

2021

Charles County Public Schools Local ESSA Consolidated Strategic Plan



Table of Contents

Cover Page	1
Local Panning Team Members	2
Executive Summary	3
• Introduction	3
• Goal Progress	4
Areas of Focus: Local ESSA Consolidated Strategic Plan	7
• Area of Focus #1	7
• Area of Focus #2	12
• Area of Focus #3	16
• Targeted Support and Improvement (TSI) Schools	19
COMAR Requirements	20
• Gifted and Talented	20
• Comprehensive Teacher Induction Program	27
ESSA Federal and State Grant Applications	31
• Attachment 7, Title I, Part A	31
• Attachment 8, Title II, Part A	253
• Attachment 9, Title IV, Part A	281
• Attachment 10, Title III, Part A	348
• Attachment 13, Fine Arts	366
Appendix A: Equitable Services Documents	380
Appendix I: Transferability of Funds Chart	386
Appendix H: Equitable Services to Private Schools Under ESSA Section	388

Responses to Clarifying Questions

Clarifying Questions	Location/Explanation of Response
In what way will these approaches/interventions support the needs of African American and English Language Learners as mentioned in the executive summary?	12
Unclear link between root causes and the areas of focus. Can you provide more context please as to how the focus of professional learning relates to teacher retention?	8
In what way do teacher evaluations play a role in the measurement of quality instruction?	13
Who will participate in the training? Only ILT? Will they train any teacher leaders?	At this time, we are in the process of training or have already trained Reading Resource Teachers (elementary and middle) and Instructional Resource Teachers (middle school math) – 38 total ILT staff. At the high school level, we are currently training the High School Resource Teachers and Academic Mentors – 10 total ILT staff. There are plans to train high school department chairs, administrators, and some central office staff in the future.

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: Charles 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.



**Signature of Local Superintendent of Schools
or Chief Executive Officer**

11/10/2021

Date



Signature of Local Point of Contact

11/10/21

Date

Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system's Local ESSA Consolidated Strategic Plan planning team. Please include affiliation or title where applicable.

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Karen Peters	Coordinator of Testing
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Kristin Shields	Director of Title I Programs
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John Tompkins	Content Specialist for Middle School Reading

I.A. Executive Summary

Introduction

Charles County Public Schools (CCPS) is a growing school system with over 27,500 students and 3,542 employees. Its mission is to “provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership, and prepares for life, in an environment that is safe and conducive to learning.” The CCPS Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan supports the school system’s goals to provide “equity for all students, understanding that some students require additional resources in order to receive a quality education, and to strive to create inclusive learning environments in which every child is able to achieve her/his highest potential” (<https://www.ccboe.com/index.php/beliefs-mission>).

Goal Progress

In collaboration with the Institute for Student Achievement, CCPS has recently written an Equity policy that aligns with the MSDE *Guide to Educational Equity in Maryland* and Comar 13A.01.06 *Educational Equity*. Throughout the needs assessment, the *Guide to Educational Equity in Maryland* served as a reference point when identifying problems of practice, contributing causes, causal factors, root causes, and focus areas. [Equity and Cultural Responsiveness \(ccboe.com\)](http://ccboe.com)

All students regardless of their ability, ethnicity, family structure, gender identity, gender expression, language, national origin, nationality, race, religions, sexual orientation, or socio-economic status will have equitable access to the educational rigor, resources, and supports that are designed to maximize the students' academic and career success and social/emotional well-being, and resources that support their diverse learning needs.

The needs assessment continued with a close examination of the 2017-18 state assessment data for English/Language Arts and Literacy and mathematics at the elementary and middle school levels. From analysis of the data, the committee determined Problem of Practice statements which included who is impacted, where the problem occurs, and when it occurs.

In grades 3-5, the following percent of students did not score "MEETS" or "EXCEEDS" on the 2018 state assessments:

English/Language Arts & Literacy PARCC/MCAP	Mathematics PARCC/MCAP
<ul style="list-style-type: none"> • 57.9 % ALL Students 	<ul style="list-style-type: none"> • 64.1 % ALL Students
<ul style="list-style-type: none"> • 64.5 % Black or African American 	<ul style="list-style-type: none"> • 72.1 % Black or African American
<ul style="list-style-type: none"> • 90.0 % Special Education 	<ul style="list-style-type: none"> • 88.0 % Special Education
<ul style="list-style-type: none"> • 81.7 % Limited English Proficient 	<ul style="list-style-type: none"> • 83.3 % Limited English Proficient

In grade 8, the following percent of students did not score "MEETS" or "EXCEEDS" on the 2018 state assessments:

English/Language Arts & Literacy PARCC/MCAP	Mathematics PARCC/MCAP
<ul style="list-style-type: none"> • 60.5 % ALL Students 	<ul style="list-style-type: none"> • 78.3 % ALL Students
<ul style="list-style-type: none"> • 66.9 % Black or African American 	<ul style="list-style-type: none"> • 85.2 % Black or African American
<ul style="list-style-type: none"> • 95.3 % Special Education 	<ul style="list-style-type: none"> • 96.9 % Special Education
<ul style="list-style-type: none"> • 89.8 % Limited English Proficient 	<ul style="list-style-type: none"> • 88.9 % Limited English Proficient

Using the *Root Cause Analysis Facilitator Guide*, created by MSDE and the University of Maryland as a framework for effective Root Cause Analysis, the committee brainstormed factors contributing to the Problems of Practice. The contributing factors were organized into themes which were then prioritized and crafted into Causal Factor Statements which used specific and accurate language to clearly show cause and effect relationships. Using the 5-Whys to analyze underlying causes, the group drilled down to root causes to develop the three Areas of Focus.

All three Areas of Focus come under the large umbrella of low student performance being directly related to the quality of classroom instruction.

Area of Focus #1 targets performance of special education students in grades 3-8 ELA and mathematics state assessments. Impacting this choice of focus is the need to ensure “equitable access to effective teachers for all students” as stated in the Maryland Educational Equity Guidebook. Every year, a significant number of teachers leave CCPS, including many teachers of special education students. This loss directly impacts student performance. In order to better support and retain special educators, we need to provide them with meaningful, sustained, and differentiated professional development. The objective states that a systemic professional development program for teachers of special education students will be developed. Specifically, professional development focused on Specially Designed Instruction (SDI) and evidence-based interventions such as co-teaching, Number Worlds, Foundations, Wilson, Imagine Learning, Just Words, and Leveled Literacy Intervention (LLI) is required. Training on all the interventions needs to be iterative and monitored for fidelity of implementation. The timeline originally began in January 2019 with the idea that it would continue through August 2021. However, with the need to shift system priorities to distance learning due to the pandemic in the 20-21 school year, we have adjusted the timeline to extend through the 23-24 school year. Evaluation of effectiveness will be monitored through student data from the interventions and the Maryland state assessments, along with teacher retention rates and professional development surveys. Funding sources include local funding, the Access Equity Progress Grant, and Striving Readers Comprehensive Literacy Grant.

Area of Focus #2 also looks at the impact quality of instruction has on student performance and the need to use already available human resources to positively affect the quality of instruction in grades 3-8. Each elementary and middle school in CCPS has an Instructional Leadership Team (ILT), composed of a Reading Resource Teacher, an Instructional Resource Teacher who works with the math teachers, and a Learning Resource Teacher who works with teachers of gifted students in addition to overseeing testing in the building. The Root Cause Analysis began with the need for all teachers to rigorously implement standards and moved to the need of the ILT to provide ongoing, specific feedback to teachers about the level of rigor required for the effective implementation of standards. Therefore, the objective for Area of Focus #2 states the need to implement a systemic protocol for the effective use of the ILT in all elementary and middle schools. Beginning in December 2019, CCPS re-established expectations for all ILT staff and identified a coaching model in which to train instructional staff. Due to the school closure in 2019 and distance learning in the 19-20 school year as a result of the pandemic, the timeline has been extended to include training through the 2024 school year. Monitoring the effectiveness of these strategies includes teacher retention data, teacher surveys, fidelity checks from independent coaching experts, and student performance data over several years. Funding sources include local funding, ESSER grant funding, and Title II, Part A.

Area of Focus #3 targets the need to address reading deficits in grades 3-8 in order to improve student performance on English/Language Arts and Literacy state assessments. The Root Cause Analysis began with students’ lack of skills in areas such as decoding, phonemic awareness, and comprehension, and led to the need to provide teachers with consistent diagnostic skills and tools to identify specific reading needs, along with effective resources and ongoing professional development to address individual student needs through intensive instruction. The objective seeks to establish a consistent comprehensive plan to address student reading deficits. Strategies include screening for reading problems in struggling readers and implementing individualized interventions such as LLI, Language! Live, and Imagine Learning. In addition, a reading intervention teacher and instructional assistants who provide systematic and explicit literacy instruction are assigned to each middle school. Each elementary school has a reading intervention instructional assistant. As part of the plan, these intervention staff receive intensive professional development. Beginning October 2019 through December 2023, the effectiveness of the strategies and staff will be monitored through fidelity checks, student progress on Fountas & Pinnell Benchmark assessments, the number of students no longer requiring a reading intervention, and improved student

performance on the English/Language Arts and Literacy state assessment. Funding sources include local funding and the Striving Readers Comprehensive Literacy Grant.

**Local ESSA Consolidated Strategic Plan
Reporting Requirements
(Complete a separate plan for each area of focus)**

Area of Focus #1: State Assessment Performance for Special Education Students in ELA and Math – Grades 3-8

1. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

a. Description. Describe **Area of Focus #1** and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the area of focus (**up to 1,000 characters**).

All students, especially students with disabilities, deserve teachers who are the most equipped to meet students' individual needs. However, in SY 2018/19, CCPS lost 256 teachers, including 45 special education teachers, from the school system. Many stated that they left because they needed more support. Our goal aims to provide teachers who teach special education students with meaningful, sustained, and differentiated professional development that will give them the support that they need to help our students achieve. This aligns directly with the MD Equity Guide which focuses on building a more equitable academic program by providing professional development for high-quality programming at schools. In addition, the MD Equity Guide also deals with retaining effective and diverse educators and staff. Our goal aims to develop professional development supports and programming to prepare and retain teachers in high needs classrooms.

b. Analysis. To support student achievement, provide an interpretation or justification for data used to identify this need (**up to 1,000 characters**).

CCPS did not meet targets set by MSDE for ELA and Math (44.86% for ELA and 39.71% for Mathematics) with only 42.81% of all students in grades 3 through 5 meeting or exceeding expectations on the ELA assessment and 37.24% of students in Mathematics. Historical data shows that special education students in CCPS are performing the lowest compared to all other groups in grades 3-8 in ELA and Math.

Percentage of Special Education Students Meeting or Exceeding Grade Level Expectations

Assessment	SY 2017-2018	SY 2016-2017	SY 2015-2016
Grade 3 Mathematics	13.33%	16.00%	16.34%
Grade 3 Reading	11.28%	11.50%	6.93%

Grade 4 Mathematics	9.55%	12.61%	9.26%
Grade 4 Reading	10.50%	8.73%	6.51%
Grade 5 Mathematics	9.80%	10.43%	6.85%
Grade 5 Reading	8.16%	10.39%	4.11%
Grade 6 Mathematics	5.58%	4.60%	4.57%
Grade 6 Reading	8.41%	4.58%	6.06%
Grade 7 Mathematics	3.62%	3.70%	5.31%
Grade 7 Reading	4.93%	4.63%	6.25%
Grade 8 Mathematics	6.00%	6.73%	10.12%
Grade 8 Reading	6.00%	5.33%	6.45%

- c. **Identify** the root cause (s) for area of focus #1 and **describe** how you intend to address them (*up to 1,000 characters*).

CCPS determined that low special education performance on state assessments is directly related to retention of highly qualified teachers year after year. Teachers require professional development that is meaningful, sustained and differentiated to their unique needs. In order to retain highly effective teachers, we will provide teachers with professional development that is specific to the functions of their job and is kept on file in an electronic employee profile for teachers and supervisors to access.

Exit survey data obtained by teachers who left CCPS shows that most teachers chose to leave because they did not feel supported. The team used the 5-Why process to determine that teachers did not have the professional support they felt they needed to be successful in the classroom. Providing teachers with job specific and embedded professional learning along with a system to keep track of their learning would satisfy their need for support.

Specific to teachers of special education students, CCPS determined a need for further professional development in the implementation of evidence- and researched- based interventions. An analysis of students' needs identified 90 special education students in grades 3-8 requiring a research-based math intervention and 347 special education students in grades 3-8 requiring a research-based, multisensory literacy program.

Area of Focus # 1: State Assessment Performance for Special Education Students in ELA and Math – Grades 3-8

- e. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source(s). As you consider funding source, take into consideration federal, State, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
<p>By school year 2024, Charles County will meet or exceed targets set by MSDE on the ELA and Math MCAP Assessments in grades 3-8.</p>	<p>By school year 2024, Charles County will develop and implement a systemic professional development program for teachers of special education students in grades 3-8 in order to meet or exceed the targets set by MSDE on the ELA and Math MCAP Assessments.</p>	<ul style="list-style-type: none"> Develop/compile a profile of professional development for individual educator role specific to SDI (Specially Designed Instruction). Develop a professional development monitoring tool through ERO (Electronic Registrar Online) in connection with Synergy (Student Information System) to collect county wide PD (professional development) that teachers take part in and list in teacher profiles. <ul style="list-style-type: none"> Work with Office of Accountability to house educator PD (professional development) in Synergy Profiles. Train Principals/Administrators on best practices for monitoring educator PD that is 	<p>Jan. 2020</p> <p>July 2020</p> <p>July 2022</p> <p>August 2022</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> • Access Equity Progress Grant • Striving Readers Comprehensive Literacy Grant 	<ul style="list-style-type: none"> Retention rate of teachers with three or fewer years teaching experience Teacher exit surveys (of teachers who leave the system) Student achievement data (MCAP results) Fidelity checks built into evidence-based interventions Usage charts for computer-based interventions Analyze student progress within the interventions Data from school visits by Central Office staff Feedback from Principals at monthly Principals meetings <p>Impact of Equity Policy Our objective is to provide special education students equitable access to evidence-based supports so that each student gains the skills needed for academic success. Subsequently, teachers of special education students</p>

		<p>meaningful, sustained and differentiated.</p> <ul style="list-style-type: none"> • Explain Synergy Profiles to employees during back to school week SY 21/22 • Introductory session for school-based leadership teams • Conduct PD for 65 staff members on High Leverage Practices for general educators, special educators, and instructional assistants <p><u>Evidence-Based Interventions:</u></p> <ul style="list-style-type: none"> • Co-Teaching • High Leverage Practices • Research Based Interventions/Evidence Based Interventions <ul style="list-style-type: none"> • Number Worlds • Dream Box • Foundations • Wilson • LLI (Leveled Literacy Intervention) • Just Words – purchased for all middle schools • Moby Max • Imagine Learning • Conduct PD for building level administrators to reflect on current practices for delivering SDI and receiving capacity building tools and monitoring resources • Begin SDI (Specially Designed Instruction) PD 	<p>August 2022</p> <p>June 2022</p> <p>August 2022</p> <p>SY 21-22 through August 2022</p>		<p>must have equitable access to professional learning opportunities so that they can effectively impact student performance.</p>
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		<p>(professional development) in 6 focus schools – observation built into training, survey teachers throughout training to assess needs</p> <ul style="list-style-type: none"> • Conduct fidelity checks for implementation of interventions, co-teaching implementation and planning, rigor and engagement in self-contained classes, and writing high-quality IEPs • Analyze student progress data to determine effectiveness with intervention, evaluate results, possibly use as a model, consider expansion to additional schools. 	<p>August 2022</p> <p>SY 22/23</p> <p>SY 23-24</p>		
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Area of Focus #2: State Assessment Performance: Math and ELA – Grade 3-8

1. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

- a. **Description.** Describe **Area of Focus #2** and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the areas of focus (**up to 1,000 character**).

In order to improve student performance, all students including students of color, students with disabilities, and ELs need equitable access to effective teachers who implement standards with rigor as stated in the CCPS draft equity policy. A quarter of our teachers have less than 3 years teaching experience in CCPS or are conditionally certified. Providing teachers with support targeted at their needs in order to build capacity will directly impact their ability to meet the needs of our African American students and English Learners. Therefore, there is a need to strengthen our existing Instructional Leadership Teams (ILT) in order to build and maintain teacher capacity in elementary and middle schools.

- b. **Analysis.** To support student achievement, provide an interpretation or justification for data used to identify this need (**up to 1,000 characters**).

Based on historical data, students in grades 3 through 8 are not meeting the MSDE targets for ELA and mathematics on state assessments. With 42.81% of all students in grades 3 through 5 meeting or exceeding expectations on the ELA assessment and 37.24% of students in mathematics, CCPS has fallen short of the targets set by MSDE (44.86% for ELA and 39.71% for Mathematics). In grades 6 through 8, 38.34% of all students met or exceeded expectations for the ELA assessment while 30.27% of students met or exceeded expectations for math. Again, CCPS falls short of the targets for both ELA and math which are 38.82% and 32.94%, respectively. For both elementary and middle school, the student groups that show the largest gaps to all students are special education and ELs:

	Grade 3-5 ELA	Grade 3-5 Math	Grade 6-8 ELA	Grade 6-8 Math
Special Education	33.15	26.27	31.91	25.14
English Learner	29.13	19.38	36.38	25.67

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- c. **Identify** the root cause (s) for area of focus #2 and describe how you intend to address them (**up to 1,000 characters**).

CCPS determined that low student performance in grades 3 through 8 on math and ELA state assessments is directly related to the quality of classroom instruction. The root cause process revealed that standards are not being rigorously implemented in the classroom because there is a lack of understanding in terms of rigor and pedagogy. This is due to a lack of ongoing, specific feedback for teachers about the level of rigor required for effective implementation of standards, which is a result of the inconsistent use of each school's Instructional Leadership Team.

Therefore, we will create a systematic protocol to ensure the effective use of the Instructional Leadership Team in elementary and middle school.

Teacher evaluations measure quality instruction: however, they are only one measurement. We must also look at multiple measures of student achievement. By training our ILT to be more effective coaches, they will be able to better support our uncertified and most inexperienced teachers.

Area of Focus #2: State Assessment Performance: Math and ELA – Grade 3-8

d. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source(s). As you consider funding source, take into consideration federal, State, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
By school year 2024, Charles County will meet or exceed targets set by MSDE on the ELA and Math MCAP assessments.	By school year 2024, Charles County will have designed and implemented a systematic protocol for the effective use of the Instructional Leadership Team (ILT) in order to meet or exceed the targets set by MSDE for ELA and Math in grades 3 through 8 for all students and each subgroup.	<p>Establish expectations and guidelines for the effective use of ILT members in a school building</p> <ul style="list-style-type: none"> Develop a survey to determine the amount of non-instructional activities ILT are involved in Administer survey Analyze survey data Create written protocol Create monitoring tool Share and implement protocol and tool with ILT and Administrators Ongoing analysis of monitoring tools and documentation <p>Provide professional development on effective coaching techniques for ILT members and administrators</p> <p>Research and identify coaching models</p> <ul style="list-style-type: none"> Select a coaching model such as the Ohio State 	<p>Dec. 2019</p> <p>Again in Sept. 2021</p> <p>Jan. 2020 Feb. 2020 March 2020 March 2020 April 2020</p> <p>Continuous through 2023</p> <p>Jan. 2020</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	<ul style="list-style-type: none"> Survey data (over multiple years) Review of monitoring tool data Student achievement data (annual MCAP results) Evaluation forms from professional learning sessions Follow-up/adjustments based on feedback from ILT after professional learning is implemented Fidelity checks from independent coaching experts to provide feedback to ILT Follow-up conversations with content specialist after ILT observation visits to other schools Review of ILT observation visit self-reflections Review of ILT observation visit data collection School-climate survey results Data from school visits by central office staff Feedback from principals at monthly meetings

		<p>University's Literacy Collaborative Coaching Training and The Art of Coaching Institute and develop training plan</p> <ul style="list-style-type: none"> • Provide initial coaching training for ILT and administrators • Provide additional follow-up training • Implement coaching strategies • Gather feedback and evaluate coaching strategies <p>Create a professional learning community for ILT members</p> <ul style="list-style-type: none"> • Create a strengths and weaknesses inventory for ILT self-reflection • Develop a protocol for ILT members to request observation visits in other schools • Develop a self-reflection for ILT members to complete during/after the visit • Inform principals of the established protocol • Track visits for each ILT member to use during data analysis of MCAP scores <p>Foster discussions with administrators on effective management of human resources at monthly principal and vice principal meetings.</p>	<p>Oct 2021</p> <p>Nov – June 2020 Throughout SY 21-22 Continuous through 2024</p> <p>Dec. 2019</p> <p>Dec. 2019</p> <p>Dec. 2019</p> <p>Dec. 2019</p> <p>Ongoing throughout SY 2021-22</p> <p>During monthly principal meetings in SY 2021-22</p>	<p>Impact of Equity Policy Our goal is to decrease the achievement gaps between our highest and lowest performing student groups in ELA and mathematics which will promote growth for students. By strengthening the effectiveness of the Instructional Leadership Team in building capacity in our classroom teachers, we are increasing the achievement of all students and ensuring each student has equitable access to highly effective teachers.</p>
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Area of Focus #3: State Assessment Performance: ELA – Grades 3-8

2. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

a. Description. Describe **Area of Focus #3** and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the area of focus (**up to 1,000 characters**).

In order to improve student performance, students with disabilities and English Learners need equitable access to programs and resources that address specific reading deficits. Therefore, CCPS will improve its integrated tiered system of supports to include a consistent, comprehensive system-wide approach to address grade 3-8 students' reading deficits to include credible data/screening tools to identify student needs and improve the diagnostic skills of professionals, with specific focus on special education students and English Language Learners.

b. Analysis. To support student achievement, provide an interpretation or justification for data used to identify this need (**up to 1,000 characters**).

Based on historical data, students in grades 3 through 8 are not meeting the MSDE targets for ELA state assessments. With 42.81% of all students in grades 3 through 5 meeting or exceeding expectations on the ELA assessments, Charles County has fallen short of the target set by MSDE of 44.86%. In grades 6 through 8, 34% of all students met or exceeded expectations for the ELA assessment. Again, Charles County falls short of the target for ELA which is 38.82. For both elementary and middle school, the student groups that show the largest gaps to all students are special education and English Learners.

	Grades 3-5 ELA	Grades 6-8 ELA
Special Education	33.15	31.91
English Learner	29.13	36.38

c. Identify the root cause (s) for area of focus #3 and describe how you intend to address them (**up to 1,000 characters**).

CCPS determined that low student performance in grades 3 through 8 on the ELA state assessment is related to the students' lack of prerequisite skills in comprehension, decoding, phonemic awareness, vocabulary, and/or language. The root cause process revealed that students lack the prerequisite skills because instruction is not meeting their individual needs. This is due to a lack of credible data to identify student needs and the resources to address those individual needs. Teachers lack consistent diagnostic skills and tools to identify specific needs, along with effective resources and ongoing professional development to address those needs through intensive instruction. Therefore, we will create a consistent, comprehensive system-wide plan to address students' reading deficits.

Area of Focus #3: State Assessment Performance: ELA – Grades 3-8

- d. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source(s). As you consider funding source, take into consideration federal, State, and other available sources.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
<p>By school year 2024, Charles County will meet or exceed targets set by MSDE on the ELA MCAP assessments</p>	<p>By school year 2024, Charles County will have implemented a consistent, comprehensive system-wide plan to address students' reading deficits in order to meet or exceed the targets set by MSDE for ELA in grades 3 through 8 for all students and each subgroup.</p>	<p>Screen for reading problems in potential striving readers and monitor progress at the beginning and again in the middle of the year.</p> <ul style="list-style-type: none"> • Identify diagnostic assessments to be used at all grade levels • Identify and establish norms on the purpose and frequency of diagnostic assessment • Provide professional development to stakeholders • Use data to make decisions about which instructional support each reader needs • Establish vertical articulation meetings between grades and schools to communicate students' needs 	<p>October 2019</p> <p>October 2019</p> <p>October 2019</p> <p>September 2019 through 2023 (3x per year)</p> <p>June 2020</p>	<p><input type="checkbox"/> Title I Part A</p> <p><input type="checkbox"/> Title I Part C</p> <p><input type="checkbox"/> Title I SIG</p> <p><input type="checkbox"/> Title II Part A</p> <p><input type="checkbox"/> Title III EL</p> <p><input type="checkbox"/> Title III Immigrant</p> <p><input type="checkbox"/> Title IV Part A</p> <p><input type="checkbox"/> Title V RLIS</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> McKinney Vento</p> <p><input checked="" type="checkbox"/> Local Funding</p> <p><input type="checkbox"/> State Funding</p> <p><input checked="" type="checkbox"/> Other</p> <p>Striving Readers Comprehensive Literacy (SRCL) Grant</p>	<ul style="list-style-type: none"> • Number of teachers receiving multi-day professional development on interventions • Evaluation forms for professional development on interventions • Student intervention data • Fidelity checks of interventions • Students' progress on Fountas & Pinnell Benchmark assessment • Decreased number of students needing interventions throughout the grade levels • Increased number of students scoring approaching, met, or exceeded on ELA MCAP <p>Impact of Equity Policy Our goal is to decrease the achievement gaps between our highest and lowest performing student groups in ELA which will promote growth for all students. By implementing a consistent, comprehensive system-wide plan to address students' reading deficits, we are increasing the achievement of all students who are striving to meet grade level expectations.</p>

		<ul style="list-style-type: none"> • Develop oversight to ensure fidelity and analyze system-wide needs regarding diagnostic assessments. <p>Make available intensive and individualized interventions (i.e., Leveled Literacy Intervention (LLI), Language! Live, or Imagine Learning) for struggling readers that can be provided by trained specialists with a focus on providing systematic and explicit literacy instruction</p>	May 2020		
		<ul style="list-style-type: none"> • Hire intervention teachers and/or instructional assistants to provide systematic and explicit literacy instruction 	September 2019		
		<ul style="list-style-type: none"> • Provide intensive professional development to intervention specialists 	October 2019		
		<ul style="list-style-type: none"> • Provide regular feedback to interventionist about the instruction provided to students 	October 2019 through 2024		
		<ul style="list-style-type: none"> • Analyze data to establish the effectiveness of the instruction for each student receiving interventions. 	December 2019 through 2024		

Targeted Support and Improvement (TSI) Schools

1. Targeted Support and Improvement (TSI) Schools.

- a. For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools and the area of identification (*up to 1,000 characters*).

Dr. Gustavus Brown Elementary - English Learner and Special Education
Dr. Samuel A. Mudd Elementary - English Learner
Indian Head Elementary - Special Education
Mt. Hope/Nanjemoy Elementary - Special Education
Daniel of St. Thomas Jenifer Elementary - Hispanic/Latino of any race
Henry E. Lackey High - Special Education
John Hanson Middle - Special Education
Maurice J. McDonough High - English Learner
Robert D. Stethem Educational Center - Black/African American
St. Charles High - Special Education

- b. Please summarize the local school system's action plan to support all TSI schools based on the root cause analysis. Describe the process the local school system is using to support TSI schools (*up to 1,000 characters*).

Each identified Targeted Support and Improvement school will conduct a needs assessment and develop an action plan to address the needs of its students. The schools will write specific measurable goals related to the needs of the identified student groups, implement evidence-based strategies to meet those needs, and identify appropriate evaluation measures. A member of the Deputy Superintendent's staff has been identified to support each TSI school in procuring resources that the school team requires, regularly collecting data to evaluate progress toward goals, and ensuring that schools are effectively addressing student needs as identified in each school-specific plan.

- c. How are you supporting TSI schools by their area of identification? (*up to 1,000 characters*)

A member of the Deputy Superintendent's staff has been assigned to work with each TSI school to assist with root cause analysis at that location. Individual work sessions with the school and its principal will focus on determining the root cause of student underperformance and addressing the root cause in order to improve student achievement.

COMAR 13A.04.07 Gifted and Talented Education

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

1) The process for identifying gifted and talented students

Each year, all students in Grade 2 are given the Cognitive Ability Test (CogAT) as part of the global screening process for gifted identification. In addition, any students new to CCPS or referred in grades 3- 7 are also given the CogAT. Mid-September, all Learning Resource Teachers will receive a list from the Office of Accountability with names of the students who need to take the CogAT. The list is posted as directed by the Office of Accountability. Referrals by the learning resource teacher at each school, reviews available abilities and achievement test scores to nominate students scoring at advanced levels and demonstrating remarkable potential in some of these ways:

- 90% or higher on CogAT verbal, nonverbal, or quantitative subtests
- Students demonstrating advanced learning behaviors in PLTW observations
- Top 5% -10% on MCAP
- Top 5% - 10% on MCAP using local norms for Title I schools
- ELL students demonstrating rapid growth on WIDA ACCESS for ELLs
- Out of state/county transfer students with gifted identification
- Students from underserved populations who are high achievers
 - Minority subgroups
 - Disadvantaged subgroups
 - ELL subgroups
 - Twice Exceptional students

Gifted screening referrals are accepted from teachers, parents, school counselors, administrators, and students throughout the school year.

- Teacher referrals of students consistently demonstrating gifted characteristics and students who achieve or demonstrate the potential to achieve at remarkably high levels when completing complex tasks in a content area.
- Parent referrals of children who consistently use advanced vocabulary, have completed complex independent investigations that are evidence of accelerated learning, and motivation, or demonstrate strong evidence of gifted characteristics.
- Referrals by school counselors or administrators of students who demonstrate gifted characteristics.
- Self-nominations made by students who feel that they need gifted services.

A school-based screening committee, trained in gifted programming, reviews an eligibility profile for each student meeting the initial screening criteria. Decisions are based upon multiple criteria. Eligibility profiles include data from a variety of instruments and student records that include:

- Referral form
- Parent checklist
- Teacher checklists
- Report card grades
- Abilities test scores – CogAT
- Achievement test scores

- Student work samples
- Demographic information
- Current placements

The committee analyzes available qualitative and quantitative data, makes professional decisions about appropriate gifted service options, informs the parents of the recommendations, and communicates with school staff regarding procedures and placements. The learning resource teacher will gather multiple data from a variety of instruments and student records to identify student needs.

Students who require learning experiences beyond the standard program will be matched to appropriate gifted services in reading/language arts, and/or mathematics. Letters are mailed home to parents informing them of the committee recommendations.

Changes made to the identification process during the pandemic

Charles County Public Schools adjusted the gifted education screening process for the 2020-2021 school year. The following is the adjusted timeline for gifted screening and Cognitive Abilities (CogAT) testing.

Gifted Screening and Identification, 2nd grade students 2020-2021 – The gifted education CogAT testing for all 2nd grade students was postponed. The CogAT test will be administered to all second and third grade students 2021-2022 school year. Parent/teacher referrals for 2020-2021 second grade students were carried over to the 2021-2022 school year and gifted screening for these students will be expedited.

Gifted Screening and Identification, 3-7 grade students 2020-2021 – Gifted screening for referred 3rd-7th grade students were completed May 2021. Parents received notification with their child’s screening results in June 2021.

Gifted Screening and Identification, 2nd grade students 2021-2022 – All 2nd grade students will be given the Cognitive Abilities Test (CogAT) January/February 2022 as part of the global screening process for gifted identification. Gifted screening will take place May 2022 and students identified as requiring gifted services will begin services 2022-2023 school year. Parents will receive notification with their child’s screening results June 2022.

Gifted Screening and Identification, 3rd grade students 2021-2022 - All 2021-2022 third grade students will be given the CogAT test November/December 2021, and gifted screening will take place prior to second semester. Third grade students identified as requiring gifted services will begin services January (second semester) 2022. Parents will receive notification with their child’s screening results January/February 2022.

Gifted Screening and Identification, new to CCPS & referred 4th-7th grade students, 2021-2022 – CogAT will be administered November/December 2021 to all new to CCPS and referred students. Gifted screening will take place May 2022 and students identified as requiring gifted services will begin services 2022-2023 school year. Parents will receive notification with their child’s screening results June 2022.

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

*The local school system does not need to include any information in this cell.

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

*Local school systems must report the percentage and how it was calculated in this cell.

2,625 students identified for gifted services

20,981 total 3rd through 12th grade students

12% CCPS students identified for gifted services

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

There are no schools that have been exempted from identification.

5) The continuum of programs and services

Grades 1 and 2: Nurturing Potential in Reading

Students in grades 1 and 2 who are reading above level receive instruction from their classroom teachers with support from the Learning Resource Teacher. Students are grouped with peers of similar academic needs for instruction that include the use of above level texts, shared inquiry discussion, above level vocabulary and/or novel study. Enrichment guided reading curriculum has been developed to provide appropriate levels of challenge through above level content, vocabulary, writing, and language study. The following resources are used to address the needs of students who require instruction beyond the regular curriculum.

- Junior Great Books
- Junior Great Book Nonfiction Inquiry
- Junior Great Books ThinkIt Critical Thinking Nonfiction Reading
- The Jacob's Ladder Reading Comprehension Program
- William & Mary Beyond Words
- William & Mary: A World of Wild, Wacky, Wonderful Words
- Wordly Wise
- Imagine Learning

Grades 1 and 2: Nurturing Potential in Math

Students who are working above grade level in math receive differentiated instruction from their classroom teachers with support from the Learning Resource Teacher. Students are grouped with peers of similar academic needs for small group instruction. The classroom teacher may use the following resources to address the needs of students who require instruction beyond the grade level curriculum.

- Illustrative Math
- Project M2: Mentoring Young Mathematicians
- DreamBox Learning

Grades 3 through 5: Reading

Students in grades 3 – 5 who have been identified for gifted services in reading receive instruction from their classroom teachers with support from the Learning Resource Teacher. Students are grouped with peers of similar academic needs. Gifted Guided Reading Curriculum has been developed to provide appropriate levels of challenge through accelerated pacing and advanced content, vocabulary and/or novel study, writing, and language study. Instructional strategies focus on critical reading; analysis of issues, themes, and moral dilemmas; critical approaches to literature; author studies, and a range of inquiry-based discussion models. The following resources are used to address the needs of students who require instruction beyond the regular curriculum.

- Novel Studies

- Touchpebbles
- Junior Great Books; Fiction and Non-fiction series
- The Jacob's Ladder Reading Comprehension Program
- Wordly Wise 3000, 2nd Edition
- William and Mary Navigator Units for Novel Study
- William and Mary Language Arts Units

Grades 3 and 4: Mathematics

Students who have been identified for gifted services in third and fourth grade math receive differentiated instruction from their classroom teachers with support from the Learning Resource Teacher. Students are grouped with peers of similar academic needs for small group instruction. Enrichment math curriculum has been developed to advance students' content knowledge beyond minimal competency, expand conceptual understanding, cultivate, and extend problem-solving abilities. The following resources are used to address the needs of students who require instruction beyond the grade level curriculum:

- Illustrative Math
- Math Curriculum for Gifted Students
- Math in Practice
- Mindset Mathematics
- Motivation Math
- Project M3 Mentoring Mathematical Minds
- Project A3 Awesome Advanced Activities for Mentoring Mathematical Minds
- Challenging Common Core Math Lessons from William and Mary University
- DreamBox Learning

Grade 5 Mathematics

Students in grade 5 who have been identified for gifted services in mathematics are placed in an accelerated math cluster group. A classroom teacher with support from the Learning Resource Teacher and/or Instructional Resource Teacher delivers instruction in the accelerated math cluster. The accelerated math curriculum addresses both 5th and 6th grade Maryland State College and Career Readiness Standards.

Grade 6 – 8 Reading

Students in middle school who have been identified for gifted services in reading are placed in a Gifted Language Arts class. Curriculum has been developed to provide appropriate levels of challenge through accelerated pacing and advanced content, vocabulary, research, writing, and language study. Instructional strategies focus on critical reading; analysis of issues, themes, and moral dilemmas; critical approaches to literature; author studies, and a range of inquiry-based discussion models. Each grade level commences with a study of the language and themes of the works of William Shakespeare. The following resources are used to address the needs of students who require instruction beyond the grade level curriculum:

- Jacob's Ladder
- Junior Great Books
- Touchstone Discussion Method
- William and Mary Language Arts Units
- Literature for Thought Anthologies
- Lessons from Common Lit
- Challenging Common Core Language Arts Lesson from William and Mary University
- ELA Lesson for Gifted and Advanced Learners from Vanderbilt University

Grade 6 – 8 Mathematics

Students in middle school who demonstrate high levels of achievement in mathematics take accelerated courses. Under the Maryland College and Career-Ready Standards for Mathematics, students may be placed in 6th Grade Accelerated Math, 7th Grade Accelerated Math and Algebra I. A 6th and 7th grade compacting class has been developed to reach those students of potential that could be advanced to Algebra I in 8th grade. Students who show an even more advanced aptitude in math may complete Honors Geometry in middle school.

Grade 9 - 12 High School

Honor level courses offer high school students the opportunity to go beyond the foundational knowledge of the discipline. Honor courses build upon the successes of earlier experiences and stimulate students to explore their potential. In all grades, gifted learners have an opportunity to be enrolled in Honors English, an advanced math class that meets their sequence of learning, Honors Social Studies, Honors Science, world languages, and performing arts classes. In addition to the honors courses, Advanced Placement courses are available beginning in the 10th grade. The College Board's Advanced Placement (AP) Program enables students to pursue college-level studies while still in high school. AP courses prepare students to take the Advanced Placement examinations administered annually. Students may earn college credit by performing at an exemplary level on AP examinations. These courses provide rigorous college preparatory coursework in the major subject areas.

