let's Talk Title I $50, Title I Handbook $420, Can Title I Pay for This $40, ESSA Tile I $100, Protecting Student Privacy $255	$1,700.00
			Materials	Office supplies such as folders, notebooks, dividers, etc. Purchased under negotiated vendor bids	$400.00
		$0			
		$0			
Total Administrative Reservations		**$64,976**			**$64,976**

Table 7-10				
BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA)				
1	Total Title I Allocation **(Use amount shown on C-1-25)**	----	$	1,209,560
2	Equitable share total reported in Table 7-8	minus	$	3,629
3	Mandated set-asides total reported in Table 7-9.1	minus	$	16,085
4	District-wide Reservations total reported in Table 7-9.2	minus	$	-
5	Administration total reported in Table 7-9.3	minus	$	64,976
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	$	-
7	**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.** *(LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)*	equals	$	1,124,870

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, 2020-September 30, 2021)

REMOVED WAIVER INFORMATION

Updated Carryover guidance for Equitable Services:
In general, to ensure that equitable services are provided in a timely manner, an LEA 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 LEA 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 duirng 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 2020-2021 allocation:	**$2,327,146.00**
The estimated amount of Title I funds the school system will carryover:	**9,307**
1. The estimated percentage of carryover Title I funds as of September 30, 2021 : **THIS IS A PROJECTION**	**0.40%**

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation

Yes [ ] No [X]

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	$1,209,560.00	AMENDED BUDGET #		REQUEST DATE	10/15/21
GRANT NAME	Title I, Part A	GRANT RECIPIENT NAME	Carroll County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22-020		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		PERIOD	7/1/2021 FROM	9/30/2023 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						20,741.00	20,741.00
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	32,243.00		2,100.00	3,500.00			37,843.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,836.00		12,060.00	51.00			13,947.00
Prog. 02 Special Prog.	772,490.00						772,490.00
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers						3,629.00	3,629.00
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.							-
Prog. 10 Guidance Services	1,836.00						1,836.00
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							-
212 Fixed Charges				359,074.00			359,074.00
213 Food Services							
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	808,405.00	-	14,160.00	362,625.00	-	24,370.00	1,209,560.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Andrew C. Sexton, CPA Supervisor of Budget and Grants	Andrew C. Sexton Digitally signed by Andrew C. Sexton Date: 2021.12.03 14:48:57 -05'00'		410-751-3083
Supt./Agency Head Approval	Steven A. Lockard, Ph.D. Superintendent of Schools	Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.12.06 14:48:33 -05'00'		410-751-3000
MSDE Grant Manager Approval				

FY 2022 Consolidated Strategic Plan - Final
Carroll County Public Schools 251

FY _____ **Title I Budget Narrative**

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1-25)	Budget Object Number	Line Item	Calculation	Total	Notes
Administration	District	Indirect Costs	201 - 22-Admin-Business Support	08-Transfers	Indirect Costs	Step 1: $1,209,560 - $3,629 = $1,205,931 Step 2: $1,205,931/1.0175 = $1,185,190 Step 3: $1,185,190 x .0175 = $20,741	$20,741	indirect charges, non-equipment direct expenditures
Administration	District	Clerical Support	202/16-Mid-Level Admin/Inst. Admin & Supv.	01-Salaries & Wages	Grade IV Clerical	17.5 hours per week	$32,243	wages/compensation, .5 Grade IV clerical to support the Title I program with clerical duties, financial record keeping and financial reports
Administration	District	Fixed Charges	212 Fixed Charges	04-Other charges	Fixed Charges	Mid-level adminstration fixed costs - FICA - 0.0765 & Workers Comp - 0.0058	$6,392	.5 Grade IV clerical fixed cost
Administration	District	Supplies & materials	202/16-Mid-Level Admin/Inst. Admin & Supv.	03 -Materials	Supplies & Materials	Office materials	$400	Materials for Title I Office - copier paper, pens, labels, binders, dividers, etc.
Administration	District	Subscriptions	202/16-Mid-Level Admin/Inst. Admin & Supv.	03 -Materials	Supplies & Materials	Professional learning	$1,700	professional learning, subscriptions and professional memberships to remain current on Title I trends and regulations
Administration	District	Mileage	202/16-Mid-Level Admin/Inst. Admin & Supv.	04-Other charges	Mileage	277 miles x .54 (IRS Rate)	$1,500	Mileage for Title I office staff to attend meetings and visit local public schools and private schools
Administration	District	Conference	202/16-Mid-Level Admin/Inst. Admin & Supv.	04-Other charges	Conferences	professional learning - conferences	$2,000	National, regional, and/or state professsioal learning for staff working with the Title I program. Professional learning expenses may include registration, travel, lodging, and meals.
Education for Homeless Students	District	Tutoring Wages	203-205/01 Instruction/Regular Instruction	203-205-01	Hourly Wages	50 hours x $36.72	$1,836	Homeless Education - hourly compensation for teachers providing tutoring support to homeless students
Education for Homeless Students	District	Counseling Wages	203-205/10 Instruction/Guidance Services	01-Salaries & Wages	Hourly Wages	50 hours x $36.72	$1,836	Homeless Education - hourly compensation for counselors providing couseling support to homeless students
Education for Homeless Students	District	Fixed Charges	212 Fixed Charges	04-Other charges	Fixed Charges	Fixed costs of homeless education wages	$302	Fixed costs of wages for tutors and counselor who support students identified as homeless
Education for Homeless Students	District	Mileage	203-205/01 Instruction/Regular Instruction	04-Other charges	Mileage	91 miles x .56	$51	Homeless Education - Mileage for tutors and counselors who travel to support homeless students
Parent Involvement	School	Materials	203-205/01 Instruction/Regular Instruction	03 -Materials	Materials	Family engagement - allocation minus proprtional share ÷ 1% = $12,060 ÷ 3 Title I schools = $4,020 each	$12,060	Allotment to purchase materials for parent and/or child events, traning, and/or activities
Title I Schools	School	Wages	203-205/02 Instruction/Special Prog.	203-205	Salaries & Wages	Teacher's salaries	$772,490	Compensation for teachers to provide instruction
Title I Schools	School	Fixed Charges	212 Fixed Charges	212	Fixed Charges	Fixed Costs	$352,380	Fixed Costs

Equitable Services	District	Wages	203-205/07 Instruction/Non Public Transfers	203-205	08 - Transfers	88 hours x $36.72	$3,231	Non-public - hourly compensation for teachers to provide instructional support for identified students attending non-public schools
Equitable Services	District	Fixed Charges	203-205/07 Instruction/Non Public Transfers	203-205	08 - Transfers	Fixed costs = 8.22% x $3231 = $266	$266.00	Non-public fixed costs
Equitable Services	District	Non Public Family Engagement	203-205/07 Instruction/Non Public Transfers	203-205	08 - Transfers	1% allotment Non Public Family Engagement	$36	Non-public allotment to purchase materials for parent and/or child events, traning, and/or activities
Equitable Services	District	Materials	203-205/07 Instruction/Non Public Transfers	203-205	08 - Transfers	Non-public materials 3 students x $32	$96.00	Non-public - instructional materials to support learning for identified students in the non public setting
							$1,209,560	

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 conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. 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.

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 band 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.

Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.12.06 14:49:06 -05'00'

Superintendent of Schools/Head of Grantee Agency
Steven A. Lockard, Ph.D., Superintendent of Schools

12/6/2021

Date

Revised June 2015

Appendix D

Revised March 2021

Title II, Part A

Systems of Support for Excellent Teaching and Leading

Local School System: Carroll County Public Schools

Fiscal Year: FY22

Title II-A Coordinator: Jeff Alisauckas

Telephone: 410-386-1542

E-mail: jjalisa@carrollk12.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
- Identified Priorities

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**)

7.0: Assurances (**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 school system 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 school system 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 teachers 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 school system will:

(A) Consult with teachers, principals, 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 purpose of Title IIA.

(B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LSS activities to meet the purpose of the title

(C) Consult with your local school system's educational equity point of contact in completing this application, as required by COMAR 13A.01.06.

(D) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(E) Required consultation cannot interfere with the timely submission of the application

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).
CCPS will use targeted mentoring activities and services for teachers in years 1-3 while providing targeted mentoring services to identified struggling teachers. CCPS will provide extra mentoring services to our 3 identified TSI schools. CCPS will also provide professional development opportunities for teachers on the effective implementation of technology, and the acquisition and analysis of student achievement data. CCPS brings the topics effective use of Instructional Technology, Data Analysis on Common Local Assessments through Performance Matters, and Mentoring to the Curriculum Council which has parent representatives from each of our 40 schools.
Please provide a description of how the local school system 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.
Teachers, principals, and central office staff are an integral part of the development of the CCPS induction program. The program is regularly evaluated based upon feedback from these stakeholders. This feedback is gained from consultation with principals, new teachers, and content supervisors. Through both formal and informal meetings, information regarding the effectiveness of the program are obtained. Based upon the feedback, modifications to the program, assignment of mentors, and the mentor development program are improved. The same stake holder groups are instrumental in the development, implementation, and evaluation of professional development. CCPS also brings the topics effective use of Instructional Technology, Data Analysis on Common Local Assessments through Performance Matters, and Mentoring to the Curriculum Council which has parent representatives from each of our 40 schools.
Please provide a description of how the local school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA.
Formal data from the Human Resources Department (surveys, retention data, etc.) and informal data (feedback from teachers in years 1-3, administrators, supervisors, central office staff, and mentors) are used to make improvements to our induction program and to the professional development provided to teachers. Teacher observation and evaluation data will be used to evaluate the effectiveness of the professional development programs focused on this area. Because all of the initiatives in our plan revolve specifically around professional development on either effective use of technology (performance matters, Schoology, Google Classrooms and/or general pedagogy (mentoring) that is being implemented across the system, CCPS will not use student data to evaluate the programs. A more effective way for CCPS the impact of these initiatives is through our teacher evaluation system.

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.

2.0 ADMINISTRATIVE COSTS - Allowable Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures			
Item	Line Item	Description	Public School Costs
2.1	**CCPS is not using Title II funds for administrative costs.**		
2.2			
2.3			
2.4			
		Total for section 2.0	

To ensure that every student has access to excellent educators, SEAs and LSSs 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 LSSs 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 LSS? Cite specific data points.

Below is a breakdown of student data related to focus areas in the CCCP Strategic Action Plan. CCPS has a focus on on increasing participation rates for under-represented students groups. CCPS is also has a goal of increasing the number of student scoring proficient in English and Math as measured by MCCAP (see Table 1.1 and 1.2 below).

Priority Focus Areas for 2018-19	Baseline Performance 2018-19		Performance			Targets	
			2019	2020	2021	2022	2023
ES: Percentage of students who are reading on grade- level, as measured by local and third-party assessments, by the end of grade 3.	2018:						
• Percent of students achieving 80% on the EOY CBA	59% Comprehension Benchmark Assessment (CBA)		64.2% (CBA)	*	57.52%**	70% (CBA)	80% (CBA)
• Percent of students scoring within grade level Lexile (RI)	73.3% Reading Inventory (RI)		75.5% (RI)	*	68.47**	77% (RI)	80% (RI)
MS: Percentage of students who successfully complete Algebra I by the end of grade 8 (credit + PARCC)	2017: 18.7% 2018: 18.8%		20%	23.4%	27.5%	27.5%	30%
HS: Participation of under-represented student groups in high school Career and Technology Education (CTE), honors courses, and Advanced Placement (AP)/Transcripted-credit courses. **High School Population 2020-21** <1 % American Indian/Alaska Native 3% Asian 4.3% Black/African American 82.3% White 6.7% Hispanic <1 % Native/Other Pacific Islander 3.2% Two or More Races	**AP 2018** 92.3% White 3.5% Black 4.2% Hispanic 0.5% Special Ed 6.5% FaRMS **HONORS 2018** 90.7% White 4.4% Black 4.9% Hispanic 3.0% Special ED 9.3% FaRMS	**CTE 2018** 91.4 % White 3.7% Black 4.9% Hispanic 7.4% Special Ed 12.0% FaRMS	Annual progress toward five- year goal.			**CTE/Honors/AP/Transcripted** American Indian/Alaska Native 0-3% Asian 0-6% Black/African American 1.3-7.3% White 79.3 – 85.3% Hispanic 3.7 – 9.7% Native/Other Pacific Islander 0-3% Two or More Races 0.2 – 6.2%	

Table 1.1

Student Group	English Language Arts											
	Elementary				Middle				High			
	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†
White	56%	3% (3.6%)	59%	73.4%	62%	3% (3.6%)	65%	79.4%	63%	3% (3.6%)	66%	80.4%
Minority	44%	3% (3.6%)	47%	61.4%	51%	3% (3.6%)	54%	68.4%	55%	3% (3.6%)	58%	72.4%
Non-FARMS	62%	3% (3.6%)	65%	79.4%	66%	3% (3.6%)	69%	83.4%	68%	3% (3.6%)	71%	85.4%
FARMS	32%	3% (3.6%)	35%	49.4%	34%	3% (3.6%)	37%	51.4%	34%	3% (3.6%)	37%	51.4%
Non-Special Education	61%	3% (3.6%)	64%	78.4%	66%	3% (3.6%)	69%	83.4%	67%	3% (3.6%)	70%	84.4%
Special Education	8%	3% (3.6%)	11%	25.4%	9%	3% (3.6%)	12%	26.4%	16%	3% (3.6%)	19%	33.4%

Table1.2

Student Group	Mathematics											
	Elementary				Middle				High			
	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†
White	65%	3% (3.6%)	68%	82.4%	53%	3% (3.6%)	56%	70.4%	59%	3% (3.6%)	62%	76.4%
Minority	49%	3% (3.6%)	52%	66.4%	41%	3% (3.6%)	44%	58.4%	50%	3% (3.6%)	53%	67.4%
Non-FARMS	70%	3% (3.6%)	73%	87.4%	57%	3% (3.6%)	60%	74.4%	63%	3% (3.6%)	66%	80.4%
FARMS	38%	3% (3.6%)	41%	55.4%	25%	3% (3.6%)	28%	42.4%	35%	3% (3.6%)	38%	52.4%
Non-Special Education	69%	3% (3.6%)	72%	86.4%	56%	3% (3.6%)	59%	73.4%	64%	3% (3.6%)	67%	81.4%
Special Education	17%	3% (3.6%)	20%	34.4%	8%	3% (3.6%)	11%	25.4%	8%	3% (3.6%)	11%	25.4%

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required If the school system 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 Your Activity including:** ● **anticipated outcomes** ● **implementation plan** ● **intended audience** ● **specific timeline** ● **plan for evaluation**	**Cite:** ● **the level of evidence** ● **study or studies that support this activity/series** ● **the rationale for your rating**	**Total Public School Costs**
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				
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).** **The LSS may develop initiatives that provide:**			
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 **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)].			
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)			
1.2	**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;**			
1.3	**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**			
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:			
2. Strategies and Activities to Improve the Quality of the Teaching Force				
2.1	**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.**			

	The LSS may develop initiatives that:			
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;	• During the 2021-2022 school year, Underserved student data related to access to/participation in higher level courses will increase per the strategic action plan goals. The Coordinator of Assessment and Accountability (funded through the grant) will assist and support teachers in the navigation and analysis of data in the Performance Matters platform. • Evaluation: 2021-2022 MCCAP scores forthe underserved students willincrease per the strategic action plan goals due increased access to these courses based up changes to the instructional program that is impacted by the analysis of data in Performance Matters. • High quality professional learning opportunities will be provided during the 2021-2022 year to staff on the acquisition and analysis of student achievement data. PL opportunities will be provided to develop staff capacity on the use of the new software package. Teacher access/usage data to Performance Matters will be used to evaluated how often teachers are going into the platform to analyze data.	NAESP: http://www.naesp.org/sites/default/files/Student_Data_0.pdf US Dept of Ed: What Work Clearinghouse: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_0929_09.pdf Using Data to Improve Student Achievement http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ Using_Data.pdf This is a level 4 program. While no empirical studies have been conducted for our initiatives related to providing professional development to access, analyze, and synthesize student data, there is a rationale that that using professional development to develop the capacity of staff related to activities outlined in 2.1.2 into instructional decision- making is likely to improve relevant outcomes based on the high-quality research findings cited above.	**$40,725**
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	provide training, technical assistance, and capacity-building to assist teachers, principals, or			

	other school leaders with selectingand implementing formative assessments, designing classroom-based assessments, and using datafrom 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)			
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	• Increase knowledge of effective implementation of technology into daily classroom instruction during the 21-22 school year. The Instructional Technology Resource Teacher (funded through the grant) will assist and support teachers in the in the effective implementation of instructional technology into daily pedagogy. • Professional development in technology integration is provided to administrators, teachers, and instructional staff during the 21-22 school year. Professional development is provided as needed to support teachers as they deliver instruction through the use of software, hardware, Schoology, and Google Classroom. • On-line learning modules, video conferencing, and distant learning opportunities are created, distributed, and accessed by administrators, teachers, and paraprofessionals throughout CCPS • Carroll County Public Schools instructional technology development programs provides administrators and teachers professional training on new instructional, administrative, and communication hardware and software capable of delivering information, research, assessments and feedback across the school system. • Informal/formal observation/evaluationdata related to effective use of technology in the classroom	Impact of Technology on Student Achievement : https://ed.stanford.edu/news/tech nology-can-close-achievement-gaps-and-improve-learning-outcomes http://fndusa.org/wp-content/uploads/2015/05/The-Impact-of-Technology-on-Student-Achievement-A-Summary-of-Research-Findings- on-Technologys-Impact-in-the- Classroom.pdf https://www.cisco.com/c/dam/en/us/products/collateral/collaboration-endpoints/collaboration-room-endpoints/k12_video_wp.pdf This is a level 4 program. While no empirical studies have been conducted for our initiatives related to providing professional development to promote high- quality instruction using technology, there is a rationale that that using professional development to develop the capacity of staff on the effective implementation of technology into instruction is likely to improve relevant outcomes based on the high-quality research findings cited above.	**$74,517**

		will be used to evaluate this initiative due to the concerted efforts of this staff member and other members of the IT team. 70% ofteachers will score and effective or higher on Indicator 1D and/or 3C.		
2.2	**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** **The LSS may develop initiatives that increase:**			
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 schooland 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)			
2.2.9	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** **The LSS may develop initiatives that:**			