Qualified juniors and seniors have the opportunity to earn college credit at a 50% tuition savings at the College of Southern Maryland (CSM) while attending high school. Students must be approved to participate in the Dual Enrollment program by CCPS and meet the requirements to participate in the Dual Enrollment Program at CSM.

Opportunities for Gifted Learners provided by the school district include but not limited to:

- Destination Imagination (K – 12)
- History Day Projects (7 -12)
- Black Saga (4-8)
- Science Fair (3-12)
- Project Lead the Way
 - Launch (K- 2)
 - Gateway to Technology (6 – 8)
 - Pathway to Engineering (9 – 12)
 - Biomedical Sciences (9 – 12)
- Various Robotics programs (K – 12)
 - Seapearch, Lego, VEX, VEX1Q, Unmanned Aerial Vehicle,
- MESA (3 – 12)
- Math Challenge (4 – 5)
- Math Counts (6 – 8)
- It's Academic Competition (9 – 12)
- Chess Teams (K – 12)
- Environthon Team
- Future Educators of America (6-12)
- Student Government (6-12)

<p align="center">Changes made to the continuum of programs and services during the pandemic</p> <p>Students identified as requiring gifted services received enrichment/gifted curriculum, honors courses, and advanced placement courses virtually during the 2020-2021 school year.</p>		
<p>6) Data-informed goals, targets, strategies, and timelines for 2021-22.</p> <p>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.</p>		
<p>Goal: Identify school specific professional development needs for educators in K-8; focusing on how to nurture and identify students from diverse backgrounds for gifted services.</p>		
<p>Target(s) Central Office Gifted Staff, Learning Resource Teachers</p>	<p>Strategy(ies) Gather and analyze school specific gifted identification demographic student data compared to total school demographic populations. Identify school specific gifted identification inconsistencies in student demographics.</p>	<p>Timeline(s) October 2021</p>
<p>Central Office Gifted Staff, Learning Resource Teachers, and School Based Administration teams</p>	<p>Determine and develop school specific professional development needs for nurturing and identifying students from underrepresented populations.</p>	<p>November-December 2021</p>
<p>Learning Resource Teachers</p>	<p>Provide school specific professional development on nurturing and identifying underrepresented populations for gifted services.</p>	<p>January – June 2022</p>
<p>Goal: Continue with the development and implementation of the CCPS Project Lead the Way (PLTW) Documentation of Advanced Learning Behaviors in Primary Students (adapted from Primary Talent Development: PreK- 2 Early Learning Programming Guide).</p>		
<p>Target(s) Learning Resource Teachers</p>	<p>Strategy(ies) Learning Resource Teachers will be trained on documenting advanced learning behaviors in primary students utilizing Kindergarten Pushes & Pull and Kindergarten Animals & Algorithms PLTW Modules. Training includes use of the Developmental Continuum of Selected Behaviors (REPI scale), PLTW module specific rubrics, and CCPS Advanced Learning Behavior Documentation Data Base.</p>	<p>Timeline(s) October 19, 2021</p>
<p>CCPS Kindergarten Teachers</p>	<p>Kindergarten teachers will be trained on documenting advanced learning behaviors in primary</p>	<p>Kindergarten teachers will be required to attend one session during Veteran’s Day</p>

<p>CCPS Kindergarten Teachers and Learning Resource Teachers</p>	<p>students utilizing Kindergarten Pushes & Pulls and Kindergarten Animals & Algorithms PLTW Modules. Training includes use of the Developmental Continuum of Selected Behaviors (REPI scale), PLTW module specific rubrics, and CCPS Advanced Learning Behavior Documentation Data Base.</p> <p>Kindergarten teachers will implement CCPS PLTW Advanced Behavior Documentation. Pre-K students</p>	<p>professional development (November 11th).</p> <p>Kindergarten Pushes & Pulls PLTW Module: January 20 – March 25, 2022</p> <p>Kindergarten Animals & Algorithms PLTW Module: March 26 – June 3, 2022</p>
<p>Gifted Office, Early Childhood Content Specialist, CTE Office, Learning Resource Teachers</p>	<p>Analyze CCPS PLTW Advanced Learning Behavior Documentation teacher feedback, and student data.</p> <p>Adjust/update CCPS Kindergarten PLTW Advanced Learning Behavior Documentation based on teacher feedback and student data. Adjust/update CCPS First Grade PLTW Advanced Learning Behavior Documentation for 2022-2023 pilot.</p>	<p>June 3 – August 2022</p>
<p>Goal: Develop 1st – 2nd grade enrichment math curriculum to nurture primary students’ talent.</p>		
<p>Target(s) Gifted Office, Learning Resource Teachers, Instructional Resource Teachers, Elementary Math Content Specialist, Early Childhood Content Specialist</p> <p>Gifted Office, Elementary Learning Resource Teachers</p>	<p>Strategy(ies) Confer with Elementary Math Content Specialist and Early Childhood Content Specialist to gain best practices in primary math, primary math resources, and research based primary math strategies.</p> <p>Develop 1st through 2nd grade math enrichment curriculum that aligns with on-grade level math standards.</p> <p>Pilot 1st through 2nd grade math enrichment curriculum.</p>	<p>Timeline(s) October – December 2021</p> <p>January – August 2022</p> <p>September 2022</p>

COMAR 13A.07.01 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.
 - Latisha Burks, Instructional Specialist for Staff Development (synonymous with Supervisor), hires and supervises the New Teacher Mentors, collaborates with Academic Mentors hired for the secondary levels, and facilitates training initiatives for new teachers. Recruiting for New Teacher Mentors is ongoing. The supervisor communicates with principals as needed and updates the central office leadership throughout the year on any changes or needs of the program.
2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	0
Part Time Mentors	24 – New Teacher Mentors - New Teacher Mentors are hourly employees who begin with an orientation and training in August before school begins. New Teacher Mentors end the school year in late May. Mentoring training is offered as a refresher during the month of June. Regular bi-monthly meetings are held with the mentors to provide guidance, training, and peer collaboration.
Full Time Teachers	7 – Academic Mentors – These teachers are paid as full-time teachers with release time during the day to mentor new teachers. Academic Mentors that are appointed on the secondary level carry a half-day teaching load and half-day release time to provide mentoring support to new teachers. This position is in addition to the school assigned New Teacher Mentor and they work collaboratively to provide comprehensive support to all new teachers without redundancy
<i>Total Number of Mentors</i>	34

Additional Information: Instructional Leadership Team (ILT) members and High School Resource Teachers are full-time release positions at each school who also work part time with new teachers as assigned by the principal.

- Instructional Leadership Team
 - ✓ Elementary School – 3 at each elementary – Total = 78
 - ✓ Middle School - 3 at each middle school – Total = 16
- High School Resource Teachers - 1 at each high school – Total = 7

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

Total number of probationary teachers = 389
first year teachers – 175
second year teachers – 103
third year teachers - 111

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

Average mentee to mentor ratio: 11:1

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?**

Mentoring staff who work with new teachers are offered ongoing training. All mentors have an orientation before school starts with extra training for any newly hired mentors. All mentors attend monthly meetings for guidance, collaboration, and training. Mentors have also registered for coaching and new teacher support courses offer by MSDE.

Academic Mentors are provided with regular school-based training and have access to the tools and resources provided to New Teacher Mentors. This year, Academic Mentors and High School Resource Teachers will be included in *The Art of Coaching* training that has provided training through The Striving Readers Comprehensive Literacy grant to ILT members for the past two years. This training will take place throughout the year with a reflection date scheduled for June 2 and June 3 of 2022.

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?**

The Deputy Superintendent provides training to school administrators regarding *.04E of the regulation* through regularly scheduled administrator training at *Summer Leadership Institute*, monthly meetings for all principals, and special workshops for new administrators. The Instructional Specialist for Staff Development collaborates with building administrators to support training efforts at the building level.

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

Typically, mid-year and end of year new teacher survey data as well as exit interviews for non-tenured teachers is used to measure the effectiveness of the Mentoring Program. Past results indicate that new teachers do participate in many of the offered PD and support meetings offered by the district and the school. New teachers rate the value of observing a master teacher with their mentor and the training on classroom management and behavior management highly but continue to ask for more. Working with a mentor and working in smaller school-based study groups are also rated as valuable to new teachers.

Site visits are also conducted by the supervisor (Instructional Specialist for Staff Development) to evaluate each mentor and the new teacher induction program as a whole. During these site visits, the Instructional Specialist for Staff Development participates in mentor-mentee meetings, observations, and meets with school administration, new teachers, and the mentor to discuss the efficacy of the induction program. This information is used to modify the program to best fit the needs of new teachers.

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.

All new hires receive a day of onboarding which covers important resources and benefits for employees. In August of each year, all new teachers are invited to a 3 to 5 day orientation program which includes Day 1) Classroom Management; Day 2) Content or grade level curriculum, resources, and lesson plans to start the year. Master teachers are hired to work with specific groups; Day 3) Half-day Equity Training for a culturally diverse classroom and half-day school-based orientation; Day 4 and 5) Special areas such as STEM and Special Education provide additional training for new teachers. Other orientation topics for new teachers are offered on in-service days and include School Safety Training which includes dealing with child-abuse and trauma. Make-up training dates are offered in the fall and spring for teachers who are hired after the start of the year for all pertinent new teacher courses. Schools provide training for new teachers on professional responsibilities such as Student Learning Objective (SLO) creation, the observation and monitoring process, and use of professional technologies in recording of attendance and grades.

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

All new teachers are encouraged to observe at least one master teacher during their first year with CCPS and can continue to request additional opportunities as needed. Arrangements are made, when possible, to allow reciprocal observations by the master teacher. Debriefing takes place with the new teacher and academic mentor following the experience. New teacher mentors co-teach and model lessons on a limited basis and typically focus support in Danielson domains 2 and 3. Academic Mentors and members of the school based Instructional Leadership Team also model lessons and co-teach depending on the individual needs of the new teachers. Specific content support is offered by the ILT, content specialists, and by partnering with role alike experienced teachers in their school. Mentors visit classes and conduct consultation and debrief meetings with teachers.

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

New teachers are monitored formally by the Principal and Vice Principal(s) of their school. Ongoing monitoring, goal setting, formative reviews and follow-up takes place collaboratively. The professionals providing the ongoing non-evaluative supports described above include the following: New Teacher Mentors, Academic Mentors, Instructional Leadership Team, and central office

Content Specialists. The supervisor reaches out to new teachers several times a year. The online welcome survey asks new teachers to identify areas where they have questions or would like assistance. This information is made available to New Teacher Mentors. The survey also asks them to confirm that they have met their mentor. The mentor supervisor (ie... Instructional Specialist for Staff Development) can follow-up to connect new teachers with mentors or other resources to help meet their identified needs. A brief mid-year new teacher survey touches base to check on the status of new teachers. Examples of the questions are as follows: how are they doing, what assistance do they need, how is their mentor assisting them, and how likely are they to return next year? This allows the office to take action where needed. The end of year new teacher survey is completed in June. This survey lists all of the services offered to new teachers during the year and asks them to identify where they participated and how useful the services were to them. This includes Professional Development offered, school-based supports, content area supports, and mentoring supports.

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

Goal setting is a regular part of the mentoring program. As goals are accomplished, additional goals are set for new teachers and mentors. Mentors also utilize a mentoring checklist to ensure informal observation and discussions are meaningful. Survey data is collected on new teachers' perceived needs throughout the year and support services are offered in the areas in need of growth. Student data is viewed and discussed with teachers at the school level to identify areas of need for professional development. Attrition data and exit interview results are reviewed to determine ways to strengthen the program, meet the needs of new teachers, and increase retention.

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 program is evaluated using teacher feedback, retention data, and exit interviews. CCPS is recruiting widely to fill vacancies for new teachers. Exit interviews show that there are a wide variety of reasons for leaving which include a desire to return to their home area as well as a generalized desire for more support and behavior management. The end of year survey was not done in June of 2021, due to school closings, related to COVID. Mentor program survey data for 2019 showed strengths in the following areas: building relationships, regular interactions, usefulness of observations of veteran teachers and willingness to help. Relative weaknesses were noted in the area of the amount time available for meaningful interactions, inability to assist with content or grade level material, and in some cases "feeling" the mentor did not understand the stressors on the new teacher. New teachers, as well as mentors, expressed a deep concern with behavior management strategies in previous years. This concern is addressed with the development of workshops covering *Essential Classroom Management*, *Evidence-based Behavior Strategies*, *Avoiding Power Struggles*, and *Restorative Practices*.



**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:
June 18, 2021**

Federal Grant Application Submission Timeline

1st Submission to the Title I Specialists for Review August 2-31, 2021	Submission for Conditional Approval September 30, 2021	First Submission through Local ESSA Consolidated Strategic Plan October 15, 2021	FINAL Submission through Local ESSA Consolidated Strategic Plan November 15, 2021
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Local School System:	Charles County Public Schools
Title I Coordinator:	Kristin Shields, Title I Director
Telephone Number:	301-934-7408
Email Address:	kshields@ccboe.com
Submission Date:	

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 2-31, 2021
- Submission for Conditional Approval: 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, Equity Office/Point of Contact, 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.

Table of Contents
Title I, Part A Application and Appendices: Definitions, Data Tables, and Checklists

Attestation - Section 1112.....	38
A. STAFF CREDENTIALS AND CERTIFICATIONS	49
B. SCHOOLWIDE PROGRAMS	54
C. TARGETED ASSISTANCE SCHOOLS.....	61
D. PARENT AND FAMILY ENGAGEMENT.....	69
E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS	76
F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH	81
G. SUPPORT FOR FOSTER CARE STUDENTS	85
H. ENGLISH LEARNERS.....	87
I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS.....	90
J. FISCAL REQUIREMENTS.....	93
Addendum: Progress Monitoring through Growth Measures and Outcomes.....	106
Program Review Follow-up Addendum	111
Guidance: Sign-in, Agenda, Notes, and Evaluations (SANE) as evidence of implementation for Title I purposes	112
Staff Credentials and Certification: Types of Certificates and Glossary of Terms.....	113
Schoolwide Program Plan Components Checklist.....	118
Targeted Assistance School Program Checklist.....	120
Title I District-Level Parent and Family Engagement Policy/Plan Requirements – Section 1116: Checklist.....	121
Title I School Level Parent and Family Engagement Plan and School Parent Compact – Section 1116: Checklist	124
Equitable Services Topics of Consultation.....	127

Affirmation of Consultation Form	129
Intent to Participate Form	131
MSDE: ESSA Title I and Title III Questions and Answers.....	132
Title I Skipped Schools’ Addendum SY 2021-2022	134

ESSA Law and Non-Regulatory Guidance Links

1. [Every Student Succeeds Act](#)
1. [ESSA Transition FAQs](#)
2. [ESSA Early Learning Guidance](#)
3. [ESSA Equitable Services](#)
4. [ESSA Schoolwide Guidance](#)
5. [ESSA Supplement not Supplant](#)
6. [ESSA Within District Allocations \(Draft for Public Comment\)](#)
7. [Evidence Guidance](#)
8. [Foster Care Guidance](#)
9. [Homeless Student Guidance](#)
10. [High School Graduation Rate](#)
11. [State and Local Report Cards](#)
12. [Title I, Part A Final Regulations](#)
13. [ESSA Title III Guidance – English Learners](#)

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 Assurances and Requirements


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.

Maria V. Navarro, Ed.D.



Charles County Public Schools

8/27/21

 LEA Superintendent Name
(Please Print or Type)

LEA Superintendent Signature

Local Educational Agency

Date

Kristin Shields



Charles County Public Schools

8-27-21

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.

Maria V. Navarro, Ed.D.		Charles County Public Schools	<u>8/27/21</u>
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date


Kristin Shields		Charles County Public Schools	<u>8-27-21</u>
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Educational Agency	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

Maria V. Navarro, Ed.D.		Charles County Public Schools	<u>8/27/21</u>
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date

Kimberly Hairston		Charles County Public Schools	<u>8/27/21</u>
Equity Point Of Contact Name (Please Print or Type)	Equity Point of Contact Signature	Local Educational Agency	Date

Kristin Shields		Charles County Public Schools	<u>8-27-21</u>
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Educational Agency	Date



**Charles County Public Schools
Office of Title I**

5980 Radio Station Road
La Plata, MD 20646
301-392-5520

Kristin Shields, Director

ATTESTATION – Human Resources

The Local Education 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 | F. Education for Homeless Children and Youth |
| B. Schoolwide Program | G. Support for Foster Care Students |
| C. Targeted Assistance Schools | H. English Learners |
| D. Parent and Family Engagement | I. School Improvement – Targeted Support and Improvement |
| E. Participation of Children Enrolled in Private Schools | J. Fiscal Assurances and Requirements |

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 the Title I, Part A Program Components listed above.

Kristin Shields
Director of Title I

Director's Signature

Charles County Public Schools
Local Education Agency

7-16-21
Date

Nikial Majors
Assistant Superintendent
Human Resources

Assistant Superintendent's Signature

Charles County Public Schools
Local Education Agency

7-16-2021
Date



Charles County Public Schools
Office of Title I
 5980 Radio Station Road
 La Plata, MD 20646
 301-392-5520

Kristin Shields, Director

ATTESTATION – Schoolwide Program & Targeted Assistance School Program

The Local Education 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 | F. Education for Homeless Children and Youth |
| B. Schoolwide Program | G. Support for Foster Care Students |
| C. Targeted Assistance Schools | H. English Learners |
| D. Parent and Family Engagement | I. School Improvement – Targeted Support and Improvement |
| E. Participation of Children Enrolled in Private Schools | J. Fiscal Assurances and Requirements |

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 the Title I, Part A Program Components listed above.

Kristin Shields	<i>Kristin Shields</i>	Charles County Public Schools	<i>7-15-21</i>
Director of Title I	Director's Signature	Local Education Agency	Date
Meighan Hungerford	<i>Meighan Hungerford</i>	Charles County Public Schools	<i>7/15/21</i>
Director of Elementary Education	Director's Signature	Local Education Agency	Date
Maureen Cassidy	<i>Maureen Cassidy</i>	Charles County Public Schools	<i>7-15-21</i>
Specialist in Mathematics	Specialist's Signature	Local Education Agency	Date
Kimberly Hudler	<i>Kimberly Hudler</i>	Charles County Public Schools	<i>7-18-21</i>
Elementary Reading Content Specialist	Specialist's Signature	Local Education Agency	Date



Charles County Public Schools
Office of Title I
 5980 Radio Station Road
 La Plata, MD 20646
 301-392-5520


Kristin Shields, Director

ATTESTATION – Schoolwide Program (Student Services/Discipline Practices)

The Local Education 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 | F. Education for Homeless Children and Youth |
| B. Schoolwide Program | G. Support for Foster Care Students |
| C. Targeted Assistance Schools | H. English Learners |
| D. Parent and Family Engagement | I. School Improvement – Targeted Support and Improvement |
| E. Participation of Children Enrolled in Private Schools | 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 the Title I, Part A Program Components listed above.

Kristin Shields		Charles County Public Schools	7-27-21
Director of Title I	Director's Signature	Local Education Agency	Date

Kathy Kiessler		Charles County Public Schools	7-27-21
Director of Student Services	Director's Signature	Local Education Agency	Date



Charles County Public Schools
Office of Title I
 5980 Radio Station Road
 La Plata, MD 20646
 301-392-5520

Kristin Shields, Director

ATTESTATION – Schoolwide Program (CTE)

The Local Education 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 | F. Education for Homeless Children and Youth |
| B. Schoolwide Program | G. Support for Foster Care Students |
| C. Targeted Assistance Schools | H. English Learners |
| D. Parent and Family Engagement | I. School Improvement – Targeted Support and Improvement |
| E. Participation of Children Enrolled in Private Schools | J. Fiscal Assurances and Requirements |

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 the Title I, Part A Program Components listed above.

Kristin Shields		Charles County Public Schools	
Director of Title I	Director's Signature	Local Education Agency	Date
Rebecca Pearson		Charles County Public Schools	
Director of CTE	Director's Signature	Local Education Agency	Date



Charles County Public Schools
Office of Title I
 5980 Radio Station Road
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 301-392-5520

Kristin Shields, Director

ATTESTATION – Education for Homeless Children and Youth
ATTESTATION – Support for Foster Care Students

The Local Education 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 | F. Education for Homeless Children and Youth |
| B. Schoolwide Program | G. Support for Foster Care Students |
| C. Targeted Assistance Schools | H. English Learners |
| D. Parent and Family Engagement | I. School Improvement – Targeted Support and Improvement |
| E. Participation of Children Enrolled in Private Schools | J. Fiscal Assurances and Requirements |

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 the Title I, Part A Program Components listed above.

Kristin Shields		Charles County Public Schools	7-22-21
Director of Title I	Director's Signature	Local Education Agency	Date
Bethany Goodwin		Charles County Public Schools	7-22-2021
Youth in Transition/Foster Care Coordinator	Coordinator's Signature	Local Education Agency	Date
Kathy Kiessling		Charles County Public Schools	7-22-21
Director of Student Services	Director's Signature	Local Education Agency	Date



Charles County Public Schools
Office of Title I
 5980 Radio Station Road
 La Plata, MD 20646
 301-392-5520

Kristin Shields, Director

ATTESTATION – English Learners

The Local Education 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:

- | | |
|--|--|
| F. Staff Credentials and Certifications | F. Education for Homeless Children and Youth |
| G. Schoolwide Program | G. Support for Foster Care Students |
| H. Targeted Assistance Schools | H. English Learners |
| I. Parent and Family Engagement | I. School Improvement – Targeted Support and Improvement |
| J. Participation of Children Enrolled in Private Schools | 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 the Title I, Part A Program Components listed above:

Kristin Shields		Charles County Public Schools	7-15-21
Director of Title I	Director's Signature	Local Education Agency	Date
Autumn Hoffman		Charles County Public Schools	7/15/21
Specialist in World Languages/ESOL	Specialist's Signature	Local Education Agency	Date
Meighan Hungerford		Charles County Public Schools	7/15/21
Director of Elementary Education	Director's Signature	Local Education Agency	Date



Charles County Public Schools
Office of Title I
 5980 Radio Station Road
 La Plata, MD 20646
 301-392-5520

Kristin Shields, Director

ATTESTATION – School Improvement

The Local Education 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 | F. Education for Homeless Children and Youth |
| B. Schoolwide Program | G. Support for Foster Care Students |
| C. Targeted Assistance Schools | H. English Learners |
| D. Parent and Family Engagement | I. School Improvement – Targeted Support and Improvement |
| E. Participation of Children Enrolled in Private Schools | J. Fiscal Assurances and Requirements |

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 the Title I, Part A Program Components listed above.

Kristin Shields		Charles County Public Schools	7-15-21
Director of Title I	Director's Signature	Local Education Agency	Date
Melissa Miesowitz		Charles County Public Schools	7-15-2021
Director of Secondary Education	Director's Signature	Local Education Agency	Date
Christina Miller		Charles County Public Schools	7-15-21
Coordinator of Formative Assessment	Coordinator's Signature	Local Education Agency	Date



Charles County Public Schools
Office of Title I
 5980 Radio Station Road
 La Plata, MD 20646
 301-392-5520

Kristin Shields, Director

ATTESTATION – Fiscal Assurances and Requirements

The Local Education 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 | F. Education for Homeless Children and Youth |
| B. Schoolwide Program | G. Support for Foster Care Students |
| C. Targeted Assistance Schools | H. English Learners |
| D. Parent and Family Engagement | I. School Improvement – Targeted Support and Improvement |
| E. Participation of Children Enrolled in Private Schools | J. Fiscal Assurances and Requirements |

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 the Title I, Part A Program Components listed above.

Kristin Shields		Charles County Public Schools	7-15-21
Director of Title I	Director's Signature	Local Education Agency	Date
Earl Sorsby, III		Charles County Public Schools	7-15-21
Restricted Programs Accountant	Accountant's Signature	Local Education 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.

See Appendix I: Attestation-Section 1112, Required Attachment 1

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)).

See Appendix II: Attestation-Section 1112, Required Attachment 2

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.

Dr. Maria Navarro, Superintendent of Schools
Kristin Shields, Title I Director
Arin Bonner, Title I Coordinator
Jennifer Bowling, Title I Family and Program Liaison
Marissa Cross, Title I Resource Teacher
Tamara Byrd, Title I Program Assistant
Darlene Denny, Title I Secretary to the Director

Dr. Marvin Jones, Jr., Executive Director of School Administration
Dr. Linda Gill, Executive Director of School Administration
Meighan Hungerford, Director of Elementary Schools
Nikial Majors, Assistant Superintendent of Human Resources
Kimberly Hairston, Director of Equity and Diversity
Earl Sorsby III, Staff Accountant-Restricted Programs
Amanda Johnson, Title I Coordinator

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. 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. <i>(Required Attachment #1)</i>	1112(a)(1)(A)	Examples of activities demonstrating that the LEA meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program and documentation supporting the implementation of the written process must include: <ol style="list-style-type: none"> 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. <i>*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.</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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.	1112(a)(1)(A)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 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.

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
	<i>(Required Attachment #2)</i>		

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.

See Appendix III: Staff Credentials and Certifications, Required Attachment 1

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.*

See Appendix IV: Staff Credentials and Certifications, Required Attachment 2

3. Listing of the percentage and number of paraprofessionals who have met and not met qualification status for the 2021-2022 school year.*
See Appendix V: Staff Credentials and Certifications, Required Attachment 3
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.
See Appendix VI: Staff Credentials and Certifications, 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.

Kristin Shields, Title I Director
Arin Bonner, Title I Coordinator
Jennifer Bowling, Title I Family & Program Liaison
Marissa Cross, Title I Resource Teacher
Tamara Byrd, Title I Program Assistant
Darlene Denny, Title I Secretary to the Director

Nikial Majors, Assistant Superintendent of Human Resources
Jeremey Campbell, Human Resource Specialist
David Shimizu, Human Resources Generalist
Amanda Johnson, Title I Coordinator

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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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	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: <ul style="list-style-type: none"> ○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2021-2022 school year.

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
	certification obtained through alternative routes to certification. <i>(Required Attachment #1 and #2)</i>		<ul style="list-style-type: none"> ○ 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.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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 school administration. <i>(Required Attachment #1)</i>	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 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. * Regular, ongoing collaboration throughout the year (based on the frequency in the written process)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA ensures that all paraprofessionals working in Title I schools meet applicable State qualification requirements. Mark N/A if <ul style="list-style-type: none"> ● there are no paraprofessionals in the Title I schools; ● paraprofessionals are not assigned instructional duties <i>(Required Attachment #1 and #3)</i>	1112(c)(6) 1111(g)(2)(J)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers

Application: The LEA will respond to each assurance <i>(Check One)</i>	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.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. <i>(Required Attachment #1 and #4)</i>	1111(g)(1)(B) 1112(b)(2)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 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. 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)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. The LEA ensures it has a written process that includes timelines/dates used to annually notify parents about: <ol style="list-style-type: none"> 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 	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: <ol style="list-style-type: none"> 1. Multiple dated communications at the beginning of the school year which must include: <ul style="list-style-type: none"> o A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information o 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

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
	<p>or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.</p> <p>c. information on the level of achievement and academic growth of the student, If applicable and available, on each of the State academic assessments required under this part.</p> <p><i>(Required Attachment #1)</i></p>		<p>achievement and academic growth on State academic assessments of their students.</p> <ol style="list-style-type: none"> 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.

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.
See Appendix VII: Schoolwide Programs, Required Attachment 1
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)).
N/A
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.
N/A
4. Written Process for how the LEA supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
See Appendix VIII: Schoolwide Programs, Required Attachment 4
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.
See Appendix IX: B. Schoolwide Programs, Required Attachment 5

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.

Kristin Shields, Title I Director
Arin Bonner, Title I Coordinator
Jennifer Bowling, Title I Family & Program Liaison
Marissa Cross, Title I Resource Teacher
Tamara Byrd, Title I Program Assistant
Darlene Denny, Title I Secretary to the Director

Meighan Hungerford, Director of Elementary Schools
Kimberly Hairston, Director of Equity and Diversity
Amanda Johnson, Title I Coordinator

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
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in	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

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input type="checkbox"/> N/A	<p>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.</p> <p>i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>		<ol style="list-style-type: none"> 3. Methodology of how percent contribution from each program was calculated 4. Disbursement method for consolidated funds
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment • Schoolwide program Reform Strategies* • Parent, Family and Stakeholder Engagement • If applicable, coordination and 	<p>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)</p>	<ol style="list-style-type: none"> 1. Selected copies of Schoolwide Plans <p>Documentation supporting the implementation of the four Schoolwide Components:</p> <p>Comprehensive Needs Assessment:</p> <ol style="list-style-type: none"> 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.

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
	<p>Integration of Federal, State, and Local services and programs.</p> <p>*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)</p> <p>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</p>		<p>5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups.</p> <p>6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</p> <p>Schoolwide program Reform Strategies:</p> <ol style="list-style-type: none"> 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. <p>Parent, Family and Stakeholder Engagement:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
	organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments) <ul style="list-style-type: none"> • 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.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs. <i>Required Attachment #1</i>	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: : <ol style="list-style-type: none"> 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.
<input checked="" type="checkbox"/> 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

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input type="checkbox"/> NO <input type="checkbox"/> N/A	plan available to the LEA, parents, and the public.		public. Examples may include: 1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. <i>Required Attachment #2</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. <i>Required Attachment #4</i>	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 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career	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-

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input type="checkbox"/> N/A	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. <i>Required Attachment #5</i>		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.

C. TARGETED ASSISTANCE SCHOOLS

Resources:

[MSDE Targeted Assistance 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:

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

1. If applicable, a written process for a one year process for transitioning a Targeted Assistance School to a Schoolwide Program.

N/A

2. If applicable, to use the abbreviated planning process, a Letter of Intent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2021-22 School year.

N/A

3. A written process for developing, implementing, and monitoring requirements in all Targeted Assistance Schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.

See Appendix X: Targeted Assistance Schools, Required Attachment 3

4. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start and, if feasible, other early childhood programs. (Section 1119(b))

N/A

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

Kristin Shields, Title I Director

Arin Bonner, Title I Coordinator

Jennifer Bowling, Title I Family & Program Liaison

Marissa Cross, Title I Resource Teacher

Tamara Byrd, Title I Program Assistant

Darlene Denny, Title I Secretary to the Director

Kimberly Hairston, Director of Equity and Diversity

Amanda Johnson, Title I Coordinator

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance 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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program <i>(Required Attachment #1 and #4)</i> List Title I school(s) and School ID number below OR attach a list of for Targeted Assistance Schools the LEA is proposing to transition to SW in SY 2021-22:	1114(a)(1)(B) 1114(b)(1)(A)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program 2. Other documentation to support the LEA has implemented its written process, if applicable.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance 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									
	<table border="1"> <thead> <tr> <th data-bbox="407 367 533 651">School Name</th> <th data-bbox="533 367 659 651">School Number</th> <th data-bbox="659 367 785 651">Indicate New Title I School or Current TAS School</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 651 533 711"></td> <td data-bbox="533 651 659 711"></td> <td data-bbox="659 651 785 711"></td> </tr> <tr> <td data-bbox="407 711 533 771"></td> <td data-bbox="533 711 659 771"></td> <td data-bbox="659 711 785 771"></td> </tr> </tbody> </table>	School Name	School Number	Indicate New Title I School or Current TAS School								
School Name	School Number	Indicate New Title I School or Current TAS School										
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program</p> <p>The LEA has a new school that will enter Title I status in the 2021-2022 school year or an existing Targeted Assistance school that plans to transition from a Title I Targeted Assistance Program to a Schoolwide Program beginning in the 2021-2022 school year, and the school would like to undergo the abbreviated planning process described by MSDE.</p>	1114(b)(1)(A)	<p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> 1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2. A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. 3. SAN and SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> o Planning meetings and lists of participants that show stakeholder participation in decision making o Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program o Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team) 									

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance 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
	<p>(NOTE: see MSDE Targeted Assistance School Guidance for more details on this option).</p> <p><i>Required Attachment #2</i></p>		<ul style="list-style-type: none"> ○ Meeting schedule ○ Communications, including emails, communication log, notices on web pages, etc. <p>4. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program.</p>
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1b. Year Long Planning Option:</p> <p>The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2020–2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance)</p> <p><i>Required Attachment #1</i></p>	<p>1114(b)(1)</p>	<p>Documentation of the planning process must include (For each Targeted Assistance School transitioning):</p> <ol style="list-style-type: none"> 1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2. A copy of the letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. 3. SAN/SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> ○ Planning meetings ○ Lists of participants that show stakeholder participation in decision making ○ Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team) ○ Meeting schedule ○ Plan approval process ○ Communications, including emails, communication log, notices on web pages, etc.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance 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
			4. LEA Process for Approving a Targeted Assistance School Transition Plan. 5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. <i>Required Attachment #3</i>	1115(c)(1)(B)	If a LEA has any Targeted Assistance Schools at the time of its Annual Program Review, documentation supporting the implementation of the written process must include: <ol style="list-style-type: none"> 1. Weighted selection criteria <ul style="list-style-type: none"> ○ Data sources for multiple selection criteria (by school) 2. Master ranking (all students ranked showing most needy students served by grade and subject area) 3. Targeted Assistance teachers and para schedules with matching student roster 4. Service delivery model 5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.) 6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting 7. School master schedules 8. Exit criteria by school 9. Other documentation to support the LEA has implemented its written process, if applicable. LEA School-level Monitoring: <ol style="list-style-type: none"> 1. Evidence of implementation of the LEA School-level Monitoring Plan must include: <ul style="list-style-type: none"> ○ SAN from program monitoring ○ Program monitoring tool(s) ○ Program monitoring feedback reports ○ Email communication

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance 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
			2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program.
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components: Targeted Assistance Program Checklist 1. Use program's resources to help eligible children meet the state's challenging academic standards; 2. Use methods and instructional strategies to strengthen the academic program of the school; 3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs; 4. Provide Professional Development; 5. Strategies to increase the involvement of parents of eligible children; 6. If appropriate and applicable, coordinate with Federal, State,	1115(b)(2)(A-G)	Program's resources to help eligible children meet the state's challenging academic standards may include: 1. Programs, activities, and academic courses necessary to provide a well-rounded education. Methods and instructional strategies to strengthen the academic program of the school may include: 1. Expanded learning time, before- and after-school, and summer programs and opportunities 2. A schoolwide program tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). Coordination with the regular education program may include: 1. SAN from collaboration meetings <ul style="list-style-type: none"> ○ Timelines with evidence of implementation 2. Documentation of coordination between regular education program and Title I Professional Development may include: 1. Data sources demonstrating the need for identified professional development 2. SANE documents from professional development 3. Professional development schedules, plans, and/or calendars 4. SANE from building capacity for school-level training to educate school personnel with parental assistance on how to work with parents as equal partners (see Parent and Family Engagement Checklist under

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance 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
	and local programs; 7. Each Title I Targeted Assistance School will provide the LEA assurances that it will: (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. <i>Required Attachment #3 and #4</i>		Building Capacity requirements) <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> Strategies to increase the involvement of parents of eligible children may include: 1. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> If appropriate and applicable, coordination and integration of Federal, State, and Local programs may include: 1. 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.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.
<input type="checkbox"/> YES <input type="checkbox"/> NO	4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide	1115 (b)(2)(G)(iii)	Documentation supporting the implementation of the written process which may include: 1. LEA schedules with dates for regular review for each Title I Targeted Assistance Program

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance 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
<input checked="" type="checkbox"/> N/A	additional assistance to eligible children. <i>Required Attachment #3</i>		<ol style="list-style-type: none"> 2. SAN documentation of data review meetings 3. Documentation of program adjustments based on data review and progress monitoring 4. Student progress monitoring (evidence of progress/lack of progress) 5. Other documentation to support the LEA has implemented its written process, if applicable.

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.
See Appendix XI: Parent and Family Engagement, Required Attachment 1
2. LEA's 2021-2022 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
See Appendix XII: Parent and Family Engagement, Required Attachment 2
3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.
See Appendix XIII: Parent and Family Engagement, Required Attachment 3

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.

Kristin Shields, Title I Director

Arin Bonner, Title I Coordinator

Jennifer Bowling, Title I Family & Program Liaison

Marissa Cross, Title I Resource Teacher

Tamara Byrd, Title I Program Assistant

Darlene Denny, Title I Secretary to the Director

Kimberly Hairston, Director of Equity and Diversity

Amanda Johnson, Title I Coordinator

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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 <i>Required Attachment #2</i>	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: <ul style="list-style-type: none"> 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. 11. Revisions to policy/plan are made based on evaluation, if applicable District-Level Reservation: Evidence must include:

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
			12. SANE from parent meetings specifying agenda item on Title I PFE funds 13. Announcements/Fliers for meetings
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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 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,

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
			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)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. 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	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 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 <i>(Check One)</i>	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
	<p>leaders) with parental assistance on how to work with parents as equal partners in their child's educational process.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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	1116(f)	Accessibility evidence may include: 1. Translated documents, if applicable 2. Receipts for accommodations/ interpreters, if applicable

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
	with disabilities, and parents of migratory children.		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. <i>(Required Attachments #1 and #3)</i>	1116(a)(2)(B) 1116(e)(1-14)	Evidence of LEA monitoring processes of Parent and Family Engagement requirements may include: <ol style="list-style-type: none"> 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

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.