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	Provide Mentoring Services to New Teachers • During the 21-22 school year, new teacher (Years 1-3) will be provided Just-in-time mentoring services. Two part-time staff members will provide mentoring to non-tenured teachers. Also, peer mentors identified by school principals are paired with teachers new to the profession. • Retention data and feedback from mentors, mentees, principals, and supervisors will be used to evaluate this program • Professional Learning Opportunities (workshops, peer observations) offered by mentor teachers and peer mentors that meet needs of new teachers will be provided during the 21-22 school year. • Evaluation: 70% of new teachers will score proficient or higher on the overall evaluation rating. Retention data from HR along with feedback from mentors, mentees, principals, and supervisors. New Teacher SLO Boot Camp: • Year 1 New teachers learn about the components ofSLOs and how they relate to one another. New teachers are given time with their content supervisors to writehigh quality SLOs. This activity will occur multiple times by content and/or school level throughout the fall and early winter of 2021 • Evaluation: 70% of teachers will score 1.5 or higher (out of 3.0) on the studentgrowth portion of the evaluation. Informal feedback from mentors, mentees, principals, and supervisors will also be used to evaluate the effectiveness of the program.	New Teacher Center Impact of the New Teacher Center's New Teacher Induction Model on Teachers and Students Rebecca Schmidt, Viki Young, Lauren Cassidy, Haiwen Wang, & Katrina Laguarda https://newteachercenter.or g/wp-content/uploads/NTC_i3-Validation-eval-brief_062017_final.pdf New Teacher Center Mentor Model Increase Student Achievement https://newteachercenter.org/wp-content/uploads/SS-i3GEN-US-1706- EN_FINAL-1.pdf Community Assistance and Training Center Stay the Course: Teacher and Principal Evaluation in Maryland http://www.marylandpublicschools.org/about/Documents/OTPE/StayTheCourseReport2016.pdf Change in Practice In Maryland – SLOs and Teacher and Principal Evaluation https://files.eric.ed.gov/fulltext/ED568386.pdf This is a level 4 program. While no empirical studies have been conducted for our induction and mentoring programs, there is a rationale that induction and mentoring is likely to improve relevant outcomes based on the high-quality research findings cited above.	**$280,267**

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.			
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			
3.1.8	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:			
4. Use of Funds to Improve Equitable Access to Effective Educators To All Students				
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.**			

Total: $395,509

***Below is a list of "Warehouses" with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.**

- Evidence for ESSA (Hopkins)
- Report on School Leadership Interventions under ESSA (RAND)
- Social and Emotional Learning Interventions under ESSA (RAND)
- What Works Clearinghouse (IES)
- Evidence-Based Intervention Network (University of Missouri)
- National Center on Intensive Intervention (AIR)
- Substance Abuse and Mental Health Services Registry (SAMHSA)
- Results First Clearinghouse Database (Pew)
- Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools (Hopkins)
- Impact of Family Involvement on the Education of Children (MDRC)

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)]

CCPS aligns provided professional learning services to the Learning Forward Standards for professional learning. Professional Learning activities outlined in the above sections support new teachers, veteran teachers, principals, and school leaders in using the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

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)).

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.

The CCPS Title IIA liaison consults with the CCPS non-public ombudsman and the CCPS Grants Office to determine Title II funding. Annual consultation meetings are held where every Carroll County non-public school is invited to attend. Letters of follow-up are sent to all non-public schools to determine their intent to participate in Title II. The ombudsman also uses e-mail and Edmodo as a means of communication with all non-public schools. Non-public schools who submit their letter of intention to participate will be notified of their allocation via our program manager. Ongoing consultation occurs as needed throughout the school year. Through Edmodo, email communication, and phone calls, the grant manage informs the non-public schools of updates, revisions, etc. The ombudsman also schedules a formal meeting where all non-public schools are invited to attend. This meeting provides non-publics with a face to face environment to gather information, ask clarifying questions, and get feedback. If a dispute were to arise, the grant manager, in collaboration with the ombudsman would schedule a meeting with the non-public school and work to find a solution to the disputed item(s).

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)

Needs Assessment: The Needs Assessment is part of the Non-public Title II Grant Application. Also, CCPS uses a formula driven model provide by MSDE to determine participation amounts. If schools areeligible for funds, CCPS uses a non-public Title II application process.

Monitoring: Non-public schools and CCPS consult on a regular basis regarding grant implementation and progress. Formal meetings are held twice a year.

Professional Development Plan: The PDP is part of the non-public application process.

Provide 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)

FY 2021 Non-Public School Allocations

Title II, Part A

	Chose Not to Participate	Enrollment (Headcount) K-12	Per Pupil Allocation K-12	Actual Allocation K-12
Per Pupil Allocation Information		24,973	$ 16.59 (rounded)	$ 414,391
Total Grant Amount of $414391 / 24973 students = $16.59 / pupil				
CCPS Population FY 2021 (Fall 2020)		24,252	$ 16.59 (rounded)	$ 402,430
Participating Non-Public Schools				
Carroll Lutheran School		116	16.59	1,924
Grace Bible Christian Preschool and Kindergarten		13	16.59	216
Legacy School		82	16.59	1,360
Montessori School of Westminster		80	16.59	1,327
North Carroll Community School		147	16.59	2,439
St. John School		258	16.59	4,280
Silver Oak Academy		25	16.59	415
Total Non-Public Allocations				$ 11,961
Total Population for Allocations		24,973		
Total Dollars Allocated				$ 414,391

Total Amount of Transfers: $11,961

Budget Narrative

Summary:

Activities:	
2.1.2: Performance Matters Professional Learning	40,725
2.1.7: Technology in the Classroom	74,517
3.1.1: Peer Mentoring	280,267
6.0: Non-Public Schools	11,961
Total Direct Costs (no equipment budgeted)	407,470
Indirect Costs @ 1.75% of Non-Equipment Direct Expenditures (this means 1.75% x $395,509)	6,921
Total	$ 414,391

Activity 2.1.2: Performance Matters Professional Learning

Category / Item	Description / Explanation / Calculations	Amount
Salaries & Wages		
Instruction: Regular Programs	Coordinator of Professional Learning. .3 FTE @ $28,285 as per the negotiated agreement.	28,285.00
Contracted Services		
Supplies & Materials		
Other Costs		
Fixed Charges FTE	Pension 2,694 Medical 7,369 Life 16 Long Term Disability 36 FICA 28,285 * .0765 = 2,164 Worker's Compensation 28,285 * .0057 = 161	12,440.00
Equipment		
Transfers		
Total Expenditures		$ 40,725.00

The above costs are based on available information and are subject to change depending on CCPS employee bargaining results; various bid and contract results; and rates set for various federal, state, insurance programs.

Activity 2.1.7: Technology in the Classroom

Category / Item	Description / Explanation / Calculations	Amount
Salaries & Wages		
Instruction: School Library Media	Instructional Technology Specialist. 1.0 FTE @ $65,341 as per the negotiated agreement.	65,341.00
Contracted Services		
Supplies & Materials		
Other Costs		
Mileage	Mileage at the IRS rate. Currently $0.56/mile. 1,761 miles @ $0.56/mile (rounded)	986.00
Fixed Charges FTE	Pension 2,687 Life 41 Long Term Disability 91 FICA 65,341 * .0765 = 4,999 Worker's Compensation 65,341 * .0057 = 372	8,190.00
Equipment		
Transfers		
Total Expenditures		$ 74,517.00

The above costs are based on available information and are subject to change depending on CCPS employee bargaining results; various bid and contract results; and rates set for various federal, state, insurance programs.

Activity 3.1.1: Peer Mentoring

Category / Item	Description / Explanation / Calculations	Amount
Salaries & Wages		
Instruction: Staff Development	Mentor Teacher. 0.5 FTE @ $38,321 as per the negotiated agreement.	38,321.00
Instruction: Staff Development	Mentor Teacher. 0.9 FTE @ $88,730 as per the negotiated agreement.	88,730.00
Instruction: Staff Development	Peer Mentor Stipends. 11 Peer Mentors @ $6,750/stipend	74,250.00
Instruction: Staff Development	SLO Bootcamp. 150 staff x 3 hrs @ $36.72/hr	16,524.00
Instruction: Staff Development	Hourly PD wages @ $36.72/hr x 147 hrs	5,398.00
Other Costs		
Fixed Charges FTE	Pension 5,436 Life 24 FICA 38,321 * .0765 = 2,932 Worker's Compensation 38,321 * .0057 = 218	8,610.00
Fixed Charges FTE	Pension 12,570 Medical 20,609 Life 56 FICA 88,730 * .0765 = 6,788 Worker's Compensation 88,730 * .0057 = 506	40,529.00
Fixed	FICA 96,172 * .0765 = 7,357 Worker's Compensation 96,172 * .0057 = 548 on other wages	7,905.00
Equipment		
Transfers		
Total Expenditures		$ 280,267.00

The above costs are based on available information and are subject to change depending on CCPS employee bargaining results; various bid and contract results; and rates set for various federal, state, insurance programs.

Activity 6.0: Non-Public Schools

Category / Item	Description / Explanation / Calculations	Amount
Salaries & Wages		
Contracted Services		
Supplies & Materials		
Other Costs		
Equipment		
Transfers		
Instruction: Non-Public Transfers	Non-publics: Based on consultation with eligible and participating non-public schools, all expenditures for non-public schools will be under Activity 6.0.	11,961.00
Total Expenditures		$ 11,961.00

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	414,391.00	AMENDED BUDGET #		REQUEST DAT	11/15/21
GRANT NAME	Title II, Part A - Improving Teacher Quality	GRANT RECIPIENT NAME	Carroll County Public Schools		
MSDE GRANT #	221045-01	RECIPIENT GRANT #	23-062		
REVENUE SOURCE	ESSA Title II-A Supporting Effective Instruction	RECIPIENT AGENCY NAME	Carroll County Public Schools		
FUND SOURCE CODE	6792	PERIOD	7/1/2021 FROM	6/30/2023 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						6,921.00	6,921.00
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	28,285.00						28,285.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers						11,961.00	11,961.00
Prog. 08 School Library Media	65,341.00			986.00			66,327.00
Prog. 09 Instruction Staff Dev.	223,223.00						223,223.00
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							-
212 Fixed Charges				77,674.00			77,674.00
213 Food Services							
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	316,849.00	-	-	78,660.00	-	18,882.00	414,391.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Andrew C. Sexton, CPA Supervisor of Budget and Grants	Andrew C. Sexton	Digitally signed by Andrew C. Sexton Date: 2021.11.11 12:43:18 -05'00'	410-751-3083
Supt./Agency Head Approval	Steven A. Lockard, Ph.D. Superintendent of Schools	Steven A. Lockard	Digitally signed by Steven A. Lockard Date: 2021.11.15 13:31:40 -05'00'	410-751-3000
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev: 11/29/07

7.0 ASSURANCES- Required

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) coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(C) comply with section 8501 (regarding equitable participation by private school children and teachers);

(i) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable.

(ii) the LSS expenditures, when providing educational services and other benefits to eligible private school children, their teachers, and other educational personnel serving those children, shall be equal, taking into account the number and educational needs of the children to be served.

(iii) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, be secular, neutral, and non-idealogical.

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 conforms for 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 band 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.

Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.11.15 13:31:54 -05'00'

Superintendent of Schools/Head of Grantee Agency

11/15/21

Date

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Appendix E

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Carroll County Public Schools **Fiscal Year 2022**

EDUCATIONAL EQUITY

Maryland's Educational Equity COMAR regulations require public school systems to provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

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 [Sec. 3115(c)(1)]			
Required Activities	Descriptions Please address each item (a-c) in your required activity descriptions. a) Outcomes and brief description of the services <u>including evidence level when appropriate</u> b) Timelines or target dates c) Services to private schools	Public School Costs	Private School Costs
1.1. Improving the English language proficiency and academic achievement of ELs [Sec. 3115(c)(1)].	a) Acquire supplemental instructional materials that align with Maryland College and Career Ready Standards, WIDA Standards and individual student language and content goals. These materials will	$4,798	

	focus on meeting the diverse content and linguistics needs of identified ELs in grades K-12, support blended and virtual learning, as well as efforts to increase student achievement and help to bridge the gap for students with limited content background/exposure. Materials may include, but are not limited to: supplemental English language and content-specific resources, bilingual dictionaries, manipulatives, consumables, instructional software/subscriptions, and/or other identified supplemental material needs. Carry-over funding will also be used to support these efforts. Outcomes: Increase English language proficiency as measured by WIDA testing; increase content area proficiency as measured by local and state assessments and attainment of content goals. Supports the ELP and academic achievement indicators. b) Timeline: November 2021-June 2022 c) N/A-Consultation will occur with nonpublic schools if they request services. None have been identified to date. a) Supplemental content and language support will be provided to identified ELs by ESOL staff. Instruction will be supplemental in nature and will focus on individual students' content and language needs. Hourly tutors will provide this support primarily during school hours but may occur before or after school. Outcomes: Increase English language proficiency as measured by WIDA testing; increase content area proficiency as measured by local and state assessments and attainment of content goals. Supports the ELP and academic achievement indicators. b) Timeline: September 2021-June 2022 c) N/A-Consultation will occur with nonpublic schools if they request services. None have been identified to date.	$9,935	

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 [Sec. 3115(c)(2)]			
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 [Sec**.** 3115(c)(2)(D)].			
2.1 Providing for professional development designed to improve the instruction and assessment of ELs [Sec**.** 3115(c)(2)(A)].	a) b) c)		
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 [Sec**.** 3115(c)(2)(B)].	a) Targeted professional development with embedded co-planning, peer mentoring, curriculum modifications and specialized support will be provided to K-12 teachers, administrators and other school-based staff as needed to address best practices and strategies for supporting ELs and differentiating content in mainstream/content settings and in blended learning environments. The Maryland College and Career Ready Standards, Universal Design for Learning (UDL) and WIDA Standards will also be addressed, along with local curricular focus areas. Primarily job embedded, professional development may also occur before or after school, or during school for part-time staff. Outcomes: Increase the number and quality of professional development offerings (aligned to CCPS curriculum and content standards), as well the effectiveness of the professional development as measured by teacher workshop evaluations and implementation plans. Supports the ELP and academic achievement indicators. b) Timeline: September 2021-June 2022 c) N/A-Consultation will occur with nonpublic schools if they request services. None have been identified to date.	$18,593	

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 [Sec**.** 3115(c)(2)(C)].	a) b) c)		
3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [Sec. 3115 (c)(3)]			
3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [Sec**.** 3115(c)(3)].	a) ESOL Family Engagement events will take place regionally (virtually and/or in-person) throughout the county for EL families. Focus areas include but are not limited to: sharing educational and community resources and language/content-based activities to strengthen the home/school connection and increase content and language development, technology tutorials in which staff will lead EL families in navigating school-based online platforms and programs and educating families in potential career pathways for ELs in which ESOL staff will collaborate with CTE staff to co-plan and deliver professional learning and informational opportunities for EL families. Students will receive consumable instructional materials and resources as appropriate. Bus transportation will be provided from selected locations to the Career and Technology Center. Local funding will be used to support interpretation services and refreshments. Currently, CCPS does not offer these opportunities to students and families. Carry-over funding will also be used to support these efforts. Outcomes: Increase EL family involvement and empower them with knowledge to navigate the school system, community resources and technology and increase their knowledge of available career pathways. Supports the ELP and academic achievement indicators. b) Timeline: September 2021-June 2022	$7,769	

	c) N/A-Consultation will occur with nonpublic schools if they request services. None have been identified to date.		

EDUCATIONAL EQUITY

Maryland's Educational Equity COMAR regulations require public school systems to provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

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 [Sec. 3115(a)]			
Authorized Activities	Descriptions Please address each item (a-c) in your authorized activity descriptions. a) Outcomes and brief description of the services <u>including evidence level when appropriate</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 [Sec. 3115(d)(1)].	a) b) c)		
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula,	a) b) c)		

instructional materials, educational software, and assessment procedures [section 3115(d)(2)].			
4.3 Providing to ELs tutorials and academic or career and technical education [Sec. 3115(d)(3)(A)].	a) b) c)		
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 [Sec. 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 [Sec. 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	a) b) c)		

postsecondary education [Sec. 3115(d)(8)].			
5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [Sec. 3115(d)(6)].			
5.1 Providing programs to improve the English language skills of ELs [Sec. 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 [Sec. 3115(d)(6)(B)].	a) b) c)		
6. To carry out other activities that are consistent with the purpose of Title III, Part A, *Every Student Succeeds Act* [Sec. 3115(d)(9)].			
6.1 Carrying out other activities that are consistent with the purposes of this section [Sec. 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.