See Appendix XIV: Participation of Children Enrolled in Private Schools, Required Attachment 1

- 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.

Kristin Shields, Title I Director

Arin Bonner, Title I Coordinator

Jennifer Bowling, Title I Family & Program Liaison

Marissa Cross, Title I Resource Teacher

Tamara Byrd, Title I Program Assistant

Darlene Denny, Title I Secretary to the Director

Kimberly Hairston, Director of Equity and Diversity

Amanda Johnson, Title I Coordinator

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. Delivery of Services The LEA ensures it <i>(check all that apply)</i> : <input type="checkbox"/> Provides services directly to the eligible private school students. <input checked="" type="checkbox"/> Enters into a third party contract to provide services to eligible private school students. <input checked="" type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students.	1117(b)(1)(C)(G)	<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> ○ 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 <i>(Check One)</i>	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
	<p>Please identify LEAs involved. <u>District of Columbia Public Schools,</u> <u>Prince George's County Public Schools</u></p> <p>Provide the date(s) services will begin: <u>September 2021</u></p> <p><i>Required Attachment #1c</i></p>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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.</p> <p><i>Required Attachment #1a</i></p>	1117(a)(1)(A) 1117(b)(1)(b)(5)	<ol style="list-style-type: none"> 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)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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.</p> <p><i>Required Attachment #1a</i></p>	1117 (b)(1-5)	<ol style="list-style-type: none"> 1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> ○ 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.

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. Teachers and Families Participation The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.	1117(1)(B)	1. Evidence of professional development for teachers: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of professional development activities provided or scheduled to be provided to the classroom teachers 2. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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.	1117(b)(1) 1117 (d)(1)	Evidence LEA Supervises: LEA Program Oversight <ol style="list-style-type: none"> 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

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
	<i>Required Attachment #1b & c</i>		<p>services or private schools officials (including letters, emails, reports, or notes, if applicable)</p> <ol style="list-style-type: none"> 5. Sample lesson plans and student work 6. Oversight of third party vendor services <p>Qualifications of staff providing services:</p> <ol style="list-style-type: none"> 1. Teachers providing services meet state certification and licensure requirements 2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure <p><i>(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.)</i></p> <p>Ordering and Storing of Materials and Equipment Oversight:</p> <ol style="list-style-type: none"> 1. Title I property labels 2. Inventory list <p>Evidence of Evaluation must include:</p> <ol style="list-style-type: none"> 1. Progress reports/EOY reports on effectiveness of services 2. SANE documenting modification to program, if applicable

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.

See Appendix XV: Education for Homeless Children and Youth, Required Attachment 1

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.

N/A

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.

See Appendix XVI: Education for Homeless Children and Youth, Required Attachment 3

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.

Kristin Shields, Title I Director

Arin Bonner, Title I Coordinator

Jennifer Bowling, Title I Family & Program Liaison

Marissa Cross, Title I Resource Teacher

Tamara Byrd, Title I Program Assistant

Darlene Denny, Title I Secretary to the Director

Bethany Goodwin, Youth in Transition/Foster Care Coordinator

Amanda Johnson, Title I Coordinator

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. <i>Required Attachment #1</i>	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) <ul style="list-style-type: none"> ○ 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)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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	1113(c)(3)(A)(c)(i)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> ○ 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

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
	consulted or involved in that process. <i>Required Attachment #1 and #2</i>		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.

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.

See Appendix XVII: Support for Foster Care Students, Required Attachment 1

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.

N/A

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

Kristin Shields, Title I Director

Arin Bonner, Title I Coordinator

Jennifer Bowling, Title I Family & Program Liaison

Marissa Cross, Title I Resource Teacher

Tamara Byrd, Title I Program Assistant

Darlene Denny, Title I Secretary to the Director

Bethany Goodwin, Youth in Transition/Foster Care Coordinator

Amanda Johnson, Title I Coordinator

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. <i>Required Attachment #1</i>	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) 2. Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) 3. Email communication
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> 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. <i>Required Attachment #2</i>	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) <ul style="list-style-type: none"> ○ copy of needs assessment used ○ copy of foster enrollment data ○ copy of support services data

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.

See Appendix XVIII: Support for Foster Care Students, Required Attachment 1

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.

Kristin Shields, Title I Director

Arin Bonner, Title I Coordinator

Jennifer Bowling, Title I Family & Program Liaison

Marissa Cross, Title I Resource Teacher

Tamara Byrd, Title I Program Assistant

Darlene Denny, Title I Secretary to the Director

Autumn Hoffman, Specialist for World Language/ESOL

Amanda Johnson, Title I Coordinator

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	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. <i>Required Attachment #1</i>	1112(e)(3)	Evidence of a coordinated effort to inform parents about the ESOL Program placement, which must include: <ol style="list-style-type: none"> 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 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: <ul style="list-style-type: none"> ○ Parent notification ○ English Learner (EL) screening and placement ○ ESOL placement timeline
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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: <ol style="list-style-type: none"> 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. <i>(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.)</i> 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

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
			6. Translated school improvement team invitation letter/flyer sent to parents/families of ELs and sign-in sheet (SAN/SANE) <i>NOTE: some of these items may be available in component D – Parent and Family Engagement.</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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.

I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

NOTE: All LEAs with Title I TSI Schools are expected to complete Component I: School Improvement – Targeted Support and Improvement Schools. Mark N/A for assurance 1 only if there are no Title I TSI schools in the LEA. Mark N/A for assurance 2 only if there are no Title I funds being set-aside for TSI.

Resources

[Link for School Improvement Resource Hub](#)

Maryland’s TSI Understanding Document (Provided in the Guidance Document)

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 the LEA will carry out responsibilities under Section 1111(d) (TSI) (Section 1112(b)(1)(3)) for Title I Targeted Support and Improvement Schools (Section 1111(d)(2))
 - a. For each school identified, in partnership with stakeholders, development and implement a school-level TSI plan to improve student outcomes for each student group identified for improvement (Section 1111(d)(2)(B)).
 - b. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii))
 - c. Process for monitoring school-level TSI plans (Section 1111 (d)(2)(B)(iv))
 - d. Process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).

See Appendix XIX: School Improvement-Targeted Support and Improvement School, Required Attachments 1

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review selected Title I Targeted Support and Improvement Intervention Plan(s), 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.

Kristin Shields, Title I Director
Arin Bonner, Title I Coordinator
Jennifer Bowling, Title I Family & Program Liaison
Marissa Cross, Title I Resource Teacher
Tamara Byrd, Title I Program Assistant
Darlene Denny, Title I Secretary to the Director

Dr. Marvin Jones, Executive Director of School Administration
Linda Gill, Executive Director of School Administration
Melissa Miesowitz, Director of Secondary Education
Christina Miller, Coordinator of District Innovation
Amanda Johnson, Title I Coordinator

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Support and Improvement School 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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A N/A = There are no Title I TSI Schools	1. The LEA ensures it has a written process for planning, approving, implementing, and monitoring the components of each Title I TSI School. <i>Required Attachment #1</i>	1111(d)(2), 1112(b)(1)(3)	Documentation supporting the implementation of the written process which must include: 1. Needs Assessment, with documentation to include: <ul style="list-style-type: none"> ○ Needs Assessment Tool ○ Summary of Results, with focus on identified student group(s) ○ Root Cause Analysis Tool (recommended) ○ SAN, e.g. School Staff and Parent/Community Members, Training Dates and Materials, ○ Written Summary of Results 2. SAN Documentation <ul style="list-style-type: none"> ○ SIT Meetings, <u>Other</u> Stakeholder Meetings ○ Schedule for Conducting the Needs Assessment 3. Analysis of Resource Inequities that affect lower performance in identified student group(s) <ul style="list-style-type: none"> ○ Written Method for Conducting Analysis ○ SAN for Meetings, e.g., between School and LEA Staff ○ Written Summary of Findings of Analyses

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Support and Improvement School 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
			<p>A written process for implementing the school level Title I TSI plan including:</p> <ol style="list-style-type: none"> 1. Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analyses 2. Communications with LEA departments and partnerships with entities outside the LEA 3. List of staff and organizations involved in plan development 4. SAN/SANE from meetings, training, staff development 5. Communications Logs, emails, etc. 6. Copies of formal agreements, contracts, etc. <p>Evidence of Stakeholder involvement, which must include:</p> <ol style="list-style-type: none"> 1. SAN/SANE 2. Communication logs <p>Documentation for monitoring and evaluating Title I TSI school plans:</p> <ol style="list-style-type: none"> 1. Analysis of academic progress of identified student groups, and timelines that include: <ul style="list-style-type: none"> ○ Written Monitoring tool(s) and schedule ○ Summary Results of Assessments ○ Procedure for making changes in Strategies/Interventions based on growth in the identified student group(s) needs, if applicable 2. Other documentation to support the LEA has implemented its written process, if applicable

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Support and Improvement School 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
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable.		Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. If applicable, written process for determining allocation of additional Title I funds to schools 2. SAN from meetings e.g.: Finance Office Staff to develop budget 3. Emails, communication logs 4. Other documentation to support the LEA has implemented its written process, if applicable.

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:

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. If applicable, Skipped School Approval Letter and [Skipped School Addendum](#).
See Appendix XX: Fiscal Requirements, Required Attachment 1
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.
N/A
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.
See Appendix XXI: Fiscal Requirements, Required Attachment 3
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).
N/A

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.

N/A

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.*

N/A

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.

See Appendix XXII: Fiscal Requirements, Required Attachment 7

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

See Appendix XXIII: Fiscal Requirements, Required Attachment 8

9. District-level Administration: Include a job description for all centrally-funded district-level administration positions.

See Appendix XXIV: Fiscal Requirements, Required Attachment 9

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.

See Appendix XXV: Fiscal Requirements, Required Attachment 10

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.

- Kristin Shields, Title I Director*
- Arin Bonner, Title I Coordinator*
- Jennifer Bowling, Title I Family and Program Liaison*
- Marissa Cross, Title I Resource Teacher*
- Tamara Byrd, Title I Program Assistant*
- Darlene Denny, Title I Secretary to the Director*
- Earl Sorsby III, Staff Accountant-Restricted Programs*
- Amanda Johnson, Title I Coordinator*

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. <i>Required Attachment #8</i>	2 CFR Part 200 Subpart E 200.403 200.404 200.405	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 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.

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. <i>Required Attachment #7</i>	1118(b)(1)	Documentation supporting the implementation of the written process which must include: 1. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 2. Most current, dated copy of the district's supplement, not supplant policy and procedures document, if applicable, <i>(only if there have been any changes to number 1)</i> . 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: <ul style="list-style-type: none"> ○ Job descriptions ○ 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.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. <i>Required Attachment #7</i>	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

Application: The LEA will respond to each assurance <i>(Check One)</i>	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
			6. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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. (Derived from NRG Q17.)	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.

J. FISCAL REQUIREMENTS

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	Citation	Evidence of Implementation
<p>Requirement 1- Equitable Services Table 7-8</p> <p>An LEA must reserve off the top of the LEA's Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.</p>	<p>1117(a)(4)(A)</p> <p>Link to Non-regulatory Guidance</p>	<p>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</p> <p>Evidence of Equitable Services Expenditures to show Proportional Share</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Records of expenditures, as applicable <ul style="list-style-type: none"> ○ Salary/wages information ○ Invoices/purchase orders, for materials, instructional supplies ○ Invoices, including 3rd party vendor invoices 4. Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> ○ Purchase orders and invoices for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration. 5. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Purchase orders and invoices for costs related to parent involvement activities.
<p>Requirement 2- Parent and Family Engagement- Table 7-9.1</p> <p>LEA must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p>	<p>1116 (a)(3)(A) 1116(a)(3)(C)</p>	<p>Evidence of Parent and Family Engagement Expenditures</p> <ol style="list-style-type: none"> 1. Evidence of implementing the written process for allocating of 90% to schools 2. School/LEA reservations are in the LEA budget and line items can be followed from the budget 3. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 4. Invoices, contracts, etc.

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	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
Requirement 3 – Neglected & Delinquent Reservation Table 7-9.1 LEAs are required to reserve Title I funds if N&D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.	1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)	Evidence of Neglected & Delinquent Expenditures 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. 4. Memorandum of Understanding (MOU)
Requirement 4 - Homeless Children and Youth Table 7-9.1 Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds.	1113(c)(3)(A)(i)	Evidence of Homeless Children and Youth Expenditures Reservation: 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. Costs associated with Instructional/Educational Support Services may include: 1. Tutoring Services, especially in shelters or other locations where homeless students live 2. Extended learning time (before and after school, Saturday classes, summer school) 3. Counseling services to address mental health issues related to homelessness that is impeding learning 4. GED testing for school-age students

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	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. Parental involvement specifically oriented to reaching out to parents of homeless students 6. Fees for AP and IB testing 7. Items of clothing, student fees, required records, medical and dental services, outreach services Homeless Liaison (If applicable): 1. Cost associated with Homeless Education Coordinator/Liaison position 2. Reservation is in the budget 3. Job description 4. Schedules (note who monitors/oversight) Transportation (If applicable): 1. Cost associated with Homeless Education Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation
Requirement 5 - Education for Foster Children Table 7-9.1 Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.	Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program	Transportation (If applicable): 1. Cost associated with Foster Care Student Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation 5. Contracts
Requirement 6- Districtwide Title I Instructional Programs Table 7-9 .2	34 CFR Part 200.77	Expenditures 1. LEA reservations are in the LEA budget and line items can be followed from the budget

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	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
LEAs must reserve funds for Districtwide instructional programs for Title I schools.		<ol style="list-style-type: none"> 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
Requirement 7 - Districtwide Professional Development Table 7-9.2 LEAs may reserve funds for Districtwide professional development programs for Title I schools such as: Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools.	34 CFR Part 200.77	Evidence of Districtwide professional development Expenditures, if applicable: <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
Requirement 8- Administration Table 7-9.3: LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost. <i>Required Attachment #10</i>	34 CFR Part 200.77	Evidence of Administration Expenditures, if applicable: LEA reservations are in the LEA budget and line items can be followed from the budget <ol style="list-style-type: none"> 1. LEA Transaction Level Reports of Expenditures 2. Invoices, contracts, etc. 3. Indirect costs at the approved yearly rate 4. Travel, Office Supplies, and technology for Title I 5. Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget
Requirement 9 - Support for Title I TSI Schools Table 7-9.4	Section 1111(d)(2)	Expenditures <ol style="list-style-type: none"> 1. LEA Title I, Part A set-aside funding, if applicable, is in the LEA budget and line items can be followed from the budget 2. LEA non-Title I funding is listed, if applicable 3. LEA Transaction Level Reports of Expenditures 4. Invoices, contracts, etc.

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	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
Requirement 10 - Carryover Estimate Table 7-9.4	1127 1117(a)(4)(B)	<ol style="list-style-type: none"> 1. LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures 2. Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) 3. Waiver intent indicated in the Title I Application, if applicable
Requirement 11 –Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.	Uniform Grant Guidance (UGG) 200.501(b)	<ol style="list-style-type: none"> 1. Single audits are conducted annually 2. Copies of single audit reports (2 most recent) and Corrective Action (when applicable) 3. LEA response to findings, if applicable 4. MSDE follow-up reviews of findings, if applicable 5. All required corrective actions from the audit findings are fully implemented within the agreed timeline, if applicable 6. Independent auditor's report shows that the LEA has corrected all actions required, if applicable
Requirement 12 - Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.	1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)	<ol style="list-style-type: none"> 1. Local finance budget reports match amounts reported in the approved Allocation Worksheet. 2. If applicable, Charter Schools are included in the ranking 3. If applicable, Skipped Schools have been approved by MSDE. 4. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in rank order. 5. If applicable, Continuing Eligibility schools meet the statutory definition.
Requirement 13 - Equipment and Related Property Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no	EDGAR 34 CFR 80.32, UGG §200.314	<ol style="list-style-type: none"> 1. LEA Inventory 2. Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment 3. Annual physical inventory of Title I equipment 4. Lease agreements, if applicable 5. Expenditure Reports, if applicable 6. LEA Transaction Level Reports of Expenditures, if applicable

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	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
<p>longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.</p> <p>A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.</p> <p>A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.</p>		

REQUIREMENTS (align with the Fiscal Tables provided in Excel)	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
Adequate maintenance procedures must be developed to keep the property in good condition.		
Requirement 14- Use of Technology Devices Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes	34 C.F.R. § 80.20 (added in SY 2015-2016)	<ol style="list-style-type: none"> 1. Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. 2. Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. 3. Staff Training (SANE) 4. Corrective Actions, if applicable.

Addendum: Progress Monitoring through Growth Measures and Outcomes

Section 1112(a)(3)(B)(i)

(B) APPROVAL.—The State educational agency shall approve a local educational agency’s plan only if the State educational agency determines that the local educational agency’s plan—(i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards;

PROGRESS MONITORING REQUIRED ATTACHMENT

The LEA must include a written process for analyzing State and District Level area(s) of academic growth measures, which must include the following criteria for **Districtwide Instructional Initiatives (Table 7-9.2)**, **Districtwide Parent and Family Engagement Activities (Table 7-9.1)**, and **Districtwide Targeted Support and Improvement Activities (Table 7-9.2/7-9.4)**: Growth Target, Goals/Objectives, Rationale using an equity lens (including how this strategy supports the needs of student groups, if applicable), Implementation Strategies/Evidence-based strategies, Timeline and Monitoring Dates, List of Funding Sources to include Title I, Part A, Metric used to Measure Growth, Progress Monitoring Measures, Interval Checks, Baseline Data, and Outcomes related to strategies. The LEA may use the chart provided or a LEA-level data tracking system that contains all of the requirements above.

See Appendix XXVI: Progress Monitoring through Growth Measures and Outcomes, Required Attachments 1

PROGRESS MONITORING EVIDENCE OF IMPLEMENTATION

Documentation supporting the implementation of the written process for analyzing State and District Level area(s) of academic growth measures

- Analyzed area(s) of academic growth measures
 - data charts, tables, and tools
 - data analysis summary to include baseline and final outcome measures, were goals met, were outcomes achieved
- Sign-in, Agendas, and Notes from data analysis meetings
- Growth Targets, Objectives/Goals
- Progress monitoring timelines, interval checks
- List of funding sources
- Metrics used
- List of Evidence Based Strategies/Interventions
- Other documentation to support the LEA has implemented its written process for analyzing State and District Level area(s) of academic growth measures, if applicable

Title I, Part A Application 2021-2022 Program Strategies and Evidence-based intervention(s) Growth Measures and Outcomes

Use for Districtwide Initiatives, Districtwide Parent and Family Engagement Activities and Districtwide Targeted Support and Improvement Activities

Based on the analysis of State and local data, identify the areas of focus for Title I, Part A schools in the local education agency (including areas where Title I, Part A is performing below expectations or student groups within Title I, Part A are performing below expectations and/or areas where Title I, Part A requires opportunities for acceleration or expanded learning opportunities). In the response, provide the rationale for selecting the district-wide area of need based on the needs assessment. Include the implementation of strategies and/or evidence-based interventions paid for by Title I, Part A to support student achievement and growth. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. Then report the outcomes related to the strategies and interventions implemented and whether the goals set were attained.

If you have already included some areas of focus in your LEA Consolidated Strategic Plan that are funded by Title I, Part A, they should be incorporated here.

Area of Growth for Title I, Part A- Needs assessment driven for English Language Arts

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to English Language Arts?

YES NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.

Area of Growth for Title I, Part A- Needs assessment driven for Mathematics

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Mathematics?

YES NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.

Area of Growth for Title I, Part A Needs assessment driven for School Quality and Student Success

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to School Quality and Student Success?

YES NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.

Area of Growth for Title I, Part A Needs assessment driven for Parent and Family Engagement

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Parent and Family Engagement Activities?

YES NO

If Yes, complete the table below:

Districtwide Parent and Family Engagement Activities	Goals	Provide Rationale-through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Describe the process for building strong parent partnerships	Timeline and Progress Check dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth (i.e. surveys, program evaluation, attendance)	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.

Program Review Follow-up Addendum

For any Local Education Agency that received a “not met” in one or more components during the 2020-2021 Title I, Part A Annual Program Review, the following addendum must be completed and submitted with the 2021-2022 Title I, Part A Application.

For each component in which a LEA received a “not met”, the LEA must complete and submit the following items:

1. The LEA will provide a copy of the 2020-2021 Title I, Part A Annual Program Review letter indicating which components were identified as “not met” and documenting the required actions for non-compliance.
2. The LEA will submit a written process describing how the LEA is addressing any required actions for non-compliance (as indicated in the letter referenced in number 1), which must include each of the following:
 1. Steps taken to address the non-compliance issue, including how the steps are documented and monitored
 2. Timeline to address the non-compliance issue
 3. LEA personnel to include name and title involved in addressing the non-compliance issue
3. Based on the timeline provided in the 2020-2021 Title I, Part A Annual Program Review letter, the LEA must provide documentation to support that any required actions mandated to occur on or before September 1, 2021 have been completed.
(Note: Documentation to support any required actions mandated to occur after September 1, 2021 will be reviewed at the 2021-2022 Title I, Part A Annual Program Review.)

Guidance: Sign-in, Agenda, Notes, and Evaluations (SANE) as evidence of implementation for Title I purposes

Gathering SANE documentation is an important way to document that meetings or events have occurred, next steps, and which stakeholders were present. Below is information that will help LEAs effectively gather this evidence. Each component should have the title of the meeting, date, and location (including the school or LEA's identifying information).

S- Sign in sheets:

Sign in sheets are required as evidence of whom the participants were, and need to be legible. Include a column for:

- printed name
- signature
- role of participants

All participants must sign-in including, but not limited to: school staff, LEA staff, parents, and other participants, including interpreters.

A- Agenda

Agendas should be topic specific. Refer to the MSDE Title I, Part A Assurances within the Title I, Part A application, along with evidence of implementation and guidance for topics. As applicable, translation of agendas is important.

N- Notes

Notes from meetings should reflect whom participated, when, where and important details discussed during the event as well as action steps. Consider identifying a note taker or rotating the responsibilities. For parent related events notifications are also an important component and translations are encouraged, as applicable.

E- Evaluations

Gathering feedback through the evaluation process is important for understanding the successes and challenges of an event, along with capturing ideas for future events and next steps. Particularly for parent related events and professional development sessions evaluations are important. For large events, consider including a summary of the evaluations to analyze aggregate results. As applicable, translation of evaluations is important.

SAN- sign in sheets, agenda, notes (following the above guidelines)

Staff Credentials and Certification: Types of Certificates and Glossary of Terms

[Return to application](#)

COMAR 13A.12.01.14 Waivers and Special Certification Provisions

Types of Certificates

There are three professional certificates: Professional Eligibility Certificate (PEC); Standard Professional (I & II) PSC; and Advanced Professional Certificate (APC).

The Resident Teacher Certificate (RTC) is granted to individuals completing a Resident Teacher Certificate Program, Maryland's alternative certification program; this certificate is issued only at the request of a local school superintendent.

The Conditional Certificate is issued only at the request of a local school system on behalf of an employee who has not yet met requirements for professional certification. For the duration of the conditional certificate, the individual is considered to hold state certification; however the conditional certificate is not a professional certificate. This certificate is issued to someone by a local school system when they cannot fill the position with a professionally certified education and the individual must work towards the requirement of the professional certificate while on the conditional.

Guidance regarding flexibilities and/or extensions for teachers obtaining certification during the Covid-19 pandemic

Per the Governor's Executive order, all educator certificates that expire during the state of emergency will be extended for 30 days from the date that the state of emergency is declared over. Given that we do not yet know when the state of emergency will end, it is unclear if the certificates expiring on July 1, 2020 will be extended. It is highly recommended that educators continue to work toward the renewal of their certificates.

Glossary of Terms

- Ineffective teacher – An educator who is deemed unsuccessful by a State approved local evaluation model.
- Out-of-field teacher – Teachers teaching in a subject that they are not certified to teach.
- Inexperienced teacher – Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.
- Low-income student – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or a secondary school. One calculation includes all elementary schools in the state and the other includes all the secondary schools in the state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the first quartile being lowest poverty (non-poor) and the fourth quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.

- Minority student – Maryland defines minority students as those in all racial categories with the exception of white, to include Hispanic/Latino of any race, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or more Races. Quartiles are assigned with the first quartile being low minority and the fourth quartile being high minority.
- Certified teachers – Teachers holding a certification other than a Conditional Certification or a Provisional Certification. These certifications are Professional Eligibility Certificate (PEC), Standard Professional I Certification (SCPI), Advanced Professional Certificate (APC), or Resident Teacher Certificate (RTC).
- Disparity Data – Using the definitions provided and data demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A.



DISPARITY CHART

Disparities of low-income & minority students being taught by inexperienced, ineffective, and out of field teachers

Instructions: Provide data used to identify disparities (2020-2021). 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).

Inexperienced Teachers – Sample 1

	<i>Inexperienced teachers teaching Minority Students</i>		<i>Inexperienced teachers teaching non-Minority</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>Title I</i>				
<i>Non-Title I</i>				
<i>Difference</i>				

Inexperienced Teachers – Sample 2

	<i>Inexperienced teachers teaching Minority Students</i>		<i>Inexperienced teachers teaching non-Minority</i>		<i>Inexperienced teachers teaching Black/African American students</i>		<i>Inexperienced teachers teaching Hispanic students</i>		<i>Inexperienced teachers teaching Multiple Race students</i>		<i>Inexperienced teachers teaching Native Hawaiian/Pacific Islander students</i>		<i>Inexperienced teachers teaching White students</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>Title I</i>														
<i>Non-Title I</i>														
<i>Difference</i>														

Ineffective Teachers – Sample 1

	Ineffective teachers teaching Minority Students		Ineffective teachers teaching non-Minority	
	#	%	#	%
Title I				
Non-Title I				
Difference				

Ineffective Teachers – Sample 2

	Ineffective teachers teaching American Indian/Alaska Native students		Ineffective teachers teaching Asian students		Ineffective teachers teaching Black/African American students		Ineffective teachers teaching Hispanic students		Ineffective teachers teaching Multiple Race students		Ineffective teachers teaching Native Hawaiian/Pacific Islander students		Ineffective teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Title I														
Non-Title I														
Difference														

Out of Field Teachers – Sample 1

	Out-of-field teachers teaching Minority Students		Out-of-field teachers teaching non-Minority	
	#	%	#	%
Title I				
Non-Title I				
Difference				

Out of Field Teachers – Sample 2

	Ineffective teachers teaching American Indian/Alaska Native students		Ineffective teachers teaching Asian students		Ineffective teachers teaching Black/African American students		Ineffective teachers teaching Hispanic students		Ineffective teachers teaching Multiple Race students		Ineffective teachers teaching Native Hawaiian/Pacific Islander students		Ineffective teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Title I														
Non-Title I														
Difference														

[Return to application](#)

Schoolwide Program Plan Components Checklist

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]: An eligible school operating a schoolwide program **shall** develop a comprehensive plan that **must** include the following components in their plan. [Return to application](#)

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

Things to consider:

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

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

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

Things to consider:

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

3A. Parent, Family and Stakeholder Involvement - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

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

Things to consider:

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

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

Things to consider:

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

Targeted Assistance School Program Checklist

1115. TARGETED ASSISTANCE SCHOOLS (b) Targeted Assistance School Program- To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall:

Eligible Children
<p align="center">Selection for eligible students. (Section 1115 (c)(1)(B))</p> <p>Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</p>

Seven Components of a TAS Program (1115 (b)(2)(A-G))	Check
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;	
(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may include- (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);	
(C) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II,-or State-run preschool programs to elementary school programs;	
(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;	
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;	
(F) if appropriate and applicable , coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);	
(G) provide to local educational agency assurances that the school will - (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.	

[Return to application](#)

Title I District-Level Parent and Family Engagement Policy/Plan Requirements – Section 1116: Checklist

LEA: _____ Reviewer: _____ Date Reviewed: _____

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

A. Written Policy (Section 1116 (a)(1)(2))	Evidence of Implementation
<p>1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)</p>	<ul style="list-style-type: none"> • Input from parents/families • SANE from parent meetings • Announcements/Fliers • Parents feedback • Translated documents • Receipts for accommodations/ interpreters
<p>2. LEA’s establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)</p>	<ul style="list-style-type: none"> • Translated documents Evidence in LEA plan • SAN from meeting discussing expectations and objectives
<p>3. Parent and family member input:</p> <ul style="list-style-type: none"> a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2) b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A) c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A) 	<ul style="list-style-type: none"> • SAN from parent meetings with agendas that identify specific topics for input. • Example of how the Plan is distributed and available for parents and community may include: <ul style="list-style-type: none"> ○ District/school website ○ Student handbook ○ School newsletters ○ Plans and compact sent home via backpack/ orientation packet • SAN from parent meetings specific to Section 1112. • SAN from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings.
<p>4. Provides coordination, technical assistance, and other support necessary to assist and *build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education). Section 1116(a)(2)(B)</p>	<ul style="list-style-type: none"> • SANE or other evidence that the LEA provides coordination, technical assistance. See building capacity section (B).
<p>5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)</p>	<ul style="list-style-type: none"> • Evidence in LEA plan • 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.
<p>6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</p> <ul style="list-style-type: none"> a. barriers to greater participation by parents; 	<ul style="list-style-type: none"> • Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> • barriers to greater participation by parents;

<ul style="list-style-type: none"> b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; c. strategies to support successful school and family interactions; d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. 	<ul style="list-style-type: none"> • the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; • strategies to support successful school and family interactions; and other support to school. • used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. • Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan • Results of data/feedback • Revisions to policy/plan are made, based on evaluation, if applicable • SAN with meeting notes, if applicable • Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys, if applicable.
<p>7. The LEA’s policy/plan includes at least one of the following strategies:</p> <ul style="list-style-type: none"> a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies. b. Supporting programs that reach parents and family members at home, in the community, and at school. c. Disseminating information on best practices focused on parent and family engagement. d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency’s parent and family engagement policy/plan. 	<ul style="list-style-type: none"> • Evidence in LEA plan • SANE or other evidence supporting strategies - i.e. working with nonprofit organizations, home visits, LEA guide on best practices for schools, subgrants to schools for PFE, LEA’s outreach to parents/families supporting activities in the LEA PFE Plan.
<p>B. *Building Capacity: Section 1116(a)(2)(B) The Plan describes how the LEA will build the schools’ and parents’/families capacity for parental involvement</p>	<p>Evidence of Implementation may include:</p>
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)</p>	<ul style="list-style-type: none"> • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events,

	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 with parents as equal partners in their child’s educational process. Section 1116 (e)(3)	<ul style="list-style-type: none"> 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
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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/ interpreters
C. 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)	<ul style="list-style-type: none"> SANE from LEA technical assistance to schools Translated documents Receipts for accommodations/interpreters

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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
<ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> a. Date Reviewed for input: _____ b. Date distributed: _____ ○ School-Parent Compact <ul style="list-style-type: none"> a. Date Reviewed for input: _____ 	<ul style="list-style-type: none"> • SAN(E) from parent input meetings • Announcements/Fliers • Parents feedback • Translated documents, if applicable • Receipts for accommodations/interpreters, if applicable <p>Examples of how the school level Plan is distributed may include:</p> <ul style="list-style-type: none"> • School website • Student handbook • School newsletters • Plans sent home via backpack/ orientation packet
<ul style="list-style-type: none"> ○ Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B) 	<ul style="list-style-type: none"> • 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
<p>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)</p>	<ul style="list-style-type: none"> • 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
<p>2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)</p>	<ul style="list-style-type: none"> • Evidence showing flexible meeting times • Announcements/Fliers of outreach/events
<p>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)</p> <ul style="list-style-type: none"> a. School Parent and Family Engagement Plan b. Schoolwide plan 	<ul style="list-style-type: none"> • SAN from parent meetings specifying agenda item for review and input on <ul style="list-style-type: none"> ○ School Parent and Family Engagement Plan ○ Schoolwide plan • Announcements/Fliers for meetings • Parent feedback
<p>4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)</p>	
<p>5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory</p>	<ul style="list-style-type: none"> • How parents are informed about the SW plan and can make comments if plan 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)	
C. Shared Responsibility: Section 1116 (d) (School-Parent Compact)	Evidence of Implementation
<ul style="list-style-type: none"> The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d) 	
<p>1. School Responsibilities: Describe how the school will:</p> <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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
<p>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)</p>	
<p>3. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)</p>	
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:
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children Section 1116 (e)(1)</p>	<ul style="list-style-type: none"> 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

<p>2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p>	<ul style="list-style-type: none"> • 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
<p>3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child’s educational process. Section 1116 (e)(3)</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<ul style="list-style-type: none"> • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
<p>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)</p>	<ul style="list-style-type: none"> • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
<p>E. Accessibility: Section 1116 (f)</p>	<ul style="list-style-type: none"> • Evidence of Implementation
<p>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)</p>	<ul style="list-style-type: none"> • SANE from LEA technical assistance to schools • Translated documents • Receipts for accommodations/ interpreters

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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

Section 1117(b)(1)	Consultation Topic
	<p>L. Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs</p>

[Return to application](#)

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



[Return to application](#) 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:	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 <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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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;

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



- 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:
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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.

**Intent to Participate Form
Federal Programs Under ESSA**



[Return to application](#)

Please complete the following Intent to Participate form **no later than** _____, and submit to:

Name

LSS

Mail/Email Address

Name of Non-Public School/Address:

Name:
Address:

The school's business model is: Non-profit For-profit (*not eligible for equitable services*)

Non-Public School Representative:

Name:	Title:
Phone:	Email:

We **do not** intend to participate in *any* equitable services programs for the school year of **20XX-XX**.
(*please sign form below*)

We intend to participate in the following **20XX-XX** equitable services programs identified below: (*please sign form below*)

- Title I-A Title I-C Title II-A Title III-A Title IV-A Title IV-B (21st CCLC)

Complete (current) Grades/Enrollment at Non-Public School:

PK											
		2		5		8		11			
K		3		6		9		12			
1		4		7		10					

Signatures:

LEA Representative Signature:	Date:
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.

MSDE: ESSA Title I and Title III Questions and Answers

[Return to application](#)

Question	Answer
<p>1. If a Local Education Agency (LEA) has Title I Targeted Assistance Schools (TAS), what funds should be used to send the parent notification letter to English learners (ELs)? Would the school use Title I funds only to include ELs that come up in the Title I ranking process?</p>	<p>For TAS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.</p>
<p>2. Regarding the parent notification letters: ESOL teachers have always been responsible for those, and will continue to be so. Do we have to send the parent notification letter twice or can the ESOL office give a copy to the Title I office?</p>	<p>As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LEA must collaborate. ESOL teachers can still be responsible for actually sending the letter and the copy of the parent notification letter must be kept in the student’s cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent notification letter for ELs in TAS and non-Title I schools.</p>
<p>3. How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be used?</p>	<p>Per the 1970 Memorandum and Lau v. Nichols, LEAs must take affirmative steps to provide meaningful language instruction educational programs to ELs such as ESOL and ESL. Therefore, LEAs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are</p>

Question	Answer
	being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.
<p>4. What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?</p>	<p>ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs¹) through locally funded English language development program services such as ESOL and ESL. If an LEA has a large number of ELs in Title I schools, the LEA may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.</p>
<p>5. We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</p>	<p>Yes, that is OK, but because the LEA has been using local funding for interpretation and translation, the LEA cannot use Title I or Title III funds to conduct such activities in the future.</p>
<p>6. For the ELP indicator, if ELs are in ESOL, they have not met the state exit criteria yet, so how am I providing this data to our Title I supervisor?</p>	<p>The school-level ELP results will be shared with LEAs from both the Title I and Title III offices. The information can also be accessed on mdreportcard.org website.</p>
<p>7. Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</p>	<p>No. In Maryland, we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program¹ that serves as the ELD program for ELs.</p>

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

Title I Skipped Schools' Addendum for SY 2021-2022
Maryland State Department of Education

[Return to application](#)

Title I Skipped Schools' Addendum SY 2021-2022



Local Education Agency: Charles County Public Schools

Signature/ Date: Kristin Shields. 7-22-21

Title I Coordinator: Kristin Shields

Fiscal Representative: Earl Sorsby, III

This addendum should be submitted according to the established MSDE timelines for the Title I Application and the LEA Consolidated Strategic Plan. Please contact your MSDE specialist if you have specific questions regarding this addendum.

LEAs are reminded they must notify MSDE and receive written approval before planning to skip Title I eligible schools within a district’s ranking scheme.

Proof of comparability must be submitted to MSDE with the Comparability Report and the LEA must ensure the schools will be comparable on this addendum. (The skipped schools must be treated as Title I schools when running comparability report).

The Title I Skipped Schools Excel worksheet must be completed and submitted to MSDE with this addendum. The allocation worksheet requires the LEA to identify each skipped school’s code. See table below:

Code	School Type	Description
1	Regular School (State school codes 12, 13, 15, 16)	A public elementary/secondary school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum.
20	Vocational Education School	A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations.
30	Special Education School	A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.
40	Alternative Education School	A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.

Section A: Code 1 (12, 13, 15, and 16 Schools) - Regular Schools

1. Provide a full description (in narrative form) of the Title I- like services in each Code 1 school. The descriptions must be submitted to MSDE with this addendum. These services must be targeted to specific students or used to provide instructional reform throughout the school. (Note: Title I- like means the schools must meet the requirements of Section 1114 or 1115).
2. Attach documentation in which additional State or local funding was approved for Code 1 schools. (Note: Additional funding for these schools that are skipped must appear as separate fund codes that can be tracked to each skipped school).

Section B: Code 20, Code 30, and Code 40 Schools

1. Describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 20, Code 30 and Code 40.

Robert D. Stethem Educational Center is an alternative school (code 40) for students in grades 7 through 12. Using Title I calculations, MSDE has determined, based on the September 30, 2019 enrollment and October 31st FARMS data, the percentage of Free students is 130.77%. Please note that the Robert D. Stethem Educational Center has fluid enrollment. This percentage qualifies the Robert D. Stethem Educational Center to receive Title I funding for SY 2021-2022. The following table shows the amount of funding that Robert D. Stethem Educational Center receives above what would normally be assigned to a school with an enrollment of 65 students, including 4 Special Education teachers, 17 Alternative School teachers, 5 Virtual Academy teachers, 1 Coordinator, 5 CTE teachers, 1 Psychologist, 1 Job-Placement Coordinator and 1 School Counselor. The schools listed beneath the Robert D. Stethem Educational Center on the chart below are our Title I schools showing the amount of Title I funding projected for FY 22:

School	Total Enrollment	Number of Low Income Students	Amount of Title I Funding	PPA	Amount of Local/State Additional Funding	PPA
Robert D. Stethem	65	85	N/A	N/A	\$4,388,110.00	\$51,624.82
Dr. Samuel A. Mudd Elementary	566	477	\$198,872.31	\$444.90		
Indian Head Elementary	416	295	\$131,244.00	\$444.89		
Dr. Gustavus Brown Elementary	407	288	\$128,129.73	\$444.89		
Eva Turner Elementary	421	296	\$131,688.89	\$444.89		
J.P. Ryon Elementary	630	428	\$190,415.02	\$444.89		
Daniel of St. Thomas Jenifer Elementary	595	349	\$155,268.32	\$444.89		
Mt. Hope/Nanjemoy	230	130	\$57,836.34	\$444.89		
C. Paul Barnhart Elementary	609	319	\$141,921.47	\$444.89		

The information in the chart shows that the level of state and local funding for Robert D. Stethem Educational Center exceeds the per pupil allocations which our Title I schools receive. Therefore, Charles County Public Schools has requested to classify Robert D. Stethem Educational Center as a "skipped school" based upon the amount of local and state funding that the school receives as their per pupil allocation and not receive Title I funding for FY 22.

Appendix

I.	Attestation-Section 1112, <i>Required Attachment 1</i>	101-103
II.	Attestation-Section 1112, <i>Required Attachment 2</i>	104
III.	Staff Credentials and Certification, <i>Required Attachment 1</i>	105-109
IV.	Staff Credentials and Certification, <i>Required Attachment 2</i>	110
V.	Staff Credentials and Certification, <i>Required Attachment 3</i>	111
VI.	Staff Credentials and Certification, <i>Required Attachment 4</i>	112
VII.	Schoolwide Programs, <i>Required Attachment 1</i>	113-114
VIII.	Schoolwide Programs, <i>Required Attachment 4</i>	115-135
IX.	Schoolwide Programs, <i>Required Attachment 5</i>	136
X.	Targeted Assistance Schools, <i>Required Attachment 3</i>	137-138
XI.	Parent and Family Engagement, <i>Required Attachment 1</i>	139
XII.	Parent and Family Engagement, <i>Required Attachment 2</i>	140-141
XIII.	Parent and Family Engagement, <i>Required Attachment 3</i>	142-145
XIV.	Participation of Children Enrolled in Private Schools, <i>Required Attachment 1</i>	146-150
XV.	Education for Homeless Children and Youth, <i>Required Attachment 1</i>	151-152
XVI.	Education for Homeless Children and Youth, <i>Required Attachment 3</i>	153
XVII.	Support for Foster Care Students, <i>Required Attachment 1</i>	154-177
XVIII.	English Learners, <i>Required Attachment 1</i>	178-180
XIX.	School Improvement-Targeted Support & Improvement Schools, <i>Required Attachment 1</i>	181-190
XX.	Fiscal Requirements, <i>Required Attachment 1</i>	191
XXI.	Fiscal Requirements, <i>Required Attachment 3</i>	192-201
XXII.	Fiscal Requirements, <i>Required Attachment 7</i>	202-203
XXIII.	Fiscal Requirements, <i>Required Attachment 8</i>	204-205
XXIV.	Fiscal Requirements, <i>Required Attachment 9</i>	206-211
XXV.	Fiscal Requirements, <i>Required Attachment 10</i>	212
XXVI.	Addendum: Progress Monitoring through Growth Measures and Outcomes, <i>Required Attachment 1</i>	213-214

**Appendix I: Attestation-Section 1112
Required Attachment 1**

**Charles County Public Schools
Attestation
Requirement 1**

The oversight and administration of Title I, Part A Components are a collaborative effort between many stakeholders at the school and central office levels. The offices of the Superintendent, Deputy Superintendent, Human Resources, Accountability, Student Services, CTE, Budget and Finance, Equity and Diversity, Instruction and Title I collaborate to oversee and implement Title I, Part A Components. Staff from the CCPS Title I office meet with central office department representatives to review the Title I, Part A application and components each summer. There is discussion about the responsibility of each office in developing, overseeing and implementing the application. There is also discussion about expectations for completing the application, shared responsibility, the monitoring tool and future oversight obligations. SAN documentation is kept for each formal meeting. Monitoring programs and projects to ensure their compliance with applicable statutory and regulatory requirements are some agenda items for these meetings.

Offices communicate as needed to meet statutory requirements for the programmatic and fiscal implementation of the Title I, Part A program through email, conference calls, face-to-face meetings and virtual meetings. All collaborative meetings that occur are documented through SAN (Sign-in, Agenda, Notes) documents. Examples of how these offices support the oversight and administration of the components are as follows:

- The Budget and Finance Office Restricted Funds Accountant meets with the Title I team a minimum of once a month to ensure compliance with federal, state and local guidelines. SAN is used to document meetings. Agenda items include fiscal requirements of Title I, Part A, Supplement Not Supplant, Cost Principles, etc. Budgets from each Title I school and central office are monitored and reviewed during these monthly meetings to make sure that spending is compliant with federal guidelines and internal controls are being followed.
- The Office of Human Resources meets quarterly with the Title I team to ensure that teachers and paraprofessionals in Title I schools meet state certification and licensure requirements. If staff do not meet these requirements, plans are developed with timelines to assist staff with compliance. Charles County Public Schools compiles data to identify disparities and determine if Title I students are being taught at a higher rate by inexperienced, ineffective or out-of-field teachers. The Office of Human Resources collaborates with the Office of Student Accountability to compile teacher annual evaluation ratings by Title I status. The Office of Human Resources and the Office of Instruction collaborates to compile distribution of teacher ratings by years of experience and Title I status. The Office of Human Resources compiles data on teachers meeting state certification and licensure requirements by Title I status. This data allows stakeholders from the Central Office and Title I schools to monitor and address disparities if they appear during the school year. Charles County Public Schools has established processes to address disparities. A process for seeking high-performing, experienced teachers includes awarding higher compensation for previous years of experience and assigning them to Title I schools. This process has been established to address disparities of inexperienced and ineffective teachers teaching in Title I schools. The Office of Human Resources works with the Office of Instruction to assign teacher mentors to coach and support inexperienced and low-performing teachers. Our Certified Authorized Partners (CAPs) from the Human Resources Certification Office meets with conditionally certified teachers to develop a certification evaluation plan to create a pathway to licensure in order to address disparities in teacher

licensure and certification. The Office of Human Resources also collaborates with the Title I Office to compile the Comparability report; generate 4-week letters for long term substitutes; recruit teachers; etc.

- Two members of the Deputy Superintendent's staff will serve as TSI Points of Contact. The TSI Points of Contact have been identified to support and monitor each TSI school. This includes defining any resource inequities which may contribute to the low performance of identified student groups, procuring resources required by the school teams, regularly collecting data to evaluate progress toward goals, and ensuring that schools are effectively addressing student needs as identified in each school-specific plan. The TSI Points of Contact will develop monitoring schedules for each TSI school. Monitoring will occur virtually, on site or through progress meetings at Central Office depending on the safest method due to COVID-19 restrictions. Monitoring meetings will be held quarterly.
- The Office of Instruction assists the Title I team with reviewing and providing feedback for the 4 Components of Schoolwide Plans annually. The Office of Instruction meets with Title I Principals to provide information about best practices for instruction.
- Children and Youth experiencing homelessness are automatically eligible for services under Title I, Part A regardless of where they live or meet the academic standards required of other children for eligibility. Title I, Part A funds may be used to provide a wide variety of services to students experiencing homelessness. Title I, Part A funds may be used to provide services to homeless students in Title I schools only the services are not ordinarily provided to other Title I students. (ESEA Section 1113(c)(3)(C)(ii). Coordination and collaboration with the Title I Director and Title I personnel occurs on a bi- monthly basis to ensure that Title I services are provided in accordance with the reservation of funds required by McKinney-Vento Act. Identifying homeless children, youth, and families in the community; revisiting the Needs Assessment; Coordinating programs and services to prevent duplication of services; and Monitoring programs and projects to ensure their compliance with applicable statutory and regulatory requirements are some agenda items for these meetings.
- Two members of the Deputy Superintendent's staff serve as TSI Points of Contact and collaborate with the Office of Title I to support Title I TSI schools. The TSI Points of Contact have been identified to support and monitor each TSI school. This includes defining any resource inequities which may contribute to the low performance of identified student groups, procuring resources required by the school teams, regularly collecting data to evaluate progress toward goals, and ensuring that schools are effectively addressing student needs as identified in each school-specific plan. The TSI Points of Contact will develop monitoring schedules for each TSI school. Monitoring will occur virtually, on site or through progress meetings at Central Office depending on the safest method due to COVID-19 restrictions. Monitoring meetings will be held quarterly. TSI is monitored by the TSI Points of Contact for CCPS. The Title I office serves in a support role for Title I TSI schools. The Title I office supports the monitoring of TSI plan implementation during Title I Instructional Support and Implementation meetings (ISI).
- The CCPS Title I Office provides Title I Principals and their designated staff professional development on how to include the 4 Components in their schoolwide programs in the Spring. Each Title I Principal is provided a 4 Components Checklist and 4 Components Rubric to use when writing their schoolwide plans. Schoolwide plans are developed by teams including the administration, parents, teachers and Instructional Leadership Team members and submitted to the Title I Office during the month of July. Participation of stakeholder (teachers, parents, paraprofessionals, instructional leadership team members, etc.) development of plans is documented using SAN documents and/or a signature page on the

plan. The plans are submitted to the CCPS Title I Office and are reviewed by a central office team to ensure that the plans include the 4 Components and that all strategies are aligned with the needs assessment. The schools are responsible for implementing the 4 Components of their plans throughout the school year. Schools are required to collect data on programs and maintain SAN/SANE to document implementation. The Title I office supports the 4 Component plans with quarterly Instructional Support and Implementation (ISI) meetings at each Title I school. Title I school principals and Instructional Leadership Teams participate in a mid-year and end-of-year program evaluation for the purpose of reviewing data, determining needs and evaluating the effectiveness of the schoolwide program.

SY 2021-2022

Appendix II: Attestation-Section 1112
Required Attachment 2

Charles County Public Schools
Attestation
Requirement 2

The Title I, Part A application is developed with meaningful and timely consultation with stakeholders such as school administrators, central office staff, Director of Equity and Diversity, teachers, instructional assistants, parent representatives and other stakeholders as identified by school teams. In June/July the Title I office conveys to all departmental leaders, the obligations and expectations for the Title I application and their direct involvement. Consultation may occur in various formats that meet the needs of the school communities. Meeting formats such as face-to-face meetings, virtual meetings, surveys and phone conversations as well as meeting frequency is determined by each school principal based on their school's needs assessment. At the LEA level the Title I, Part A application is developed in consultation utilizing the following programs/strategies; Title I Annual Meetings, teacher surveys, DADvisory Council meetings (quarterly), Title I Annual Roadshow, and Instructional Support and Improvement meetings (quarterly). District level proposed initiatives are discussed, reviewed and explored with all stakeholders. Evidence of stakeholder (administrators, Director of Equity and Diversity, central office staff, instructional assistants, teachers, parents and other members determined by school teams) involvement in the development the Title I, Part A application include SAN/SANE documents, written communication, and survey data.

SY 2021-2022

**Appendix III: Staff Credentials and Certification
Required Attachment 1**

Charles County Public Schools Processes for Identifying and Addressing Disparities

Charles County Public Schools compiles data to identify disparities and determine if Title I students are being taught at a higher rate by inexperienced, ineffective or out-of-field teachers. The Office of Human Resources collaborates with the Office of Student Accountability to compile teacher annual evaluation ratings by Title I status. The Office of Human Resources and the Office of Instruction collaborates to compile distribution of teacher ratings by years of experience and Title I status. The Office of Human Resources compiles data on teachers meeting state certification and licensure requirements by Title I status. This data allows stakeholders from the Central Office and Title I schools to monitor and address disparities if they appear during the school year. Stakeholders from the Title I Office and Human Resources will meet quarterly to discuss disparities. This team will determine the appropriate strategies to mitigate the disparities. Strategies include giving Title I schools priority in hiring staff; providing professional development and support to new teachers; giving Title I teachers access to additional resources, technology and a teacher mentoring program.

Charles County Public Schools has established processes to address disparities. A process for seeking high-performing, experienced teachers as new hires includes awarding higher compensation for previous years of experience and assigning them to Title I schools. Charles County does compensate teachers for years of service up to 20 years. Teachers are placed on the salary scale based on one-to-one experience and the teacher's educational level. This process has been established to address disparities of inexperienced and ineffective teachers teaching in Title I schools. The Office of Human Resources works with the Office of Instruction to assign teacher mentors to coach and support inexperienced and low-performing teachers. Principals assign an in-school mentor, usually a team leader, to any new teacher hires. The Office of Instruction receives a list of all new teacher hires and also assigns them a teacher mentor who is either a retired teacher or administrator. Our Certified Authorized Partners (CAPs) from the Human Resources Certification Office meets with conditionally certified teachers to develop a certification evaluation plan to create a pathway to licensure in order to address disparities in teacher licensure and certification.

Charles County Public Schools has developed a plan to address out-of-field classroom teachers that includes the following:

1. Human Resources specialists will work with Title I schools to confirm known and anticipated vacancies.
2. Staff reassignments will be considered based on certification status per COMAR.
3. Title I schools are expected to accept any and all state certification & licensure candidates.
4. If certificated teachers are not available, then conditional certificated teachers may be considered.
5. Teachers with expiring conditional certificates will counsel with HR/Certification to develop a plan and timeline for Standard Professional Certificate completion.

SY 2021-2022

**Appendix III: Staff Credentials and Certification
Required Attachment 1**

**CCPS TITLE I
Staffing Guidelines
2021 - 2022
SCHOOL YEAR**

Objective: The purpose of the Title I Staffing Guidelines is to provide stakeholders and school principals with procedures related to staffing and maintaining our Title I schools with a workforce that meets state certification and licensure requirements for the 2021-2022 school year.

1. To provide each school with an internal/external pool of teachers meeting state certification and licensure requirements and effective teachers for known vacancies;
2. To expedite the hiring process once a candidate (internal or external) is identified for an authorized vacant position and recommended for an authorized vacant position;
3. To ensure that all teachers placed in Core Academic Subjects in Title I schools meet state certification and licensure requirements and if they are transferred into other positions, that they are only placed in subjects in which they maintain their state certification and licensure requirements designation;
4. Identify positions that are vacant for more than 4 weeks and inform the Title I Office of substitute teachers (Retire/Rehire) that are temporarily placed in the positions until the full-time teacher returns.

External/Internal Teacher Candidate Placement

The Charles County Public School system is committed that all core academic subject teachers in schools designated as Title I will have teachers meeting state certification and licensure requirements by June 30, 2022. In order to ensure that we meet this goal, schools designated as Title I will receive priority staffing for authorized vacancies for the 2021-2022 school year. Below is an outline of the process that should be followed to staff our Title I schools:

1. Principals of the Title I schools, in collaboration with their staffing specialist, and Title I Office should identify staff reassignments based on enrollment and by reviewing the state certification and licensure requirements of teachers in the core academic subject areas. Teachers who are mis-assigned (certified but not meeting state certification and licensure requirements) must be placed within a subject area that allows him/her to meet the federal definition of meeting state certification and licensure requirements;
2. Core academic subject teachers in schools designated as Title I who do not obtain the state certification and licensure designation by June 1, 2021, may be treated as a staff reassignment;
3. If teachers meeting state certification and licensure requirements are not available, then conditional teachers may be considered. HR Specialists will work with conditional teachers to develop a certification plan. The plan will include a timeline and will be shared with the principal and employee. The plan will be monitored quarterly by HR staff to ensure the teacher is complying with the plan expectations. Teachers with a Conditional Certificate that expires June 30, 2021, who do not meet certification renewal requirements by July 1, 2021 may be separated from their teaching position.;

4. To fill identified vacant positions, the Principals will need to work with their Human Resources Specialist to identify and process the replacements;
5. The Human Resources Specialist will validate the vacant positions;
6. Principals will then receive a **final** confirmation of the vacant positions from their Human Resources Specialist;
7. Once the Title I schools have received a final confirmation of their authorized vacancies, the principals and HR Specialists may recommend candidates to fill vacancies.
8. Placement of candidates will be based on system-wide priority staffing.
 - i. When a certified teacher candidate is identified from screening applicants, HR will send the fully certified teacher to Title I schools first. If none of the Title I schools are interested in the candidate, HR will then start sending the candidate to non-Title I schools. If a candidate requests only Title I schools, they will only be sent to these schools. Some candidates are open to Title I and non-Title I schools. If they are offered a position, the Title I schools will be given priority when offers are presented.
 - ii. Principals must ensure that Core Academic Subject teachers are assigned within a subject area that allows him/her to obtain and maintain their state certification and licensure requirements;
 - iii. HR Specialists must complete and forward a Teacher Placement Agreement (see attached) once a candidate (internal/external) is recommended for placement;
 - iv. Principals must receive, sign, and return the Teacher Placement Agreement to the HR Specialist prior to placement confirmation.

Staff Credentials and Certification

All teachers and paraprofessionals assigned to Schoolwide Title I schools must meet applicable State Certification and Licensure requirements. When a vacancy occurs, Title I schools will be given first priority to interview candidates that meet State Certification and Licensure requirements. Candidates meeting State Certification and Licensure requirements will only be sent to interview at Title I schools. The candidate will interview at non-Title I schools only if they are not offered or do not accept a position at a Title I school. Teachers and paraprofessionals who do not meet State certification and licensure requirements will not be offered interviews at Title I schools unless such a position exists that is unable to be filled by a certified teacher due to being a critical shortage area. The Title I Office is included in any discussions regarding candidates for employment who will be temporarily filling a position and who do not hold certification for the age/grade level.

Process to Coordinate Certification and Licensure Requirements

The CCPS Human Resources Office provides certification information to principals when they send potential teacher candidates to schools to be interviewed. Additionally, the CCPS Human Resources Office collaborates with the Title I Office to review certification and licensure requirements of all staff. Teachers are placed in grade levels for which they are certified unless it is a critical shortage area.

Notification of the expiration of a teaching certificate is provided to all teachers one year in advance of the expiration date of their certification by the Department of Human Resources Certification Staff and are copied to the Title I building principal. If necessary, a meeting is held with all parties to discuss transfer to a non-Title I school if the teacher is unable to maintain certification.

Paraprofessionals in Title I schools must meet state certification and licensure requirements. Human Resources Specialists will only place newly assigned paraprofessionals who meet certification and licensure requirements in Title I schools. Paraprofessionals currently working in a Title I school who do not meet certification and licensure requirements will work with Human Resources staff to develop a plan to help them meet requirements. The employee will be reassigned if plan requirements are not met.

All paraprofessional vacancies for Title I schools indicate that applicants must meet one or more of the following:

- Completed at least 2 years of study at an institute of higher learning
- Obtained an associate's or higher degree from an accredited college
- Have completed at least 48 college credits
- A high school diploma and passing scores on the ParaPro test.

Instructional Assistants who are currently placed in a Title I Targeted Assistance School or a newly identified Title I school, will have one year after the school is identified as Title I to meet State Certification and Licensure Requirements. HR staff will work with paraprofessionals to develop a plan to assist the employee with meeting state certification and licensure requirements. The plan will include a timeline and will be shared with the principal and employee. The plan will be monitored quarterly by HR staff to ensure the teacher is complying with the plan expectations. Instructional Assistants who do not meet this timeline will be reassigned.

Retire/Rehire Substitute Teacher Candidate Placement

The process involves assigning Retired/Rehire teachers as much as possible for positions where teachers have been approved to be on an extended leave of absence for a period greater than 4weeks.

As confirmation is received from Benefits Department and the principals, the HR Specialist will confirm the leave and the Principal may select a teacher from the approved list of Retired/Rehired Teachers.

1. Principal completes interviews with retire/rehire candidates for positions;
2. Once the principal has identified a retire/rehire teacher meeting state certification and licensure requirements for an approved leave, the principal should email the following information to the staffing specialist:
 - a. the name and EmpID of the retire/rehire teacher they are recommending; and
 - b. the subject area/grade level of the position that the teacher will fill.
3. The principal will receive a confirmation email of the retired/rehired teacher's acceptance of the position from the HR specialist within 5 business days.

The Office of Human Resources will then provide an updated list of teachers on an approved leave to the Title I Office on the 15th of each month.

Appendix III: Staff Credentials and Certification Required Attachment 1

Process for Parent Notification

- During the first week of September, the Title I Office prepares a letter from the superintendent informing parents of their right to request information about the professional qualifications of the child's classroom teacher (*known as the Parents Right to Know*). Letters are signed by the superintendent and forwarded to schools for distribution to parents via student backpacks or email. Letters are sent to parents during the second week of September. Copies of letters to parents are maintained at the school, the Title I office, and the Human Resource office. Schools use multiple means to inform parents that they may request qualifications such as newsletters, memos, Back to School Nights, etc.
- When a CCPS teacher is on extended leave for four or more consecutive weeks and is replaced by a teacher who does not meet licensure and certification requirements, a parent notification letter is sent listing the teacher's name, school assignment, college degree(s), Maryland certification(s) and area of content certification(s). Additional copies of the letter are sent to the building principal and the Title I Director for their program records.
- CCPS notifies parents of students' academic progress and standardized scores using the ParentVue or Synergy system. This system is available to parents year-round. If parents do not have computer access, the schools will make hard copies of all documents at the request of the parents. Parents are notified of this process through emails and letters from the Superintendent of Schools when MCAP results are available. Principals notify parents of this procedure on an ongoing basis during Open House, via newsletters and other communications throughout the school year.

SY 2021-2022

Appendix IV: Staff Credentials and Certification
Required Attachment 2

1	LOCATION & STATUS	# OF TEACHERS	% OF TEACHERS
2	DR. BROWN	29	
3	PENDING	4	13.79%
4	MEETS C&L	24	82.76%
5	CONDITIONAL	1	3.45%
6	INDIAN HEAD	27	
7	PENDING	4	14.81%
8	MEETS C&L	18	66.68%
9	CONDITIONAL	4	14.81%
10	TEACHING OUT OF AREA	1	3.70%
11	MT. HOPE/NANJEMOY	19	
12	PENDING	1	5.26%
13	MEETS C&L	17	89.48%
14	CONDITIONAL	1	5.26%
15	DR. MUDD	34	
16	PENDING	3	8.82%
17	MEETS C&L	26	76.48%
18	CONDITIONAL	4	11.76%
19	TEACHING OUT OF AREA	1	2.94%
20	J.P RYON	37	
21	PENDING	9	24.32%
22	MEETS C&L	25	67.57%
23	CONDITIONAL	2	5.41%
24	TEACHING OUT OF AREA	1	2.70%
25	TURNER	28	
26	PENDING	4	14.29%
27	MEETS C&L	18	64.29%
28	CONDITIONAL	6	21.42%
29	JENIFER	33	
30	PENDING	5	15.15%
31	MEETS C&L	23	69.70%
32	CONDITIONAL	4	12.12%
33	TEACHING OUT OF AREA	1	3.03%
34	BARNHART	34	
35	PENDING	4	11.76%
36	MEETS C&L	25	73.54%
37	CONDITIONAL	4	11.76%
38	TEACHING OUT OF AREA	1	2.94%
39	Grand Total	241	

**Appendix V: Staff Credentials and Certification
Required Attachment 3**

Instructional Assistants Data for Title I			
	Location	Count	Percentage
1			
2			
3	BARNHART ELEMENTARY SCHOOL	14	
4	Documentation Requested	4	28.57%
5	Meets SLC Qualifications	10	71.43%
6	DR. BROWN ELEMENTARY SCHOOL	11	
7	Documentation Requested	2	18.18%
8	Meets SLC Qualifications	9	81.82%
9	DR. MUDD ELEMENTARY SCHOOL	13	
10	Documentation Requested	1	7.69%
11	Meets SLC Qualifications	12	92.31%
12	EVA TURNER ELEMENTARY SCHOOL	15	
13	Documentation Requested	4	26.67%
14	Meets SLC Qualifications	11	73.33%
15	INDIAN HEAD ELEMENTARY SCHOOL	9	
16	Documentation Requested	3	33.33%
17	Meets SLC Qualifications	6	66.67%
18	J. P. RYON ELEMENTARY SCHOOL	15	
19	Documentation Requested	7	46.67%
20	Meets SLC Qualifications	8	53.33%
21	JENIFER ELEMENTARY SCHOOL	14	
22	Documentation Requested	5	35.71%
23	Meets SLC Qualifications	9	64.29%
24	MT.HOPE/NANJEMOY ELEMENTARY SCHOOL	8	
25	Documentation Requested	2	25%
26	Meets SLC Qualifications	6	75.00%
27	Grand Total	198	

**Appendix VI: Staff Credentials and Certification
Required Attachment 4**



DISPARITY CHART

Disparities of low-income & minority students being taught by inexperienced, ineffective, and out of field teachers

Instructions: Provide data used to identify disparities (2020-2021). 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).

Inexperienced Teachers – CCPS 2020-2021

	<i>Inexperienced teachers teaching Minority Students</i>		<i>Inexperienced teachers teaching non-Minority</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>Title I</i>	44	18.33%	40	16.67%
<i>Non-Title I</i>	40	8.77%	31	6.80%
<i>Difference</i>	4	9.56%	9	9.87%

Ineffective Teachers – CCPS 2020-2021

	<i>Ineffective teachers teaching Minority Students</i>		<i>Ineffective teachers teaching non-Minority</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>Title I</i>	0	0%	0	0%
<i>Non-Title I</i>	0	0%	0	0%
<i>Difference</i>	0	0%	0	0%

Out of Field Teachers – CCPS 2020-2021

	<i>Out-of-field teachers teaching Minority Students</i>		<i>Out-of-field teachers teaching non-Minority</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>Title I</i>	22	8.5%	1	.3%
<i>Non-Title I</i>	40	8.4%	6	1.2%
<i>Difference</i>	18	.1%	5	.9%

Appendix VII: Schoolwide Programs

Required Attachment 1

CCPS Process for Developing, Implementing and Monitoring Requirements in Schoolwide Schools SY 2021-2022

The CCPS Title I Office provides Title I Principals and their designated staff professional development on how to include the 4 Components in their schoolwide programs in the Spring.

Each Title I Principal is provided a 4 Components Checklist and 4 Components Rubric to use when writing their schoolwide plans. Schoolwide plans are developed by teams including the administration, parents, teachers and Instructional Leadership Team members and submitted to the Title I Office during the month of July. Participation of stakeholder development of plans is documented using SAN documents and/or a signature page on the plan. The plans are submitted to the CCPS Title I Office and are reviewed by a central office team to ensure that the plans include the 4 Components and that all strategies are aligned with the needs assessment. Parents are notified how to access school plans as part of the Title I Home-School Compact.

The 4 Components from each school are reviewed by the Title I Director, Title I Coordinators, and the CCPS content staff using the rubric and checklist that was provided to principals. The Title I Office reviews data analysis charts, tools and/or tables that schools have included in their needs assessments. Written feedback is provided to each school. The Title I team then provides feedback to school-based teams. If any of the 4 Components are not adequately addressed, Title I staff will provide assistance to school-based teams (i.e. administration and instructional leadership team) with deficiencies, including help with rewriting, editing, and aligning program requirements with other services in the school plan. Title I staff will work with the schools to review, analyze, and interpret student achievement data and to develop student performance goals that support and address the 4 Components of the schoolwide plan. If the school's plan does not adequately address the 4 Components after intervention from Title I and other CCPS content staff, the deficient plan will be referred to the Deputy Superintendent who might address it in a written format as a recommendation during the review process. The school(s) will be asked to modify the plan and re-submit the plan to address the 4 Components of a Schoolwide Program until it meets the requirements of the Title I program and is approved by the Deputy Superintendent. The school will have no more than 14 days to modify areas of need and re-submit the school plans for further peer review.

Title I staff will provide technical assistance to each Title I school through a formal technical assistance meeting at each Title I school bimonthly or more frequently based on the needs of the school. The meetings are called Title I Instructional Support and Implementation (ISI) Meetings. Program implementation and documentation will be reviewed during each meeting. In addition, the Title I Office and/or staff from the Office of Instruction will participate in the review and analysis of the effectiveness of schoolwide programs in Title I schools. The Title I Director will outline the specific steps for conducting mid-year and end-of-year program evaluations using the Schoolwide Program Evaluation form to ensure the 4 schoolwide components are being implemented effectively at each Title I school. CCPS teams may consist of the Title I Director, Title I Coordinators, Title I Resource Teacher, CCPS Reading and Math Content Specialists, and other support personnel. The team will review instructional interventions, review documentation binders, and observe/monitor other activities aligned to the 4 schoolwide components. The Title I staff will maintain completed semi-annual review forms for each school. At the end of the school year the Title I team along with school teams will conduct a final document review and school visit to assess the overall effectiveness of the schoolwide program.

The 4 Components of Schoolwide Evaluation Rubric will be used to determine the schools' adherence to the component requirements. Each school will complete an Implementation Chart that will be used to track progress

of each strategy listed in the Title I school budget narrative. Both the mid-year and end-of-year forms and the evaluation rubric will be reviewed and analyzed. A summary report will be developed to identify strengths and areas of improvements where necessary in the implementation of the schoolwide program and will be used to recommend improvement to the program in the following school year. The summary report will be maintained in the Title I files and shared with the Deputy Superintendent, Title I principals, and other stakeholders as necessary.

SY 2021-2022

*This document will be updated for SY 21-22

Maryland State Department of
Education
Reducing and Eliminating
Disproportionate Impact of
School Discipline
Local Action Plan



Local Educational Agency Name: Charles County Public Schools

**Maryland State Department of Education
Division of Student, Family, and School Support/Academic Policy
200 West Baltimore Street
Baltimore, Maryland 21201-2595**

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The MSDE does not discriminate on the basis of race, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

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Equity Assurance and Compliance Office
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Maryland State Department of Education
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Table of Contents

Introduction and Purpose	3
Local Action Plan Certification	4
Reducing and Eliminating Disproportionate Impact Action Plan Team Members	5
Part 1: Executive Summary	6
Part 2: Data Summary	7
Part 3: Analyzing Questions	9
Part 4: Strategic 3-Year Plan to Reduce and Eliminate Disproportionality	10
Plan Submission Procedures	12

Introduction

The Maryland State Board of Education (MSBE) has challenged itself and schools throughout the State to create a world class education system that prepares all of Maryland's students for college and career success in the 21st Century. To realize this challenge, we must create schools that are both welcoming and academically rigorous, which provide students with educational and social tools they need to succeed.

In July 2012, the MSBE issued a groundbreaking report on school discipline practices declaring that school discipline and academic success are equal partners in education reform. The report noted that school discipline practices, particularly out-of-school suspensions and expulsions, are linked to academic achievement for the simple reason that in order for students to have an opportunity to receive a world class education, they first and foremost need to be in school.

When a student is excluded from school, the exclusion impacts not just the student, but also the family and the school. For the student, suspensions are a leading factor in a student's decision to drop out of school. For the family that has young children, the risks associated with an unsupervised child must be balanced against the financial cost of missing work to stay home with that child. For the school, exclusionary discipline is often associated with less satisfactory ratings of school climate and negative achievement outcomes. When schools rely too heavily on exclusionary discipline, the impacts are both negative and cumulative².

To spark reform in the area of equitable discipline, the MSBE adopted a regulation in January 2014, which directed the Maryland State Department of Education to develop a method to analyze school discipline data to determine whether school discipline practices are having a disproportionate impact on students of color and students with disabilities (COMAR 13A.08.01.21).

Purpose

The purpose of the Reducing and Eliminating Disproportionate Impact Action Plan is to develop a plan of action to address out-of-school suspension and expulsion data determined to have a disproportionate impact on students of color and students with disabilities. This action plan outlines areas of focus for the reduction and elimination of disproportionality in local education agencies (LEAs). The action plan is a component of a statewide effort to reform school discipline and ensures that policies and practices related to student conduct foster appropriate behavior, create a positive school climate, and enhance safe environments. The goal is to reduce the impact within one year and eliminate it within three years.

² Maryland State Board of Education, *School Discipline and Academic Success: Related Parts of Maryland's Education Reform*, July 2012, available at: <http://archives.marylandpublicschools.org/NR/rdonlyres/42ED8EDA-AF34-4058-B275-03189163882D/32853/SchoolDisciplineandAcademicSuccessReportFinalJuly2.pdf>

Local Action Plan Certification

Local Educational Agency (LEA) Submitting this Action Plan:

Charles County Public Schools

Address:

5980 Radio Station Road

LaPlata, Maryland 20646

Local Educational Agency Contact Person (Name):

Kathy Kiessling

Telephone number:

301-934-7325

Email address:

kkiessling@ccboe.com

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in this Local Action Plan is accurate and complete and based upon the findings from the review of our disproportionality data analysis.

Signature of Local Superintendent

Date

Signature of Local Point of Contact

Date

**Reducing and Eliminating Disproportionate Impact
Action Plan Team Members**

Action Plan Team Members	
Name	Title
Kathy Kiessling	Director of Student Services
Dr. Arden Sotomayor	Director, Special Education
Dr. Linda Gill	Executive Director of Schools
Alicia Jones	Supervisor, School Counselors
Dr. Michael Blanchard	Supervisor, Psychologists
Charmaine Young-Waddy	Student Engagement & Conduct Officer
Tangela Scales	Vice Principal John Hanson Middle School
Kim Hairston	Director of Equity and Diversity

Part 1: Executive Summary

Please provide a brief narrative (two or three paragraphs) describing areas of concern identified in the review of the disproportionality data provided by the MSDE and the local root cause analysis conducted by LSS and school personnel.

After analyzing the data provided by MSDE and the local root cause analysis, two CCPS schools have been identified as disproportionate. Suspension and expulsion data shows that students with disabilities have been disproportionately suspended from each of these schools for three consecutive years beginning in 2016. The four main areas that stood out as causes for concern with the root cause analysis, done by the disproportionality teams from all schools in the system, include: quality of instruction and assessment, discipline policies and procedures, bias, beliefs and barriers, and health and wellness.

Efforts currently underway within our school system to address disproportionality include:

- on-going data analysis by equity teams in each school,
- PBIS practices that support positive behaviors,
- expansion of Restorative Practices in all schools through continued training of staff,
- on-going FAME training for staff
- school counseling lessons (Second Step Curriculum, Zones of Regulation),
- partnership with Tri-County Counselors – all schools serviced,
- partnership with Center for Children – two schools serviced,
- county-discipline committee meetings with collaboration from all stake-holders,
- formation of a new equity policy for the system,
- implementation of RTI data collection through Synergy (student information system) at all schools,
- expansion of full-time psychologists in three elementary schools,
- a system wide book study on Fostering Resilient Learners,
- expansion of SST responsibilities in threat assessment process,
- implicit-bias and equity training with consultant group (ISA),
- implementation of an opt-in therapeutic behavior modification program for elementary students,
- expansion of the HERO mentoring program in elementary schools,
- social emotional learning education through BASE in secondary schools as an intervention and alternative to suspension,
- on-going Mental Health and First Aide training for staff,
- “Handle with Care.”

The local action plan will address the areas of concern and reduce disproportionality during the first year of implementation and eliminate it over a three-year period for identified schools and schools to watch by continuing to build on the initiatives we have already started and responding to suggestions by the equity audit report. The

Disproportionate Review team will work in collaboration with the system’s Equity and Diversity team to analyze the report by the equity consultant group, ISA, on suggestions for change in the system. Any audits that are suggested will be taken under consideration during the first year of implementing this plan. On-going professional development for new hires, and the expansion of professional development in Restorative Practices, RTI, implicit bias and equity, will be completed by all staff at the targeted schools. On-going professional development will be provided to the staff at targeted schools to increase teacher capacity on the implementation of specialized instruction, FAME, the use of UDL, and supplementary aids and services which should enhance engagement and improve instructional practices. Alternatives for suspension, including ISI with BASE education will be offered in the secondary identified schools, and an ISI program will be in place at those elementary schools that may be identified as disproportionate by the end of the three-year period.

The disproportionate review team conducted a root cause analysis using the MSDE discipline root cause analysis model. Each of the five domains were reviewed with the following indicators emerging as likely root causes within our system.