7. Administrative Expenses		**Public School Costs**
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%.		

D. INDIRECT COSTS: To calculate the indirect costs, 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.

8. Indirect Costs		**Public School Costs**
8.1 Costs associated with compensation for grant coordinators and their clerical support, such as accounting, auditing, budgeting disbursement services, management information systems, and purchasing. If indirect costs are charged, use the approved local school system indirect cost rate to calculate.	Indirect Cost @ 1.75%	$719

Total Title III, Part A English Language Acquisition Grant Amount: $ 41,813

E. EQUITABLE SERVICES TO ENGLISH LEARNERS 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. **All school systems must** submit the following documents in Appendix H.
   ☐Consultation timeline
   ☐Signed Affirmation of Consultation Forms
   ☐Complaint procedures/dispute resolution process for covered programs under ESSA

2. Describe below the school system's process to invite private schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)].

To ensure compliance with non-public participation, CCPS has designated a single point of contact for nonpublic schools (Nonpublic Liaison). The Nonpublic Liaison is responsible for coordinating all initial non-public communication and correspondences, relaying information from the Maryland State Department of Education (MSDE), and maintaining continuous communication between nonpublic schools and CCPS staff.
Note-The ESOL Supervisor also serves as the CCPS Nonpublic Liaison/Ombudsman.

Letters were sent via certified mail and email to all eligible nonpublic schools inviting them to participate in various federally funded programs for the 2021-2022 school year. Nonpublic school administrators and/or designees were invited to attend two informational meetings. The first meeting (informational) took place virtually on December 16, 2020 via Google Meet. This meeting was recorded and made available to all nonpublic schools. Nonpublic schools were also provided a specific letter that could be returned informing CCPS of their intention to participate or not in any federal or state funded opportunities. Subsequent mailings via certified mail, emails and telephone calls were used to obtain responses from all institutions. The second meeting (networking/informational) took place virtually using Google Meet on April 28, 2021. An online community (Edmodo) continues to be maintained to facilitate information sharing and communication.

Nonpublic schools contact the CCPS ESOL Program throughout the year on an as needed basis according to student enrollment. No students have been identified thus far for the 2021-2022 school year. Consultation between the non-public school administration and CCPS ESOL Supervisor will take place when a student is identified.

Complete numbers 3 to 5 if services are provided to ELs in private schools.

3. Provide the total allocation amount for Title III services in private schools below and in Appendix H [Sec. 8501 (a)(4)(C)].

   Total allocation amount for private schools:

4. Describe below the school system's process for providing equitable services to students in private schools [Sec. 8501(c)].

   a. How services, location of services, and grade levels or areas of services for students and teachers were decided and agreed upon.

   b. How services were monitored.

5. Each local school system (LSS) shall provide assurances that it complies with the section 8501 regarding equitable services for private school students and teachers:

   ☐ (a) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable under section 8501(d)(1);
   ☐ (b) the LSS expenditures**,** when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
   ☐ (c) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

TITLE III BUDGET NARRATIVE

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.1						
203-205 -02-Special Prog.	03-Supplies & Materials	Supplemental instructional materials	Actual purchases and costs will be dependent on identified instructional needs throughout the year.	4,798		
203-205 -02-Special Prog.	01-Salaries & Wages	Hourly rate for direct service	Approx. 250 hours x $36.72	9,180		
212-Fixed Charges	04-Other Charges	Fixed Charges	FICA @ .0765 WC @ .0057	755		
				Total:		**$14,733**
Activity 2.2						
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Substitutes for professional development	Approx. 80 subs x $100 average rate (range $93.80-$115.29)	8,000		
212-Fixed Charges	04-Other Charges	Fixed Charges	FICA @ .0765 WC @ .0057	658		
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Hourly rate for professional development	Approx. 250 hours x $36.72	9,180		
212-Fixed Charges	04-Other Charges	Fixed Charges	FICA @ .0765 WC @ .0057	755		
				Total:		**$18,592**
Activity 3.1						
203-205 -02-Special Prog.	01-Salaries & Wages	Hourly professional rate for plan for and attend family engagement events	20 staff x 6 hour planning and implementation x $36.72/hour	4,406		
212-Fixed Charges	04-Other Charges	Fixed Charges	FICA @ .0765 WC @ .0057	362		
209-Student Transportation	02-Contract Services	bus transportation to CCCTC	Approx. $250/run x 8 runs	2,000		
203-205 -02-Special Prog.	03-Supplies & Materials	consumable student materials and resources	Approx. 100 students x $10/student	1,000		
				Total:		**$7,769**
Activity 8.1						
201 -22-Business Support	08-Transfers	Indirect Costs	1.75%	719		
				Total:		**$719**
				Grand Total:		**$41,813**

ORIGINAL GRANT BUDGET	$41,813.00	AMENDED BUDGET #		REQUEST DATE	11/15/21
GRANT NAME	English Language Acquisition	GRANT RECIPIENT NAME	Carroll County Public Schools		
MSDE GRANT #	220674-01	RECIPIENT GRANT #	23-128		
REVENUE SOURCE	ESSA Title III English Language Acquisition	RECIPIENT AGENCY NAME	Carroll County Public Schools		
FUND SOURCE CODE	6942	GRANT PERIOD	7/1/2021 FROM	9/30/2023 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						719.00	719.00
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	13,586.00		5,798.00				19,384.00
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							-
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	17,180.00						17,180.00
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation		2,000.00					2,000.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							-
212 Fixed Charges				2,530.00			2,530.00
213 Food Services							
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	30,766.00	2,000.00	5,798.00	2,530.00	-	719.00	41,813.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Andrew C. Sexton, CPA Supervisor of Budget and Grants	Andrew C. Sexton Digitally signed by Andrew C. Sexton Date: 2021.11.11 12:43:28 -05'00'		410-751-3083
Supt./Agency Head Approval	Steven A. Lockard, Ph.D. Superintendent of Schools	Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.11.15 13:32:10 -05'00'		410-751-3128
MSDE Grant Manager Approval				

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 conforms for 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 band 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.

Steven A. Lockard Digitally signed by Steven A. Lockard
Date: 2021.08.30 14:08:03 -04'00'

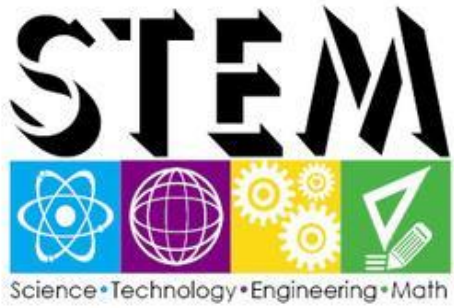
Superintendent of Schools/Head of Grantee Agency

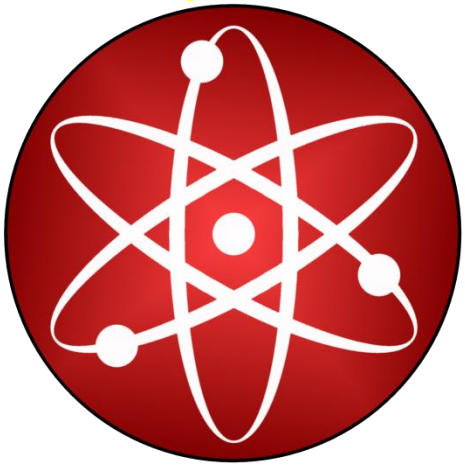
8.30.21

Date

Appendix F: FY 2022 (July 1, 2021 – June 30, 2023)
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): Carroll County Public Schools (use drop down)	**Grant Year: FY 2022**
Title IV-A Point of Contact: Jeff Alisauckas	
Telephone: 410-386-1542	**E-mail:** jjalisa@carrollk12.org





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

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Local Educational Agency (LEA): **Carroll County Public Schools** **Grant Year: FY 2022**
(use drop down)

Title IV-A Point of Contact: **Jeffrey Alisauckas**

Telephone: **410-386-1542** **E-mail:** **jjalisa@carrollk12.org**

Title IV, Part A Application: Overview

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment
- Developed through an equity lens as required by the Educational Equity registaion, COMAR 13A.016 to ensure each program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized groups.

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.

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 that includes the school system's process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school (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, including those that support educational equity;
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 and support educational equity;
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.

Local Educational Agency: Select a LEA. (use drop down) **Grant Year: FY 2022**

1.0 CONSULTATION - Required

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

Using the Superintendent's Stategic Plan as a guiding resource, Jeff Alisauckas, the grant manager, consults regularly (monthly, if not more) with the Chief of Equity, Acountability, and Performance, Director of Curriculum and Instruction, Director of High Schools, Director of Student Services, Supervisor of School Counseling, Supervisor of Mathematics and the Assistant Supervisor of Fine Arts to determine the needs of the system and the allocation of resources to support those needs and support the goals of the CCPS Strategic Plan. During these meetings, the grant manager informs them of the purpose of Title IV and what Title IV can/cannot be used for. Teachers, principals, parents, and the community were all consulted throughout the formation of the CCPS Strategic Plan and the programs described in this grant (Instrucional Technology Best Practices, Second Step, RTI, Smart Music, etc).

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

The staff listed above, along with other staff as appropriate, will consult montly (or more if needed) with the Title IV liaison to improve upon the alignment of future activities that are associated with the purpose of this grant. For example, the grant manager meets regulary with the Director of Curriculum and Instruction to ensure alignment of Title IV to systemic initiatives (ex. Providing resources to under-represented students for AP waivers) and other grant projects ensuring efficiency in the allocation of funding.

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

The activities in this grant will be directly related to other activities that allow for increased access for under-represented populations of students to have equitable access to learning opportunities provided in CCPS. The activities in this grant are also directly aligned to a system initiatives to professionally develop staff on trauma sensitive classrooms and the implementation of technology into instruction. Local resources have been allocated to help with the implementation instructional technology and assessment and data analysis related to underserved student and equitable access to learning opportunties.

Local Educational Agency: Select a LEA. (use drop down)	**Grant Year: FY 2022**

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-ROUNDNED EDUCATION AND SAFE & HEALTHY STUDENTS)

2.0 ADMINISTRATIVE COST – Allowable

Item	Line Item	Description	Public School Costs
2.1	CCPS is not using Title IV, Part A funds for administrative costs.		
2.2			
2.3			
2.4			
		Total for Section 2.0	

Local Educational Agency: Carroll County Public Schools **Grant Year: FY 2022**
(use drop down

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

Guiding Questions		Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
3.1	What local needs have stakeholders identified through an equity lens?	Chief of Equity, Accountability, and Performance, Director of Curriculum and Instruction, School Level Directors, Teachers, Parents. All of these stakeholders are involved via committees (curriculum council, teacher advisory committee, community advisory committee). Formal discussion also occur through Instructional Leadership Team meetings to provide access to our hardest to serve students (**African American, ESOL, Special Education, FaRMs)** to advanced academic classes. At this time our focus is on Core Content Areas (English, Math, Science, and Social Studies) across all grade levels.	Director of Student Services,Supervisor of Behavioral and Mental Health. All of these stakeholders are involved via committees and direct work with these community based agencies (Youth Service Bureau, Villa Maria of Carroll County Behavioral Health, Carroll County Department of Health, Carroll Hospital Center, Carroll County Behavior Support Center, Life Renewal Services). As the number of suicide referrals and students exhibiting ACES (Adverse Childhood Experiences) grows, CCPS has a need to increase the capacity of staff to identify these students while providing resources to students who have been identified.	Chief of Equity, Accountability, and Performance, Director of Curriculum and Instruction, Supervisors of Curriculum and Instruction, Coordinators of Curriculum and Instruction, Teachers, and Parents. All of these stakeholders are involved via committees (curriculum council, teacher advisory committee, community advisory committee). Formal discussion also occur through Instructional Leadership Team meetings. As the need for access to highly effective virtual and hybrid instruction grows, the capacity of teachers to providing high quality learning using technology has become a priority in CCPPS.
3.2	What data support the identified local needs?	AP Scores and number of underserved student test takers, MCCAP Data, LEA Summative Assessment Data.	Counseling Referrals, Suicide Interventions, Parent Opioid Overdose Data	Survey data from teacher instructional technology needs survey that was delivered to teachers over the summer.
	What data support the identified equity needs?	CCPS Mater Plan: Pathway Opportunities for Student Success Data	CCPS Mater Plan: Safe and Secure Environment Data	CCPS Mater Plan: Pathway Opportunities for Student Success Data
3.3	What are the hardest to serve student groups?	Administrators, counselors, and other school-based and central office staff meet weekly to discuss the needs of these students (Student Services Teaming Meetings). In addition Performance Academies for every school will occur 3 times/year for all schools to develop	Administrators, counselors, and other school based and central office staff meet weekly to discuss the needs of these students (Student Services Teaming Meetings). CCPS continues to closely monitor the needs of our African American, ESOL, Special Education,	Central Office Staff, including the Chief of Equity, Accountability, and Performance, Director of Curriculum and Instruction and Supervisors of Curriculum and Instruction regularly analyze LEA and State Summative Assessment Data with a focus on data related to

		plans to provide equitable access to learning opportunites to underserved student (African American, ESOL, Special Education, FaRMs)	FaRMs students and suicide referral and ACES data related to these groups of underserved studnents.	our undersrerved students (African American, ESOL, Special Education, FaRMs)
3.4	What inequities inherent in the system are driving some of the local needs to support marginalized student groups?	Proportionally underserved students are not taking AP test and are not enrolled in higher level courses.	CCPS is implementing Second Step (K-5) in schools due to the need for more emotional/behavioral support. Discipline data, suicide referral data, attendance data, and staff/principal feedback was used to identify the need. This program will be taking place in all elementary schools in CCPS.	Although teachers provide interventions during day to day instruction, CCPS is implementing RTI initiative in four idenfitied schools. The schools were identified based upon under-serrved student data and principal/director feedback.
3.5	How are the identified needs being prioritized when several significant needs are identified?	The identified needs have already been prioritized and identified through system-wide strategic planning.	The identified needs have already been prioritized and identified through system-wide strategic planning.	The identified needs have already been prioritized and identified through system-wide strategic planning.
	How is equity being prioritized for the identified marginalized groups?	Equity for our under-served students has been prioritized and identified through system-wide strategic planning.	Equity for our under-served students has been prioritized and identified through system-wide strategic planning.	Equity for our under-served students has been prioritized and identified through system-wide strategic planning.

Local Educational Agency: Select a LEA. (use drop down)	**Grant Year: FY 2022**
ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA: i. are among the schools with the greatest needs, as determined by such LEA; ii. have the highest percentages or numbers of children counted under section 1124(c); iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i); iv. are implementing targeted support and improvement (TSI) 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.	
Prioritizing Funds to School- Required	
In rank order, i.e., first choice = highest priority, using the Federal examples above, select the LEA's priorities for distributiung funds to schools. Select all that apply using the drop down menu.	**Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define *"school with the greatest need".***
1. Are among the schools with the greatest needs, as determined by the LEA	For FY 22, CCPS will be providing funding to schools for projects (AP waiver/reductions and Second Step) based upon FaRMS data, discipline referrals, and suicide interventions.
2. Select from prioritized needs.	
3. Select from prioritized needs.	
4. Select from prioritized needs.	
5. Select from prioritized needs.	
Prioritizing Educational Equity – Required (Please describe how the LEA is prioritizing equity needs to support marginalized student groups and practices.)	
The Equity and Inclusion Officer for CCPS works with Equity Liasions in each school to support maganilized student groups. The Title IV grant manager works closely with the Equity and Inclusion Officer to provide resources as appropriate. For example, the Equity and Inclusion Officer and the Title IV grant manager colloaborate to coordinate Performance Academies that directly support the needs of schools as they relate to under-represented student populations.	

Local Educational Agency: Carroll County Public Schools (use drop down)		**Grant Year: FY 2022**
To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among 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, 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 that has 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)	Yes – This is in coordination with other programs to provide equitable learning opportunities to underserved students. Peformance Academies are a systemic initiative where schools and central office work together to provide our hardest to serve students with a instruction to best meet their instructional needs. On a school-based level, regional schools work together during the Performance Academies to establish educational plans for seamless transition of instructional services for our hardest to serve students (African American, ESOL, Special Ed., FaRMs).
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)	Yes- There is coordination. Example – AP and College Board.

4.3	(3) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement 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, including those that support educational equity;	CCPS continues to do direct work with these community based agencies (Youth Service Bureau (Suicide Prevention), Villa Maria of Carroll County Behavioral Health (Social and Emotional Well-Being), Carroll County Department of Health, Carroll Hospital Center (COVID screening, Vacincations, Vision and Hearing), Carroll County Behavior Support Center (Social and Emotional Awareness), Life Renewal Services) to promote safe and healthy learning environments for students.

Activity Key for Well-Rounded Education Opportunities

The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within theWell-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select *"Reimbursing low-income students for accelerated learning examination fees"* from the drop down list of abbreviated names.

WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	Abbreviated Name
College and career guidance and counseling programs, such as—(i) postsecondary education and career awareness and exploration activities	Providing postsecondary education and career awareness and exploration activities
College and career guidance and counseling programs, such as—(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	Training counselors to effectively use labor market information to assist students with college and career planning
College and career guidance and counseling programs, such as—(iii) financial literacy and federal financial aid awareness activities	Financial literacy and federal financial aid awareness activities
Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	Music and arts programs or activities
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as ''STEM subjects'') such as—(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses	Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as ''STEM subjects'') such as—(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as ''STEM subjects'') such as—(iii) providing hands-on learning and exposure to science, technology, engineering, and	Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects

Activity Key for Well-Rounded Education Opportunities	
The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within theWell-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select *"Reimbursing low-income students for accelerated learning examination fees"* from the drop down list of abbreviated names.	
WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	**Abbreviated Name**
mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects	
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as ''STEM subjects'') such as—(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))]	Supporting the creation and enhancement of STEM-focused specialty schools
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as ''STEM subjects'') such as—(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects	Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as ''STEM subjects'') such as—(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education	Integrating other academic subjects into STEM subject programs
Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (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 learning courses and plan to take accelerated learning examinations	Reimbursing low-income students for accelerated learning examination fees
Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses	Increasing access to accelerated learning courses and dual or concurrent enrollment programs

Activity Key for Well-Rounded Education Opportunities	
The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within theWell-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select *"Reimbursing low-income students for accelerated learning examination fees"* from the drop down list of abbreviated names.	
WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	**Abbreviated Name**
Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education	Activities to promote the instruction of American history, social studies, economics, geography, or government education
Foreign language instruction	World language instruction
Environmental education	Environmental education
Programs and activities that promote volunteerism and community involvement	Volunteerism and community involvement programs or activities
Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics	Multiple discipline integration programs or activities
Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

4.1 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any alloacation ≥$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.

LECS Plan Focus Area: Music and arts programs or activities

Proposed Well-Rounded Activity 4.1: (Title) SMART Music and Quaver Music subscriptions for students

Activity Implementation: (How will the activity operate and over what duration?) Students will receive student log-ins to access the program during the 21-22 school year.

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? ☒**Students** ☒**Educators** ☐**Other Stakeholders:** Click or tap here to enter text. ☐**Other Stakeholders:** Click or tap here to enter text. **What are the desired changes?** (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)) **Outcome 1**: (**S**mart, **M**eaurable, **A**chieveable, **R**elevant, **&** **T**ime-Bound) These programs greatly impact the ability of the teacher to provide feedback on student performance resulting in an increase in rythemic accuracy and technical abilities (sight-reading, interpretation, etc) by 2 levels as measured by classroom teacher at the end of the 2021-2022 school year. **Outcome 2**: (**S**mart, **M**eaurable, **A**chieveable, **R**elevant, **&** **T**ime-Bound) Click or tap here to enter text. **Outcome 3**: (**S**mart, **M**eaurable, **A**chieveable, **R**elevant, **&** **T**ime-Bound) Click or tap here to enter text.	Music and arts programs or activities Level IV - Logic Model/Rationale **Provide a link or citation below to support the Level of Evidence:** The CCPS Supervisor and Assistant Supervisor of Fine Arts continue to work with their counterparts in Anne Arundel and Charles Counties to determine overall effectiveness. Both Charles and Anne Arundel Counties are using SmartMusic, are using Title IV funds to support the implementation of SmartMusic, and are seeing positive results since its implementation in 2018.
	Evaluation
	How and when will the listed outcomes be measured for success? (Add more as needed)
	Evaluation for Outcome 1: The number of students engaged, rehearsing, and submitting vocal or instrumental practice using the program will increase by 20% when compared against peers not using the program by the end of the 2021-2022 school year. **Evaluation for Outcome 2:** Click or tap here to enter text. **Evaluation for Outcome 3:**
Use of Funds: **Provide a *total* dollar amount per activity.**	**$16,000**

4.2 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any alloacation ≥$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.

LECS Plan Focus Area: Reiumbursiing Low-Income Students for Accelerated Learning Examination Fee

Proposed Well-Rounded Activity 4.2: (Title) AP Registration Cost Waiver/Reduction

Activity Implementation: (How will the activity operate and over what duration?) Funds will be distributed to schools. School based teams will identify students in need of financial assistance. Identified students will be given discounted/free registration to AP tests during the 21-22 school year.

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? ☒**Students** ☐**Educators** ☐**Other Stakeholders:** Click or tap here to enter text. ☐**Other Stakeholders:** Click or tap here to enter text. **What are the desired changes?** (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)) **Outcome 1**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Increase the number of students taking and scoring 3 or higher on AP courses during the 21-22 school year by 3%. **Outcome 2**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text. **Outcome 3**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text.	Reimbursing low-income students for accelerated learning examination fees Level III - Promising Evidence **Provide a link or citation below to support the Level of Evidence:** Research shows the students who take AP classes and sit for AP exams have a higher probability of being college and career ready than their peers who do not enroll in AP classes and/or sit for AP exam https://aphighered.collegeboard.org/sites/default/files/ap-student-success-college-recent-research.pdf **Evaluation** How and when will the listed outcomes be measured for success? (Add more as needed) **Evaluation for Outcome 1:** At the conclusion of the 21-22 school year CCPS will analyze the data to determine if the number of our hardest to serve students taking AP tests increased. CCPS will also analyze the data to determine the number of these hardest to serve students scoring 3 or higher **Evaluation for Outcome 2:** Click or tap here to enter text. **Evaluation for Outcome 3:** Click or tap here to enter text.
Use of Funds: **Provide a *total* dollar amount per activity.**	**$10,500**

4.3 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any alloacation ≥$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.

LECS Plan Focus Area: Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

Proposed Well-Rounded Activity 4.3: (Title) Peformance Academies

Activity Implementation: (How will the activity operate and over what duration?) Identify underserved students who are not achieving established learning criteria. Create specific learning plans for these students to provided the services needed to maximize success. This activity will occur during the 21-22 school year.

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? ☒**Students** ☒**Educators** ☐**Other Stakeholders:** Click or tap here to enter text. ☐**Other Stakeholders:** Every school will be part of Performance Academies which will take place during the 21-22 school year. Teams will be compose of the Principal, ESOL, ETM, G&T, Special Education.Student data will be analyzed and plans will be developed to ensure equitable learning opportunties are provided to all students. **What are the desired changes?** (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)) **Outcome 1**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **&** **T**ime-Bound**)** Increase MCCAP scores (3-7%) relative to the goals of the CCPS Strategic Action Plan by 2023. **Outcome 2**:(**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **&** **T**ime-Bound**)** Click or tap here to enter text. **Outcome 3**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **&** **T**ime-Bound**)** Click or tap here to enter text.	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences Level I - Strong Evidence **Provide a link or citation below to support the Level of Evidence:** Using Student Achievement Data to Support Student Learning http://www.naesp.org/sites/default/files/Student_Data_0.pdf Using Data to Improve Student Achievement http://www.edu.gov.on.ca/ eng/literacynumeracy/inspi re/research/Using_Data.pd f
	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
	Evaluation for Outcome 1: CCPS will see an increase in MCCAP scores (3-7%) relative to the goals of the CCPS Strategic Action Plan **Evaluation for Outcome 2:** Click or tap here to enter text. **Evaluation for Outcome 3:** Click or tap here to enter text.
Use of Funds: **Provide a *total* dollar amount per activity.**	**$42,185**

4.4 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any alloacation ≥$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.

LECS Plan Focus Area: Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

Proposed Well-Rounded Activity 4.4: (Title) RTI Implementation

Activity Implementation: (How will the activity operate and over what duration?) Four CCPS elementary schools have been identified to pilot Response to Interventions (RTI) during the 21-22 school year.

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? ☒**Students** ☒**Educators** ☐**Other Stakeholders:** Click or tap here to enter text. ☐**Other Stakeholders:** .	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences Level I - Strong Evidence **Provide a link or citation below to support the Level of Evidence:** Response to Intervention Network: http://www.rtinetwork.org/learn/research
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)) **Outcome 1**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Identified students participating in the RTI program will show 20% growth within their student specific (math, reading, and/or behavioral) intervention to be measured at the end of the 21-22 school year. **Outcome 2**:(**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text. **Outcome 3**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)**	**Evaluation** How and when will the listed outcomes be measured for success? (Add more as needed) **Evaluation for Outcome 1:** CCPS will see a 20% increase in student performance on measured interventions. **Evaluation for Outcome 2:** Click or tap here to enter text. **Evaluation for Outcome 3:** Click or tap here to enter text.
Use of Funds: **Provide a *total* dollar amount per activity.**	**$24,000**

Local Educational Agency: Carroll County Public Schools (use drop down)	**Grant Year: FY 2022**
To guarantee the safety and well-being of every student, LEAs 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 that has 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 LEA 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.**	
5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]	
(5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)]	Yes. These programs have been coordinated with other school programs (ACES – Adverse Childhood Experiences program, Wired Differently, and Sources of Strength)
(5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]	Yes – These programs listed in the grant (Second Step) will foster safe, healthy, supportive, and drug-free environemtns that support student academic achievement..
(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)]	Yes- Parents are permitted to be involved in the activity or program. Parents serve on our Curriculum Council, our Community Advisory Council, and parents receive information related to safe and healthy students via presentation and resources created by our Supervisor of Heath and Physical Education, Assistant Suprvisor of Heath Education, and Supervisor of School Behavioral and Mental Health.
(5.4) 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)]	Yes – These programs were in coordination with the Carroll County Health Council, Villa Maria of Carroll County Behavioral Health Center, YSB (Youth Service Bureau), and Life Renewal Services, and Carroll Hospital.
5.5) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement 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, including those that support educational equity;	These programs were in coordination with the Carroll County Health Department, Villa Maria of Carroll County Behavioral Health Center, YSB (Youth Service Bureau), and Life Renewal Services, and Carroll Hospital. For example, the Carroll County Health Department provides COVID resources, various vaccinations (flu, COVID, etc), \vision and hearing screenings, health clinics to support students in remaining healthy and safe.

Activity Key for Safe and Healthy Students	
The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	**Abbreviated Name**
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes	Evidence-based drug and violence prevention activities and programs
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention	Evidence-based professional development and training to prevent drug use and violence
In accordance with sections 4001 and 4111—(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers	School-based mental health services, including early identification of mental health symptoms, drug use, and violence
In accordance with sections 4001 and 4111—(ii) school-based mental health services partnership programs that—(I) are conducted in partnership with a public or private mental health entity or health care entity; and (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices
Programs or activities that—(i) integrate health and safety practices into school or athletic programs	Programs or activities that integrate health and safety practices in schools or athletic programs
Programs or activities that—(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students	Healthy, active lifestyle programs and activities
Programs or activities that—(iii) help prevent bullying and harassment	Bullying and harassment prevention programs or activities

Activity Key for Safe and Healthy Students	
The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	**Abbreviated Name**
Programs or activities that—(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse
Programs or activities that—(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	Mentoring and school counseling programs and activities
Programs or activities that—(vi) establish or improve school dropout and reentry programs	School dropout prevention and reentry programs
Programs or activities that— (vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports	Providing safe and healthy learning environments, such as integrated systems of student and family supports
High-quality training for school personnel, including specialized instructional support personnel, related to—(i) suicide prevention	Suicide prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to—(iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques
High-quality training for school personnel, including specialized instructional support personnel, related to—(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described inparagraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to—(vi) drug abuse prevention, including educating children facing substance abuse at home	Drug abuse prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(vii) bullying and harassment prevention	Bullying and harassment prevention training for school personnel

Activity Key for Safe and Healthy Students	
The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	**Abbreviated Name**
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(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	Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(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	Providing information to parents and guardians of students about child sexual abuse awareness and prevention
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 LEAs 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’’	Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools
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	Implementing schoolwide PBIS
Designating a site resource coordinator at a school or LEA 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 schools and communities	Designating a school or district site resource coordinator
Pay for success initiatives [or “a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector” (ESEA § 8101(40)] aligned with the purposes of this section	Aligned Pay for success initiative

5.1 Safe & Healthy Students' Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.

LECS Plan Focus Area: Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices

Proposed Safe & Healthy Student Activity 5.1: (Title) Second Step

Activity Implementation: (How will the activity operate and over what duration?) Procurement of Second Step kits and professional learning related to the implementation of Second Step in Elementary Schools throughout the 2021-22 school year.

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? **☒Students** **☒Educators** **☐Other Stakeholders:** Click or tap here to enter text. **☒Other Stakeholders:** Teachers, Instructional Assistants, and Paraprofessionals will acquire the knowledge and skills to identify ACES (Adverse Childhood Experiences) **What are the desired changes?** (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)) **Outcome 1**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** The intended outcome is that though a holistic approach teachers will build supportive communities for every child through social-emotional learning. Discipline data for students exhibiting adverse childhood experiences will decrease by 2% during the 2021-22 school year **Outcome 2**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text. **Outcome 3**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text.	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices Level III - Promising Evidence **Provide a link or citation below to support the Level of Evidence:** • https://www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf • https://www.aap.org/en-us/Documents/ttb_aces_consequences.pdf • https://traumasensitiveschools.org/research/ • http://www.nasponline.org/resources-and-publications/resources/mental-health/trauma-sensitive-schools
	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
	Evaluation for Outcome 1: Decrease in number of discipline referrals by 2% for students exshibiting ACES (Adverse Childhood Experiences) in Elementary Schools during the 2021-22 school year as compared to students not exhibiting ACES. **Evaluation for Outcome 2:** Click or tap here to enter text. **Evaluation for Outcome 3:** Click or tap here to enter text.
Use of Funds: **Provide a *total* dollar amount per activity.**	**$50,000**

5.2 Safe & Healthy Students' Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.

LECS Plan Focus Area:

Proposed Safe & Healthy Student Activity 5.2: (Title)

Activity Implementation: (How will the activity operate and over what duration?)

Outcomes	**Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)**
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? ☐**Students** ☐**Educators** ☐**Other Stakeholders:** Click or tap here to enter text. ☐**Other Stakeholders:** Click or tap here to enter text.	Select a Safe & Healthy Students Strategy. Select a Level of Evidence. **Provide a link or citation below to support the Level of Evidence:**
	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) **Outcome 1**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text. **Outcome 2**:(**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text. **Outcome 3**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text.	**Evaluation for Outcome 1:** Click or tap here to enter text. **Evaluation for Outcome 2:** Click or tap here to enter text. **Evaluation for Outcome 3:** Click or tap here to enter text.
Use of Funds: **Provide a *total* dollar amount per activity.**	**$**

5.3 Safe & Healthy Students' Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 5.4, 5.5, etc.

LECS Plan Focus Area:

Proposed Safe & Healthy Student Activity 5.3: (Title)

Activity Implementation: (How will the activity operate and over what duration?)

Outcomes	**Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)**
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? ☐**Students** ☐**Educators** ☐**Other Stakeholders:** Click or tap here to enter text. ☐**Other Stakeholders:** Click or tap here to enter text.	Select a Safe & Healthy Students Strategy. Select a Level of Evidence. **Provide a link or citation below to support the Level of Evidence:**
	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)) **Outcome 1**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text. **Outcome 2**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text. **Outcome 3**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text.	**Evaluation for Outcome 1:** Click or tap here to enter text. **Evaluation for Outcome 2:** Click or tap here to enter text. **Evaluation for Outcome 3:** Click or tap here to enter text.
Use of Funds: **Provide a *total* dollar amount per activity.**	**$**

Local Educational Agency: Select a LEA. (use drop down) **Grant Year: FY 2022**

6.0 ACTIVITIES TO THE EFFECTVE USE OF TECHNOLOGY – Required [ESEA §4109]

To increase access to personalized, rigorous learning experiences supported by technology, LEAs 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, anyLEA that has 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 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.**

Activity Key for Effective Use of Technology

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

EFFECTIVE USE OF TECHNOLOGY FEDERAL EXAMPLES ESEA§4109	Abbreviated Name
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(A) personalize learning to improve student academic achievement.	Providing professional learning resources to personalize learning
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(B) discover, adapt, and share relevant high-quality educational resources.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.	Providing professional learning resources to use technology effectively in the classroom
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning	Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
Building technological capacity and infrastructure, which may include—(A) procuring content and ensuring content quality	Procuring technological content and ensuring content quality

Activity Key for the Effective Use of Technology	
The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
Building technological capacity and infrastructure, which may include—(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls	Technology infrastructure: Purchasing devices, equipment, and software applications
Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology	Delivering specialized or rigorous academic courses and curricula through the use of technology
Carrying out blended learning projects, which shall include—(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities	Technology infrastructure: Carrying out blended learning projects and planning activities
Carrying out blended learning projects, which shall include—(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project	Ongoing professional development to support blended learning project implementation and academic success
Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science	Providing professional development in the use of technology to enable educators to increase STEM achievement
Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	Providing high-quality digital learning experiences to students in rural, remote, and underserved areas

6.1 Effective Use of Technology Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.

LECS Plan Focus Area: Providing professional learning resources to personalize learning

Proposed Safe & Healthy Student Activity 6.1: (Title) Instructional Technology Professional Learning

Activity Implementation: (How will the activity operate and over what duration?) Professional learning on the effective use and implementation of instructional technology will during the 21-22 school year

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? **☒Students** **☒Educators** **☐Other Stakeholders:** Click or tap here to enter text. **☐Other Stakeholders:** Click or tap here to enter text. **What are the desired changes?** (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)) **Outcome 1**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** During the 21-22 school year, teachers will learn how to navigate, access and analyze student achievement data in the Performance Matters platform. The number of staff utilizing the performance matters platform will increase by 25% providing staff with data to differentiate instruction to meet student needs **Outcome 2**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** During the 21-22 school year, teachers will be able to analyze intervention data within the Performance Matters platform to to differentiate instruction to meet student needs resulting in an overall 4% achievement improvement on assessed areas within the student specific intervention. **Outcome 3**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text.	Providing professional learning resources to personalize learning Level II - Moderate Evidence **Provide a link or citation below to support the Level of Evidence:** • https://www.modernenglishteacher.com/media/2529/saumell.pdf • http://www.jite.informingscience.org/documents/Vol14/JITEv14ResearchP397-416Delgado1829.pdf • http://www.meridenk12.org/Customer-Content/WWW/SuperintendentNews/PDFs/SBA_March_2015_Putting_Tech_to_Work_in_Classroom_Beyond_2.pdf • https://dshutkin386.files.wordpress.com/2014/10/schafer_2013_tpack.pdf • https://www.edweek.org/ew/articles/2013/03/14/25priorities.h32.html • http://www.ncsl.org/portals/1/documents/educ/item013161.pdf • http://www.ncsl.org/documents/educ/TechnologyinK12Education.pdf **Evaluation** How and when will the listed outcomes be measured for success? (Add more as needed) **Evaluation for Outcome 1:** Centrally acquired data showing the amount of use of Performance Matters will increase by 25% by the end of the 2021-22 school year which will demonstrate that teachers were provided with detailed assessment data providing them with information to differentiate instruction. **Evaluation for Outcome 2:** Teachers will be able to differentiate instruction to meet student needs resulting in an overall 4% achievement improvement on assessed area within the student specific intervention
Use of Funds: **Provide a *total* dollar amount per activity.**	**$19,829**

6.2 Effective Use of Technology Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.

LECS Plan Focus Area:

Proposed Safe & Healthy Student Activity 6.2: (Title)

Activity Implementation: (How will the activity operate and over what duration?)