DOMAINS OF INFLUENCE	LIKELY ROOT CAUSE INDICATORS
Quality Instruction & Assessment	<ul style="list-style-type: none"> • Learning is passive, with the teacher talking at students for the majority of class. • Instructional activities are mass produced with little application to the real world. • Students are scheduled into classes based upon annual summative assessment data and past course completion • Many staff members believe that student behavior is influenced by factors outside of the classroom. • Assessment is used primarily as a method of sorting students and assigning grades.
Discipline Policies & Procedures	<ul style="list-style-type: none"> • Secondary teams reported that school and district leaders adhere to defined consequences for any student misconduct. The same consequence is used repeatedly for consecutive infractions. • Teachers believe that students should be compliant and attentive at all times. Teachers pay little attention to classroom management tools, procedures, and expectations.

	<ul style="list-style-type: none"> • Behavior interventions are implemented inconsistently within schools and are not used effectively. There is no system by which to monitor student behavior trends.
Bias, Beliefs & Barriers	<ul style="list-style-type: none"> • There is a hierarchy of academic course selections that leads to tracking of students and low expectations for a subset of the population. • Staff have had no training or only a select few have been trained to recognize “blind spots” related to race, gender, religion, poverty, sexual orientation, and disabilities. The school and system culture is one of silence. • School staff and students believe that your street address and zip code determine how you should behave and how successful you will be in school. • Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing them from school allows others to learn and keeps schools safer. • Staff report that families/guardians who do not participate or attend school activities and events care little for education and their child(ren).
Health & Wellness	<ul style="list-style-type: none"> • Only a select few members of school and district level staff have knowledge related to signs of mental health concerns and can take action to assist a student or staff member in need. • Schools and systems may or may not be mindful of environmental and community stressors that may influence students and staff, but take no action to reduce the impact upon teaching and learning. • Schools have not considered how to support students and staff managing chronic illnesses; physical and mental
Safety & Security	<ul style="list-style-type: none"> • No indicators identified

The team chose to investigate further the following causes using the indicated data sources.

LIKELY ROOT CAUSE	DATA SOURCES USED TO INVESTIGATE
Implicit Bias in handling disruptive behaviors	<ul style="list-style-type: none"> • School-based input focus on parent involvement, community issues, and indicates a lack of identification of teacher/administrator-based potential areas of bias that may exist. • Charles County Behavior Data • Root Cause Analysis results
Discipline Policies and Procedures	<ul style="list-style-type: none"> • School-based input on interventions to ensure students do not continue to engage in behaviors that initially cause suspensions • School teams could not identify a consistent way to ensure that behavior goals, FBAs and BIPs are implemented with fidelity. • Root Cause Analysis results • Number of new staff to the building in need of support and training • Charles County Behavior Data

Through this investigation the following root causes are addressed within this action plan.

Implicit Bias in handling disruptive behaviors
 Discipline Policies and Procedures

CELEBRATIONS:

Through the root cause analysis, the following celebrations were discovered and inform the action plan.

James Craik Elementary:

- Office referrals were down from the previous school year
- Teachers proactively handled behavior within classrooms
- SST addressed behavior concerns
- Teachers gave up planning periods to assist and support academic need
- More diversity in staff
- Teachers have high expectations and believe all students can and will learn
- Administration fosters a positive and healthy mental environment – team building/monthly bonding events
- Teachers work collaboratively with PPW to address and support medical needs (vision, etc.)
- Teachers run clubs and activities that foster student interest
- School holds monthly safety and security meetings
- There is a plan and procedure in place for students who are a threat to themselves or others
- Teachers actively monitor student behavior and intervene when necessary

Milton Somers Middle:

- Implementing LLI, small reading groups, etc.
- Schedule changes: re-the length of class were shortened
- Small groups in math
- Collaboration between teachers
- Recognition of the importance of progressive discipline practices and alternatives to suspension
- High expectations are communicated to all students
- PE is mandatory/made accessible to all students regardless of ability level, and modification to the curriculum for students who cannot participate in typical PE activities

Other Schools:

- Schedule allows for teacher collaboration
- Multi-tiered interventions provided during school day
- Schedule allows for adequate time for reading and math instruction
- Building leaders demonstrate the use of problem-solving approach to resolve student misconduct
- Staff understand the value of building and maintaining relationships with all members of the school community
- Staff support the use of a progressive discipline model focused on identifying reasons for misconduct and seeking solutions
- All staff are trained to recognize and be aware of their individual “blind spots” related to race, gender, religion, poverty, sexual orientation, and disabilities
- Staff value the relationships between all members of the community and actively seek to develop and maintain these relationships
- Members of the school community believe that consequences such as suspension and expulsion are ineffective
- Members support keeping students connected to school through the use of other methods
- Many important medical services are provided to students including dental, medical, visual, and hearing
- School has procedures in place of students and staff in need of support managing chronic illnesses, both physical and mental
- All students have equal access to a rigorous curriculum and courses
- Students feel valued
- School members are mindful of environmental and community stressors that may influence students and staff, and take steps to reduce their impact on teaching and learning
- Interventions for students
- Alternatives to suspension
- Understanding that not all parents/guardians can be involved
- Free breakfast for whole school

Part 2: Data Summary

Based upon review of the data, please list the schools in the LSS that are identified as disproportionate using the Risk Ratio *and* State Comparison methodologies for **race/ethnicity** and/or **students with disabilities** in the table below. Schools listed should have a value of 3.0 or greater using both methodologies. Please list schools on the table beginning with elementary school, middle school, high school. Expand the table as needed.

<u>Identified Schools with Disproportionate School Discipline – Race/Ethnicity and/or Students With Disabilities</u>	
Name of School	Elementary, Middle, High
James Craik	Elementary
Milton Somers	Middle

Part 3: Analyzing Questions

Identified Schools with Disproportionate School Discipline

For identified schools describe the **challenges** leading to the schools being identified as disproportionate (Risk Ratio and State Comparison values of 3.0 or greater). In the response, please include data from the analysis of root causes and other sources. The response should identify challenges in terms of grade level (elementary, middle, high, or combined) and student groups (race/ethnicity and students with disabilities). Expand the table as needed to address each school.

School name	Challenges leading to identification	Supporting data
James Craik Elementary	<p><u>2016</u> Risk Ratio for Race: 3.8 State Comparison: 3.31 Risk Ratio – SWD: 4.6 State Comparison: 4.5</p> <p><u>2017</u> Risk Ratio for SWD: 6.79 State Comparison: 4.08</p> <p><u>2018</u> Risk Ratio for SWD: 12.39 State Comparison: 3.56</p> <p><u>Instruction & Assessment</u></p> <ul style="list-style-type: none"> • Turnover of teaching staff • Rigid master schedule <p><u>Discipline Policies & Procedures</u></p>	<ul style="list-style-type: none"> • Root Cause Analysis data • CCEIS plan data • CCPS behavior data

	<ul style="list-style-type: none"> • Staff believe that student behavior is influenced by factors outside of the classroom. • Lack of teacher consistency of communication in regards to behavior concerns. • A small select number of teachers account for the majority of our office referrals. • Student demographics are different with the redistricting this school year <p><u>Bias, Beliefs & Barriers</u></p> <ul style="list-style-type: none"> • Staff have had not training or only a select few have been trained to recognize “blind spots” related to race, gender, religion, poverty, sexual orientation, and disabilities. • Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing them allows others to learn and keeps schools safer. • Staff report that families/guardians who do not participate or attend school activities and events care little for education and their child (ren). <p><u>Health & Wellness</u></p> <ul style="list-style-type: none"> • Only a select few members of school and district level staff have knowledge related to 	
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	<p>signs of mental health concerns and can take action to assist a student or staff member in need.</p> <ul style="list-style-type: none"> • Schools and systems may or may not be mindful of environmental and community stressors that may influence students and staff, but take no action to reduce the impact upon teaching and learning. • Lack of SEL imbedded into school culture and curriculum. 	
<p>Milton Somers Middle</p>	<p style="text-align: center;"><u>2016</u></p> <p>Risk Ratio for SWD: 4.6 State Comparison: 4.3</p> <p style="text-align: center;"><u>2017</u></p> <p>Risk Ratio for SWD: 4.24 State Comparison: 3.51</p> <p style="text-align: center;"><u>2018</u></p> <p>Risk Ratio for SWD: 3.68 State Comparison: 3.78</p> <p>60 B/AA students with disabilities were targeted</p> <p>8.1% of Total School Enrollment</p> <p>518 B/AA targeted students without Disabilities</p> <p>68.7% of Total School Enrollment</p> <p><u>Instruction & Assessment:</u></p> <ul style="list-style-type: none"> • Need for more early identification of struggling learners • FAME school, but lack of trained staff 	<ul style="list-style-type: none"> • Root Cause Analysis data • CCEIS plan data • CCPS behavior data

	<ul style="list-style-type: none"> • New teachers and re-learning curriculum • Differentiated instruction and instructional supports <p><u>Discipline Policies & Procedures</u></p> <ul style="list-style-type: none"> • Do not always have human resources available for alternatives to suspensions (e.g., parent shadowing, Saturday school) • Perception that with alternatives, consequences are not given immediately after problematic behavior/incident • Closure to behavior incidents (e.g., skipped intake meetings, connections back to impact on classroom) <p><u>Bias, Beliefs, & Barriers</u></p> <ul style="list-style-type: none"> • More training and conversations about “blind spots” regarding race, gender, poverty, disabilities, etc. are needed • Perception that students living in certain neighborhoods may engage in more negative behaviors than their peers • Perception that parents who do not participate are uninvolved/do not care about their children’s education. <p><u>Health & Wellness</u></p> <ul style="list-style-type: none"> • Food choices available at school not necessarily healthy • Lack of SEL imbedded in school curriculum and culture. 	
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Describe the activities that will be used to address the challenges to ensure that the schools will eliminate disproportionality in three years. Include these strategies in the action plan on **Part 4: Strategic 3-Year Plan to Reduce and Eliminate Disproportionality**.

School name	Root cause	Strategies to address root cause
James Craik Elementary	Implicit Bias and Discipline Policies and Procedures	<ul style="list-style-type: none"> • Differentiated professional development • Academic/Behavioral/Social Emotional interventions – identification and consistent implementation • Monitor IEP team procedures and practices
Milton Somers Middle	Implicit Bias and Discipline Policies and Procedures	<ul style="list-style-type: none"> • Differentiated professional development • Academic/Behavioral/Social Emotional interventions – identification and consistent implementation • Monitor IEP team procedures and practices

The Local Action Plan 2019 Submission

Part 4: Strategic 3-Year Plan to Reduce and Eliminate Disproportionality

Based on the data, including the root cause analysis, develop an action plan using the template below. Include measurable goals, activities, time frame, indicators of progress, and persons responsible. Goals should address a root cause and be specific, measurable, attainable, relevant, and time-based (SMART). Activities should support the identified goal. Please refer to the example. Remember that this plan must reduce disproportionality after the first year of implementation and eliminate it over a three-year period. Please modify the table or add more tables as needed.

Goal 1: Based upon 2019 root cause analysis results and data collected for the Comprehensive Coordinated Early Intervening Services (CCEIS) plan, by September 2021 disproportionate schools will reduce implicit bias as measured by out of school suspensions and alternative education placements to a risk ratio below 2.0 for students with disabilities.				
Root Cause: Implicit bias in handling disruptive behaviors				
Activities	Timeframe (beginning and end)	Indicator(s)	Person(s) Responsible (Position)	Goal Status (beginning after Year 1)
CCEIS Coach to assist schools in scheduling implicit bias professional development , coaching for struggling teachers and building administrators as needed, data collection on fidelity of implementation of strategies provided during the PD Introduce and implement Social/emotional programs that will provide students with strategies to resolve student-to-student conflicts and student to teacher conflicts <ul style="list-style-type: none"> • BASE Ed. Modules • Social thinking strategies • Restorative Practices 	October 2019 to September 2021	Agendas and staff participation in professional development sessions Fidelity checklists to ensure implementation of evidence-based strategies Tracking of disciplinary actions for students with and without disabilities	CCEIS Coach, School Administration Team, CCPS executive Staff	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
System Wide Book Study- <u>Fostering Resilient Learners</u> , by Kristin Souers/Pete Hall	October 2019 to June 2020	Agendas and staff participation in book study	School Admin. Team; CCPS executive staff	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started

		<p>Collaborative feedback between staff members, school admin. team, and executive staff</p> <p>Fidelity checklists and observation data to ensure implementation of evidence-based strategies from book</p> <p>Tracking of disciplinary actions for students</p>		
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Goal 2: By September 2021, all staff will receive training and will implement evidence-based classroom management strategies resulting in a 50% reduction of office discipline referrals and student removals.

Root Cause: Discipline procedures and policies: lack of tiered intervention strategies to address infractions; lack of positive alternatives to suspensions; behavior goals/FBAs/BIPs not implemented with fidelity.

Activities	Timeframe (beginning and end)	Indicator(s) of Progress	Person(s) Responsible (Position)	Goal Status (beginning after Year 1)
Build teacher capacity on evidence based classroom management strategies through professional development provided through county resources	October 2019 to February 2020 October 2020 to February 2021	Mid-Year; Checklist data and observation data; reduction in office referrals for disciplinary action	CCEIS Coach Central Office assigned instructional specialist for special education	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
Identification and consistent implementation of tier 2 and tier 3 interventions to address disruptive behaviors.	February 2019 to June 2020 February 2020 to June 2021	End-Year; Checklist data and observation data; reduction in office referrals for disciplinary action	Building administrators	
Staff with 5-10 office referrals and/or suspension rates for SWD will be targeted and observed to determine fidelity of implementation of evidence-based strategies that will reduce those numbers.	October 2019 to June 2020 October 2020 to June 2021			

Instructional Assistant Completion of Behavioral Technician Training	October 2019 to February 2020 October 2020 to February 2021 February 2020 to September 2020 February 2021 September 2021	Mid-Year: Fidelity Checklists data, discipline data, IA course completion data End-Year: Fidelity Checklists data, discipline data, IA course completion data	CCEIS Coach, School Administration Executive staff, Special Education Staff, School administrators	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
Monitor FBAs and BIPs to ensure they are followed with fidelity	October 2019 to February 2020 October 2020 to February 2021 February 2020 to June 2020 February 2020 to June 2021	Mid-Year: Fidelity Checklists data, discipline data for targeted students End-Year: Fidelity Checklists data, discipline data for targeted students	CCEIS Coach, School IEP Teams, School Administration	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started

Goal 3:				
Root Cause:				
Activities	Timeframe (beginning and end)	Indicator(s) of Progress	Person(s) Responsible (Position)	Goal Status (beginning after Year 1)
				<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
				<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started

Goal 4:				
Root Cause:				
Activities	Timeframe (beginning and end)	Indicator(s) of Progress	Person(s) Responsible (Position)	Goal Status (beginning after Year 1)
				<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started
				<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> Not Started

Plan Submission Procedures

Please submit one signed original hard copy and one electronic copy (MS Word format) on or before **October 4, 2019** to:

Walter Sallee
Division of Student, Family, and School Support
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
walter.sallee@maryland.gov

**Appendix IX: Schoolwide Programs
Required Attachment 5**

Career and Technical Education

The mission of Career and Technical Education (CTE) in Charles County Public Schools is to provide high-wage, high skill and in demand programs that support the *Strengthening Career and Technical Education for the 21st Century Act*. CTE developed a district wide comprehensive needs assessment that guides decisions and use of funds regarding developing, coordinating, implementing and improving all CTE programs. CTE has established progress towards implementing equal access for all CTE students including:

- strategies to overcome special population barriers
- programs designed to enable special populations to meet Perkins core indicators
- activities to prepare special populations for self-sufficiency through CTE programs

Each Pathway of CTE has a Program Advisory Council. Council members include school, community and industry leaders that provide work-based learning opportunities for students in each Pathway. At the elementary level, the school system supports CTE by providing programs such as Project Lead the Way and Xello to give students exposure to CTE at an early age. All school counselors will be trained on Xello this school year in order to increase the use of the resource at the Elementary level. This will result in elementary students starting to build their interest profile and explore careers that are associated with the CTE pathways. School counselors hold career fairs at each elementary school. The CCPS Title I office provides a field trip to all fifth-grade students in Title I schools to visit the College of Southern Maryland to further explore college and CTE programs.

SY 2021-2022

Appendix X: Targeted Assistance Schools Required Attachment 3

Process for Developing, Implementing and Monitoring Requirements in Targeted Assistance Schools

Once a school has been identified as a Targeted Assistance school for the following year, the CCPS Title I Office staff meets with the principal to explain the Targeted Assistance model and the seven components in the Targeted Assistance Program Checklist. The CCPS Title I Office staff members will also assist the principal in presenting this information to school staff, parents and community. The CCPS Title I Office also provides the Title I principal and designated staff professional development on how to include the 7 Components in their Targeted Assistance program (TAS). The principal is provided a 7 Components Checklist and 7 Components Rubric to use in writing the TAS plan.

The Title I Office staff facilitates meetings with the principal of the school and instructional leadership team to review data including CCPS Pre/Post Test Assessment data, MCAP data, iReady data, Running Record data, formative/summative assessments, math inventories and other sources of relevant data as determined by the team. This process is used to determine the school's greatest needs in terms of grades and subjects. (How/ when are families/the community involved?) During the Spring, the school holds a parent meeting to provide families with information about Targeted Assistance programs and to solicit input about targeted services.

TAS plans are developed by teams including the administration, parents, teachers and Instructional Leadership Team members. The teams review the data and identify the multiple selection criteria to be used to identify eligible students. This data is utilized to determine the students at each grade level who are at most in need of services, who are failing or at risk of failing to meet state academic achievement standards. In addition, the team determines a ranking system to rank order students for services. Scores on the identified assessments are weighted and calculated. Students are ranked by need with the highest scores (most in need) first to the lowest scores.

TAS plans are submitted to the Title I Office by July 1. The 7 Components from each school are reviewed by the Title I Director, Title I Coordinators, and the CCPS content staff using the rubric and checklist that was provided to principals. Written feedback is provided to each school. The Title I Office team then meets with school-based teams to review plans, rubrics and to provide feedback. If any of the 7 Components are not adequately addressed, Title I staff will provide assistance to school-based teams (i.e. administration and instructional leadership team) with deficiencies, including help with rewriting, editing, and aligning program requirements with other services in the school plan. Title I staff will work with the schools to review, analyze, and interpret student achievement data and to develop student performance goals that support and address the 7 Components of the TAS plan. If the school's plan does not adequately address the 7 Components after intervention from Title I and other CCPS content staff, the deficient plan will be referred to the Deputy Superintendent who might address it in a written format as a recommendation during the review process. The school(s) will be asked to modify the plan and re-submit the plan to address the 7 Components of a TAS Program until it meets the requirements of the Title I program and is approved by the Deputy Superintendent. The school will have no more than 14 days to modify areas of need and re-submit the school plans for further peer review.

Title I staff will provide technical assistance to each Title I school through a formal technical assistance meeting at each Title I school bimonthly or more frequently based on the needs of the school. Program implementation and documentation will be reviewed during each meeting. In addition, the Title I Office along with staff from the Office of Instruction will participate in the review and analysis of the effectiveness of TAS

programs in Title I schools. The Title I Director will outline the specific steps for conducting mid-year and end-of-year program evaluations using the Schoolwide Program Evaluation form to ensure the 4 TAS Components are being implemented effectively at each Title I school. CCPS teams will consist of the Title I Director, Title I Coordinators, Title I Resource Teacher, CCPS Reading and Math Content Specialists, and other support personnel. The team will conduct observations of instructional interventions, review documentation binders, and observe/monitor other activities aligned to the 7 TAS components. The Title I staff will maintain completed semi-annual review forms for each school. At the end of the school year the Title I Director will conduct a final document review and school visit to assess the overall effectiveness of the TAS program.

The 7 Components of Targeted Assistance Schools Evaluation Rubric will be used to determine the schools' adherence to the component requirements. Both the mid-year and end-of-year forms and the evaluation rubric will be reviewed and analyzed. The Title I Director will collaborate with the Director of Research and Assessment and/or designee to ensure a comprehensive method for analyzing the targeted programs is used. A summary report will be developed to identify strengths and areas of improvements where necessary in the implementation of the TAS program and will be used to recommend improvement to the program in the following school year. The summary report will be maintained in the Title I files and shared with the Deputy Superintendent, Title I principals, and others including parents and MSDE.

SY 2021-2022

Appendix XI: Parent and Family Engagement Required Attachment 1

SY 2021-2022: Parent and Family Engagement Process

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.

All Title I schools are required to create a Parent and Family Engagement Plan and School-Parent Compact that is jointly developed with parents and families. The plan is updated and revised yearly and embedded in the 4 Components of a Schoolwide Plan. Parent liaisons at each of the 8 Title I schools participate in trainings on how to use the School-Level Family Engagement Checklist and work closely with the Title I Coordinator to ensure that the Parent and Family Engagement Plan and School-Parent Compact meet state requirements. Title I schools utilize parent meetings and workshops, parent-teacher conferences, school-level parent and family engagement teams, Title I DADvisory Council meetings, and other parent-based meetings to develop, implement, and review the Parent and Family Engagement Plan and School-Parent Compact. Supporting documentation (S.A.N.E.) from meetings such as the Annual Title I Meeting in which reviews are completed are submitted to the Title I office. The Coordinator of Title I Programs will meet quarterly with parent liaisons to discuss, develop and explore parent and family engagement activities/strategies. The Coordinator of Title I Programs will meet with school-based teams such as principals, parent liaisons, parents, and other school staff monthly (more if needed) to discuss family engagement and develop activities and strategies. Items requested for school-based Title I parent and family engagement funds are reviewed by the Director of Title I, Coordinator of Title I Programs, and Title I Program Assistant.

SY 2021-2022

Appendix XII: Parent and Family Engagement Required Attachment 2

EFFECTIVE COMMUNICATION STRATEGIES

To ensure open and meaningful communication with parents/families, the district and schools will:

- Use a variety of ways to contact and communicate with parents/families (e.g., CCPS and school websites, Synergy/ParentVUE, conferences, phone calls, text messages, emails, newsletters, flyers, school calendar, social media, and Family Resource Centers).
- Provide interpreting and translation services to ensure that information related to school and parent/family programs, meetings, other activities, and written communication are shared in a format and language that parents/families can understand.
- Explain frequently used terms so that parents/families may better understand student achievement and progress.
- Utilize parent liaisons to be a bridge for communication between schools and families.



SURVEYS & EVALUATIONS

The district and schools use feedback from surveys and evaluations to improve the CCPS Title I program.

- **Annual District Level Family Engagement Survey** – This survey is distributed to Title I families at the end of the school year. Results are used to improve the quality of the District Level Family Engagement Plan, districtwide initiatives, and to evaluate school climate.
- **Annual Title I Meeting** – All Title I schools hold an annual meeting in the spring so that families may give their input on school improvement, the Compact/Plan, Title I workshops, school-sponsored events, volunteer programs, and the Title I budget.
- **Event Evaluations** – Evaluations are distributed at the end of all family engagement events.

What is Title I? Title I of the Elementary and Secondary Education Act is the largest federally funded education program that provides extra support to students who are academically at-risk in public and private schools. Through Title I, the government allocates funds to school districts around the country based on the number of low-income families in each district. Title I funds are designed to help close the achievement gap between disadvantaged students and their peers. The purpose of Title I is to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments.

What are the benefits of Title I? A Title I program will provide your child with educational support beyond the regular classroom. Some benefits may include, but are not limited to the following:

- Increased Family Engagement
- Increased Technology
- Smaller Classes or Specialized Instructional Support
- Additional Teachers and Instructional Assistants
- Additional Professional Learning Opportunities for Staff
- Supplemental Instructional Resources

FREQUENTLY USED TERMS

- 1:1 One device for each student
- 504 Plan Accommodations for students with disabilities
- District School District / Charles County Public Schools
- ELL English Language Learner
- ESOL English for Speakers of Other Languages
- ESSA Every Student Succeeds Act
- IA Instructional Assistant
- IEP Individualized Educational Plan
- MCAP Maryland Comprehensive Assessment Program
- PD and PL Professional Development & Professional Learning
- PFE Parent and Family Engagement
- SEL Social-Emotional Learning

CCPS MISSION: The mission of Charles County Public Schools is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership, and prepares for life, in an environment that is safe and conducive to learning.



Title I District Level FAMILY ENGAGEMENT PLAN SY 2021-2022



This Plan was developed with families using input from the Annual District Level Family Engagement Survey and school-based Annual Title I Meetings during SY 2020-2021.

Office of Title I
5980 Radio Station Road
La Plata, MD 20646
301-392-5520

www.ccboe.com
@CCPSTitleI



CCPS Family Engagement Policy: Charles County Public Schools (CCPS) and the Board of Education recognize that families play an important role in their child's education as well as prepare them for academic achievement and lifelong learning. Our schools, families and community must be actively involved in developing strong programs and policies that support the academic success of every student. The purpose of the District Level Family Engagement Plan is to support and promote a strong partnership between the school, student and home.

HOME-SCHOOL PARTNERSHIPS

To ensure that parents/families are equal partners in their child's education, the district and schools will:

- Help them understand State academic standards and local academic assessments.
- Show them how to monitor their child's progress and work with educators to improve their child's achievement.
- Provide them with materials and training to help them work with their child to improve their academic achievement.
- Educate school staff on how to work with parents/families as equal partners in their child's educational process.
- Coordinate and integrate family engagement programs and activities with Federal, State, and local programs, including public preschool programs and parent resource centers.
- Offer interpreting/translation services, childcare, and transportation.
- Offer school-related programs, meetings, and other activities on days and at times that are convenient to parents/families.
- Provide full opportunities for the participation of parents/families with limited English proficiency, with disabilities, and of migratory children.
- Encourage them to join their school's advisory groups such as the PTO, Title I DADvisory Council, and School Improvement Team.

WAYS TO VOLUNTEER

Assist in the classroom and prepare materials
Read and practice math facts with students
Chaperone field trips
Join the PTO, DADvisory Council or School Improvement Team
Participate in Career Day and Read Across America
Contact your school's parent liaison to discuss available volunteer opportunities.

INITIATIVES & WORKSHOPS

The district and schools work together to offer a variety of districtwide initiatives and family engagement workshops to improve student academic achievement.

- *Districtwide Initiatives:**
 - Barbershop Books
 - DADvisory Council
 - Summer Backpack Program
 - The Parent Institute Newsletter & Web Content
 - ASTA-USA Translation Services
 - Parent Power Hour Sessions
 - Beyond the Classroom & SNAP-Ed Partnerships
 - Professional Learning Opportunities
- *School-Based Family Engagement Workshops:**
 - Back to School Night / Open House
 - Technology and Web-Based Program Training
 - Parent-Teacher Conferences
 - Chat & Chew
 - Reading, Math and STEM Nights
 - Social-Emotional Learning
 - Annual Title I Meeting

*Initiatives and workshops are subject to change and may be held in-person or virtually. Contact your school's parent liaison or check your school's website for the most up-to-date information.



FAMILY RESOURCE CENTERS

Title I schools have both an in-person and virtual Family Resource Center with information unique to the needs/interest of their families.
Information in your school's Family Resource Center may include:

- Upcoming Title I workshops and school-based events
- School subscriptions and web-based programs
- Parenting brochures and family support services
- Community partnerships
- Maryland College & Career Readiness Standards



WE ARE HERE TO SUPPORT YOU!

If you have any questions about this document or the CCPS Title I program, please contact:

Arin Bonner, Title I Coordinator
Charles County Public Schools – Office of Title I
301-934-7280 / abonner@ccboe.com



Please tell us how we can improve the SY 21-22 Title I District Level Family Engagement Plan.

Select one way to submit your feedback:

- **IN-PERSON** – Complete a feedback form in your school's Family Resource Center.
- **PHONE / EMAIL** – Contact your school's parent liaison to give your feedback over the phone or by email.
- **ONLINE** – Scan the QR code below with the camera on your smart device or click/enter the link into your web browser to complete the online feedback form.



Scan this code

or

Enter this link

<https://forms.office.com/r/4ZnwkVa7gy>

Appendix XII: Parent and Family Engagement Required Attachment 2

ESTRATEGIAS DE COMUNICACIÓN EFICACES

Con el objetivo de asegurar una comunicación abierta y significativa con los padres o la familia, el distrito y las escuelas:

- Utilizarán distintas formas de contacto y comunicación con los padres o la familia (p. ej.: CCPS y sitios web de la escuela, Synergy/ParentVUE, conferencias, llamadas telefónicas, mensajes de texto, correos electrónicos, folletos, calendarios escolares, redes sociales y Centros de recursos familiares).
- Proporcionarán servicios de interpretación y traducción para garantizar que la información relacionada con la escuela y los programas, las reuniones y otras actividades para los padres o la familia; la información por escrito se comparten en un formato e idioma que pueden entender los padres o la familia.
- Explicarán los términos frecuentes para que los padres o la familia entiendan los logros y el progreso del estudiante lo mejor posible.
- Recurrirán al encargado de establecer vínculos con los padres para que sea un puente para la comunicación entre las escuelas y las familias.



ENCUESTAS Y EVALUACIONES

El distrito y las escuelas utilizan los comentarios de las encuestas y evaluaciones para mejorar el programa CCPS de Title I.

- **Plan de participación familiar a nivel de distrito:** esta encuesta se distribuye a las familias de Title I al finalizar el año escolar. Los resultados se utilizan para mejorar la calidad del Plan de participación familiar a nivel del distrito, las iniciativas a través del distrito y para evaluar el ambiente escolar.
- **Reunión anual de Title I:** todas las escuelas de Title I tienen una reunión anual durante la primavera para que las familias puedan compartir sus opiniones sobre las mejoras escolares, el Convenio/Plan, los talleres de Title I, los eventos patrocinados por la escuela, los programas de voluntarios y el presupuesto de Title I.
- **Evaluaciones de eventos:** las evaluaciones se distribuyen al finalizar los eventos de participación familiar.

¿Qué significa Title I? Title I de la Ley de Educación Primaria y Secundaria (Elementary and Secondary Education Act) es el programa de educación con subvención federal más importante que proporciona ayuda adicional a los estudiantes con riesgo académico tanto en escuelas públicas como privadas. Mediante Title I, el gobierno asigna fondos a los distritos escolares de todo el país según la cantidad de familias con bajos ingresos de cada distrito. Los fondos de Title I ayudan a cerrar la brecha de logros entre los estudiantes en desventaja y el resto de sus compañeros. El objetivo de Title I es ayudar a asegurar que todos los niños tengan la oportunidad de obtener un nivel educativo alto y alcancen el nivel de competencia en los estándares y evaluaciones académicos desafiantes.

¿Cuáles son los beneficios de Title I? Un programa de Title I proporcionará al niño toda la ayuda educativa que necesite fuera del salón de clases. Algunos beneficios pueden incluir, pero no se limitan a:

- Mayor participación familiar
- Más tecnología
- Clases reducidas o apoyo educativo especializado
- Maestros adicionales y asistentes educativos
- Oportunidades de aprendizaje profesional adicionales para el personal
- Recursos de instrucción adicionales

TÉRMINOS UTILIZADOS CON FRECUENCIA

- 1:1 Un dispositivo para cada estudiante
- Plan 504 Adaptaciones para estudiantes con discapacidades
- Distrito Distrito escolar/Escuelas públicas del condado de Charles
- ELL Aprendiz del idioma inglés
- ESOL Inglés para hablantes de otros idiomas
- ESSA Ley Cada Estudiante Triunfa (Every Student Succeeds Act)
- IA Asistente educativo
- IEP Plan de educación individualizado
- MCAP Programa de evaluación integral de Maryland
- PD y PL Desarrollo profesional y Aprendizaje profesional
- PFE Participación de los padres y la familia
- SEL Aprendizaje socioemocional

MISIÓN DE LAS CCPS:

La misión de las Escuelas públicas del condado de Charles es darles a todos los niños en edad escolar la oportunidad de recibir una educación de calidad y desafiante para formar carácter y prepararlos para el liderazgo y para la vida en un entorno seguro y propicio para el aprendizaje.



Plan de Participación Familiar a Nivel de Distrito de Título I

SY 2021-2022



Este Plan se desarrolló con las familias basándose en los aportes de la Encuesta anual de participación familiar a nivel de distrito y las Reuniones anuales de Title I durante el año escolar 2020-2021.

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Política de participación familiar de CCPS:

Las Escuelas públicas del condado de Charles (Charles County Public Schools, CCPS) y el Consejo de educación reconocen que las familias cumplen un rol importante en la educación de los niños, así como en su preparación para los logros académicos y el aprendizaje permanente. Nuestras escuelas, familias y comunidad deben involucrarse de forma activa en el desarrollo de programas y políticas importantes que apoyen el éxito académico de cada estudiante. El objetivo del Plan de participación familiar a nivel de distrito es apoyar y promover una alianza sólida entre la escuela, el estudiante y el hogar.

ALIANZAS ENTRE LA ESCUELA Y EL HOGAR

Con el objetivo de asegurarse de que los padres o la familia se conviertan en colaboradores en igualdad de condiciones en la educación del niño, el distrito y las escuelas se centrarán en los siguientes puntos:

- Ayudarán a los padres o la familia a entender los estándares académicos del estado y las evaluaciones académicas locales.
- Mostrarán cómo supervisar el progreso del niño y trabajarán con los docentes para mejorar los logros académicos del niño.
- Proporcionarán materiales y capacitaciones para ayudarlos a trabajar con el niño y así mejorar los logros académicos.
- Instruirán al personal de la escuela sobre cómo trabajar con los padres o la familia como colaboradores en igualdad de condiciones con respecto al proceso educativo del niño.
- Coordinarán e integrarán los programas y las actividades de participación familiar con los programas federales, estatales y locales, incluso los programas preescolares públicos y centros de recursos para padres.
- Ofrecerán servicios de interpretación/traducción, cuidado para niños y transporte.
- Ofrecerán programas, reuniones y otras actividades relacionadas con la escuela los días y horarios que sean convenientes para los padres o la familia.
- Proporcionarán todo tipo de oportunidades para garantizar la participación de los padres o la familia con competencias lingüísticas en inglés limitadas, con discapacidades y de niños migrantes.
- Alejarán a que se unan a los grupos de asesoría de la escuela, como PTO, Consejo DADvisory de Title I y al equipo de mejora escolar.

CÓMO PARTICIPAR COMO VOLUNTARIO

- Asistir al salón de clases y preparar los materiales
- Leer y practicar operaciones matemáticas con los estudiantes
- Ser acompañante en los viajes de estudio
- Unirse a PTO, Consejo DADvisory o al equipo de mejora escolar
- Participar en la Jornada de orientación vocacional y del Día de la lectura en Estados Unidos

Contacte al encargado de establecer vínculos con los padres de la escuela para analizar las oportunidades de voluntariado disponibles.

INICIATIVAS Y TALLERES

El distrito y las escuelas trabajan en conjunto para ofrecer diferentes iniciativas a través del distrito y talleres de participación familiar para mejorar el logro académico del estudiante.

- *Iniciativas a través del distrito:**
- Barbershop Books
 - Consejo DADvisory
 - Programa Summer Backpack
 - Boletín de The Parent Institute y contenido web
 - Servicios de traducción ASTA-USA
 - Sesiones Parent Power Hour
 - Asociaciones con Beyond the Classroom y SNAP-Ed
 - Oportunidades de aprendizaje profesional

- *Talleres de participación familiar basada en la escuela:**
- Noche de regreso a la escuela/casa abierta
 - Tecnología y capacitación del programa basado en la web
 - Conferencias entre padres y docentes
 - Chat & Chew
 - Noches de lectura, matemáticas y STEM
 - Aprendizaje socioemocional
 - Reunión anual de Title I

*Las iniciativas y los talleres están sujetos a cambios y pueden ser presenciales o virtuales. Contacte al encargado de establecer vínculos con los padres de la escuela para obtener información actualizada.



CENTROS DE RECURSOS FAMILIARES

Las escuelas de Title I cuentan con un Centro de recursos familiares con información exclusiva para cubrir las necesidades y los intereses de sus familias.

- El Centro de recursos familiares puede incluir la siguiente información:
- Próximos talleres y eventos basados en la escuela de Title I
 - Suscripciones en la escuela y programas basados en la web
 - Folletos sobre la crianza y servicios de ayuda familiar
 - Asociaciones comunitarias
 - Estándares para la preparación universitaria y profesional de Maryland



¡ESTAMOS PARA AYUDARLO!

Si tiene dudas sobre este documento o el programa CCPS de Title I, contacte a:

Arin Bonner, Coordinadora de Título I
Charles County Public Schools – Oficina de Título I
301-934-7280 / abonner@ccboe.com



COMENTARIOS

Coméntenos cómo podemos mejorar el año escolar 2021-2022 Plan de participación familiar a nivel de distrito de Title I

Elija una forma de enviar sus comentarios:

- **EN PERSONA:** complete el formulario de comentarios en el Centro de recursos familiares de su escuela.
- **TELÉFONO/CORREO ELECTRÓNICO:** contacte al encargado de establecer vínculos con los padres de su escuela o comparta los comentarios por teléfono o correo electrónico.
- **EN LÍNEA:** escanee el código QR a continuación con la cámara de su dispositivo inteligente o haga clic o ingrese al enlace en su navegador web para completar el formulario de comentarios en línea.



← Ingrese a este enlace

o Escanee este

<https://forms.office.com/r/4ZnwkVa7gy>

**Appendix XIII: Parent and Family Engagement
Required Attachment 3**

**Title I Annual District Level Family Engagement Survey
SY 2020-2021**

Dear Parents and Caregivers,

Please take a few minutes to complete this survey about your child(ren)'s school, opportunities for you to be involved, and the CCPS Title I program. This survey was designed so that parents and caregivers of Title I students may provide their input and evaluate the CCPS Title I program. Your answers will be used to plan future school and district-level programs so that we may better serve your child(ren) and family. Your feedback is very important to us and we will keep your responses strictly confidential.