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? ☐**Students** ☐**Educators** ☐**Other Stakeholders:** Click or tap here to enter text. ☐**Other Stakeholders:** Click or tap here to enter text.	Select an Effective Use of Technology Strategy. Select a Level of Evidence. **Provide a link or citation below to support the Level of Evidence:**
	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)) **Outcome 1**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text. **Outcome 2**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text. **Outcome 3**: (**S**mart**, M**eaurable**, A**chieveable**, R**elevant, **& T**ime-Bound**)** Click or tap here to enter text.	**Evaluation for Outcome 1:** Click or tap here to enter text. **Evaluation for Outcome 2:** Click or tap here to enter text. **Evaluation for Outcome 3:** Click or tap here to enter text.

Use of Funds:	**Provide a *total* dollar amount per activity.**	**$**

6.3 Effective Use of Technology Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 6.4, 6.5, etc.

LECS Plan Focus Area:

Proposed Safe & Healthy Student Activity 6.3: (Title)

Activity Implementation: (How will the activity operate and over what duration?)

Outcomes	**Strategies:** [(see definitions #21 for Evidence-Based ESEA Section 8101)]
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? ☐**Students** ☐**Educators** ☐**Other Stakeholders:** Click or tap here to enter text. ☐**Other Stakeholders:** Click or tap here to enter text.	Select an Effective Use of Technology Strategy. Select a Level of Evidence. **Provide a link or citation below to support the Level of Evidence:**
	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) **Outcome 1**: (**S**mart, **M**eaurable, **A**chieveable, **R**elevant, **&** **T**ime-Bound) Click or tap here to enter text. **Outcome 2**: (**S**mart, **M**eaurable, **A**chieveable, **R**elevant, **&** **T**ime-Bound) Click or tap here to enter text. **Outcome 3**: (**S**mart, **M**eaurable, **A**chieveable, **R**elevant, **&** **T**ime-Bound) Click or tap here to enter text.	**Evaluation for Outcome 1:** Click or tap here to enter text. **Evaluation for Outcome 2:** Click or tap here to enter text. **Evaluation for Outcome 3:** Click or tap here to enter text.
Use of Funds: **Provide a *total* dollar amount per activity.**	**$**

Local Educational Agency: Carroll County Public Schools **Grant Year: FY 2022**

(use drop down)

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 names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.*** (Include below or as an attachment in Appendix H.)

FY 2022 Non-Public School Allocations

Title IV, Part A

	Enrollment (FTE) PreK-12	Per Pupil Allocation PreK-12	Actual Allocation PreK-12
Per Pupil Allocation Information	25,205	$ 7.02	$ 177,024

Total Grant Amount of $177024 / 25205 students = $7.02 / pupil

CCPS Population FY 2021 (Fall 2020)	24,568	$ 7.02	$ 172,552
Participating Non-Public Schools			
Carroll Lutheran School	116	7.02	814
Montessori School of Westminster	95	7.02	667
North Carroll Community School	147	7.02	1,032
St. John School	279	7.02	1,959
Total Non-Public Allocations			$ 4,472
Total Population for Allocations	25,205		
Total Dollars Allocated			$ 177,024

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.	
Initial Consultation:	The CCPS Title IV liaison consults with the CCPS non-public ombudsman and the CCPS Grants Office to determine Title IV funding. Annual consultation meetings are held where every Carroll County non-public school is invited to attend. Letters of follow-up are sent to all non-public schools to determine their intent to participate in Title IV. The ombudsman also uses e-mail and Edmodo as a means of communication with all non-public schools. Non-public schools who submit their letter of intention to participate will be notified of their allocation via our program manager.
On-Going Consultation:	CCPS schedules another voluntary meeting for consultation and questions. CCPS also monitors the Edmodo site for questions and concerns. Non-public staff also make personal inquiries via e-mail and phone to the Title IV liaison.
Managing Disputes/Complaints:	If disputes/complaints were to occur, CCPS will schedule a persona meeting with the non-public school, CCPS Title IV liaison, CCPS ombudsman, and the supervisor of finance to discusse approvable expenses and process for submitting paperwork for reiumbursement.
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:	CCPS uses a formula driven model provide by MSDE to determine participation amounts. If schools are eligible for funds, CCPS uses a non-public Title II application process.
Monitoring:	Non-public schools and CCPS consult on a regular basis regarding grant implementation and progress. Formal meetings are held twice a year.
Professional Development Plan:	The PDP is part of the non-public application process
Total Amount for Non-Public Transfers:	**$ 4,472**
REMEMBER, THE 20%, 20% amd 15% RULE INCLUDES NONPUBLIC SPENDING.	

Local Educational Agency: Select a LEA. (use drop down)	**Grant Year: FY 2022**

8.0 Assurances [ESEA, Section 4106(E)(2)]:
EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—

☒(A) prioritize the distribution of funds to schools served by the LEA that—
(i) are among the schools with the greatest needs, as determined by such LEA;
(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);
(i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);
(ii) the LEA **expenditures,** when providng educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
(iii) the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

☒ (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 LEA 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).

☒ (G) ensures the LEA has completed the application through an equity lens in order to satisfy all the requirements estgablished in COMAR 13A.06.01 Educational Equity;

(f) SPECIAL RULE.—Any LEA receiving an allocation under section 4105(a)(1) in an amount less than $30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

Local Educational Agency: Select a LEA. (use drop down)	**Grant Year: FY 2022**
9.0 INTERNET SAFETY [ESEA, Section 4121]:	
No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both— (1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are— (i) obscene; (ii) child pornography; or (iii) harmful to minors; and (B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and (2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are— (i) obscene; or (ii) child pornography; and (B) is enforcing the operation of such technology protection measure during any use of such computers.	
(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act. ☒By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.	

Local Educational Agency: Carroll County Public Schools (use drop down)	Grant Year: FY 2022
10.0 BUDGET NARRATIVE:	

TITLE IV FY 22 -Carroll County Budget Narrative						
Actiity #	**Category/Object**	**Line Item**	**Calculation**	**Amount**	**In-Kind**	**Total**
4.1	203-205/01 03	Subscription to Smart Music and Quaver Music	Smart Music 40 X 250 seat licenses = $10,000 Quaver - $300 X 20 schools = $6000	16,000		
				Total:		**$16,000**
4.2	203-205/01 02	AP Waivers	$1500 X 7 schools =$10,500	10,500		
				Total:		**$10,500**
4.3	203-205/09 01	Peformance Academy Substitutes	5 subs/school X 40 schools X average cost of $100/sub (range: $93.80 - $115.29) x 2 days	$42,185		
				Total:		**$42,185**
4.3	203-205/09 01	*RTI – IST Days* & RTI Intervention Implementation	240 .5 Sub Days @ $100/day $1000/school X 3 areas X 4 schools for subs/hourly	$12,000 $12,000		
				Total:		**$24,000**
5.1	203-205/01 03	Second Step	Kits K-5 for schools (~$450/kit) (Material of Instruction)	$50,000		
				Total:		**$50,000**
6.1	203-205/09 01	Instructional Technology Professional Learning *(PM Refresher Course – I hour)* **&** RTI Data Entry (1 hour) **&** RTI Data Analysis (2hour)	200 teacher X $36.72 60 staff X $36.72 140 Staff X 2 hrs X $36.72	$7,344 $2,203 $10,282		
				Total:		**19,829**
	212 04	FICA/Workers Comp	FICA @ .0765 and Work Comp @.057 X all wages ($86,014)	$6,580 $490		
	201 22	Indirect Costs	1.75% of Direct cost	$2,968		
				Total		**$10,038**
				Non Publics		**4,472**
	FY22 Allotment	**$177,024**		**Grand Total (w/non-publics)**		**$177,024**

*Upon final approval, please submit the Title IV, Part A application in the final LECS Plan.

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	$177,024.00	AMENDED BUDGET #		REQUEST DATE	11/15/21
GRANT NAME	Title IV, Part A Student Support and Academic Enrichment Grant	GRANT RECIPIENT NAME	Carroll County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23-148		
REVENUE SOURCE	ESSA Title IV-A: Student Support and Academic Enrichment	RECIPIENT AGENCY NAME	Carroll County Public Schools		
FUND SOURCE CODE	5612	PERIOD	7/1/2021 FROM	6/30/2023 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						2,968.00	2,968.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.		10,500.00	66,000.00				76,500.00
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						4,472.00	4,472.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	86,014.00						86,014.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
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
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				7,070.00			7,070.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	86,014.00	10,500.00	66,000.00	7,070.00	0.00	7,440.00	177,024.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Andrew C. Sexton, CPA Supervisor of Budget & Grants	Andrew C. Sexton	Digitally signed by Andrew C. Sexton Date: 2021.11.11 12:43:41 -05'00'	410-751-3083
Supt./Agency Head Approval	Steven A. Lockard, Ph.D., Superintendent of Schools	Steven A. Lockard	Digitally signed by Steven A. Lockard Date: 2021.11.15 13:32:23 -05'00'	410-751-3000
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev: 11/29/07

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 conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. 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.

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 band 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.

Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.11.15 13:32:36 -05'00'

Superintendent of Schools/Head of Grantee Agency
Steven A. Lockard, Ph.D., Superintendent of Schools

11/15/21

Date

Revised June 2015

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FY 2022 Fine Arts Initiative Grants Application

Carroll County Public Schools

Local school systems should provide a cohesive, stand-alone response to the prompts below.

School Year 2020-2021: Progress and Challenges

1. Complete the chart below describing the **progress and challenges** in meeting the Programs in Fine Arts goals articulated in the system's 2020-2021 Annual Update. Identify the programs, practices, strategies, and resource allocations that are related to progress.

Disciplines	Goals from the School Year 2020-2021	Current Progress	Challenges
Dance	-Currently for grades 9-12 we offer Dance I, Dance II, and Dance III in our Programs of Study -Offer extra-curricular dance opportunities for HS students -Support a CCPS Annual HS Dance Showcase: Evening Performance. -Continue to maintain a Team of Curriculum Writers in each content area as funding resources allow -Further encourage attendance at local and/or National Dance PD opportunities by providing sub-days to attend and/ or registration –membership to professional organizations -Grant as well as local funding will be utilized to maintain these programs with materials,	- We continue offering Dance I, Dance II, and Dance III in our Programs of Study for grades 9-12 -The CCPS Annual HS Dance Showcase: Evening Performance/ goal not met due to COVID 19 restrictions - Continue to maintain a dance curriculum team - Teachers did attend Dance PD opportunities in part because they were virtual options and more accessible. - necessary materials and/ or equipment was purchased as requested.	-Generally, COVID 19 restrictions varying from virtual to in-person to hybrid instruction, throughout the year, made it impossible to plan for in-person dance opportunities. -Streaming platform sanctioned by CCPS proved to be un-reliable (poor quality) therefore many **Extra-curricular** dance opportunities were not offered.

	equipment, and professional development.		
Music	-CCPS has a healthy music Program pre-K-12 -Continue to develop and refine Music Curriculum K-12 -Continue offering relevant and content-oriented PD for teachers and performance opportunities for students -Further encourage attendance at local and/or National Music related PD opportunities by providing sub-days to attend and/ or registration –membership to professional organizations - Continue to supply materials/ equipment necessary for quality Music instruction	- despite COVID 19 challenges, CCPS maintained a relatively healthy music program overall. Student performances were virtual as well as instrumental and choral participation at the school level. - Teachers did attend various music PD opportunities in part because they were virtual options and more accessible. - Music Curriculum writers did meet and further developed content for online and in -person learning / blended learning - necessary materials and/ or equipment was purchased as requested.	-Generally, COVID 19 restrictions varying from virtual to in-person to hybrid instruction, throughout the year, made it impossible to plan for in-person music opportunities. No All County or assessment opportunities were held. - future enrollment (2021/2022 school year) in our instrumental pull-out programs may dip due to the instructional environment during COVID.
Theatre	-CCPS has a healthy Theatre Program 9-12 -Continue to contribute funding, as available, to support our CCPS Annual Drama-Fest for students in grades 9-12 -Theatre *experiences* are available to students at the elementary and middle level	- despite COVID 19 challenges, CCPS maintained a healthy Drama program overall. Student performances were virtual as well as Drama courses and student participation at the school level. - Worked with CCPS IT Dept. to purchase ZOOM specifically for CCPS virtual Drama performance spring 2021. Each HS did have a spring performance of	- COVID protocols and limitations were a challenge as well as virtual platforms. - -Streaming platform sanctioned by CCPS proved to be un-reliable (poor quality)

	-Extra-curricular Drama performances are also available to students at our Middle School and Elementary level. -Further encourage attendance at local and/or National Theatre PD opportunities by providing sub-days to attend -Continue to develop and refine Drama Curriculum -Continue offering relevant and content-oriented PD for teachers and performance opportunities for students Continue to supply materials/ equipment necessary for quality Drama instruction, curriculum development and performance opportunities at all levels.	some kind. - Teachers did attend various Theatre PD opportunities in part because they were virtual options and more accessible. - Drama Curriculum writers did meet and further developed content for online and in -person learning / blended learning - necessary materials and/ or equipment was purchased as requested. - annual CCPS Drama-fest was not held due to COVID restrictions - participation in extra-curricular drama was maintained, as it proved to be a sanctuary for students	
Media Arts	- Explore and define media arts as it applies to Photo, Commercial Art, and Graphic Design Courses. - Visual Arts Teachers will collaborate with CTE related to revision of Graphic Design Course and/ or creation of a course Grant along with local funds will be utilized for curriculum collaboration, provide updated equipment, materials, and professional development.	-Visual Arts Teachers collaborated with CTE in revising Graphic design courses and the development of a new course CTE course called Digital Arts and Design. - Virtual attendance increased, however the hands-on experience for studio performance-based content was fractured due to COVID 19	-Due to COVID travel restrictions virtual attendance at State and Local Fine Arts Professional Development has decreased

Visual Art	-CCPS has a healthy Visual Arts Program pre-K-12 -Continue to develop and refine VA Curriculum preK-12 -Continue offering relevant and content-oriented PD for teachers and exhibit opportunities for students -Further encourage attendance at local and/or National Visual arts PD opportunities by providing sub-days to attend and/ or registration –membership to professional organizations -Continue to supply materials/ equipment necessary for quality VA instruction	- despite COVID 19 challenges, CCPS maintained a relatively healthy VA program overall. Student exhibits were virtual - Teachers did attend various VA PD opportunities in part because they were virtual options and more accessible. - VA Curriculum writers did meet and further developed content for online and in -person learning / blended learning - Our CCPS annual YAM exhibits did take place in community spaces for the 2021 school year. - necessary materials and/ or equipment was purchased in order to maintain instruction and provide take home materials	- Teacher motivation and online learning was challenging - COVID restrictions in terms of materials. Take-home packets and materials for students

School Year 2021-2022 Equity Goals

The Educational Equity regulation (COMAR 13A.01.06) is integrated throughout the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan to demonstrate comprehensive support and improvement. Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being.

2. What are the practices or strategies to advance racial equity through Fine Arts instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures?

Goal: Identify and address structural and institutional barriers that prevent students from equitably accessing Fine Arts educational opportunities in all schools. Determine the Fine Arts programming that is offered in CCPS in Art, Gen. Music, Vocal Music, Instrumental, as well as

Drama and who has access to/is enrolled in these programs by ethnicity. This goal has been established as a direct result of collaborative discussion with Fine Arts Supervisors and CCPS Equity Liaison, Judith Jones, and the established Equity goals of CCPS; based on previous needs assessment.

- Strategy: analyze requested data related to student enrollment, by ethnicity, in Fine Arts classes: from 2021-2022 school year through 2023-2024 in order to identify trends and /or changes in access
- Success Measure: examining data compared to total county enrollment will present a picture of who we are serving in Fine Arts. Using data compiled and analyzed develop strategies to recruit and welcome EVERY student into the Fine Arts program.

3. What community needs are addressed through instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures? Community needs could include marginalized individual characteristics (Ability, Ethnicity, Family Structure, Gender Identity, Language, National origin, Religion, Sexual Orientation, Socioeconomic Status), program access, areas of disproportionality, and school climate and culture.

Goal: Recruit, hire, and retain a diverse and effective staff of highly qualified educators.
This goal has been established as a direct result of collaborative discussion with Fine Arts Supervisors and CCPS Equity Liaison, Judith Jones, and the established Equity goals of CCPS; based on previous needs assessment.

- Strategy: Analyze hiring, recruitment, and retention efforts, as well as data related to diversity of staff and trends
- Success Measure: Increase number and retention of a diverse Fine arts Staff

School Year 2021-2022: Annual Goals

4. As stated in COMAR 13A.01.16, Section .03 Certification Procedures, each local school system shall report annually their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress. Complete the charts below outlining the 2021-2022 goals of the local school system to meet the requirements outlined in COMAR 13A.04.16, Programs in Fine Arts for music, dance, theatre, visual art, and media arts. For comparison, also list the strategic targets (forecast to 2024 Fine Arts Certification) within each arts discipline.

Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations regarding the implementation of fine arts instructional programming, development of curriculum, instructional planning, instructional delivery, material selection, and assessment and the use an equity lens (per COMAR 13A.01.06, an equity lens means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups) to meet the needs of all students.

Dance	2021-2022 Goals (Annual Goals) **Primary Goal: Explore and expand professional development opportunities in Dance for our Dance educators**
	2023 Targets (Long Term Goals) *PASTE content here from 2020 Application • Investigate and pursue opportunities to expand on current experiences in dance to Middle and Elementary Levels. • Increase the number of Dance *opportunities* offered to grades K-8 • **Expand Professional Development offerings for our Dance educators**

Media Arts	2021-2022 Goals (Annual Goals) Primary Goals: • **Revise and develop our current Honors Commercial Art course to reflect more contemporary and focused digital media component to support current industry standards.** • **Integrate blended learning and provide Adobe access for all students in prerequisite art courses as it becomes an industry standard and student expectation**
	2023 Targets (Long Term Goals) *PASTE content here from 2020 Application • Continue to Collaborate with CTE as we further develop courses such as; Commercial Art, Digital Photo, Graphic Design and Interactive Media Production. • **Explore, revise, and re-brand our current Commercial Art course to** **Support modern and relevant instruction and software to support Visual arts Standards in Media Arts**

Music	2021-2022 Goals (Annual Goals) • Primary Goal**: Advocate to provide quality software for each Elementary music classroom to support and enrich Music instruction at the elementary level. --Quaver**
	2023 Targets (Long Term Goals) *PASTE content here from 2020 Application • CCPS will continue offering a broad scope of Music opportunities, and course work from pre-K instruction to AP Music Theory studies. • **Explore updated and relevant software to enrich performance instruction and integrate for blended curriculum** • **Quaver** • **Smart Music** • **Mix Craft**

Theatre	2021-2022 Goals (Annual Goals) Primary Goal: **Investigate what opportunities are being offered to students, by our music staff, that provides a theatrical type of *experience* for students at the Elem. And middle level.**
	2023 Targets (Long Term Goals) *PASTE content here from 2020 Application • **Investigate and pursue instructional opportunities to expand Theatre/ Drama *experiences* at the Middle and Elementary Levels.**

Visual Art	2021-2022 Goals (Annual Goals) Primary Goal: **Work in collaboration with Health and Counseling Supervisors / staff to explore opportunities to support student's social emotional health through visual art. Collaborate to provide Professional Development for art teachers related to art therapy. (Camp Thrive/ Presi)**

	2023 Targets (Long Term Goals) *PASTE content here from 2020 Application • Explore possibility of offering an Art History Course at the High School level • **Further develop a collaborative relationship with Health and Counseling instruction regarding Social and Emotional Learning** • Continue to expand Professional Development in VA related to Pre- K instruction and Social Emotional Learning through Art.

School Year 2021-2022: Budget Narrative

5. 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 current State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

Budget Narrative Fine Art Initiative Grant 2021- 2022: Carroll County

Discipline	Category	Line Item	Calculation	Amount	In-Kind	Total
Activity: Professional Development						
All	Professional Development Activities 203-205/09	Substitutes: Obtain resources to support Fine Arts instructional staff attendance and or registration at professional development opportunities: *such as but not limited to* County activities /local, state, regional, or national professional development, conferences, and/or Curriculum Development.	Estimated: 10 teachers x 1 day x $110.00 Estimated average cost per substitute teacher day (range $93.80 - $115.29). Fixed Charges @ 8.22%	$1,100 90		**$1,190**
All	Professional Development/ Contracted Services 203-205/09	Clinicians: Obtain resources to support staff in developing their craft in various *ways, such as but not limited to*…providing artist leaders, educators, and/ or clinicians to facilitate performance-based learning. at local in-service activities	*Such as:* 12 Clinicians X $200.00	$2,400		**$2,400**
Fine Arts Admin.	Professional Development 202-16	Professional Organizations: Obtain resources for Fine Arts *content leaders* and administrators to establish and maintain membership in their professional associations and attend state and/ or national conferences in order to understand contemporary instructional trends and best practices.	Conference registration and attendance fees for content supervisors Professional organization dues/ membership	$3,650 $250		**$3,900**
Activity: Systematic Plan for Updating Instructional Materials						
Music	Materials of Instruction (3-29)	Materials: Seek available funding to support site-based efforts to maintain	Large instruments and Equipment ***such as but not limited to:***			**$5,721**

		and update instructional materials and equipment for student / staff during fine arts instruction as need arises. The following list are suggested examples.	2 Euphoniums x $1,490 Smaller instruments and equipment ***such as but not limited to:*** 2 Celli x $880.50 5 Keyboards for lab x $196	$2,980 $1,761 $980		
Art	Materials of Instruction (3-29)	*Such as, but not limited to……*	2 Stand-alone Drying Rack x $122.00 1 Epson Color Printer/ Digital x $1,500 1 Sm.Clay extruder x $275 1 Kilns x $4,000.	$244 $1,500 $275 $4,000		**$6,019**
Dance	Materials of Instruction (3-29)	Dance materials and equipment ***such as but not limited to:***	Costumes/ Resources/ Materials	$355		**$355**
Transfers						
	Business Support Services	Indirect costs at a rate of 1.75% of total grant request		$343		**$343**
		Total		$19,928		**$19,928**

In kind Note: All CCPS resources that are budgeted for the Fine Arts are directed to the same goals and strategies that are defined in the updated Strategic plan that is found in the first segment of the grant application.

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	$19,928	AMENDED BUDGET #		REQUEST DATE	11/15/21
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Carroll County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22-305		
REVENUE SOURCE	Fine Arts Initiative	RECIPIENT AGENCY NAME	Carroll County Public Schools		
FUND SOURCE CODE	1292	PERIOD	7/1/2021 FROM	6/30/2022 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						343.00	343.00
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.				3,900.00			3,900.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.			12,095.00				12,095.00
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							-
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	1,100.00	2,400.00					3,500.00
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							-
212 Fixed Charges				90.00			90.00
213 Food Services							
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	1,100.00	2,400.00	12,095.00	3,990.00	-	343.00	19,928.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Andrew C. Sexton, CPA Supervisor of Budget and Grants	Andrew C. Sexton	Digitally signed by Andrew C. Sexton Date: 2021.11.11 12:43:49 -05'00'	410-751-3083
Supt./Agency Head Approval	Steven A. Lockard, Ph.D. Superintendent of Schools	Steven A. Lockard	Digitally signed by Steven A. Lockard Date: 2021.11.15 13:32:50 -05'00'	410-751-3000
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev: 11/29/07

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 conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. 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.

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 band 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.

Steven A. Lockard Digitally signed by Steven A. Lockard Date: 2021.11.15 13:33:04 -05'00'

Superintendent of Schools/Head of Grantee Agency
Steven A. Lockard, Ph.D., Superintendent of Schools

11/15/21

Date

Revised June 2015

Appendix H: Equitable Services to Private Schools under ESSA

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: 21st Century Community Learning Centers

EQUITABLE SERVICES TO STUDENTS 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 ensure equity and opportunities for participation of nonpublic schools, the Maryland State Department of Education's Equitable Services Ombudsman is responsible for monitoring and enforcing the requirements relating to the participation of children in private schools.

THE FOLLOWING DOCUMENTS MUST BE SUBMITTED IN APPENDIX H:

- Consultation timeline
- Signed Affirmation of Consultation Forms
- Complaint procedures/dispute resolution process for covered programs under ESSA

EQUITABLE SERVICES ALLOCATIONS:

Under sections 1117(a)(4)(C) and 8501(a)(4)(C) of the ESEA, as amended by the ESSA, an SEA is required to annually provide notice of the amount of funds each LEA has determined are available for equitable services under applicable ESEA programs. Please enter each allocation based on the individual federal program for the current fiscal year.

Equitable Services Allocations:	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
FY 22 Allocations:	$3,629	n/a	$11,961	$0	$4,472	n/a

ATTESTATIONS - EQUITABLE SERVICES (Sec. 8501(a)):

- All documents are included in Appendix H for Title I-A, Title I-C, Title IIA, Title III, and Title IVA-B.
  - Consultation timeline for each program
  - Signed Affirmation of Consultation Forms
  - Complaint procedures/dispute resolution process for covered programs under ESSA

- The LEA provided the equitable share allocation for each federal program as applicable.

- The LEA ensures that private schools are provided with timely and meaningful consultation to participate in equitable services.

- The LEA ensures that all participating private schools are **not-for-profit** private schools, church-exempt schools, and/or publicly funded schools and verified on MSDE's Nonpublic Schools Approval Webpage.

Pamela Mesta	Supervisor of ESOL	Carroll County Public Schools	pamesta@carrollk12.org
LEA Equitable Services Point of Contact (please type or print)	Title	Local Educational Agency	Email Address

Carroll County Public Schools Equitable Services to Private Schools

Processes and Documents

FY 2022

To ensure compliance with non-public participation, CCPS has designated a single point of contact for nonpublic schools (Nonpublic Liaison). The Nonpublic Liaison is responsible for coordinating all initial non-public communication and correspondences, relaying information from the Maryland State Department of Education (MSDE), and maintaining continuous communication between nonpublic schools and CCPS staff. *Note-The ESOL Supervisor also serves as the CCPS Nonpublic Liaison*.

Letters were sent via certified mail and email to all eligible nonpublic schools inviting them to participate in various federally funded programs for the 2021-2022 school year. Nonpublic school administrators and/or designees were invited to attend two informational meetings. The first meeting (informational) took place on December 16, 2020 virtually via Google Meets. This meeting was recorded and available on for public view on Channel 21-video on demand.

Nonpublic schools were also provided a specific letter that could be returned informing CCPS of their intention to participate or not participate in any federal or state funded opportunities. Subsequent mailings via certified mail, emails and telephone calls were used to obtain responses from all institutions. The second meeting (networking/informational) took place on April 28, 2021 virtually via Google Meets. An online community (Edmodo) continues to be maintained to facilitate information sharing and communication.

Attachments:

- Letter of invitation and sign in sheets for Fall and Spring meetings.
- Intent to Participate Forms
- Affirmation of Consultation forms.
- Dispute Resolution Process.

November 19, 2020

Dear Principal/Director of Nonpublic School:

Carroll County Public Schools will hold its annual federal program meeting for nonpublic schools beginning at **8:30 am** on **Wednesday, December 16, 2020 virtually on Google Meet** **https://meet.google.com/zim-avak-cys**

At this meeting you will learn more about the various federal programs *(Title I, II-A, III, IV-A, Special Education and competitive grant opportunities)*. This information will allow you to determine which federal programs your school may be interested in participating and what the procedures are.

If you are unable to attend, the meeting can be viewed as part of the CCPS Video on Demand series on CCPS website: http://video.carrollk12.org

Date:	**Wednesday, December 16, 2020**
Time:	**8:30 am**
Place:	**Virtual-Google Meet**
https://meet.google.com/zim-avak-cys	

The Carroll County Public Schools' federal grant managers are looking forward to meeting with you.

Please RSVP via phone or email by contacting:
Pamela Mesta, ESOL Supervisor/Nonpublic Liaison
pamesta@carrollk12.org
410.751.3173

Sincerely,

Pamela Mesta

Pamela Mesta

Annual Nonpublic Meeting Attendance Report
December 16, 2020

Name	Email	Duration	Time joined	Time exited
Pamela Mesta	pamesta@carrollk12.org	1 hr 20 min	8:05 AM	9:26 AM
Denise Hansell	dmhanse@carrollk12.org	1 hr 12 min	8:11 AM	9:23 AM
Kim Jersild	OFFI**@***.ORG	1 hr 8 min	8:11 AM	9:19 AM
Michille Caples	mcap*****@***.com	1 hr 3 min	8:20 AM	9:23 AM
Alana Smith	aasmith@carrollk12.org	1 hr 1 min	8:21 AM	9:23 AM
Andrew Sexton	acse***@***.com	1 hr 4 min	8:22 AM	9:25 AM
Kendra Hart	kyhart@carrollk12.org	58 min	8:25 AM	9:23 AM
Angie McCauslin	acmccau@carrollk12.org	57 min	8:25 AM	9:23 AM
Inez Marvel	inez*******@***.com	59 min	8:25 AM	9:25 AM
Rebecca Beyer	rebe***@***.school	55 min	8:28 AM	9:23 AM
Jeffrey Alisauckas	jjalisa@carrollk12.org	54 min	8:28 AM	9:23 AM
Sherrie Frech	slfrech@carrollk12.org	58 min	8:29 AM	9:29 AM
Colleen Ensor	ctensor@carrollk12.org	53 min	8:30 AM	9:23 AM
Patricia Castle	stja**********@***.com	47 min	8:32 AM	9:19 AM
Kathy Kaufman	mkkaufm@carrollk12.org	48 min	8:35 AM	9:23 AM

March 16, 2021

Dear Principal/Director of Nonpublic School:

Carroll County Public Schools will hold its semi-annual federal program update/consultation meeting for nonpublic schools from **10:00-10:30 am on Wednesday, April 28, 2021 virtually on Google Meet: https://meet.google.com/vmp-kwau-zfj.**

Please note that the annual federal meeting for school year 2021-2022 was held on December 16, 2020. At that time, we provided specific information about participation in the various federal programs (Title I, II-A, III, IV-A, special education and competitive grants), as well as mailed you the information packet.

The purpose of this meeting, however, is to provide a forum for input, answer any questions you may have and also provide consultation opportunities.

Date:	**Wednesday, April 28, 2021**
Time:	**10:00-10:30 am**
Place:	**Virtual: Google Meet**
	https://meet.google.com/vmp-kwau-zfj

The Carroll County Public Schools' federal grant managers are looking forward to meeting with you.

If you plan to attend, please RSVP via phone or email by contacting:
Pamela Mesta, ESOL Supervisor/Nonpublic Liaison
pamesta@carrollk12.org
410.751.3173

Sincerely,
Pamela Mesta
Pamela Mesta

Spring Nonpublic Consultation Attendance Report

April 28, 2021

Name	Email	Duration	Time joined	Time exited
Pamela Mesta	pamesta@carrollk12.org	1 hr 5 min	9:51 AM	10:56 AM
Michille Caples	mcap*****@***.com	1 hr 5 min	9:51 AM	10:56 AM
Denise Hansell	dmhanse@carrollk12.org	32 min	9:54 AM	10:26 AM
Sherrie Frech	slfrech@carrollk12.org	27 min	9:58 AM	10:26 AM
Gabby Peregoy	gper****@***.org	27 min	9:58 AM	10:26 AM
Inez Marvel	inez*******@***.com	27 min	9:59 AM	10:26 AM
Mandy Gilbart	mgil****@***.org	26 min	10:00 AM	10:26 AM
Kendra Hart	kyhart@carrollk12.org	23 min	10:00 AM	10:26 AM
Jeffrey Alisauckas	jjalisa@carrollk12.org	25 min	10:01 AM	10:26 AM
Ann Beirne	abei***@***.org	23 min	10:02 AM	10:26 AM
Colleen Ensor	ctensor@carrollk12.org	19 min	10:07 AM	10:26 AM

Carroll County Public Schools
Nonpublic Schools Intent to Participate in Federal Programs Form
2021-2022 School Year

School: _____

Principal/Director: _____

Our school is interested in participating in the following federal programs. Please check the appropriate line(s).

_____ **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies** provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

_____ **Title II, Part A: Improving Teacher Quality** to help improve student achievement through professional development to increase teacher and principal quality and ensure that all teachers are highly qualified.

_____ **Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *(K-12)*** assists school districts in teaching English to limited English proficient students and helping these students meet the same challenging state standards as all students.

_____ **Title IV, Part A: Title IV, Part A-Student Support and Academic Enrichment (SAES) *(K-12)*** assists school districts in improving students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Administrator's Name _____

Email address _____

Signature _____ Date _____

Please return document to: Pam Mesta
Email: pamesta@carrollk12.org
By March 31, 2021

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Carroll County Public Schools	TELEPHONE NUMBER:
LEA REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL:	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

☐ **Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.**

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☐ (ESSA Sect. 1117)	**Title I, Part C ☐ (ESSA Sect. 8501)**	**Title II, Part A ☐ (ESSA Sect. 8501)**	**Title III, Part A ☐ (ESSA Sect. 8501)**	**Title IV, Part A ☐ (ESSA Sect. 8501)**	**Title IV, Part B ☐ (ESSA Sect. 8501)**

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.

E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]

F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable**,** and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;

G. How and when the LEA, consortium, or entity 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. 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 LEA'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;

I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.

J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- **L.** 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 **TITLE I ONLY**
- **M.** When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- **N.** Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- **O.** *Administrative costs of providing equitable services including Indirect costs, as applicable. **TITLE I ONLY**
- **P.** *Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. **TITLE I ONLY**

(*Revised as of 6/10/2021)

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
Please share any Comments or Requests for Further Consultation	

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Written Affirmation of Consultation with Private/Parochial Providers

I hereby affirm that I was invited to the private/parochial school providers consultation meeting sponsored by Carroll County Public Schools and held at the Board of Education, Westminster, MD 21157, in accordance with the requirements of the Individuals with Disabilities Education Improvement Act. During the course of the consultation, the following issues were discussed with me:

- the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers and private school officials will be informed of the process;
- the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this paragraph, including the determination of how the amount was calculated;
- the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
- how, if the local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

I was provided the opportunity to express my views and to ask questions of the school district pertaining to the aforementioned issues.