If you have any questions, please contact Arin Bonner, Title I Coordinator, at 301-934-7280 or abonner@ccboe.com.

School & Student Information

1. Please select your child's school.
 - C. Paul Barnhart
 - Dr. Gustavus Brown
 - Indian Head
 - Daniel of St. Thomas Jenifer
 - Mt. Hope/Nanjemoy
 - Dr. Samuel A. Mudd
 - J. P. Ryon
 - Eva Turner

2. Please select your child's grade. If you have multiple children, please select all grade-levels.
 - Thriving Threes & Me Early Learning Program
 - Pre-Kindergarten
 - Kindergarten
 - 1st Grade
 - 2nd Grade
 - 3rd Grade
 - 4th Grade
 - 5th Grade

Title I District Level Family Engagement Plan: This document outlines how Charles County Public Schools will promote education and encourage positive relationships between the school, student and home in our Title I schools.

3. How did you receive a copy of the District Level Family Engagement Plan?
 - Open House or other school event
 - Materials pick-up
 - Family Resource Center or Parent Liaison
 - CCBOE website
 - I did not receive a copy

4. Did you know that you may give your feedback on the District Level Family Engagement Plan at any time during the school year?
 - Yes

- No
5. If you have a suggestion on how to improve the District Level Family Engagement Plan, please type it in the space below.
 6. Overall, how would you rate the content and effectiveness of the District Level Family Engagement Plan? (5 stars being the highest score and 1 star being the lowest.)

Title I Districtwide Initiatives: All Title I schools participate in districtwide initiatives. These programs are fully funded by the CCPS Title I Office.

7. Please select the districtwide family engagement programs you would like to continue next school year. (Select all that apply.)
 - a. Barbershop Books
 - b. DADvisory Council
 - c. Summer Backpack Program
 - d. Home & School Connection (monthly newsletter)
 - e. None
8. Please provide your feedback on the districtwide family engagement programs in the space below.
9. Do you have an idea for a future districtwide family engagement program? If so, please type it in the space below.
10. Would your child be interested in participating in a monthly mentoring group next school year?

Home-School Compact & Family Engagement Plan: This document outlines the school's plans for family engagement and the shared responsibility for student achievement between the school, student, and home.

11. How did you receive a copy of your school's Home-School Compact and Family Engagement Plan?
 - Open House or other school event
 - Materials pick-up
 - Family Resource Center or Parent Liaison
 - CCBOE website
 - I did not receive a copy
12. Do you know that your school holds an annual meeting in the spring for families to give input on the Title I program for the next school year? (Topics include: Title I budget, School Improvement Plan, Home-School Compact and Family Engagement Plan, etc.)
 - Yes
 - No
13. If you have a suggestion on how to improve the School Improvement Plan, please type it in the space below.
14. Did you know that you may give your feedback on the Home-School Compact and Family Engagement Plan at any time during the school year?
 - Yes
 - No
15. If you have a suggestion on how to improve the Home-School Compact and Family Engagement Plan, please type it in the space below.
16. Overall, how would you rate the content and effectiveness of your school's Home-School Compact and Family Engagement Plan? (5 stars being the highest score and 1 star being the lowest.)

Family Engagement Workshops: Title I schools hold family engagement workshops to teach families educational strategies so that they may support their child's learning at home. Events were held virtually during the 2020-2021 school year.

17. How many workshops have you attended this school year?

- 0
- 1
- 2-3
- 4 or more

18. For workshops that you did not attend, please tell us why. (Select all that apply.)

- Technology and/or connectivity issues
- Was not interested in the topic
- Did not receive notification about the event
- Needed more notice about the event
- Inconvenient day and/or time
- Needed an interpreter
- Needed childcare for non-school age children
- Did not understand what the event was about

19. What are the best days of the week for you to attend a workshop? (Select all that apply.)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

20. What are the best times of day for you to attend a workshop? (Select all that apply.)

- 8:00 am – 10:00 am
- 11:00 am – 1:00 pm
- 5:00 pm – 7:00 pm
- 6:00 pm – 8:00 pm

21. How do you prefer to be notified about workshops? (Select all that apply.)

- Flyers
- Email and/or ParentVUE messages
- Text and/or automated phone messages
- Personal phone call
- School newsletter or message boards

22. Which family engagement workshops are you most likely to participate in next school year? (Select all that apply.)

- Reading & Writing
- Math
- Science & STEM (Science, Technology, Engineering and Math)
- Office 365 and Web-Based Programs
- Synergy (ParentVUE & StudentVUE)
- Physical & Mental Health
- Summer Backpack Program
- Monitoring Student Progress & Data
- Tutoring
- Maryland College and Career-Ready Standards

- Maryland Comprehensive Assessment Program (MCAP)
- English Language Classes

23. For each of the following questions, please select the answer that best describes your feelings – Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

- My child's school provides me with enough workshops and materials so that I may help my child with their educational needs.
- My child's school has a welcoming and family-friendly environment.
- I am treated with respect at my child's school.
- I am encouraged to volunteer (when safety protocols allow).
- I am well informed about school activities and parent workshops.
- I am given the opportunity to provide input regarding my child's education.
- I am given the opportunity to participate in decision-making processes.
- Overall, I am satisfied with opportunities for family participation at my child's school.

24. Overall, how can CCPS improve its Title I program? Please type your comments and ideas in the space below.

- *Improving communication to increase family engagement
- *Removing barriers that limit access to school activities
- *Creating equal partnerships between the home and school
- *Improving student achievement

25. Do you have any additional comments you would like to share? If so, please type them in the space below.

**Appendix XIV: Participation of Children Enrolled in Private Schools
Required Attachment 1**

E. PARTICIPATION OF CHILDREN IN PRIVATE SCHOOLS

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;**

In early November, Charles County Public Schools (CCPS) begins the planning process for inviting private school officials to participate in the Title I, Part A program for the upcoming school year. Letters are mailed and/or emailed to all MSDE approved private and church exempt schools within Charles County for the annual consultation meeting. The Title I Director, Title I Coordinator or Title I Instructional Specialist (IS) conducts follow-up telephone calls to the private schools who did not attend the meeting to determine if the private school received the information, understands the process to participate in the Title I, Part A program, and to inquire of their interest in participating in the program.

The systemic consultation meeting for private school officials is held in early December. The purpose of the consultation meeting is to discuss the program requirements under the Every Student Succeeds Act for the upcoming school year under Title I, Part A; Title II, Part A; Title III, Part A, Title IV, Part A and Special Education programs for eligible private school students attending any Maryland approved or church exempt private school in Charles County. The meeting is held at the Charles County Public Schools administration building.

Private schools that are interested in participating in the Title I, Part A program are asked to submit an Intent to Participate form and a list of addresses and grade levels for students in grades Pre-K – Grade 5. Upon receipt of the addresses, the Title I Office compiles the list of addresses within Charles County’s Title I school attendance areas to determine address eligibility. The Title I staff verifies the address eligibility of private school students and provides a notification to private school officials no later than April. Out of county addresses and grade levels are also sent to neighboring school districts to determine address eligibility. The Title I office schedules individual consultation meetings throughout the remainder of the school year to discuss services occurring in the current school year and to plan program activities for the upcoming school year. Due to the COVID-19 pandemic, consultation meetings were held virtually at the end of the 2020-2021 school year with the use of electronic signatures on all documentation. Consultation meetings will continue to be held virtually or in-person during the 2021-2022 school year.

During individual consultation meetings, the Title I Director and/or Title I Coordinator or Title I IS will discuss the following consultation topics with each private school:

- How students’ needs will be identified
- What services would be offered
- How, when, where, and by whom the services will be provided
- How the services will be academically assessed and how results will be used to improve services
- The size and scope of services to be provided
- The method/sources of poverty data that will be used
- How and when decisions will be made regarding the delivery of services
- Whether to provide services by creating a pool or pools of funds
- How the LEA will communicate disagreements to private school officials
- How funding will be determined
- Whether to consolidate funds

CCPS uses proportionality to determine the amount of funding available for Title I services. As part of the consultation process, CCPS discusses with private school officials whether this method will continue, or whether a different method will be used. After the aforementioned topics are discussed and an agreement is reached on each topic, the Title I program plan is developed with each participating school. The plan outlines the type of 148 services that will be offered, when services will begin, student selection criteria, professional development opportunities for teachers of private school participants, parent/family engagement, and the assessments that will be used to measure the academic progress of participating students. The goal is to have all plans finalized in May so that services begin at the beginning of the following school year. Affirmation of Consultation documents are transmitted via email to the State Ombudsman after an agreement is reached with each private school.

The Title I office works cooperatively with private school officials throughout the school year to discuss and support the Title I Tutoring program. Private school officials are informed that the responsibility for the implementation and management of the program remains with the Title I office and that private school representatives have the right to address concerns and file complaints using the CCPS Complaint Procedures for Federal Programs. Quarterly meetings are held with private school officials to ensure ongoing communication and to discuss, review, and modify the scope of the Title I instructional program if necessary. Title I services will be delivered to students virtually or in-person during the 2021-2022 school year due to COVID-19 restrictions and safety. CCPS will consult with private school officials a minimum of bi-monthly through email, face to face, and/or virtual meetings to monitor and maintain a successful nonpublic program.

SY 2021-2022

**Appendix XIV: Participation of Children Enrolled in Private Schools
Required Attachment 1**

E. PARTICIPATION OF CHILDREN IN PRIVATE SCHOOLS

1. A written process for:

- b) Oversight, monitoring, supervising, and evaluating the Title I program serving private school students to include:**
 - i) Ordering and storing 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.**

The Charles County Public Schools (CCPS) Title I office takes multiple steps to ensure the Title I Nonpublic program meets the academic needs of participating students, teachers, and families. Informal quarterly site visits are conducted at participating private schools to make certain Title I materials are secure in the Title I cabinet and to observe hourly Title I tutors as they provide Title I services to students. These ongoing visits ensure that the services meet the learning needs of the participating students served in the Title I program. Follow up documentation of these informal site visits are filed and shared with the tutors. The informal visits also allow for ongoing communication with site-based administrators. Due to the COVID-19 pandemic, monitoring visits may include virtual bi-monthly or quarterly meetings with Proximity Learning (third-party contractor). Student performance data and program effectiveness (schedules, communication, tutors, etc.) will be discussed during the meetings. Title I supplies and instructional material will remain in locked Title I cabinets at each participating private school for the 2021-2022 school year. Virtual and/or in-person services will resume next school year with Title I tutors using the materials to implement the Title I program.

The Title I office meets with private school officials quarterly to discuss student progress, parent & family engagement, professional development, and program effectiveness.

The Title I Coordinator also meets with each private school annually to discuss required consultation topics in order to plan for the following school year. Feedback from meetings with private school officials, tutors, parents/guardians, and teachers is used to make modifications and adjustments to ensure the Title I program meets the needs of all stakeholders.

The Title I Director and/or Title I Coordinator or Title I IS facilitates the process of assessing the resources needed for the Title I Tutoring Program in consultation with private school officials and Title I tutors. A Use of Funds request is submitted to the Title I Director for approval. Orders over \$2,500 must also be approved by the Deputy Superintendent. If approved, the items are ordered. Items are received by the Title I office and receipts, purchase orders, and/or invoices are approved for payment. The items are stored in the Title I closet at the Board of Education and checked out by Title I tutors as needed. Items are added to the nonpublic inventory list and replenished as necessary.

Charles County Public Schools annually assesses the progress of the Title I Tutoring program toward enabling private school students to meet the agreed-upon standards. Academic data (e.g., standardized test scores, benchmark assessments, report grades, etc.) is used to identify students for the Title I program. In addition, Title I Tutors assess participating students in the beginning of the school year using formal and informal assessments (Developmental Reading Assessment, Moving With Math, etc). Student performance results are reviewed and

annual progress goals are developed in consultation with Title I Tutors and private school officials. Progress monitoring is done throughout the school year and data is discussed quarterly during consultation meetings. Modifications are made accordingly throughout the year.

Post assessments (Developmental Reading Assessment, Moving With Math, etc.) are given to participating private school students at the end of Title I services by the Title I Tutor. The Title I Office and private school officials meet to analyze the assessment results. The goal is to determine whether or not the level of student performance has met or exceeded the desired outcomes agreed upon in consultation. The effectiveness of the Title I program at each private school is measured by comparing the targeted percentage of students reaching the established performance-level standard and the agreed-upon year-end percentage of students achieving the performance level. In the event the Title I program fails to meet the annual progress goals, consultation meetings are held to examine student performance data to determine whether modifications are needed.

To improve student achievement, the following modifications are considered:

- Increased Title I tutor time;
- Implementation of Title I services for extended day or extended year, or both;
- Increased focus or time or both for specific grade level(s), if a need is demonstrated;
- Evaluation of supplemental materials for effectiveness in improving student academic achievement; and
- Any other modifications or adjustments identified in consultation

After reviewing and discussing annual progress measures, CCPS compiles a brief summary of the performance outcomes and modifications that will be made to improve the Title I program in the future will be provided to the point-of-contact at each school.

Note: Due to the COVID-19 pandemic, Title I services may be facilitated virtually or in-person. The procedures referenced above will continue. These processes are subject to change based on needs.

SY 2021-2022

**Appendix XIV: Participation of Children Enrolled in Private Schools
Required Attachment 1**

E. PARTICIPATION OF CHILDREN IN PRIVATE SCHOOLS

1. A written process for:

- c) Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.**

In early November, Charles County Public Schools (CCPS) begins the planning process for inviting private school officials to participate in the Title I, Part A program for the upcoming school year. Letters are mailed and/or emailed to all MSDE approved private and church exempt schools within Charles County for the annual consultation meeting. Private schools that are interested in participating in the Title I, Part A program are asked to submit an Intent to Participate form and a list of addresses and grade levels for students in grades Pre-K – Grade 5. Upon receipt of the addresses, the Title I Office compiles the list of addresses within Charles County’s Title I school attendance areas to determine address eligibility. The Title I staff verifies the address eligibility of private school students and provides a notification to private school officials no later than March. Out of county addresses and grade levels are also sent to neighboring school districts along with a communication form to determine address eligibility.

Once the communication form is received, CCPS verifies whether CCPS Title I school zones were identified. If there were no identified addresses, it is documented and filed. If CCPS Title I school zones are identified, CCPS contacts the LEA via email where the identified students attend private schools to inquire about academic eligibility. After verifying address and academic eligibility, a Memorandum of Understanding (MOU) is created. The MOU is circulated to the appropriate CCPS personnel for review and signature and transmitted to the corresponding LEA electronically and/or through US mail. The Per Pupil Allocation (PPA) and Parent and Family Engagement (PFE) funds are determined and communicated via email to the corresponding LEA upon receipt of the final CCPS Title I allocation from the Maryland State Department of Education (MSDE). Upon receipt of the signed MOU, services are planned for the identified private school students.

Timeline for Securing Signatures

Month	CCPS Activity
March/April 2021	Addresses and grade levels are sent to neighboring counties to determine address eligibility.
April - June 2021	Follow-up correspondence is sent to LEAs to determine academic eligibility. Once confirmed, a Memorandum of Understanding is created and delivered electronically and/or through US mail.
June – August 2021	Once the final Title I allocation is received from MSDE, the PPA and PFE funds are determined. The signed Memorandum of Understanding is sent to the designated LEAs.
August 2021	The signed Memorandum of Understanding is returned and filed.
September 2021	Services begin for eligible private school students. An invoice is sent to designated LEAs for payment.

SY 2021-2022

Appendix XV: Education for Homeless Children and Youth Required Attachment 1

Education for Homeless Children and Youth

Each homeless student shall be provided services comparable to the services offered to other students in the school that the homeless student attends. Children and youth experiencing homelessness are automatically eligible for services under Title I, Part A regardless of where they live or meet the academic standards required of other children for eligibility. Title I, Part A funds may be used to provide a wide variety of services to students experiencing homelessness. Title I, Part A funds may be used to provide services to homeless students in Title I schools only the services are not ordinarily provided to other Title I students. (ESEA Section 113(c)(3)(C)(ii).

The Title I Director and staff meet at a minimum, quarterly with the homeless liaison to work together to address the needs of identified homeless students in CCPS. This team meets bi-monthly to quarterly to monitor homeless student identification and academic performance data to ensure effective programming for all students experiencing homelessness throughout the school district.

Our goal is to design activities to assist all homeless students with meeting state academic standards and provide them with educational opportunities that promote school attendance, academic achievement, improved school behaviors, drop-out prevention, and school connectivity. Based on need, these activities include extended learning opportunities such as after school tutoring and enrichment programs, summer programs, MOI, STEM activities, transportation for student participation, and grade recovery.

The Youth in Transition Coordinator and the school based PPWs will provide quarterly case management services to homeless students to ensure coordination of services. The Youth in Transition Coordinator establishes a database to record the students receiving services and will coordinate services (tutoring, summer programs, evidence-based interventions, grade recovery, etc.) with the school based PPWs for all homeless students. This information is also shared with the Title I team during consultation meetings.

The Youth in Transition Coordinator or PPW shall review the McKinney-Vento Education for Homeless Children and Youth Program Application/Residency Questionnaire to determine whether and to what extent the student meets the relevant eligibility criteria for services provided under: Title I, educational programs for students with disabilities, and educational programs for students with limited English proficiency. The PPW along with school personnel are to facilitate the provision of all educational services that the student is eligible to receive which can include: career and technical programs, programs for gifted and talented programs, and referral to resources that can assist the family or unaccompanied youth.

Fees will be waived for **required** school uniforms, field trips, books and materials, physical education, lab, class supplies, school records, high school graduation cap and gown fees, and all allowable activities specified by the McKinney-Vento Homeless Assistance Act. Allowable activities include the following:

- Clothing to meet school dress code or required for physical education classes
- Student fees that are necessary to participate in the general education program such as lab fees, course fees, graduation fees to include cap and gown and diploma, certification fees, lost books fees due to transitions, etc.
- Educational related activities such as field trips, academic competitions, etc.
- School supplies and hygiene kits
- Food in connection with educational programming
- Birth certificates necessary to enroll in school

- Immunizations
- Medical and dental services
- Eyeglasses and hearing aids
- Fees for AP and IB testing
- Fees for SAT/ACT testing
- GED testing for school-age students
- Gas provisions and public transportation day passes to ensure school stability and participation in educational related activities
- Other materials, assistance, or emergency services as needed to ensure school stability and academic success.

The homeless set-aside is determined through the consultation process. The Title I Director and staff collaborates with the Youth in Transition Coordinator to determine the amount reserved. Past set-aside expenditures and trend data are reviewed. Data includes the number of homeless students identified and their academic outcomes.

The Title I Director and Youth in Transition Coordinator review the current homeless students' needs to allocate funding. Needs of homeless youth can be fluid so budget amendments and carryover funding are additional options for funding.

SY 2021-2022

**Appendix XVI: Education for Homeless Children and Youth
Required Attachment 3**

**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.

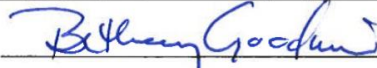
Charles County Public Schools

Local Educational Agency: _____
Bethany Goodwin 301-934-7210

Homeless Education Coordinator/Liaison: _____
Name Telephone Cell Phone
bgoodwin@ccboe.com

Homeless Education Coordinator / Liaison's Email: _____

NAME OF SHELTER/CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED
Angel's Watch Regional Shelter	11670 Doolittle Drive; Waldorf, MD 20602; 301-274-0680;Kathy.Clark@cc-dc.org	Displaced men, women, and children
Gayle's House	11213 Heron Place #A; Waldorf, MD 20603; 301-609-9900; cyoung@lifestylesofmd.org	Displaced women and children who are victims of domestic violence
Haven of Hope Shelter	903 Charles Street; La Plata, MD 20646; 301-609-9900; cyoung@lifestylesofmd.org	Displaced women and displaced women with children
Martha's Place	8410 Billingsley Road; White Plains, MD 20695; 301-609-9900; cyoung@lifestylesofmd.org	Displaced women and displaced women with children
Safe Nights (Rotating shelter care church sites beginning October 1 through April 18)	101 Catalpa Drive, Suite 103; La Plata, MD 20646; 301-609-6900; jbazile@lifestylesofmd.org	Displaced men, women, and families
Sonya's House	6225 Fenwick Road; Bryans Road, MD 20616; (301) 375-YESS; sharon.groves@yessofcc.org	Homeless unaccompanied youth girls 17 years of age and younger

 07/29/2021
Signature - Homeless Education Coordinator/Liaison Date

**Appendix XVII: Support for Foster Care Students
Required Attachment 1**



One Center Plaza
120 West Fayette Street
Baltimore, MD 21201

Boyd K. Rutherford
Lt. Governor

Larry Hogan
Governor

Sam Abed
Secretary

December 20, 2018

Dr. Kimberly A. Hill, Superintendent of Schools
Charles County Public Schools
5980 Radio Station Road
P.O. Box 2770
La Plata, Maryland 20646

RE: 19-MOU-CHACPS-001

Educational Stability

Dear Dr. Hill:

Enclosed please find the signed Memorandum of Understanding between the Maryland Department of Juvenile Services and the Charles County Public Schools.

Please submit all correspondence related to this Agreement to the Juvenile Services Southern Regional Office. All questions regarding this Agreement should be discussed initially with the Regional Director.

Department of Juvenile Services
Southern Region
La Plata Office
P.O. Box 2370
La Plata, MD 20646
(301) 392-6900

Please contact the Regional Director, Douglas Mohler, at (443)829-4334 or Douglas.Mohler@maryland.gov, if additional information is needed.

Sincerely,

Trahon Battle
Procurement Officer
Department of Juvenile Services

Educational Stability Memorandum of Agreement

This Memorandum of Agreement (Agreement) is entered into by the Charles County Department of Juvenile Services (DJS), and Charles County 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. Courts & Judicial Proceedings Article §§ 3-8A-02 AND 3-8A-27(b)
- F. Human Services Article §§ 9-221(a), 9-231 and 9-245

III. BACKGROUND

Whereas, ESSA, Fostering Connections, FERPA, and related State laws and regulations require public school systems and department offices of the Department of Juvenile 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 interest; and

Whereas, if there is a determination that it is in the student’s best interest 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 offices of the Department of Juvenile 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 interest determination** – The DJS’s decision regarding whether or not it is in the best interest of the student to remain in the school of origin or to transfer to a new school, taking into consideration the following factors, not in order of priority:
 - 1. The safety of the child and the community;
 - 2. The child’s age;
 - 3. The school which the child’s siblings attend;
 - 4. The child’s experiences at the school of origin;
 - 5. The child’s academic needs;
 - 6. Any other special needs of the child;
 - 7. Continuity of instruction;
 - 8. Length of expected stay at current placement;
 - 9. Likely location of the child’s current and future permanent placement;
 - 10. Time remaining in the school year; and
 - 11. Distance, time, and complexity of commute and the impact it may have on the child’s education and other child-centered, transportation-related factors.
- D. **Department of Juvenile Services (DJS)** – Includes a local office of the Department of Juvenile Services created or continued in a county or in Baltimore City, which is considered a child welfare agency under Title 9 of the Human Services Article.
- 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 DJS has placement and supervision 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:
 - i. A detention facility;
 - ii. A youth camp;
 - iii. A hardware secure facility;
 - iv. A State-owned and State-operated facility that accommodates more than 25 children; or
 - v. Any other facility operated primarily for the detention of children who are determined to be delinquent.
- d. Children exiting any of the facilities set forth in Section IV.F.c who enter an out-of-home placement shall attend the school serving the geographic attendance area of the out-of-home placement.

G. **Immediate** – As promptly as possible, without delay.

H. **LEA Foster Care Liaison and DJS Point of Contact (POC)** – The LEA and DJS staff people designated to work with the DJS 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 DJS places the child when in foster care.

L. **School of origin** – The public 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. The school of origin does not include a school program offered at any facility set forth in section IV.F.c.

V. DETERMINATION AND NOTIFICATION OF BEST INTEREST DECISION

A. Basic Procedure

1. The DJS Point of Contact 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 interest determination by the DJS 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 a community 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. The transportation of the student to the school of origin during that time period is the responsibility of the DJS.
4. The best interest 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 DJS shall seek the LEA's input in the best interest 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 DJS shall consider the student's preference in making the best interest decision, if appropriate.
7. The DJS shall make all reasonable efforts to include additional persons who are able to contribute relevant information to the best interest 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 interest determination process may occur through in-person meetings, phone calls, teleconferences, emails, or other electronic means.

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

In determining the student's best interest for school placement, the DJS shall, in consultation with the LEA, consider the factors set forth in Section IV.C above, and as set forth in the **Best Interest Determination Form, School Enrollment of Student in Out of Home Placement (Best Interest Form)**, which is attached hereto.

C. Documentation and Notification

1. The DJS POC shall document the best interest determination on the Best Interest Form and include a copy in the student's case file in the DJS case file. Additional documentation in the case file should include the best interest factors considered, participants involved in the collaborative process, and the school placement decision.
2. Documentation of the best interest determination shall be maintained in both the DJS case file and the LEA student record.
3. Once the DJS makes the best interest determination, the DJS 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 Interest 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 interest to continue to attend the school of origin, the decision will remain in effect until the DJS determines that it is no longer in the student's best interest to attend the school of origin.
2. The LEA and DJS will follow the transportation procedures set forth in Section VII of this Agreement.

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

- A. After receiving notification from the DJS that it is not in the best interest 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 DJS POC, 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 the care of the DJS, 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 the care of the DJS; and
 - (b) A written statement of the address of the out-of-home placement, i.e. Certificate of 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 DJS POC, 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 DJS 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 DJS finds that it continues to be in the student's best interest 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 DJS 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 interest decision, a student in foster care will remain enrolled in the school of origin, the LEA will advise the DJS 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 interest 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 DJS will assess and notify the LEA if resources are available for 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 DJS that the transportation plan for a particular student is the most appropriate and cost-effective by completing the **Transportation Plan Form, Attending School of Origin form Out of Home Placement (Transportation Plan Form)**, which is attached hereto.
- I. If the DJS determines that it is more cost effective for the DJS to arrange and implement transportation, and it chooses to assume such responsibility, the DJS 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 DJS. The DJS will request reimbursement from the LEA for its share of the 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 DJS. Interim transportation should be addressed during the best interest determination.
- K. The DJS 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 DJS will reimburse the LEA within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.

- M. The DJS 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 DJS 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 DJS 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 DJS, as the child welfare agency, has the authority to access the student's information without obtaining consent from the student in question or the student's parent. The DJS will re-disclose information only to the extent necessary to address the student's educational needs as provided in FERPA. Pursuant to §3-8A-27 of the Courts & Judicial Proceedings 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.

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 any time 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:

Handwritten initials

Kimberly A. Hill
(Signature) *10/1/2018*
(Date)

KIMBERLY A. HILL , *SUPERINTENDENT* *10/1/2018*
(Date)
(Printed Name) (Title)

Authorization by DJS:

[Signature] *12-12-18*
(Date)
(Signature)

Sam Abed *Secretary* (Date)
(Printed Name) (Title)

[Signature] *Asst. Atty General* *12/4/18*
(Legal Sufficiency) (Title) (Date)

BEST INTEREST DETERMINATION FORM

SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT

*This form shall be completed by the DJS Point of Contact
Copies shall be kept in the student's education record and Juvenile Services case record*

Student's Name: _____
 State Assigned Student Identifier (SASID): _____ DOB: _____
 Current School: _____ Grade: _____
 Previous School(s): _____
 Date of Best Interest Determination Meeting: _____

Best Interest Determination: A Checklist for Decision Making

Remaining in the School of Origin Considerations

- Safety of the student and community**- *the school of origin is a safe environment for the student and community.*
- 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.*
- 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

- Safety of the student and community** – *the new school will be a safer environment for the student and community.*
- 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.*
- 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 interest determination. Check any that apply.

- | | |
|--|--|
| <ul style="list-style-type: none"> € Report Cards/Progress Reports € Achievement Data (test scores) € Attendance Data € IEP Plan or 504 Plan | <ul style="list-style-type: none"> € Communications from individuals consulted (include electronic communications). € Other: _____ |
|--|--|

TRANSPORTATION PLAN FORM

ATTENDING SCHOOL OF ORIGIN FROM OUT-OF-HOME PLACEMENT

*This form shall be completed by the transportation director or coordinator for displaced students.
Once completed, a copy of this document shall be kept in the student's education record and Juvenile Services case record.*

Student Name: _____

Student DOB: _____ Student School ID No.: _____ Current Grade: _____

Student School Name: _____ Charles County Department of Juvenile Services (DJS)

Charles County Public Schools (CCPS) is responsible for implementing the Transportation Plan that will be in place within five (5) school days of CCPS learning of the student's Best Interest Determination. In the interim, Charles County DJS 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 CCDJS regarding whether a custodian can assist in transporting student and receive reimbursement from CCDJS for mileage.
 - € Other: _____

2. After reviewing possible low-cost and no-cost transportation options for the student, CCPS 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 CCPS and CCDJS in the Educational Stability Memorandum of Agreement.

3. These transportation procedures will be implemented on _____, within five (5) school days of CCPS learning of the Best Interest Determination. (date)

CCPS Authorization (signature) (printed name) (title) (date)

CCDJS Authorization (signature) (printed name) (title) (date)

Educational Stability Memorandum of Agreement

This Memorandum of Agreement (Agreement) is entered into by the Department of Human Services, Charles County Department of Social Services (CWA) and Charles County Board of Education (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. **Parent Surrogate for Education Decision Making** – An individual appointed by an LEA, local school superintendent, or Court to act in place of a parent of a child in the early intervention/special education decision making process.
- M. **Pupil Personnel Worker** – A LEA staff person employed in the Department of Student Services whose responsibilities include the identification of, enrollment of, and provision of support to student in out-of-home care.
- N. **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, a student’s out-of-home placement changes, or a child returns home under the care and custody of the Department.
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)**, 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)**, 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. EDUCATIONAL STABILITY AND SUCCESS TEAM

Quarterly, the foster care points of contact for CWA and LEA will coordinate a meeting with one another and with additional staff from each agency as necessary. The purpose of these meetings is to:

- Review the status of implementation of this policy over the preceding quarter, and develop strategies to address any implementation or compliance challenges.
- CWA will provide an updated quarterly report of all school age children in out-of-home care to include their full name, birth date, attending school system, and caseworker.
- Discuss the school performance of students in foster care and develop strategies to support their academic outcomes at the individual and population levels. The LEA will share the academic records of students who are in the custody of CWA upon written or electronic request from CWA.
- Pursue collaborative strategies to support the success of students in out-of-home care that are not yet encompassed by this version of the agreement, but may be addressed through the course of future revisions. One such strategy includes the creation of automated systems and procedures by which the LEA can share

students' academic information with the CWA caseworkers responsible for their care.

- Plan ongoing training on the implementation of this policy, and strategies to support the academic success of students in out-of-home care.

X. 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.

XI. 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.

XII. TERMINATION

Either Party may terminate this Agreement on sixty (60) calendar days advance written notice to the other.

Authorization by LEA:

<u>Kimberly A. Hill</u> (Signature)	<u>2/23/2018</u> (Date)
<u>KIMBERLY A. HILL</u> (Printed Name)	<u>SUPERINTENDENT</u> (Title)

Authorization by CWA:

<u>Therese Wolf</u> (Signature)	<u>2/7/18</u> (Date)
<u>Therese Wolf</u> (Printed Name)	<u>Director</u> (Title)

BEST INTERESTS DETERMINATION FORM

SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT

A copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.

Student's Name: _____

State Assigned Student Identifier (SASID): _____ DOB: _____

Current School: _____ Grade: _____

Previous School(s): _____

Date of Best Interests Determination Meeting: _____

Best Interests Determination: A Checklist for Decision Making

Remaining in the School of Origin Considerations

- Social/emotional considerations** – *the student's social and emotional wellbeing will be negatively affected if transferred to a new school (considerations include age of the student, location of siblings, etc.)*
- Length of anticipated stay in an out-of-home placement location** – *in light of the anticipated short duration of the stay, the student would benefit from the continuity offered by remaining at the school of origin where meaningful relationships exist.*
- Continuity of instruction** – *the student has experienced frequent school changes or has attended the school of origin for an extended period of time, and would be best served by remaining at the school of origin (considerations include credits necessary for graduation and preparation for future instruction).*
- Academic performance** – *the transfer will significantly and adversely affect the student's academic performance.*
- Unique educational needs or academic and extracurricular interests** – *the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests cannot be met at the potential receiving school.*
- Safety of the student** - *the school of origin is a safe environment for the student.*
- Transportation considerations** – *the advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.*

Transferring to a New School Considerations

- Social/emotional considerations** – *the student's social and emotional wellbeing will be positively affected or will not be substantially affected if transferred to the potential receiving school (considerations include age of the student, location of siblings, etc.)*
- Length of anticipated stay in an out-of-home placement location** – *the student's current living situation appears to be stable and unlikely to change suddenly, so the student will benefit from establishing new relationships with school peers in the potential receiving school.*
- Continuity of instruction** – *the student has not attended the school of origin for very long and will be best served at the potential receiving school (considerations include credits necessary for graduation and preparation for future instruction).*
- Academic performance** – *the transfer will not significantly and adversely affect the student's academic performance.*
- Unique educational needs or academic and extracurricular interests** – *the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests can be met at the potential receiving school.*
- Safety of the student** – *the new school will be a safer environment for the student.*
- Transportation considerations** – *the length of the commute to the school of origin is excessive and may adversely affect the student's concentration, attitude, or readiness for school.*

Attach all documents relevant to the student's best interests determination. Check any that apply.

- Report Cards/Progress Reports
- Achievement Data (test scores)
- Attendance Data

- IEP Plan or 504 Plan
- Correspondence from individuals consulted.
- Other: _____

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: _____

School: _____ CWA: Charles County Department of Social Services

Charles County Public Schools 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, CCDSS is responsible for implementing the student's interim transportation plan.

Charles County Public Schools 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 CCDSS regarding whether a foster parent or custodian can assist in transporting student and receive reimbursement from CCDSS for mileage.
 - € Other: _____
2. After reviewing possible low-cost and no-cost transportation options for the student, CCPS 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 CCPS and CCDSS in the Educational Stability Memorandum of Agreement.
3. These transportation procedures will be implemented on _____, within five (5) school days of CCPS learning of the Best Interests Determination. (date)

CCPS Authorization (signature) (printed name) (title) (date)

CCDSS Authorization (signature) (printed name) (title) (date)

Appendix XVIII: English Learners Required Attachment 1

Placement for Continuing ESOL Students

All identified English Learners (ELs) take the ACCESS for ELLs summative English language proficiency assessment in January of every school year. Parents and students are notified of the assessment results the following May. Based on the combined proficiency scores of the reading, writing, listening, and speaking scores, an overall score is determined for student placement. ELs receiving an overall score of 4.5 or higher on the ACCESS for ELLs are exited from direct services and are notified by the end of the school year. In June, the parents of returning ELs are notified of ESOL placement for the following school year. All appropriate paperwork is provided to parents, including score reports, parent notification letters, recommended language services, and accommodations when available. ESOL teachers collect completed paperwork through September. ELs are given an ESOL service schedule at the beginning of the school year (no later than two weeks after the first day of school). ESOL service schedules are flexible as ELs' language proficiency can change throughout the year.

Parent Notification of Placement in ESOL program letters are sent home with students at the end of the school year, in preparation for the upcoming school year. ESOL teachers are in regular communication with parents/guardians to make sure they understand the forms and can complete them appropriately. Letters are provided in English and Spanish automatically and in other languages at the ESOL teacher's discretion. Translated documents are available on the MSDE website. At the beginning of the new school year, ESOL teachers resume sending home new copies of the letters and requesting them to be sent back. If the ESOL teacher has documented three times he/she has sent the letter home but not received it back, the teacher will mail the letter home. At that time, parent permission may be obtained over the phone with the use of an interpreter when appropriate. Permission obtained by the phone is recorded on the side of the letter with a note about the date, time, and response of the parent/guardian.

Parents/guardians send the letters back to the school with the parent. They mark an X on the yes (accept) or no (decline) services line, sign, and date the letter. If a parent has declined services on the standard letter, the ESOL teacher will send home a Waiver of ESOL services form. The waiver form is required by MSDE and includes a list of services the student will still be eligible for even if services are declined. CCPS (Charles County Public Schools) also requires that if a student is waiving services for the first time, a parent-teacher conference is required to discuss the parent reasons and the ramifications of the waiver. If the student is waiving services for the first time AND their most recent proficiency score is under a 3.0, a parent conference with the ESOL teacher and an ESOL specialist is required.

At the LEA level the Title I Office collaborates and coordinates with the ESOL office to provide additional funds to support non-English-speaking families through translation and interpreting services. These efforts are used to support parent and family engagement workshops and activities. The ESOL office also shares ESOL updates at principals' meetings which are held each semester.