I was further informed that if I believe that the consultation was not meaningful, or that my views and those of others were not given due consideration by the school district, I could file a complaint with the Maryland State Board of Education, Department of Special Education. I understand that my complaint must identify the area(s) in which I believe the school district did not comply with the consultation process.

☐ I participated in the consultation meeting

☐ I did not participate in the consultation meeting.
I understand I may contact the Office of Special Education

_____ _____

PRINTED NAME **SIGNATURE**

_____ _____

PRIVATE SCHOOL **AFFILIATION WITH SCHOOL**

_____

DATE

Special Education Services for Parentally Placed Private/Parochial Students

In order to support special education students within PPPP settings, please identify which of the following your school would find most beneficial for consult services:

- ☐ Personal school visits for consultation w/staff
  - ☐ Monthly
  - ☐ Quarterly
  - ☐ Semester
- ☐ Periodic scheduled phone consultation
- ☐ Attend CCPS Special Education Inservice(s)
- ☐ School based professional development (Title II funds could be used to support this)
- ☐ Other suggestions:

School Name _____

Contact Person, Position _____

Phone # _____

Email _____

Carroll County Public Schools
125 N. Court Street | Westminster, MD 21157
Building the Future

410-751-3000
410-751-3034 TTY
410-751-3003 FAX

Steven Lockard, Ph.D.
Superintendent

Carroll County Public Schools
Nonpublic Schools Intent to Participate in Federal Programs Form
2021-2022 School Year

School: Carroll Lutheran School

Principal/Director: Amanda Gilbart

Our school is interested in participating in the following federal programs. Please check the appropriate line(s).

X **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies** provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. If applicable

X **Title II, Part A: Improving Teacher Quality** to help improve student achievement through professional development to increase teacher and principal quality and ensure that all teachers are highly qualified. Possibly

_____ **Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *(K-12)*** assists school districts in teaching English to limited English proficient students and helping these students meet the same challenging state standards as all students.

X **Title IV, Part A: Title IV, Part A-Student Support and Academic Enrichment (SAES) *(K-12)*** assists school districts in improving students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Administrator's Name Amanda Gilbart

Email address mgilbart@clsedu.org

Signature Amanda Gilbart Date 03/22/21

Please return document to: Pam Mesta
Email: pamesta@carrollk12.org
By March 31, 2021

Maryland State Department of Education
Affirmation of Consultation Form

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Carroll County Public Schools	TELEPHONE NUMBER: 410-386-1542
LEA REPRESENTATIVE & TITLE: Jeff Alisauckas, Supervisor of Teacher and Leadership Development	EMAIL ADDRESS: jjalisa@carrollk12.org
PRIVATE SCHOOL INFORMATION	**CONTACT INFORMATION**
NAME OF PRIVATE SCHOOL: Carroll Lutheran School	TELEPHONE NUMBER: 410-848-1050
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Mandy Gilbert	EMAIL ADDRESS: mgilbart@clsedu.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☐ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ■ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ■ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]
F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
G. How and when the LEA, consortium, or entity 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. 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;
I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Maryland State Department of Education
Affirmation of Consultation Form

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**

L. 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 **TITLE I ONLY**

M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**

N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ■ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ■ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ■ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE: Jeff Alisauckas	DATE: 3/21/21
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Written Affirmation of Consultation with Private/Parochial Providers

I hereby affirm that I was invited to the private/parochial school providers consultation meeting sponsored by Carroll County Public Schools and held at the Board of Education, Westminster, MD 21157, in accordance with the requirements of the Individuals with Disabilities Education Improvement Act. During the course of the consultation, the following issues were discussed with me:

the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers and private school officials will be informed of the process;

the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this paragraph, including the determination of how the amount was calculated;

the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;

how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and

how, if the local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

I was provided the opportunity to express my views and to ask questions of the school district pertaining to the aforementioned issues.

I was further informed that if I believe that the consultation was not meaningful, or that my views and those of others were not given due consideration by the school district, I could file a complaint with the Maryland State Board of Education, Department of Special Education. I understand that my complaint must identify the area(s) in which I believe the school district did not comply with the consultation process.

☒ I participated in the consultation meeting

☐ I did not participate in the consultation meeting.
I understand I may contact the Office of Special Education

Amanda Gilbart
PRINTED NAME

Amanda Gilbart
SIGNATURE

Carroll Lutheran School
PRIVATE SCHOOL

Principal
AFFILIATION WITH SCHOOL

03/22/21
DATE

Special Education Services for Parentally Placed Private/Parochial Students

In order to support special education students within PPPP settings, please identify which of the following your school would find most beneficial for consult services:

- [x] **Personal school visits for consultation w/staff**
  - [x] **Monthly**
  - [ ] **Quarterly**
  - [ ] **Semester**
- [ ] **Periodic scheduled phone consultation**
- [x] **Attend CCPS Special Education Inservice(s)**
- [x] **School based professional development (Title II funds could be used to support this)**
- [ ] **Other suggestions:**

School Name CLS

Contact Person, Position Amanda ~~Gilb~~art, Principal

Phone # (410) 848-1050

Email mgilbart@clsedu.org

Carroll County Public Schools

Steven Lockard, Ph.D.
Superintendent

Carroll County Public Schools
Nonpublic Schools Intent to Participate in Federal Programs Form
2021-2022 School Year

School: Christian Preschool & Kindergarten Program

Principal/Director: Brenda Morse

Our school is interested in participating in the following federal programs. Please check the appropriate line(s).

_____ **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies** provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

__✓__ **Title II, Part A: Improving Teacher Quality** to help improve student achievement through professional development to increase teacher and principal quality and ensure that all teachers are highly qualified.

_____ **Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *(K-12)*** assists school districts in teaching English to limited English proficient students and helping these students meet the same challenging state standards as all students.

_____ **Title IV, Part A: Title IV, Part A-Student Support and Academic Enrichment (SAES) *(K-12)*** assists school districts in improving students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Administrator's Name Brenda Morse

Email address 2345cpk@gmail.com

Signature Brenda M. Morse Date 3/3/2021

2/24/21

Please return document to: Pam Mesta
Email: pamesta@carrollk12.org

Discussed use of funds
Make Application
Talk about Process

Maryland State Department of Education
Affirmation of Consultation Form

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Carroll County Public Schools	TELEPHONE NUMBER: 410-386-1542
LEA REPRESENTATIVE & TITLE: Jeff Alisauckas, Supervisor of Teacher and Leadership Development	EMAIL ADDRESS: jjalisa@carrollk12.org
PRIVATE SCHOOL INFORMATION	**CONTACT INFORMATION**
NAME OF PRIVATE SCHOOL: Christian Preschool & Kindergarten Program	TELEPHONE NUMBER: 443-389-9019
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Brenda Morse	EMAIL ADDRESS: 2345cpk@gmail.com

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☐ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ■ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ☐ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]
F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
G. How and when the LEA, consortium, or entity 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;
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    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;
I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Maryland State Department of Education
Affirmation of Consultation Form

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**

L. 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 **TITLE I ONLY**

M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**

N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ■ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ■ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ■ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE: Jeff Alisauckas	DATE: 3/21/21
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

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the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this paragraph, including the determination of how the amount was calculated;

the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;

how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and

how, if the local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

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[redacted] [redacted]

Brenda Morse
PRINTED NAME

Brenda M. Morse
SIGNATURE

Christian Preschool 4K
PRIVATE SCHOOL

Director
AFFILIATION WITH SCHOOL

3/3/2021
DATE

Special Education Services for Parentally Placed Private/Parochial Students

In order to support special education students within PPPP settings, please identify which of the following your school would find most beneficial for consult services:

- ☐ Personal school visits for consultation w/staff
  - ☐ Monthly
  - ☐ Quarterly
  - ☐ Semester
- ☐ Periodic scheduled phone consultation
- ☐ Attend CCPS Special Education Inservice(s)
- ☐ School based professional development (Title II funds could be used to support this)
- ☐ Other suggestions:

School Name _____

Contact Person, Position _____

Phone # _____

Email _____

Carroll County Public Schools
125 N. Court Street | Westminster, MD 21157
410-751-3000
410-751-3034 TTY
410-751-3003 FAX
Building the Future
Steven Lockard, Ph.D.
Superintendent

Carroll County Public Schools
Nonpublic Schools Intent to Participate in Federal Programs Form
2021-2022 School Year

School: Holy Spirit Early Childhood Learning Center

Principal/Director: Treena Hammond acting director

Our school is interested in participating in the following federal programs. Please check the appropriate line(s).

_____ **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies** provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

__✓__ **Title II, Part A: Improving Teacher Quality** to help improve student achievement through professional development to increase teacher and principal quality and ensure that all teachers are highly qualified.

_____ **Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *(K-12)*** assists school districts in teaching English to limited English proficient students and helping these students meet the same challenging state standards as all students.

_____ **Title IV, Part A: Title IV, Part A-Student Support and Academic Enrichment (SAES) *(K-12)*** assists school districts in improving students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Administrator's Name Treena Hammond

Email address hslc.preschool@comcast.net

Signature Treena Hammond Date 3/25/2021

Please return document to: Pam Mesta
Email: pamesta@carrollk12.org
By March 31, 2021

Spoke w/ Treva on 4/27/21

Maryland State Department of Education
Affirmation of Consultation Form See email

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Carroll County Public Schools	TELEPHONE NUMBER: 410-386-1342
LEA REPRESENTATIVE & TITLE: Jeff Alisauskas	EMAIL ADDRESS: jalisa@carrollk12.org
PRIVATE SCHOOL INFORMATION	**CONTACT INFORMATION**
NAME OF PRIVATE SCHOOL: Holy Spirit Early Childhood Learning Center	TELEPHONE NUMBER: 410-795-2287
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Treva Hammond	EMAIL ADDRESS: hsle.preschool@comcast.net

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ■ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ☐ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ☐ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate. email sent
E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]
F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined; ✓
G. How and when the LEA, consortium, or entity 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. 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;
I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Maryland State Department of Education
Affirmation of Consultation Form

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**

L. 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 **TITLE I ONLY**

M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**

N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☑ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☑ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:	DATE: 4/27/21
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
Please share any Comments or Requests for Further Consultation	

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

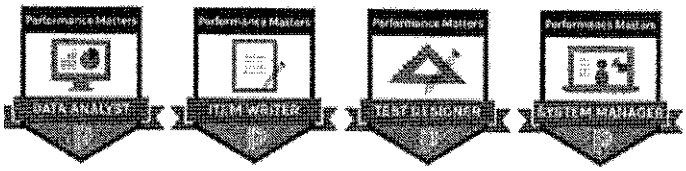
Affirmation of Consultation – 1/27/2020

Alisauckas, Jeffrey

From: Alisauckas, Jeffrey
Sent: Tuesday, April 27, 2021 3:21 PM
To: hslc.preschool@comcast.net
Subject: Consultation
Attachments: Title II template 21-22 non-public.docx; Allowable Non-Allowable Non-Publics.docx

Good afternoon Treena,
It was a pleasure speaking with you this afternoon. As promised, here is the FY 22 non-public application, along with a document outlining allowable/nonallowable expenses.
Please feel free to contact me if you have any questions regarding Title IIA.
Thank you

Jeffrey J. Alisauckas
Supervisor of Teacher and Leadership Development
Carroll County Public Schools
410-386-1542(o) 410-751-3497(c)
jalisa@carrollk12.org



NOTICE: This message (including any attachments) from Carroll County Public Schools may contain information that is PRIVILEGED and CONFIDENTIAL. If you are not the intended recipient, you are hereby notified that any dissemination of this message is strictly prohibited. If you have received this message in error, please do not read, copy or forward this message. Please permanently delete all copies of it, including attachments, and notify the sender immediately.

Written Affirmation of Consultation with Private/Parochial Providers

I hereby affirm that I was invited to the private/parochial school providers consultation meeting sponsored by Carroll County Public Schools and held at the Board of Education, Westminster, MD 21157, in accordance with the requirements of the Individuals with Disabilities Education Improvement Act. During the course of the consultation, the following issues were discussed with me:

the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers and private school officials will be informed of the process;

the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this paragraph, including the determination of how the amount was calculated;

the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;

how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and

how, if the local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

I was provided the opportunity to express my views and to ask questions of the school district pertaining to the aforementioned issues.

I was further informed that if I believe that the consultation was not meaningful, or that my views and those of others were not given due consideration by the school district, I could file a complaint with the Maryland State Board of Education, Department of Special Education. I understand that my complaint must identify the area(s) in which I believe the school district did not comply with the consultation process.

☐ I participated in the consultation meeting

☑ I did not participate in the consultation meeting.
I understand I may contact the Office of Special Education

	Treena Hammad
PRINTED NAME	**SIGNATURE**
	Holy Spirit Early Childhood Learning Center
PRIVATE SCHOOL	**AFFILIATION WITH SCHOOL**
DATE	

Called on 3/24/21 - Left a message

Carroll County Public Schools
125 N. Court Street | Westminster, MD 21157
410-751-3000
410-751-3034 TTY
410-751-3003 FAX

Building the Future

Steven Lockard, Ph.D.
Superintendent

Carroll County Public Schools
Nonpublic Schools Intent to Participate in Federal Programs Form
2021-2022 School Year

School: The Legacy School

Principal/Director: Jamie Caplan

Our school is interested in participating in the following federal programs. Please check the appropriate line(s).

_____ **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies** provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

✓ **Title II, Part A: Improving Teacher Quality** to help improve student achievement through professional development to increase teacher and principal quality and ensure that all teachers are highly qualified.

_____ **Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *(K-12)*** assists school districts in teaching English to limited English proficient students and helping these students meet the same challenging state standards as all students.

_____ **Title IV, Part A: Title IV, Part A-Student Support and Academic Enrichment (SAES) *(K-12)*** assists school districts in improving students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Administrator's Name Jamie Caplan

Email address jcaplan@legacyschoolmd.org

Signature Jamie Caplan Date 3.23.2021

Please return document to: Pam Mesta
Email: pamesta@carrollk12.org
By March 31, 2021

Written Affirmation of Consultation with Private/Parochial Providers

I hereby affirm that I was invited to the private/parochial school providers consultation meeting sponsored by Carroll County Public Schools and held at the Board of Education, Westminster, MD 21157, in accordance with the requirements of the Individuals with Disabilities Education Improvement Act. During the course of the consultation, the following issues were discussed with me:

the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers and private school officials will be informed of the process;

the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this paragraph, including the determination of how the amount was calculated;

the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;

how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and

how, if the local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

I was provided the opportunity to express my views and to ask questions of the school district pertaining to the aforementioned issues.

I was further informed that if I believe that the consultation was not meaningful, or that my views and those of others were not given due consideration by the school district, I could file a complaint with the Maryland State Board of Education, Department of Special Education. I understand that my complaint must identify the area(s) in which I believe the school district did not comply with the consultation process.

☐ I participated in the consultation meeting

☑ I did not participate in the consultation meeting.
I understand I may contact the Office of Special Education

Jamie Caplan
PRINTED NAME

Jamie Caplan
SIGNATURE

The Legacy School
PRIVATE SCHOOL

AFFILIATION WITH SCHOOL

3/23/2021
DATE

Special Education Services for Parentally Placed Private/Parochial Students

In order to support special education students within PPPP settings, please identify which of the following your school would find most beneficial for consult services:

- ☐ **Personal school visits for consultation w/staff**
  - ☐ **Monthly**
  - ☐ **Quarterly**
  - ☐ **Semester**
- ☐ **Periodic scheduled phone consultation**
- ☑ **Attend CCPS Special Education Inservice(s)**
- ☐ **School based professional development (Title II funds could be used to support this)**
- ☐ **Other suggestions:**

The Legacy School
School Name

Contact Person, Position Janne Caplan

Phone #
410-549-1717 ext. 1

Email
jcaplan@legacyschoolmd.org

Carroll County Public Schools
125 N. Court Street, Westminster, MD 21157
Building the Future

Steven Lockard, Ph.D.
Superintendent

Carroll County Public Schools
Nonpublic Schools Intent to Participate in Federal Programs Form
2021-2022 School Year

School: JODI LUPCO ↗ MONTESSORI School of Westminster

Principal/Director: _____

Our school is interested in participating in the following federal programs. Please check the appropriate line(s).

_____ **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies** provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

✓ _____ **Title II, Part A: Improving Teacher Quality** to help improve student achievement through professional development to increase teacher and principal quality and ensure that all teachers are highly qualified.

_____ **Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *(K-12)*** assists school districts in teaching English to limited English proficient students and helping these students meet the same challenging state standards as all students.

✓ _____ **Title IV, Part A: Title IV, Part A-Student Support and Academic Enrichment (SAES) *(K-12)*** assists school districts in improving students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Administrator's Name Jodi Lupco

Email address JLupco@themsw.org

Signature Jodi Lupco Date 3/1/21

Please return document to: Pam Mesta
Email: pamesta@carrollk12.org

Maryland State Department of Education
Affirmation of Consultation Form

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Carroll County Public Schools	TELEPHONE NUMBER: 410-386-1542
LEA REPRESENTATIVE & TITLE: Jeff Alisauckas, Supervisor of Teacher and Leadership Development	EMAIL ADDRESS: jjalisa@carrollk12.org
PRIVATE SCHOOL INFORMATION	**CONTACT INFORMATION**
NAME OF PRIVATE SCHOOL: Montessori School of Westminster	TELEPHONE NUMBER: 410-848-6283
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Jodi Lupco	EMAIL ADDRESS: jlupco@themsw.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☐ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ☒ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ☒ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]
F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
G. How and when the LEA, consortium, or entity 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. 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;
I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation Form

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION	
NAME OF LEA:	TELEPHONE NUMBER:
LEA REPRESENTATIVE & TITLE:	EMAIL ADDRESS:
PRIVATE SCHOOL INFORMATION	
NAME OF PRIVATE SCHOOL:	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☐ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ☐ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ☐ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

A. How the children's needs will be identified; Lessons/ ~~Assess~~ New ELA, grade

B. What services will be offered;

C. How, where, and by whom the services will be provided; Montessori Cultura De Practice for Lang

D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate. Inquiry → Transfer (Skill)

E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*] 0 of 15

F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined; $1300

G. How and when the LEA, consortium, or entity 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. 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;

I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.