SY 2021-2022

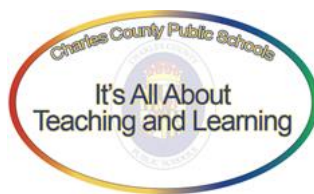
**Appendix XVIII: English Learners
Required Attachment 1**

ESOL Important Dates 2021-2022

August
<ul style="list-style-type: none"> • 8/23 ESOL Teachers report to their Home School • 8/24 BTS In-Service ESOL Teachers, McDonough HS, 8:00 am – 12:00 pm (Media Center) • 8/25 ESOL Accommodations entered and submitted by COB • 8/31- 9/10 ESOL Teachers test eligible K students with KWAPT
September
<ul style="list-style-type: none"> • 9/6 Labor Day, Schools Closed • 9/7 First Draft of Instructional Schedules due to Michele; email or hard copy • 9/10 FINAL DRAFT of Instruction Schedules Due • 9/10 All KWAPT testing completed and results entered into Excel spreadsheet (<i>Return all KWAPT paper work with Binder by 10/8</i>) • 9/13 ESOL Instruction Begins, Elementary and Middle Schools • 9/17 County Wide In-Service <ul style="list-style-type: none"> • ESOL Teachers; Barnhart ES, 8:00 am - 12:00 pm • 9/28 Two-hour early dismissal • 9/30 Parent Computer Night • Meet with Principal to schedule time to present staff with Can Dos, Accommodation Forms and Teacher Signature Sheets. Complete presentation prior to 9/30/21. • Turn in mileage for September.
October
<ul style="list-style-type: none"> • 10/8 New ESOL Teacher PD- Zoom 9:00 am – 11:00 am • 10/8 Two-hour early dismissal • 10/8 Completed Paperwork Binders due to Central Office. Do not send through the pony. • 10/11 Teacher In-Service Day (Parent conferences) • 10/28 ESOL Community Night • Turn in mileage for October.
November
<ul style="list-style-type: none"> • 11/5 2-hour early dismissal 11/11 Veteran’s Day; Schools Closed for Students, County Wide In-Service <ul style="list-style-type: none"> • ESOL Teachers; Location TBD, 8:00 am - 12:00 pm (WIDA ACCESS Training) • 11/15 Elementary School ESOL Teachers; Qtr 1 Progress Reports due to teachers • 11/16 Middle School ESOL Teachers; Distribute Qtr 1 Progress reports • 11/16 Report Cards Issued • 11/16 ESOL Teachers attend Testing Coordinators Meeting, Central, time TBD • 11/24-11/26 Thanksgiving Holiday Break • Turn in mileage for November.
December
<ul style="list-style-type: none"> • 12/6 2-hour early dismissal • 12/8 WIDA ACCESS Parent Information Night • 12/9 NEW ESOL Teachers, Zoom, 9:00 am – 11:00 am • 12/23- 1/2 Winter Break • Turn in mileage for December.
January
<ul style="list-style-type: none"> • 1/2 -1/3 Schools Closed • 1/10 WIDA ACCESS for ELLS Testing Window begins (1/10- 2/11) • 1/17 Schools Closed, Martin Luther King Jr. Holiday • 1/19 ESOL Literacy Night

<ul style="list-style-type: none"> • 1/21 Schools closed for students only, School- Based In- Service • 1/31 Elementary School ESOL Teachers; Qtr 2 Progress Reports due to teachers • Turn in Mileage for January.
February
<ul style="list-style-type: none"> • 2/1 Middle School ESOL Teachers; Distribute Qtr 2 Progress reports • 2/11 Two-Hour Early Dismissal • 2/11 WIDA ACCESS for ELLS 2.0 Make- Up Testing Window begins (2/11- 2/25) • 2/21 Schools Closed, President’s Day • 2/25 WIDA ACCESS for ELLS Testing Window Closes • Turn in Mileage for February.
March
<ul style="list-style-type: none"> • 3/1 NEW ESOL Teachers, Zoom, 9:00 am – 11:00 am • 3/2 Two-Hour Early Dismissal • 3/9 SIOP Course Week 1(Optional) Central, 4:00 pm – 7:00 pm • 3/16 SIOP Course Week 2(Optional) Central, 4:00 pm – 7:00 pm • 3/23 SIOP Course Week 3(Optional) Central, 4:00 pm – 7:00 pm • 3/24 ESOL College Night • 3/28 Two- hour early dismissal • 3/30 SIOP Course Week 4(Optional) Central, 4:00 pm – 7:00 pm • 3/31 Elementary School ESOL Teachers; Qtr 2 Progress Reports due to teachers • Turn in Mileage for March.
April
<ul style="list-style-type: none"> • 4/3 Middle School ESOL Teachers; Distribute Qtr 2 Progress reports • 4/6 SIOP Course Week 5(Optional) Central 4:00 pm – 7:00 pm • 4/13 ESOL Team Meeting, Location TBD, 9:00 am – 11:00 am • 4/13 SIOP Course Week 6(Optional) Central 4:00 pm – 7:00 pm • 4/15- 4/24 Spring Break • 4/25 ESOL Audits Begin (Audit window, 4/25 – 5/27 Dates will be assigned by ESOL Dept) • 4/28 ESOL KWAPT testing meeting, Location TBD, 9:00 am – 11:00 am • Turn in Mileage for April.
May
<ul style="list-style-type: none"> • 5/4 Two-hour early dismissal • 5/10 New ESOL Teachers Meeting, Zoom 9:00 am - 11:00 am • 5/18 Two-hour early dismissal • 5/18 ESOL Community Night, Location TBD • 5/25 MELLFIN, <i>Anticipated date</i> • 5/27 ESOL Audit Window Closes • 5/30 Closed, Memorial Day Holiday • 5/31 ESOL Team Meeting, Location TBD, 9:00 am – 11:00 am • Turn in Mileage for May.
June
<p>Send home and collect ESOL paperwork for SY21-22. Copies of all paperwork should be made for Central offices. Detailed instructions will be provided.</p> <ul style="list-style-type: none"> • 6/9 Last Day for ESOL direct instruction, ES/MS <p>Week of June 6-10</p> <ul style="list-style-type: none"> • Prepare Qtr 4 Progress Reports, make a copy for purple folders and distribute to teachers • Complete paperwork for unfinished purple folders. • Turn in Mileage for June.

Targeted Support & Improvement (TSI) Schools Guidance for SY 2021-2022 Charles County Public Schools



Overview

This guide is intended to support schools within Charles County Public Schools (CCPS) that have been identified by Maryland State Department of Education (MSDE) as Target Support 188 Improvement (TSI). Within this document, the process for planning, approving, implementing, and monitoring the components of each TSI schools. Within these headings, the basics of the TSI designation, the steps schools will need to take in developing goals and strategies for improving in identified TSI student sub-group areas, outline options for support, and professional learning opportunities for staff.

The TSI Designation

The Every Student Succeeds Act (ESSA), signed December 2015, is the latest reauthorization of the Elementary and Secondary Education Act of 1965, the largest federal program dedicated to supporting the education of students from the nation's most economically disadvantaged communities. ESSA has revised how states design their accountability systems and provides supports aimed at improving academic outcomes in their lowest-performing schools.

TSI designation is applied to a school when one or more student group(s) is performing the same or worse than the lowest performing five percent of Title I schools. The low performing student group TSI schools are identified once every three years beginning in the 2018-2019 school year. The data used to identify the TSI is from the 2017-18 school year.

Student sub-groups are identified as the following:

- Race/Ethnicity
 - American Indian/Native American
 - Asian
 - Black/African American
 - Hispanic/Latino of any race
 - Native Hawaiian or Other Pacific Islander
 - White
 - Two or more races
- Students who are economically disadvantaged (FARMS),
- Students with disabilities (Special Education),
- English Learners (EL)

Due to the COVID-19 pandemic and school closures in the spring of 2020, many schools did not participate in state-mandated assessments. This does not change the designation of TSI schools.

Several indicators are identified when designating TSI schools. Indicators vary by level.

Calculating Accountability Results: Elementary Schools

100 Total Possible Points

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math		Grades 3-5
POSSIBLE POINTS	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 5 Ex: School has 60% of students "proficient" or higher on ELA. (0.60 x 5 = 3 points)
5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level Ex: School has an average ELA Performance Level of 3.3. (3.3 points)
5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 5 Ex: School has 50% of students "proficient" or higher on math. (0.50 x 5 = 2.5 points)
5	Average Performance Level, math	Earned Points = Average Performance Level Ex: School has an average math Performance Level of 3.5. (3.5 points)

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ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math		Grades 4-5																																																
POSSIBLE POINTS	Median student growth percentile (SGP), English Language Arts	Earned Points are awarded for ELA and math by:																																																
12.5	Median student growth percentile (SGP), math	<table border="1"> <tr> <td>0 - 20.0</td><td>1</td><td>33.60 - 36.40</td><td>4</td><td>50.00 - 52.70</td><td>7</td><td>66.40 - 69.10</td><td>10</td> </tr> <tr> <td>20.00 - 22.70</td><td>1.5</td><td>36.40 - 39.10</td><td>4.5</td><td>52.70 - 55.50</td><td>7.5</td><td>69.10 - 71.80</td><td>10.5</td> </tr> <tr> <td>22.70 - 25.50</td><td>2</td><td>39.10 - 41.80</td><td>5</td><td>55.50 - 58.20</td><td>8</td><td>71.80 - 74.50</td><td>11</td> </tr> <tr> <td>25.50 - 28.20</td><td>2.5</td><td>41.80 - 44.50</td><td>5.5</td><td>58.20 - 60.90</td><td>8.5</td><td>74.50 - 77.30</td><td>11.5</td> </tr> <tr> <td>28.20 - 30.90</td><td>3</td><td>44.50 - 47.30</td><td>6</td><td>60.90 - 63.60</td><td>9</td><td>77.30 - 80.00</td><td>12</td> </tr> <tr> <td>30.90 - 33.60</td><td>3.5</td><td>47.30 - 50.00</td><td>6.5</td><td>63.60 - 66.40</td><td>9.5</td><td>80.00 - 100</td><td>12.5</td> </tr> </table>	0 - 20.0	1	33.60 - 36.40	4	50.00 - 52.70	7	66.40 - 69.10	10	20.00 - 22.70	1.5	36.40 - 39.10	4.5	52.70 - 55.50	7.5	69.10 - 71.80	10.5	22.70 - 25.50	2	39.10 - 41.80	5	55.50 - 58.20	8	71.80 - 74.50	11	25.50 - 28.20	2.5	41.80 - 44.50	5.5	58.20 - 60.90	8.5	74.50 - 77.30	11.5	28.20 - 30.90	3	44.50 - 47.30	6	60.90 - 63.60	9	77.30 - 80.00	12	30.90 - 33.60	3.5	47.30 - 50.00	6.5	63.60 - 66.40	9.5	80.00 - 100	12.5
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ENGLISH LANGUAGE PROFICIENCY

Credit for Completion of a Well-Rounded Curriculum		Grade 5
POSSIBLE POINTS	Percent of students scoring "proficient" or higher, science	Earned Points = Percent "proficient" or higher x 5 Ex: School has 50% of students "proficient" or higher on science. (0.50 x 5 = 2.5 points)
5	Percent of 5 th grade students earning credit in social studies, fine arts, physical education and health	Earned Points = Percent earning credit x 5 Ex: School has 70% of 5 th graders earning credit. (0.70 x 5 = 3.5 points)

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SCHOOL QUALITY AND STUDENT SUCCESS

Progress in Achieving English Language Proficiency		Grades K-5
POSSIBLE POINTS	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)
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Chronic Absenteeism		Grades K-5																																																												
POSSIBLE POINTS	Percent of students not chronically absent	Earned points are awarded by:																																																												
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School Survey		Grade 5
POSSIBLE POINTS	Score on a survey of students and educators	Earned Points (students) = Result x 7 Ex: School has a result of 5 (.5 x 7 = 3.5 points) Earned Points (educators) = Result x 3 Ex: School has a result of 6 (.6 x 3 = 1.8 points)
10		

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Access to a Well-Rounded Curriculum		Grade 5
POSSIBLE POINTS	Percent of 5 th grade students enrolled in science, social studies, fine arts, physical education and health	Earned Points = Percent enrolled x 10 Ex: School has 80% of 5 th graders enrolled. (0.80 x 10 = 8 points)
10		

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Calculating Accountability Results: Middle Schools

96.5 Max Possible Points For 2018-2019

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math		Grades 6-8
POSSIBLE POINTS	5	Percent of students scoring "proficient" or higher, English Language Arts Earned Points = Percent "proficient" or higher x 5 <i>Ex: School has 60% of students "proficient" or higher on ELA. (0.60 x 5 = 3 points)</i>
	5	Average Performance Level, English Language Arts Earned Points = Average Performance Level <i>Ex: School has an average ELA Performance Level of 3.3. (3.3 points)</i>
	5	Percent of students scoring "proficient" or higher, math Earned Points = Percent "proficient" or higher x 5 <i>Ex: School has 50% of students "proficient" or higher on math. (0.50 x 5 = 2.5 points)</i>
	5	Average Performance Level, math Earned Points = Average Performance Level <i>Ex: School has an average math Performance Level of 3.5. (3.5 points)</i>

20

ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math		Grades 6-8
POSSIBLE POINTS	12.5	Median student growth percentile (SGP), English Language Arts
	12.5	Median student growth percentile (SGP), math

Earned Points are awarded for ELA and math by:

0 - 20.0	1	33.60 - 36.40	4.5	50.00 - 52.70	7	66.40 - 69.10	10
20.00 - 22.70	1.5	36.40 - 39.10	4	52.70 - 55.50	7.5	69.10 - 71.80	10.5
22.70 - 25.50	2	39.10 - 41.80	5	55.50 - 58.20	8	71.80 - 74.50	11
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30.90 - 33.60	3.5	47.30 - 50.00	6.5	63.60 - 66.40	9.5	80.00 - 100	12.5

* INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO - MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

25

ENGLISH LANGUAGE PROFICIENCY

Credit for Completion of a Well-Rounded Curriculum		Grade 8
POSSIBLE POINTS	3.5	Percent of students scoring "proficient" or higher, science Earned Points = Percent "proficient" or higher x 3. <i>Ex: School has 60% of students "proficient" or higher on science. (0.60 x 3.5 = 2.1 points)</i>
	3.5*	Percent of students scoring "proficient" or higher, social studies* Earned Points = Percent "proficient" or higher x 3.5 <i>*Will not be used in 2018-2019</i>
	3	Percent of 8 th grade students earning credit in English Language Arts, math, social studies, and science Earned Points = Percent earning credit x 3 <i>Ex: School has 70% of 8th graders earning credit. (0.70 x 3 = 2.1 points)</i>

6.5

SCHOOL QUALITY AND STUDENT SUCCESS

Progress in Achieving English Language Proficiency		Grades 6-8
POSSIBLE POINTS	10	Percent of English learner (EL) students on-track to attaining English language proficiency Earned Points = Percent of EL students on-track x 10 <i>Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)</i>

10

Chronic Absenteeism		Grades 6-8
POSSIBLE POINTS	15	Percent of students not chronically absent

Earned points are awarded by:

0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO - PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

15

School Survey		Grades 6-8
POSSIBLE POINTS	10	Score on a survey of students and educators Earned Points (students) = Result x 7 <i>Ex: School has a result of 5 (.5 x 7 = 3.5 points)</i> Earned Points (educators) = Result x 3 <i>Ex: School has a result of 6 (.6 x 3 = 1.8 points)</i>

10

Access to a Well-Rounded Curriculum		Grades 6-8
POSSIBLE POINTS	10	Percent of students enrolled in fine arts, physical education, health, and computational learning Earned Points = Percent enrolled x 10 <i>Ex: School has 80% of students enrolled. (0.80 x 10 = 8 points)</i>

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Calculating Accountability Results: High Schools

100 Total Possible Points

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math		Grades 9-12
POSSIBLE POINTS 7.5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 7.5 Ex: School has 60% of students "proficient" or higher on ELA. $(0.60 \times 7.5 = 4.5 \text{ points})$
7.5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level x 1.5 Ex: School has an average ELA Performance Level of 3.4. $(3.4 \times 1.5 = 5.1 \text{ points})$
7.5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 7.5 Ex: School has 60% of students "proficient" or higher on math. $(0.60 \times 7.5 = 4.5 \text{ points})$
7.5	Average Performance Level, math	Earned Points = Average Performance Level x 1.5 Ex: School has an average math Performance Level of 3.6. $(3.6 \times 1.5 = 5.4 \text{ points})$

30

GRADUATION RATE

High School Graduation Rate		Grade 12
POSSIBLE POINTS 10	Four-year adjusted cohort graduation rate	Earned Points = Four-year graduation rate x 10 Ex: School has a four-year graduation rate of 85%. $(0.85 \times 10 = 8.5 \text{ points})$
5	Five-year adjusted cohort graduation rate	Earned Points = Five-year graduation rate x 5 Ex: School has a five-year graduation rate of 90%. $(0.9 \times 5 = 4.5 \text{ points})$

15

ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency		Grades 9-12
POSSIBLE POINTS 10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 Ex: School has 40% of EL students on-track. $(0.40 \times 10 = 4 \text{ points})$

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READINESS FOR POSTSECONDARY SUCCESS

On-Track in 9th Grade		Grade 9
POSSIBLE POINTS 5	Percent of 9 th grade students who earn at least four credits in English Language Arts, math, science, social studies, and/or world language	Earned Points = Percent earning credit x 5 Ex: School has 70% of 9 th graders earning credit. $(0.70 \times 5 = 3.5 \text{ points})$

Credit for Completion of a Well-Rounded Curriculum		Grade 12																											
POSSIBLE POINTS 5	Percent of students completing high school and earning credit for achieving other academic benchmarks. (For a full list see User's Guide.)	Earned points are awarded by: <table border="1" style="margin-left: 20px;"> <tr> <td>PERCENT *</td> <td>0 - 60.0</td> <td>1</td> <td>PERCENT *</td> <td>70.30 - 75.40</td> <td>2.5</td> <td>PERCENT *</td> <td>85.70 - 90.90</td> <td>4</td> </tr> <tr> <td></td> <td>60.00 - 65.10</td> <td>1.5</td> <td></td> <td>75.40 - 80.60</td> <td>3</td> <td></td> <td>90.90 - 96.00</td> <td>4.5</td> </tr> <tr> <td></td> <td>65.10 - 70.30</td> <td>2</td> <td></td> <td>80.60 - 85.70</td> <td>3.5</td> <td></td> <td>96.00 - 100</td> <td>5</td> </tr> </table> <p style="font-size: small; margin-left: 20px;">* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO - PERCENT IS LESS THAN Ex: A school with a percent of exactly 85.70 earns 4 points.</p>	PERCENT *	0 - 60.0	1	PERCENT *	70.30 - 75.40	2.5	PERCENT *	85.70 - 90.90	4		60.00 - 65.10	1.5		75.40 - 80.60	3		90.90 - 96.00	4.5		65.10 - 70.30	2		80.60 - 85.70	3.5		96.00 - 100	5
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SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism		Grades 9-12																																																																																										
POSSIBLE POINTS 15	Percent of students not chronically absent	Earned points are awarded by: <table border="1" style="margin-left: 20px;"> <tr> <td>PERCENT *</td> <td>0 - 60.0</td> <td>1</td> <td>PERCENT *</td> <td>66.70 - 68.00</td> <td>4</td> <td>PERCENT *</td> <td>74.70 - 76.00</td> <td>7</td> <td>PERCENT *</td> <td>82.70 - 84.00</td> <td>10</td> <td>PERCENT *</td> <td>90.70 - 92.00</td> <td>13</td> </tr> <tr> <td></td> <td>60.00 - 61.30</td> <td>1.5</td> <td></td> <td>68.00 - 69.30</td> <td>4.5</td> <td></td> <td>76.00 - 77.30</td> <td>7.5</td> <td></td> <td>84.00 - 85.50</td> <td>10.5</td> <td></td> <td>92.00 - 93.30</td> <td>13.5</td> </tr> <tr> <td></td> <td>61.30 - 62.70</td> <td>2</td> <td></td> <td>69.30 - 70.70</td> <td>5</td> <td></td> <td>77.30 - 78.70</td> <td>8</td> <td></td> <td>85.50 - 86.70</td> <td>11</td> <td></td> <td>93.30 - 94.70</td> <td>14</td> </tr> <tr> <td></td> <td>62.70 - 64.00</td> <td>2.5</td> <td></td> <td>70.70 - 72.00</td> <td>5.5</td> <td></td> <td>78.70 - 80.00</td> <td>8.5</td> <td></td> <td>86.70 - 88.00</td> <td>11.5</td> <td></td> <td>94.70 - 96.00</td> <td>14.5</td> </tr> <tr> <td></td> <td>64.00 - 65.30</td> <td>3</td> <td></td> <td>72.00 - 73.30</td> <td>6</td> <td></td> <td>80.00 - 81.30</td> <td>9</td> <td></td> <td>88.00 - 89.30</td> <td>12</td> <td></td> <td>96.00 - 100</td> <td>15</td> </tr> <tr> <td></td> <td>65.30 - 66.70</td> <td>3.5</td> <td></td> <td>73.30 - 74.70</td> <td>6.5</td> <td></td> <td>81.30 - 82.70</td> <td>9.5</td> <td></td> <td>89.30 - 90.70</td> <td>12.5</td> <td></td> <td></td> <td></td> </tr> </table> <p style="font-size: small; margin-left: 20px;">* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO - PERCENT IS LESS THAN Ex: A school with a percent of exactly 84.00 earns 10.5 points.</p>	PERCENT *	0 - 60.0	1	PERCENT *	66.70 - 68.00	4	PERCENT *	74.70 - 76.00	7	PERCENT *	82.70 - 84.00	10	PERCENT *	90.70 - 92.00	13		60.00 - 61.30	1.5		68.00 - 69.30	4.5		76.00 - 77.30	7.5		84.00 - 85.50	10.5		92.00 - 93.30	13.5		61.30 - 62.70	2		69.30 - 70.70	5		77.30 - 78.70	8		85.50 - 86.70	11		93.30 - 94.70	14		62.70 - 64.00	2.5		70.70 - 72.00	5.5		78.70 - 80.00	8.5		86.70 - 88.00	11.5		94.70 - 96.00	14.5		64.00 - 65.30	3		72.00 - 73.30	6		80.00 - 81.30	9		88.00 - 89.30	12		96.00 - 100	15		65.30 - 66.70	3.5		73.30 - 74.70	6.5		81.30 - 82.70	9.5		89.30 - 90.70	12.5			
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15

School Survey		Grades 9-11
POSSIBLE POINTS 10	Score on a survey of students and educators	Earned Points (students) = Result x 7 Ex: School has a result of 5 $(.5 \times 7 = 3.5 \text{ points})$ Earned Points (educators) = Result x 3 Ex: School has a result of 6 $(.6 \times 3 = 1.8 \text{ points})$

10

Access to a Well-Rounded Curriculum		Grade 12
POSSIBLE POINTS 10	Percent of students completing high school and enrolled in other opportunities beyond core coursework. (For a full list see User's Guide.)	Earned Points = Percent enrolled x 10 Ex: School has 80% of students completing high school enrolled. $(0.80 \times 10 = 8 \text{ points})$

10

ENGLISH LANGUAGE PROFICIENCY	Progress in Achieving English Language Proficiency		Grades 9-12	10																																			
	POSSIBLE POINTS 10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 <i>Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)</i>																																				
READINESS FOR POSTSECONDARY SUCCESS	On-Track in 9th Grade		Grade 9	5																																			
	POSSIBLE POINTS 5	Percent of 9 th grade students who earn at least four credits in English Language Arts, math, science, social studies, and/or world language	Earned Points = Percent earning credit x 5 <i>Ex: School has 70% of 9th graders earning credit. (0.70 x 5 = 3.5 points)</i>																																				
Credit for Completion of a Well-Rounded Curriculum		Grade 12		5																																			
POSSIBLE POINTS 5	Percent of students completing high school and earning credit for achieving other academic benchmarks. (For a full list see User's Guide.)	Earned points are awarded by:																																					
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>PERCENT *</td> <td>0 - 60.0</td> <td>EARNED POINTS</td> <td>1</td> <td>PERCENT *</td> <td>70.30 - 75.40</td> <td>EARNED POINTS</td> <td>2.5</td> <td>PERCENT *</td> <td>85.70 - 90.90</td> <td>EARNED POINTS</td> <td>4</td> </tr> <tr> <td></td> <td>60.00 - 65.10</td> <td></td> <td>1.5</td> <td></td> <td>75.40 - 80.60</td> <td></td> <td>3</td> <td></td> <td>90.90 - 96.00</td> <td></td> <td>4.5</td> </tr> <tr> <td></td> <td>65.10 - 70.30</td> <td></td> <td>2</td> <td></td> <td>80.60 - 85.70</td> <td></td> <td>3.5</td> <td></td> <td>96.00 - 100</td> <td></td> <td>5</td> </tr> </table> <p style="font-size: small; text-align: center;">* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN <i>Ex: A school with a percent of exactly 85.70 earns 4 points.</i></p>			PERCENT *	0 - 60.0	EARNED POINTS	1	PERCENT *	70.30 - 75.40	EARNED POINTS	2.5	PERCENT *	85.70 - 90.90	EARNED POINTS	4		60.00 - 65.10		1.5		75.40 - 80.60		3		90.90 - 96.00		4.5		65.10 - 70.30		2		80.60 - 85.70		3.5		96.00 - 100	
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Performance Indicators Definitions

Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English Language Arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English Language Arts (Academic Growth) and who demonstrate proficient skills and knowledge in Science and Social Studies, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for Academic Growth by student growth percentiles, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. The goal for English language learner students is to attain English language proficiency within six years. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive co-curricular standard. School points are comprised of a school's

percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive co-curricular standard.

School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English Language Arts and Mathematics (elementary) or Science and Social Studies (middle). School points are comprised of a school’s percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Planning TSI Plans

Data Dives

Due to the pandemic, the status of TSI schools has not changed. The TSI designation is still determined by SY 2017-18 assessment data. Schools should have already participated in the data dive that was required in the spring of 2020. Below are the steps schools were to have taken. It is not required to re-do this portion of the plan for this upcoming school year. Once fall testing data is released, a new data dive will be shared with schools.

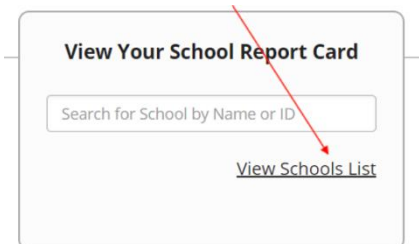
Each Principal should identify team members that should serve on the school’s TSI team. The team members should reflect the population of the school, and should include administrators, instructional leaders, teachers, support staff, and other important members of the school community. All meetings need to be documented with a sign-in sheet and agenda. The planning process make take several meetings. The TSI planning process needs to discuss and reflect the following three questions as a school: Where is our school now? Where is our school going? How do we get our school to where we want it to be?

Where is our school now?	Where is our school going?	How do we get our school to where we want to be?
<ul style="list-style-type: none"> Data dive and analysis 	<ul style="list-style-type: none"> Targets set forth by MSDE Data trends over the years 	<ul style="list-style-type: none"> SMART goals Interventions, professional learning

Steps for Planning with Your Team

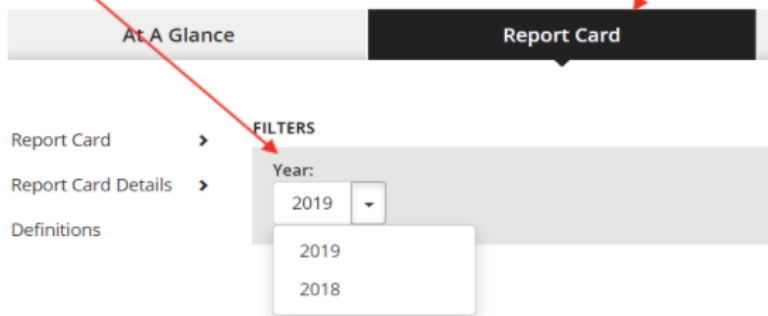
1. In order to determine where your school is at now, school teams should use the TSI Data Analysis Tool to collect and discuss the data about the school. Using the Maryland’s Report Card website and the reports folder, complete the data and discussion points required.
2. To access Maryland’s Report Card, go to <https://reportcard.msde.maryland.gov/>

Scroll down and click on View Schools List.



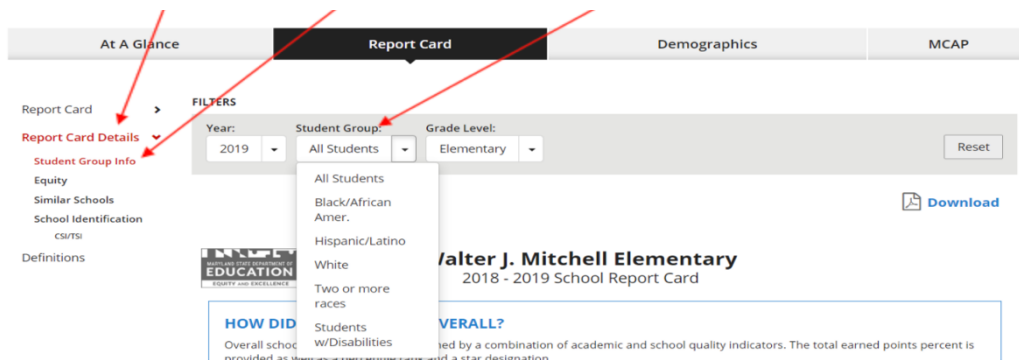
Check Charles County on the right side of the screen and then select your school.

Once you select your school, make sure the Report Card tab at the top is selected. For the data analysis, you will be asked to review data from both 2018 and 2019.

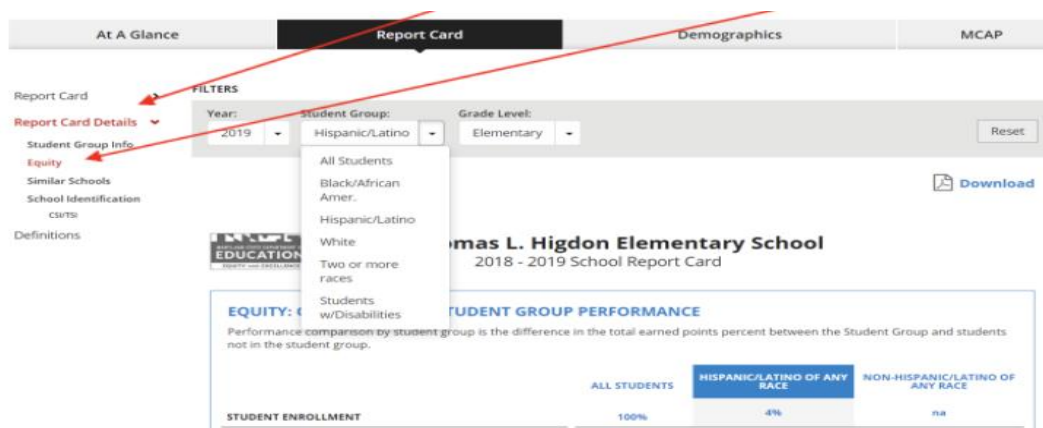


As you scroll down the page, this is where you will get your data for the All Students categories on your data analysis sheet.

Once you complete the All Students information, it is time to focus on different subgroups within your school, especially the subgroup of students identified by MSDE as your targeted subgroup. Click on the left side of the screen under Report Card Details, then click Student Group Info. Under Student Group, start looking at your data for the targeted subgroup. You should change the year to review both 2018 and 2019 data by changing the year.



To complete the equity charts, click on Report Card Details and select Equity. Select the targeted subgroup and the year. Look at other subgroup information as well.



3. To access the information regarding your school's target numbers and pre/post analysis from the 2019-20 school year, go to your school's reports folder using the following path below on your V drive.

📁 > This PC > Virtual (V:) > ResearchAssessment > Reports > 1 > TSI Data

Your school's evidence statements by test, targets, and pre/post data are in these folders.

4. Once you complete the data dive, use the questions throughout the document as a source of a discussion with your team members. Take bulleted notes on the document as these will be collected. This is not intended to be an assignment or "another thing to do," rather, a guide to have a meaningful conversation about where your school is at right now, and where it is going.
5. Along with your data analysis information, review last school year's strategic plan. Schools can make changes to their strategic plans from last year for this school year but must review the following questions below.
 - a. Root cause analysis- Does your root cause analysis from last school year coincide with your data analysis that you just completed as a team? Is it necessary to complete another root cause analysis?
 - b. Next steps- Are you following your plan from last year to continue the progress that you started? How has this changed (or not) due to virtual learning? What changes should be made to this document?
 - c. Human resources- Are you following your plan from last year to continue the progress that you started? How has this changed (or not) due to virtual learning? What changes should be made to this document?
 - d. Measuring progress- How are you measuring progress toward your goals? How has this changed (or not) due to virtual learning? What changes should be made to this document?
6. As a school team works to make necessary changes to their strategic plans, teams should keep the following in mind:
 - Keeping equity at the forefront of decision making to ensure students are provided with what they need to success
 - Using data to focus efforts and drive decision making to support student needs, especially data from teachers about student mastery
 - Needs for virtual and hybrid learning
 - Additional needs and supports for non-connected students
 - Supporting teachers in engaging student through the curriculum as intended, ensuring highly effective instruction and pedagogy which brings about academic and social emotional learning
 - Ensuring access to a well-rounded curriculum, by focusing on effective scheduling practices
 - Leveraging learning walks and walkthroughs to provide teachers necessary feedback on instructional practices

TSI Summer Seminar

The purpose of the TSI Summer Seminar is to bring teams together to build capacity around the school turnaround process. CCPS will rely on the expertise of The Center on School Turnaround by WestEd to develop lead learners, teams, and schools around the process. Teams will have the opportunity to learn about school turnaround practices to help them develop a meaningful plan for the 2021-22 school year.

Teams will use a logic model to develop a plan for their school. Plans must include how target groups will be addressed. Schools will be required to use the logic model to reflect and respond to needs. This will lead to the creation of school's SMARTER goal. Refer to the documentation from the PowerPoints and guidance distributed at the TSI Summer Seminar for questions.

Necessary changes should be made to your strategic plan and saved on the V drive in your TSI folder. This information, along with sign-in sheets and agendas should be saved in this folder. CPD credits will NOT be awarded to participants without all of this documentation. Please complete this process by August 6th. Email Melissa Miesowitz mmiesowitz@ccbeo.com and Chris Miller cmmiller@ccboe.com once your plan is ready for review.

Approving TSI Plans

Teams from Central Office will help to evaluate each of the plan from the schools. Feedback and recommendations will be provided back to schools by August 13th. Schools will have opportunities to make any necessary changes to plans once feedback is provided. Any changes that may need to be made due to recommendations and feedback are due by August 18th. Once plans are approved, schools should share this information with the entire staff. Anytime this is a part of a meeting or training, please be sure to turn in an agenda and sign-in sheet.

Implementing TSI Plans

As schools begin to implement their TSI plans, it is important to remember that staff members may need additional professional learning. As you identify the needs of your staff, seek out the necessary resources available to your school. Staff surveys, needs assessments, and observation data can be used to determine the needs of your staff. Please note that TSI Plans are to be thought of as a "living document" and adjustments should be made, if needed.

Monitoring TSI Plans

The TSI Points of Contact have been identified to support and monitor each TSI school. This includes defining any resource inequities which may contribute to the low performance of identified student groups, procuring resources required by the school teams, regularly collecting data to evaluate progress toward goals, and ensuring that schools are effectively addressing student needs as identified in each school-specific plan. As with all goals and strategies, regular progress monitoring is key to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. For the student sub-groups for which the school is identified, school leadership teams and teachers should be regularly monitoring the progress of students. In addition, the on-going monitoring of progress will be a part of the conversation with the CCPS TSI point of contacts quarterly and the Principal and/or his/her designee. A monitoring document will be created by each school's TSI team to monitor progress, both short and long term.

**Appendix XX: Fiscal Requirements
Required Attachment 1**



Charles County Public Schools

5980 Radio Station Road
P.O. Box 2770
La Plata, MD 20646
Main line: 301-932-6610
www.cchoe.com

Maria V. Navarro, Ed.D.
Superintendent of Schools

Office of the Deputy Superintendent
301-934-7377
Fax: 301-934-7401

July 22, 2021

Ms. Paula M. Harris, M.Ed.
Director, Title I-Program Improvement and Family Support
200 West Baltimore Street
Baltimore, MD 21201

Dear Ms. Harris:

Robert D. Stethem Educational Center is an alternative school (code 40) for students in grades 7 through 12. Using Title I calculations, MSDE has determined, based on the September 30, 2019 enrollment and October 31st FARMS data, the percentage of free and reduced students is 130.77%. Please note that the Robert D. Stethem Educational Center has fluid enrollment. It is my understanding that this percentage qualifies the Robert D. Stethem Educational Center to receive Title I funding for SY 2021-2022. The following table shows the amount of funding that Robert D. Stethem Educational Center receives above what would normally be assigned to a school with an enrollment of 65 students, including 4 Special Education teachers, 17 Alternative School teachers, 5 Virtual Academy teachers, 1 Coordinator, 5 CTE teachers, 1 Psychologist, 1 Job-Placement Coordinator and 1 School Counselor. The schools listed beneath the Robert D. Stethem Educational Center on the chart below are our Title I schools showing the amount of Title I funding projected for FY 22:

School	Total Enrollment	Number of Low Income Students	Amount of Title I Funding	PPA	Amount of Local/State Additional Funding	PPA
Robert D. Stethem Educational Center	65	85	N/A	N/A	\$4,388,110.00	\$51,624.82
Dr. Samuel A. Mudd Elementary	566	477	\$198,872.31	\$444.90		
Indian Head Elementary	416	295	\$131,244.00	\$444.89		
Dr. Gustavus Brown Elementary	407	288	\$128,129.73	\$444.89		
Eva Turner Elementary	421	296	\$131,688.89	\$444.89		
J. P. Ryon Elementary	630	428	\$190,415.02	\$444.89		
Daniel of St. Thomas Jenifer Elementary	595	349	\$155,268.32	\$444.89		
Mt. Hope/Nanjemoy Elementary	230	130	\$57,836.34	\$444.89		
C. Paul Barnhart Elementary	609	319	\$141,921.47	\$444.89		

The information in the chart shows that the level of state and local funding for Robert D. Stethem Educational Center exceeds the per pupil allocations which our Title I schools receive. Therefore, Charles County Public Schools has requested to classify Robert D. Stethem Educational Center as a "skipped school" based upon the amount of local and state funding that the school receives as their per pupil allocation and not receive Title I funding for FY 22.