J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Maryland State Department of Education
Affirmation of Consultation Form

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**

L. 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 **TITLE I ONLY**

M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**

N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ■ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ■ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ■ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE: Jeffrey J. Alisauckas	DATE: 3/16/21
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
Please share any Comments or Requests for Further Consultation	

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Title IV

Alisauckas, Jeffrey

From: Jodi Lupco <jlupco@themsw.org>
Sent: Monday, April 26, 2021 1:23 PM
To: Alisauckas, Jeffrey
Subject: RE: FY20 Title IV

This is an External Email. Please be cautious when opening attachments and/or clicking links.

Jodi Lupco
Head of School

(P) 410-848-6283
(F) 410-848-3217

From: Alisauckas, Jeffrey <jjalisa@carrollk12.org>
Sent: Friday, April 23, 2021 11:46 AM
To: mgilbart@clsedu.org; cklauss@gerstell.org; Jodi Lupco <jlupco@themsw.org>; Rebecca Beyer <rebecca@nccs.school>; jtolj@sjwestschool.org; lora.andrews@rop.com; ashley.yuan@springdaleps.org
Cc: Sexton, Andrew <acsexto@carrollk12.org>; Smith, Alana <AASMITH@carrollk12.org>; Caples, Michille <mdcaple@carrollk12.org>
Subject: RE: FY20 Title IV

Good afternoon all,
Please complete the blank spaces below and return to Jeff Alisauckas by April 27, 2021.
Thank you
Jeff

I am an administrator of/representing _____Jodi Lupco_____, a private school that opted to participate in receiving equitable services from the (name of grant funds) administered by Carroll County Public Schools (CCPS) for the 2020-2021 school year.

Please check one.
__X___ (Name of Private School) no longer needs services from the FY20 Title IV funds administered by CCPS and agree that the funds be reallocated to the public schools.

_____ (Name of Private School) will participate in equitable services and will spend funds by June 30,2021. if funds are not spent by June 30 2021, I forfeit services so funds can be reallocated to the public schools. CCPS must receive and approve the Non-Public Title IV Application prior to spending funding.

From: Alisauckas, Jeffrey
Sent: Thursday, April 22, 2021 3:28 PM
To: mgilbart@clsedu.org; cklauss@gerstell.org; Jodi Lupco <jlupco@themsw.org>; Rebecca Beyer <rebecca@nccs.school>; jtolj@sjwestschool.org; lora.andrews@rop.com; ashley.yuan@springdaleps.org
Cc: Sexton, Andrew <acsexto@carrollk12.org>; Smith, Alana <AASMITH@carrollk12.org>
Subject: FY20 Title IV

Good afternoon,

CCPS is in the process of closing out the FY20 Title IV Grant. During our intent to participate meetings prior to the start of this grant period, you exhibited an interest in FY20 Title IV funding. If you are interested in using these grant funds, please email as soon as possible. Since we didn't hear from you previously, we are assuming that you are not interested in applying for funding out of the FY20 Title IV Grant; however, we wanted to provide you with final notice.

For your convenience, I've attached a copy of the FY20 Title IV Non-public Application. I've also attached a document that briefly explains evidence-based interventions.

If we don't hear from you by April 27, 2021, we will assume you are not interested in applying for funding out of the FY20 grant.

As always, if you have any questions, please let me know.

Thank you

Jeffrey J. Alisauckas
Supervisor of Teacher and Leadership Development
Carroll County Public Schools

Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Carroll County Public Schools	TELEPHONE NUMBER: 410-386-1660
LEA REPRESENTATIVE & TITLE: Dr. Kendra Y. Hart	EMAIL ADDRESS: kyhart@carrollk12.org
PRIVATE SCHOOL INFORMATION	**CONTACT INFORMATION**
NAME OF PRIVATE SCHOOL: Mother Seton School	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Mrs. Anne Beirne	EMAIL ADDRESS: abeirne@mothersetonschool.org

☐ **Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.**

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☒ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ☐ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ☐ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.

E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]

F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;

G. How and when the LEA, consortium, or entity 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. 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 LEA'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;

I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.

J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- **L.** 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 **TITLE I ONLY**
- **M.** When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- **N.** Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- **O.** *Administrative costs of providing equitable services including Indirect costs, as applicable. **TITLE I ONLY**
- **P.** *Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. **TITLE I ONLY**

(*Revised as of 6/10/2021)

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:	DATE: 8-30-2021
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE: 10-20-2021

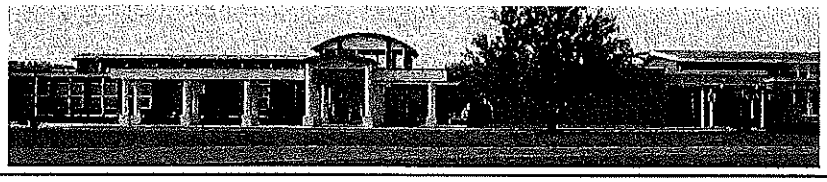
ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Carroll County Public Schools Title I Non-Public
Mother Seton School



LEA Affirmation of Consultation With Private School Officials That Includes Student Selection Criteria 2021-2022

Name of LEA Carroll County Public Schools

Name of Private School Mother Seton School

Section 1117(b)(1) of the Every Student Succeeds Act (ESSA) require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials. Consultation is required to occur during the design and development of the Title I program. The following topics must be discussed during the ongoing consultation process:

- How the children's needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be academically addressed and how the results of that assessment will be used to improve those services
- The size and scope of the services to be provided, the proportion of funds, and how that proportion is determined
- The method or sources of data to determine the number of children from low-income families in participating school attendance areas
- How and when the LEA will make decisions about the delivery of services, including the use of a third-party vendor
- How, if the LEA disagrees with the views of private school officials on the provision of services through a vendor, the LEA will provide in writing to private school officials an analysis of the reasons why the LEA has chosen not to use a vendor
- Whether the LEA will provide the services through a separate government agency, consortium, or third-party contractor
- How, if the LEA disagrees with the views of private school officials on the provision of services through a contractor, the LEA will provide in writing to private school officials an analysis of the reasons why the LEA has chosen not to use a contractor
- Whether to consolidate and use Title I funds in coordination with Title II, III, and IV funds available for services to private school children to provide Title I services to eligible private school children

The following multiple, educationally related, objective criteria are used to determine private school student eligibility for the Title I, Part A, program:

Grade level	Criteria	Method to determine greatest need
Pre-K-K	• Standardized assessment results • Running records • Teacher referral form w/data samples • Student work samples • Summative and formative assessments (benchmarks & unit tests) • Progress and report card data	• The Equitable Services Team, participants can include the Title I Supervisor, CCPS staff, nonpublic school administration and staff, Title I Teacher, and Nonpublic Liaison will meet regularly to review student criteria, based on the submission of the Teacher Referral Form. All academic results will be reviewed and analyzed from the "Title I Equitable Services Identification" chart to determine intervention needs, scope of services, format of services, and instructional goals for each referred student. Emphasis will be placed on: • Standardized assessment results • Running records • Teacher referral form w/data samples • Student work samples • Summative and formative assessment results (scores under 80%) • Progress and report card data
Gr.1-2	• Standardized assessment results • Running records • Teacher referral form w/data samples • Student work samples • Summative and formative assessments (benchmarks & unit tests) • Progress and report card data	
Gr.3-5	• Standardized assessment results • Running records • Teacher referral form w/data samples • Student work samples • Summative and formative assessments (benchmarks & unit tests) • Progress and report card data	

☐ I agree that the LEA conducted timely and meaningful consultation on all of the topics above
☐ I don't agree that the LEA conducted timely and meaningful consultation on all topics above
☐ I do not agree that the program design is equitable.

Ann Beirne Ann Beirne Learning Center Director 10-20-2021
Signature of private school official | Printed name of private school official | Title | Date

Dr. Kendra Y. Hart 8-30-2021
Signature of public school official | Printed Name of public school official | Title | Date

SUPERVISOR OF TITLE I TESTING + SCHOOL PERFORMANCE

Carroll County Public Schools

Steven Lockard, Ph.D.
Superintendent

Carroll County Public Schools
Nonpublic Schools Intent to Participate in Federal Programs Form
2021-2022 School Year

School: North Carroll Community School

Principal/Director: Rebecca Beyer, Sam Havighurst

Our school is interested in participating in the following federal programs. Please check the appropriate line(s).

_____ **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies** provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

__✓__ **Title II, Part A: Improving Teacher Quality** to help improve student achievement through professional development to increase teacher and principal quality and ensure that all teachers are highly qualified.

_____ **Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *(K-12)*** assists school districts in teaching English to limited English proficient students and helping these students meet the same challenging state standards as all students.

__✓__ **Title IV, Part A: Title IV, Part A-Student Support and Academic Enrichment (SAES) *(K-12)*** assists school districts in improving students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Administrator's Name Rebecca Beyer

Email address rebecca@nccs.school

Signature Rebecca Beyer Date 3.9.21

Please return document to: Pam Mesta
Email: pamesta@carrollk12.org

Maryland State Department of Education
Affirmation of Consultation Form

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Carroll County Public Schools	TELEPHONE NUMBER: 410-386-1542
LEA REPRESENTATIVE & TITLE: Jeff Alisauckas, Supervisor of Teacher and Leadership Development	EMAIL ADDRESS: jjalisa@carrollk12.org
PRIVATE SCHOOL INFORMATION	**CONTACT INFORMATION**
NAME OF PRIVATE SCHOOL: North Carroll Community School	TELEPHONE NUMBER: 410-386-0655
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Rebecca Beyer	EMAIL ADDRESS: rebecca@ncss.school

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☐ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ☒ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ☒ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]
F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
G. How and when the LEA, consortium, or entity 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. 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;
I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Maryland State Department of Education
Affirmation of Consultation Form

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**

L. 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 **TITLE I ONLY**

M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**

N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE: Jeffrey J. Alisauckas	DATE: 3/16/21
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
Please share any Comments or Requests for Further Consultation	

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Affirmation of Consultation Form

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA:	TELEPHONE NUMBER:
LEA REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL:	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☐ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ☐ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ☐ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

A. How the children's needs will be identified; Subjective / Behavioral Data / Responsive Classroom

B. What services will be offered; School Principal → Staff → Kids Pinged two classes, provides resources to staff, staff work to students

C. How, where, and by whom the services will be provided; School Year

D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.

E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]

F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;

G. How and when the LEA, consortium, or entity 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. 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;

I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.

J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Called on 3/24/21 - left a message

Carroll County Public Schools
125 N. Court Street | Westminster, MD 21157
410-751-3000
410-751-3034 TTY
410-751-3003 FAX

Building the Future

Steven Lockard, Ph.D.
Superintendent

Carroll County Public Schools
Nonpublic Schools Intent to Participate in Federal Programs Form
2021-2022 School Year

School: _____Silver Oak Academy_____

Principal/Director: _____Lora Andrews_____

Our school is interested in participating in the following federal programs. Please check the appropriate line(s).

__X____ **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies** provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

__X____ **Title II, Part A: Improving Teacher Quality** to help improve student achievement through professional development to increase teacher and principal quality and ensure that all teachers are highly qualified.

_____ **Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *(K-12)*** assists school districts in teaching English to limited English proficient students and helping these students meet the same challenging state standards as all students.

_____ **Title IV, Part A: Title IV, Part A-Student Support and Academic Enrichment (SAES) *(K-12)*** assists school districts in improving students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Administrator's Name __Lora Andrews_____

Email address _____lora.andrews@rop.com_____ ext 6245 _____

Signature ____Lora M. Andrews_____ Date _____3/3/21_____

Please return document to: Pam Mesta
Email: pamesta@carrollk12.org
By March 31, 2021

Maryland State Department of Education
Affirmation of Consultation Form

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA:	TELEPHONE NUMBER:
LEA REPRESENTATIVE & TITLE: Andrea Back	EMAIL ADDRESS:
PRIVATE SCHOOL INFORMATION	**CONTACT INFORMATION**
NAME OF PRIVATE SCHOOL: Silver Oak	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE: will call on 3/26/21	EMAIL ADDRESS:

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☒ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ☐ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ☐ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]
F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
G. How and when the LEA, consortium, or entity 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. 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;
I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Maryland State Department of Education
Affirmation of Consultation Form

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**

L. 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 **TITLE I ONLY**

M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**

N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
Please share any Comments or Requests for Further Consultation	

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Affirmation of Consultation – 1/27/2020

Carroll County Public Schools
Nonpublic Schools Intent to Participate in Federal Programs Form
2021-2022 School Year

School: St. John Westminster

Principal/Director: JoMarie Tolj

Our school is interested in participating in the following federal programs. Please check the appropriate line(s).

✓ **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies** provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

✓ **Title II, Part A: Improving Teacher Quality** to help improve student achievement through professional development to increase teacher and principal quality and ensure that all teachers are highly qualified.

✓ **Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement *(K-12)*** assists school districts in teaching English to limited English proficient students and helping these students meet the same challenging state standards as all students.

✓ **Title IV, Part A: Title IV, Part A-Student Support and Academic Enrichment (SAES) *(K-12)*** assists school districts in improving students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Administrator's Name JoMarie Tolj

Email address jtolj@sjwestschool.org

Signature J. MTolj Date 3/24/2021

Please return document to: Pam Mesta
Email: pamesta@carrollk12.org

Spoke w/ Jo Marie on 4/27/21 Sent application + Allowable/MOU

Maryland State Department of Education
Affirmation of Consultation Form

The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: Carroll County Public Schools	TELEPHONE NUMBER: 410-386-1539
LEA REPRESENTATIVE & TITLE: Jeff Alexander	EMAIL ADDRESS: jalisa@carrollkd.org
PRIVATE SCHOOL INFORMATION	**CONTACT INFORMATION**
NAME OF PRIVATE SCHOOL: St. Johns Westminster	TELEPHONE NUMBER: 410-848-7855
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Jo Marie Tot	EMAIL ADDRESS: jtot@stjwestminster.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A ☐ (ESSA Sect. 1117)	Title I, Part C ☐ (ESSA Sect. 8501)	Title II, Part A ☐ (ESSA Sect. 8501)	Title III, Part A ☐ (ESSA Sect. 8501)	Title IV, Part A ☐ (ESSA Sect. 8501)	Title IV, Part B ☐ (ESSA Sect. 8501)
☐	☐	☐	☐	☐	☐

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
E. How the services will be [*academically*] assessed and how the results of that assessment will be used to improve those services; NOTE: [*language of "academically" only applies to Title I*]
F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
G. How and when the LEA, consortium, or entity 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. 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;
I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Maryland State Department of Education
Affirmation of Consultation Form

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**

L. 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 **TITLE I ONLY**

M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**

N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☑ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:	DATE: 4/27/21
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
Please share any Comments or Requests for Further Consultation	

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Affirmation of Consultation – 1/27/2020

Alisauckas, Jeffrey

From: Alisauckas, Jeffrey
Sent: Tuesday, April 27, 2021 3:41 PM
To: jtolj@sjwestschool.org
Subject: Consultation
Attachments: Title II template 21-22 non-public.docx; Allowable Non-Allowable Non-Publics.docx

Good afternoon Jo Marie,

It was a pleasure speaking with you this afternoon. As promised, here is the FY 22 non-public application, along with a document outlining allowable/nonallowable expenses.
Please feel free to contact me if you have any questions regarding Title IIA.
Thank you
Jeff

Jeffrey J. Alisauckas
Supervisor of Teacher and Leadership Development
Carroll County Public Schools
410-386-1542(o) 410-751-3497(m)
jalisa@carrollk12.org

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Equitable Services Dispute Resolution Process

A nonpublic school official(s) receiving federal funding through Carroll County Public Schools has the right to submit a complaint if the nonpublic school official believes the LEA has not fulfilled their responsibilities to engage in consultation that is meaningful and timely throughout the school year and/or has not given due consideration to the views of the private school official(s). If the private school official(s) wishes to submit a complaint, the nonpublic official(s) must provide the basis of the noncompliance by the LEA to:

- The Nonpublic Liaison: Pamela Mesta at 410-751-3173, or write to her at 125 North Court Street, Westminster, Maryland 21157, or send an e-mail to pamesta@carrollk12.org. Communication will be then made with the manager of the funding/grant.

If not resolved:

- The Chief of Academics, Equity and Accountability: Jason Anderson at 410-751-3045, or write to him at 125 North Court Street, Westminster, Maryland 21157, or send an e-mail to jaander@carrollk12.org.

If not resolved:

- The Superintendent of Schools: Dr. Steven Lockard at 410-751-3128, or write to him at 125 North Court Street, Westminster, Maryland 21157, or send an e-mail to salocka@carrollk12.org.

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If not resolved:

- The President of the Board of Education: You may write to the President of the Board of Education of Carroll County at 125 North Court Street, Westminster, Maryland, 21157 or send an e-mail to boardmem@carrollk12.org.

If not resolved:

- The State Ombudsman for Equitable Services: Barbara Scherr, Family Involvement and Title I Specialist, at 410-767-0291, or write to her at Division of Student, Family, and School Support, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or send an e-mail to barbara.scherr@maryland.gov.

Signature of private school official	Printed name of private school official	Title	Date

Signature of public school official	Printed Name of public school official	Title	Date