Sincerely,

Kristin Shields
Director of Title I Programs

Linda J. Gill, Ed.D.
Executive Director of Schools

Marvin L. Jones, Ed.D.
Executive Director of Schools

24-hour information line: 301-934-7410/301-932-6656

**LEA POLICY/PROCEDURES/GUIDELINES
SY 21-22**

**CHARLES COUNTY PUBLIC SCHOOLS
PROCEDURES FOR THE MCKINNEY-VENTO EDUCATION FOR HOMELESS CHILDREN AND
YOUTH PROGRAM**

The McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (as used herein as the “McKinney-Vento” or “the Act”) is a federal statute concerning the education of homeless children and youth. The Act is designed to provide a stable educational environment by minimizing the effect of mobility on academic achievement. It guarantees equal access to the same free, appropriate public education, including preschool education, as provided to other children and youth. It also prohibits segregating homeless children and youth and requires that homeless children and youth have access to other services that such children and youths need to ensure that they have an opportunity to meet the same challenging State student achievement standards to which all children are held. In accordance with the McKinney-Vento Act, these procedures govern the identification, school registration, enrollment, coordination of services, transfer, and withdrawal of homeless children and youth.

Definitions

Homeless Student (Students in Transition)

State regulations provide that a student is homeless or in transition if he/she lacks a fixed, regular, and adequate nighttime residence. Homeless students include:

- Children and youth who are sharing housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations, living in emergency or transitional shelters, abandoned in hospitals; or awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for individuals;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Migratory children (a child who is, or whose parent is, a migratory agricultural worker including a migratory dairy worker, or migratory fisher, and who in the preceding thirty-six months, in order to obtain, or accompany such parent in obtaining temporary or seasonal employment in agricultural or fishing work has moved from one school district to another) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied homeless youth who are not in the physical custody of a birth parent or legal guardian and living in circumstances described above.

Enrollment: Attending classes and participating fully in school activities.

School of origin: The school that the homeless child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Parent: Biological parent, adoptive parent, court appointed guardian, or individual acting as a parent in the absence of a parent or guardian.

Identification of Homeless Children and Youth:

200

- A student is identified as homeless on the day on which the Youth in Transition Coordinator, YITC, who serves as the local education agency’s homeless liaison or the pupil personnel worker (PPW) determines that the student qualifies as homeless.
- All school personnel and PPWs must be aware and sensitive to the signs of homelessness and work actively to identify homeless children and youth in a respectful and appropriate manner.
- Applicants who identify that they are living in the above specified housing situations are to be immediately referred by school personnel to the school’s PPW.
- As part of the ongoing efforts to identify homeless children and youth, school personnel will rely on information provided during the registration process.
- The YITC or PPW with the parent/guardian or unaccompanied youth will complete the Displacement Statement and the McKinney-Vento Education for Homeless Children and Youth Application. The YITC or PPW shall provide the parent/guardian or unaccompanied youth with rights information as outlined in the school system’s McKinney-Vento Education for Homeless Children and Youth Program brochure.
- In the event the PPW is not available, school personnel should immediately contact the Youth in Transition Coordinator. The YITC shall meet with the parent/guardian/unaccompanied youth to confirm whether a student is eligible for homeless education services and proceed with immediate registration, enrollment, and coordination of services.

School Registration of Homeless Children or Youths Who are New Enrollees

Homeless students shall be immediately enrolled at the direction of the Youth in Transition Coordinator or PPW even if the student is unable to produce records normally required for enrollment, such as previous academic records, immunization and medical records, proof of residency, or other similar documentation.

School Choice

The McKinney-Vento Act entitles homeless students to continue their education at their school or origin (defined above) for the duration of his/her homelessness and until the end of the academic year; or enroll in any public school that housed students living where the student is living and eligible to attend.

The Youth in Transition Coordinator or PPW will consult with the parent/guardian or unaccompanied youth, to determine the school enrollment that is in the best interest of the student. The YITC or PPW shall to the extent feasible keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the unaccompanied youth, youth’s parent/guardian, or when it is unreasonable due to other factors.

Homeless children and youth who are matriculating from one level of school to another (elementary to middle or middle to high school) and who remain homeless between academic years shall continue in the designated receiving school at the next grade level for feeder school patterns when the student completes the final grade level served by the school of origin unless the parent/guardian or unaccompanied youth wishes to attend the attendance area school serving their temporary residence. Transportation will be provided to the child or youth if the child or youth resides outside of the school’s walking area.

In selecting the school that is in the best interest of the homeless student, the parent/guardian or unaccompanied youth, should consider the following factors:

- The student's age;
- The school which the student's siblings attend;
- The student's experiences at the school of origin;
- The student's academic needs;
- The student's emotional needs;
- Special needs of the family;
- Continuity of instruction;
- Length of stay in the shelter;
- The likely location of the family's future permanent housing;
- Time remaining in the school year;
- Distance of the commute, and the impact it may have on the student's education, and other student-centered transportation related factors
- The safety of the child.

If there are any concerns about school choice or transportation or denial by CCPS regarding these issues, the Youth in Transition Coordinator or the PPW will verbally explain the right to appeal and the student's right to enrollment and services during the appeal process. The YITC or PPW will additionally provide them with the school system's McKinney-Vento brochure outlining homeless student rights and the appeal process.

After receiving the McKinney-Vento Education for Homeless Children and Youth Application, the Youth in Transition Program Secretary/Coordinator will notify the Food Services Department so the student will begin to receive free school meals. The Youth in Transition Program Secretary will input the McKinney-Vento homeless information into the Synergy data system, and the Youth in Transition Coordinator will verify accuracy of data for all homeless students. Changes in information such as a new address or an addition of a caregiver will be input in the data system within the same manner.

Immediate enrollment means that the student will be attending school and fully participating in school activities.

Students enrolled in Charles County Public Schools (CCPS) who become homeless during the school year or between academic years have the right to remain at their school of origin for the duration of his/her homelessness.

If a homeless student becomes permanently housed during the academic year, that student has the right to remain at the school of origin for the remainder of the school year.

The Youth in Transition Coordinator or PPW for the school the student is attending must complete the Displacement Statement and the McKinney-Vento Education for Homeless Children and Youth Application, and notify the appropriate personnel.

Withdrawal of homeless students are made after consultation by the principal with the Youth in Transition Coordinator and the PPW, unless the parent/guardian or unaccompanied youth makes a specific request to withdraw.

Homeless students who are living separately from their parent (unaccompanied homeless youth) shall be offered the same school choice options as other homeless students are offered.

Coordination of Services and Comparable Services

Each homeless student shall be provided services comparable to the services offered to other students in the school that the homeless student attends. Children and Youth experiencing homelessness are automatically eligible for services under Title I, Part A regardless of where they live or meet the academic standards required of other children for eligibility. Title I, Part A funds may be used to provide a wide variety of services to students experiencing homelessness. Title I, Part A funds may be used to provide services to homeless students in Title I schools only the services are not ordinarily provided to other Title I students. (ESEA Section 113(c)(3)(C)(ii).

PPWs will provide case management services to homeless students to ensure coordination of services. PPWs will track the coordination of services with the Youth in Transition Coordinator who establishes a database to record the students receiving services.

Transportation will be provided for students identified as homeless if they reside outside the school walking area, except when doing so is contrary to the wishes of the unaccompanied youth or youth's parent/guardian, or not in the best interest of the student. The PPW will complete and submit the Transportation Request Form to the Youth in Transition Coordinator if the transportation arrangements are outside the local school zone. The Youth in Transition Coordinator will immediately contact the Transportation Director designee for local transportation to the school and/or submit the Youth in Transition Transportation Request Form. If a homeless student is enrolled in a regionalized special education program, the school's IEP Facilitator will arrange transportation services for the student.

If needed, temporary transportation arrangements will be made by the Youth in Transition Coordinator. The YITC will notify the PPW of all transportation arrangements so that the PPW may inform the parent/guardian or unaccompanied youth.

Transportation arrangements (either temporary or permanent) should be made available as soon as possible after the student is identified as homeless. The PPW will follow-up during this time to assist in expediting this transportation process and request assistance from the Youth in Transition Coordinator as needed. If bus transportation is unavailable due to length of commute (commute time exceeding 90 minutes), the lack of availability for the route by the bus contractor, or the time gap between the request for arrangements until the transportation arrangements begin, the displaced student(s) may be offered gas vouchers or Van Go Day Passes to assist with transportation to and from the school of origin. The gas voucher amount is determined by the mileage rate determined by the state on an annual basis (the current rate is \$.54 per mile) and the number of days needed to assist students with transportation from where they are currently residing to and from their school of origin. Gas vouchers and the public transportation VanGo Day Passes may be distributed by the YITC or the school PPW to the parent/guardian/caregiver/unaccompanied youth on a weekly or bi-weekly basis according to length of time needed for this assistance. Gas Vouchers are issued in either \$25 or \$50 increments. The YITC or school PPW will record the gas voucher/VanGo pass number(s), amount, student name, student identification number, and date in the gas voucher or VanGo logs respectively.

The costs of transporting students who reside outside of the school zone for their school of origin is calculated on an annual basis by the transportation coordinator for displaced students. The additional costs are calculated by using the current driver pay rate of per hour and a mileage reimbursement rate per mile beyond the regular time and mileage for the regular bus route. The costs are summarized and then divided by the number of homeless students who received the services for the year to determine a per pupil rate.

Transportation for after-school activities to homeless children and youth should be comparable to the transportation that is provided to all non-homeless students at the same school.

If the homeless student's living arrangements in Charles County are terminated and the student, through continuing his or her education in the school of origin, begins residing in an area served by another local education agency, CCPS and the local education agency in which the homeless student is living shall agree upon a method to apportion the responsibilities and costs for providing the student with transportation to and from the school of origin. 195

If the local education agencies are unable to agree upon a method to apportion responsibilities and transportation costs, the responsibility and costs for transportation shall be shared equally, in accordance with section 722(g)(1)(j)(iii) of the McKinney-Vento Act.

If a homeless student from another local education agency begins living in an area served by CCPS, but remains at his/her school of origin in another local education agency, transportation arrangements will also be made in accordance with McKinney-Vento 722(g)(1)(j)(iii).

Food and Nutrition:

The Youth in Transition Program Secretary or Coordinator will immediately forward to the Food Services Department a verification of eligibility for benefits for the child nutrition program. All homeless students are eligible for Food and Nutrition Services. Food and nutrition benefits are provided for the entire school year, even if the student becomes permanently housed during the school year. Schools will not have parents/guardians or unaccompanied youth complete additional forms for food and nutrition services.

Educational Services:

The Youth in Transition Coordinator or PPW shall review the McKinney-Vento Education for Homeless Children and Youth Program Application to understand whether and to what extent the student meets the relevant eligibility criteria for services provided under: Title I, educational programs for students with disabilities, and educational programs for students with limited English proficiency. The PPW along with school personnel are to facilitate the provision of all educational services that the student is eligible to receive which can include: career and technical programs, programs for gifted and talented programs, and referral to resources that can assist the family or unaccompanied youth.

Fees will be waived for **required** school uniforms, field trips, books and materials, physical education, lab, class supplies, school records, high school graduation cap and gown fees, and all allowable activities specified by the McKinney-Vento Homeless Assistance Act.

Allowable activities include the following:

- Clothing to meet school dress code or required for physical education classes
- Student fees that are necessary to participate in the general education program such as lab fees, course fees, graduation fees to include cap and gown and diploma, certification fees, lost books fees due to transitions, etc.
- Educational related activities such as field trips, academic competitions, etc.
- School supplies and hygiene kits
- Food in connection with educational programming
- Birth certificates necessary to enroll in school
- Immunizations
- Medical and dental services

- Eyeglasses and hearing aids
- Fees for AP and IB testing
- Fees for SAT/ACT testing
- GED testing for school-age students
- Gas vouchers and public transportation day passes to ensure school stability and participation in educational related activities
- Other materials, assistance, or emergency services as needed to ensure school stability and academic success.

School principals, through the school based PPW, may request reimbursement for waiver of fees by submitting a Request for Reimbursement Form with an original invoice along with receipts to the Youth in Transition Coordinator. Fees needed for extracurricular activities may be waived if this will promote student success. School principals are to ensure that homeless students have the opportunity to participate in all state academic proficiency examinations.

If an identified homeless student is in need of new clothing to attend school or participate in an educational school event, the PPW or YITC will first contact Children’s Aid Society or LifeStyles, Inc. to determine if clothing is available for the student at their clothing closets. If the needed clothing is unavailable through the local organizations, the PPW will complete the Request for Homeless Grant P-Card Purchase Form and submit to the YITC for approval. The PPW will reserve the P-Card with the Youth in Transition Program Secretary or YITC after approval is granted. When possible, the PPW/YITC will meet with the parent or student at the store to purchase the clothing. If the parent or student is unavailable to meet, the PPW or YITC will purchase the needed clothing for the student. The YITC will determine the budget amount per student based on the student’s needs, availability of funds, and projected needs of other homeless students based on historical funding data and trends. Clothing may be purchased at local budget or discount stores that include, but are not limited, to the following: Walmart, Target, Burlington Coat Factory, Kohls, Ross, TJ Max, Old Navy, JC Penney, BJ’s Wholesale, Sam’s Club, etc. The PPW/YITC will return the P-Card with receipts to the YIT Program Secretary or YITC. The PPW/YITC will record the student’s name and school identification number on the receipt and attach to the Homeless Grant P-Card Purchase Form for documentation. When purchase of school supplies, birth certificates, or other allowable activities are needed, the school PPW will complete the Homeless Grant P-Card Purchase Request form and submit to the YITC for approval. The PPW/YITC will follow the remaining procedures as stated above.

Homeless Education Liaison Responsibilities:

CCPS shall designate a homeless education liaison responsible for those duties assigned to the position under McKinney-Vento including ensuring that homeless children and youth are identified by school personnel and through coordination activities with other agencies and community groups; homeless children and youth are immediately enrolled; homeless children and youth receive the educational services to which they are entitled; parents and guardians are informed of educational and related opportunities; public notice of McKinney-Vento rights are disseminated; enrollment disputes are mediated expeditiously; and parents and unaccompanied youth are fully informed of their transportation rights, including during any appeal process.

The homeless education liaison shall be responsible for:

- a. Ensuring that homeless children and youth are identified by school personnel, are enrolled in, and have a full and equal opportunity to succeed in schools of that local school system;

- b. Coordinating the referrals of homeless children to health care, dental care, mental health services, and other appropriate services;
- c. Expediting school placement decisions;
- d. Identifying homeless children, youth, and families in the community;
- e. Coordinating programs and services to prevent duplication of services;
- f. Monitoring programs and projects to ensure their compliance with applicable statutory and regulatory requirements, if the local school system receives funds under the McKinney Act;
- g. Informing parents or guardians of homeless children and youth of the educational and related opportunities available to their children, ensuring that they are provided with meaningful opportunities to participate in the education of their children;
- h. Disseminating public notice of the educational rights of homeless children and youth in the schools, community agencies, family shelters, soup kitchens, and organizations where children and youth receive services;
- i. Ensuring that the parent or guardian of a homeless child or youth and any unaccompanied youth is fully informed of all transportation services, including transportation to the school of origin, is assisted in accessing transportation to the school that is selected, and that enrollment disputes are mediated in accordance with COMAR;
- j. Coordination and collaboration with the Title I Director and Title I personnel on a monthly basis to ensure that Title I services are provided in accordance with the reservation of funds required by McKinney-Vento Act. Children and Youth experiencing homelessness are automatically eligible for services under Title I, Part A regardless of where they live or meet the academic standards required of other children for eligibility. Title I, Part A funds may be used to provide a wide variety of services to students experiencing homelessness. Title I, Part A funds may be used to provide services to homeless students in Title I schools only the services are not ordinarily provided to other Title I students. (ESEA Section 1113(c)(3)(C)(ii);
- k. Coordinating and collaborating with the State coordinator and community and school personnel responsible for the provision of education and related services to homeless children and youth;
- l. Developing and implementing a program to train school personnel on the educational rights of homeless children and youth, policies and procedures to identify and serve homeless children and youth, and on the special needs of homeless children and youth;
- m. Assisting unaccompanied homeless youth in the school selection process; and
- n. Ensuring that enrollment disputes are mediated according to the local school system's appeal process consistent with COMAR.

Unaccompanied Youth Requirements:

In a number of instances, however, children and youth who are enrolling in a school may not be living with their parents or legal guardians. Frequently, children in families experiencing homelessness are sent to live temporarily with friends or relatives. In other situations, youth have been forced to leave home due to abusive environments or are on their own for

other reasons. These children and youth, in most cases, fit the definition of homeless, unaccompanied youth in the McKinney-Vento Act: a youth not in the physical custody of a parent or guardian [42U.S.C. §11434A(6)] and eligible for immediate school enrollment.

A homeless student who seeks registration unaccompanied by a parent or guardian should be immediately referred to the Youth in Transition Coordinator or PPW. The McKinney-Vento Act requires school districts to enroll homeless children and youth in school immediately, even if they lack required enrollment documents [42 U.S.C. §§11432(g)(3)(C), (g)(1)(H)(iv), (g)(1)(F)(ii)]. (“Enroll” and “enrollment” are defined as “attending classes and participating fully in school activities” [42 U.S.C. §11434A(1)].) The Act further

requires states to review and revise any policy that may act as a barrier to the enrollment of homeless children and youth and requires states to give particular attention to guardianship issues [42 U.S.C. §§11432(g)(7)].

Therefore, schools may not condition school enrollment upon the receipt of proof of legal guardianship by caregivers of homeless, unaccompanied youth; nor may they require caregivers to become legal guardians within a certain period of time after the child enrolls in school. The decision to seek legal guardianship is a serious decision that significantly affects the legal rights of the parent and caregiver well beyond the education arena. Although that step may be appropriate in some cases, it will not be in others. In addition, it is important to note that the absence of an available caregiver must not impede enrollment. Unaccompanied, homeless youth who are on their own completely must be enrolled in school immediately. The YITC will consult with the Director of Student Services to determine if the youth is permitted to make educational decisions on their own behalf.

The Youth in Transition Coordinator or PPW will refer to the information above in making the best interest determination. The Youth in Transition Coordinator or PPW will determine the domicile of the parent or guardian and provide information to the school so that the parent may participate in the registration process if possible. In the case of an unaccompanied youth, the YITC or PPW must assist in placement/enrollment decisions, consider the youth's wishes and provide notice to the youth of the right to appeal under the Dispute Resolution provisions. Written documentation should be maintained of all written and verbal communications, home visits, and efforts to contact the parent, guardian or unaccompanied youth.

If an adult caregiver is present to enroll the student, this person will complete the *Caregiver Form* to accompany the McKinney-Vento Homeless Application. FERPA allows "an individual acting as a parent in the absence of a parent or a guardian" to access a student's education records, thereby permitting schools to discuss educational issues with such caregivers. 34 CFR §§99.3-99.4.

The YITC or PPW may want to contact parents or legal guardians when appropriate, to clarify their relationship with the caregiver and what authority they wish them to exercise. As a mandated reporter, the YITC or PPW may make a report of the unaccompanied homeless youth to Child Protective Services Division of Charles County Department of Social Services if deemed an appropriate course of action. The referral of the unaccompanied youth to the Child Protective Services Division should consist of a telephone contact and completion of report form to be sent to required agencies. This process is similar to procedures followed by school system personnel when reporting abuse and neglect cases.

In cases in which no parent or legal guardian can be contacted and the homeless student is subsequently identified as a student in need of special education, the guidelines for implementing the parent surrogate procedure relating to special education services should be followed.

Health Records and Birth Certificate Requirements

In situations in which a homeless student registers at a school, as approved by the YITC or PPW, without having available a record of immunization, the principal or the principal's designee should immediately contact the student's former school by telephone and/or email to request the student's records and to discuss immunization information and initial placement. If information is not available at the former school to satisfy immunization requirements, the school nurse should contact the student's health care provider. If immunization records are not available, the school nurse and the PPW will work with the Charles County Department of Health to arrange for an appointment for proper immunization regulations are being

completed. A note stating that the child is homeless will be attached to the student's card by the school nurse to satisfy state audit requirements.

If a birth certificate is not available, the student should be immediately registered and enrolled with subsequent appropriate steps should be taken to obtain verification of educational records, transfer, and withdrawal.

199

Educational information needed for proper placement should initially be obtained through telephone ~~and/or~~ email contact with the student's former school by the school counselor, registration secretary, or the school based PPW. If educational records or educational information are not available, the student should be immediately registered and enrolled, and educational record should be developed in accordance with the Maryland Student Records System Guidelines. In these cases, an instructional diagnostic test may be administered to assist in the determination of the student's skill needs and appropriate placement. Instructional diagnostic tests are to be provided in an expedited manner.

If a homeless child seeks to register without having available the SRS-7 Transfer Form, the receiving school should immediately register and enroll the child and telephone the former school for transfer information and to request that the child's educational record be forwarded. The sending school should provide requested information during the telephone or email contact and proceed to forward the homeless student's educational record as promptly as possible. The parent/guardian or unaccompanied youth are to be provided with the McKinney-Vento Homeless Education Rights brochure for Charles County Public Schools prior to withdrawal of the student. Withdrawal of homeless students is to be made after consultation by the principal with the Youth in Transition Coordinator or PPW, unless the parent/guardian or unaccompanied youth makes a specific request to withdraw.

Tracking System for Homeless Students and Evaluation of Homeless Education Program:

The Maryland State Department of Education requires that each school system track and report the number of homeless students being served under the McKinney-Vento Act. The PPW will notify the Youth in Transition Coordinator in Student Services who will work with the Pupil Data Accounting Specialist and System Administrator to report the information.

The Youth in Transition Coordinator will ensure that the McKinney-Vento Education for Homeless Children and Youth Program is evaluated annually by CCPS research and assessment personnel to determine the effectiveness of implementation and compliance with McKinney-Vento in Charles County Public Schools.

Dispute Resolution Process (Appeal Process):

In accordance with McKinney-Vento, the dispute resolution process regarding disputes that arise over enrollment, school selection, and services shall be resolved in an expedited manner. The homeless student must remain as determined by the parents, guardians, or unaccompanied youth's wishes in the school of origin or the geographical area school pending resolution of the dispute. Transportation must be provided during the dispute resolution if outside the school walking area to the school. The enrollment of homeless children and youth in CCPS is to be coordinated and expedited by the Youth in Transition Coordinator (YITC) who serves as the CCPS Homeless Liaison or each school's Pupil Personnel Worker (PPW).

If the Youth in Transition Coordinator or Pupil Personnel Worker is unable to arrange for placement and/or provision of services, school selection, and enrollment, which are requested by the parent/guardian or unaccompanied youth, the YITC or PPW must immediately provide written explanation of the decision using the including written instructions of the right to appeal. The process is as follows:

- 1) Upon receipt of a written dispute from the parent, guardian, or an unaccompanied homeless youth, the principal shall resolve the complaint within 5 school days;
- 2) parents/guardians, or an unaccompanied homeless youth shall be provided with a written explanation of the principal's decision of the dispute, including the right to appeal;
- 3) if the parent/guardian, or unaccompanied homeless youth is dissatisfied with the resolution, or if the principal does not issue a decision within 5 days, the parent may file a written complaint with the YITC ' 200 serves as the local superintendent/designee;
- 4) the local superintendent/designee shall issue a decision within 10 school days;
- 5) if the local superintendent/designee does not issue a decision within 10 days, or if the parent is dissatisfied with the decision, the parent may appeal the decision to the YITC, in writing, within 30 days, pursuant to Education Article, § 4-205(c), Annotated Code of Maryland; the YITC will forward the appeal to the local school board;
- 6) the local school board shall decide the appeal on an expedited basis within 45 days of receipt of the appeal; and
- 7) if the parent, guardian, or unaccompanied homeless youth is dissatisfied with the decision of the local board, the parent may appeal the decision to the Maryland State Department of Education in writing, within 30 days, pursuant to COMAR 13A.01.01.03.

During the dispute resolution process, including any appeals, the student shall remain enrolled in the school system. If a dispute arises over school selection or enrollment:

- 1) The child or youth immediately shall be:
 - a) Admitted to the school in which enrollment is sought, pending resolution of the dispute; and
 - b) Provided transportation to the parent-selected school for the duration of the dispute resolution process;
- 2) The parent, guardian, or unaccompanied homeless youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;
- 3) The child, youth, parent, or guardian shall be referred to the local Youth in Transition Coordinator who shall assist with carrying out the dispute resolution process, as expeditiously as possible after receiving notice of the dispute; and
- 4) In the case of an unaccompanied homeless youth, the Youth in Transition Coordinator shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

SY 2021-2022

**Appendix XXII: Fiscal Requirement
Required Attachment 7**

SCHOOL ALLOCATIONS

Budget allocations to the schools are classified under operating expenses and headcount student enrollment.

- Allocations are based on projected headcount student enrollment, including centers, weighted by school level. MOI related to special education is allocated based on the number of teachers.
- Operating expenses include items not allocated on a per student basis but are essential to school operations and managed by the Central Office. Items include for game officials, student and employee transportation, music instrument repair and professional development.
- Allocations based on headcount student enrollment includes materials of instruction (MOI related to special education is allocated based on the number of teachers); library books and supplies, damaged or lost replacement textbooks and office supplies. Allocations are based on projected headcount student enrollment, including centers, weighted by school level.
- Once the official headcount student enrollment is approved by the Maryland State Department of Education (MSDE), and funding is available, an additional mid-year adjustment allocation is provided to schools that have exceeded projected enrollments prior to the new calendar year.
- Central budgets are used for paper, reproduction, general textbooks, additional contingent school supplies and technology equipment (i.e.: Smart boards, computer lab carts etc.) and student enrollment adjustments, computers and technology related supplies, band instruments, sports equipment. Title I schools may receive additional funding. School based funds (PTA, Boosters, and Fundraisers etc.) provide additional resources.

To calculate the MOI allocations:

Use the MOI accounts that existed last year (base budget) to get the listing of the accounts that should be included in the MOI calculation. Refresh the expenditure spreadsheet by pulling those accounts, classifications and beginning base budgets to use in the calculation.

Use the projected enrollment data to calculate the relative percentage of students at each location. Make necessary adjustments for central office (see exception list in second bullet above) and Stethem/Gwynne Center (Special Education—see first bullet). Prepare allocation spreadsheet using the total budgets and the relative enrollment amounts. Provide notification of the allocations to the Office of School Administration before the start of the new school year.

The formula through which these funds are distributed provide equitable allocation of funds while ensuring that non-federal funds are used to supplement, not supplant existing resources. Teachers can request reimbursement for additional classroom expenses approved in advance by the principal.

SY 2021-2022

**Appendix XXII: Fiscal Requirement
Required Attachment 7**

Description	FY2022 Allocation	Allocation per Student			FY2022
		Elementary	Middle	High	Total
Percent Share of Total School Requests		39.7%	26.8%	33.5%	100.0%
Student Enrollments		12,459.0	6,498.0	8,794.0	27,751.0
Office Supplies	\$ 176,617	5.63	7.28	6.73	6.36
Materials of Instruction	\$ 778,558	24.81	32.11	29.66	28.06
Textbooks	\$ 223,650	7.13	9.22	8.52	8.06
Equipment	\$ -	-	-	-	-
Replacement Equipment	\$ -	-	-	-	-
Library Books	\$ 244,127	7.78	10.07	9.30	8.80
Library Supplies	\$ 23,363	0.74	0.96	0.89	0.84
Visual Aids	\$ -	-	-	-	-
Health Supplies	\$ -	-	-	-	-
	\$ -				
	\$ -				
Total School Based Allocations	\$ 1,446,315	46.09	59.64	55.10	52.12
F.B. Gwynn Center	\$ 3,107				
Robert E. Stethem Education Center	\$ 56,321				
Charles County Career & Technology Ctr.	\$ 54,723				
Total Allocation Per Pupil	\$ 1,560,466				

*Note: Excludes Special Education Allocation.

Appendix XXIII: Fiscal Requirements

Required Attachment 8

Process for Documenting and Monitoring the School-Level Use of Title I Funds and Title I Funded Positions

The appropriate use of school-level Title I funded positions are the responsibility of both school-based administration and the Title staff including Title I Coordinators and Director. Yearly, Title I Principals are required to a Verification of Compliance Attestation to attest that school-based staff meet the required state licensure and certification requirements. The Verification of Compliance Attestation form also attests that Title I paraprofessionals may be assigned to do the following:

- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assist with classroom management, such as organizing instructional and other materials;
- Provide assistance in a computer laboratory;
- Conduct parental involvement activities;
- Provide support in a library or media center;
- Act as a translator; or
- Provide instructional services to students working under direct supervision of a teacher

Title I funded staff and Title I principals also sign a Semi-Annual Certification Statement two times per year (January and July) to certify that the employees worked solely on activities allowable by Title I.

Training on the appropriate use of school level funds and staff occur in the following formats: Title I Roadshow for all school staff (yearly), Instructional Support and Improvement (ISI) meetings (monthly or as needed), Title I Principal and Secretary meetings (quarterly or as needed), and Human Resources Collaboration (frequently as needed).

Principals monitor the school-level use of Title I funded positions through their daily walk-throughs and monitoring (virtual or face-to-face). The Title I office staff monitor when they attend school-based ISI meetings at the school sites (virtual or face-to-face). Title I staff monitors by visiting classrooms for informal observations (when appropriate) and holding discussions with school-based staff.

Training on the appropriate use of school level funds and staff occur in the following formats: Title I Roadshow for all school staff, ISI meetings, Title I Principal and Secretary meetings, Human Resources Collaboration.

The Title I Office has an internal control Use of Funds (UOF) process to ensure that school-level expenditures are reasonable, necessary, allowable and allocable. At least two weeks before a purchase or event takes place, schools must submit a Use of Funds form to request approval for an expenditure. The Use of Funds form requires schools to complete the following information:

1. Name of School
2. Item/Event Name
3. Event Location
4. Date of Event
5. Category Fund Code
6. Total Cost

7. Grade Level or Group to Use Requested Item
8. Purpose of Funds (justification and instructional purpose)
9. Principal Signature and Date
10. Title I Director Signature and Date
11. A box that is checked either Approved or Not Approved

The Use of Funds form is then emailed to the Title I Secretary and Program Assistant with the accompanying documentation dependent on the purchase request or event (PO/Requisition; contract; Invoice/Quote; CCPS field trip packet; Flyers; RSVP's; Stipend Justification Form). The Title I Secretary reviews the Use of Funds to make sure the form is complete and that the necessary documents are attached. The UOF is then routed to the Title I Program Assistant. The Title I Program Assistant reviews the UOF and documentation to ensure the codes are correct and that the expenditures are included in the school's budget narrative information that was submitted as part of the Title I, Part A application. The Title I Program Assistant then routes the UOF to a Title I Coordinator for their approval. Once the Title I Coordinator approves the UOF, it is then routed to the Title I Director for final review to ensure that school-level expenditures are reasonable, necessary, allowable and allocable. The Title I Director approves and signs the form. If the UOF is approved, only then is the approved UOF sent to the school principal and financial secretary with an approval email. The school is only permitted to spend funds once the UOF form is approved, signed and sent back to the school. If the UOF is not approved, Title I staff work with the school to make the necessary adjustments and corrections and the form is resubmitted for approval.

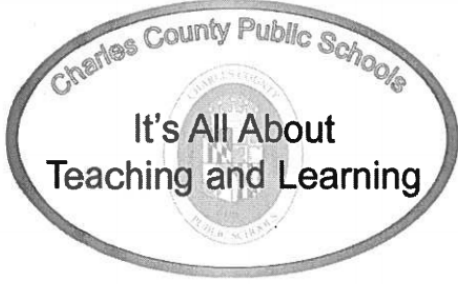
The appropriate use of school-level Title I funded positions are the responsibility of both school-based administration and the Title staff including Title I Coordinators and Director. Yearly, Title I Principals are required to a Verification of Compliance Attestation to attest that school-based staff meet the required state licensure and certification requirements. The Verification of Compliance Attestation form also attests that Title I paraprofessionals may be assigned to do the following:

- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assist with classroom management, such as organizing instructional and other materials;
- Provide assistance in a computer laboratory;
- Conduct parental involvement activities;
- Provide support in a library or media center;
- Act as a translator; or
- Provide instructional services to students working under direct supervision of a teacher

Title I funded staff and Title I principals also sign a Semi-Annual Certification Statement two times per year (January and July) to certify that the employees worked solely on activities allowable by Title I. Training on the appropriate use of school level funds and staff occur in the following formats: Title I Roadshow for all school staff (yearly), ISI meetings (monthly or as needed), Title I Principal and Secretary meetings (quarterly or as needed), and Human Resources Collaboration (frequently as needed). Principals monitor the school-level use of Title I funded positions through their daily walk-throughs and monitoring (virtual or face-to-face). The Title I office staff monitor when they attend school-based Instructional Support and Intervention (ISI) meetings at the school sites. Title I staff monitors by visiting classrooms for informal observations (when appropriate) and holding discussions with school-based staff. Training on the appropriate use of school level funds and staff occur in the following formats: Title I Roadshow for all school staff, ISI meetings, Title I Principal and Secretary meetings, Human Resources Collaboration.

SY 2021-2022

**Appendix XXIV: Fiscal Requirements
Required Attachment 9**

	<p>Director of Title I Programs</p> <p>Salary Scale: EACC Administrator/Grade DIR</p> <p>Salary Range: \$92,586 - \$130,733</p> <p>Calendar: 12 Months</p>
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EDUCATION, QUALIFICATIONS AND WORK EXPERIENCE

- Hold or be eligible for Maryland Advanced Professional Certificate with Administrator II endorsement
- Master's degree
- Three or more years of experience leading a Title I program at the school or system level
- Previous experience as a teacher and/or administrator in a Title I, preferred
- Experience working with Restricted Fund budgets
- Demonstrated ability to plan, organize and supervise the work of others
- Demonstrated knowledge of appropriate instructional and curricular methodologies
- Demonstrated ability to work professionally and discretely with extremely confidential information
- Excellent analytical, problem solving and troubleshooting abilities
- Self-motivated with the ability to work both independently and in a team environment
- Excellent customer service, communication (both written and verbal), and cross group collaboration skills required

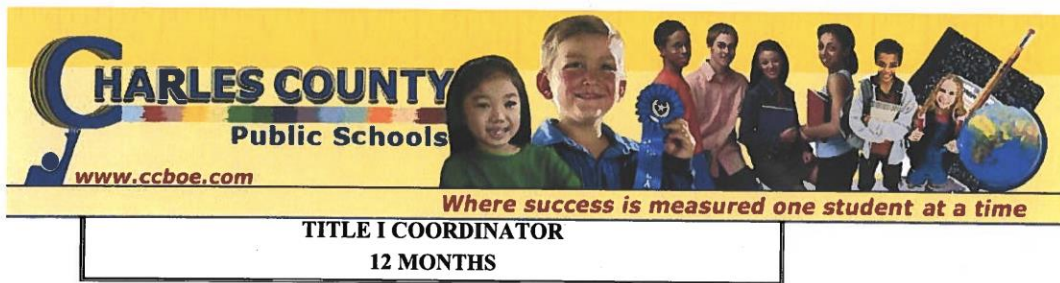
ESSENTIAL JOB FUNCTIONS

- Leads the development and implementation of Title 1 schoolwide plans and other Title 1 programs in accordance with federal regulations
- Maintains records and documentation in accordance with federal regulations and Maryland State Department of Education regulations for Title 1
- Under the supervision of the Assistant Superintendent of Instruction, prepares and monitors the Title I budget including the preparation of Title I financial reports
- Plans and implements district and school-based staff development for Title I schools
- Assists in planning the effective use of Title I funds
- Assists the Assistant Superintendent of Instruction and Director of Elementary Education in the design and implementation of quality educational programs for Title I schools
- Attends professional development activities and disseminates information and skills gained to other staff members
- Keeps up to date with the Title I regulations, projects and programs offered relevant to the needs of the district
- Prepares and assists the Assistant Superintendent of Instruction with reports and information for the Board of Education dealing with Title I
- Guides principals and staff in planning and implementation of Title I programs
- Establishes and maintains open communication with nonpublic schools about current Title I regulations and opportunities
- Monitors and maintains inventories of Title I equipment
- Serves as a consultant and instructional resource to professional staff

ENVIRONMENTAL FACTORS & PHYSICAL REQUIREMENTS

The environmental factors and/or physical requirements of this position include the following: While performing the duties of this job, the employee is required to have ordinary ambulatory skills sufficient to visit other locations; and the ability to stand, walk, stoop, kneel, crouch, and manipulate (lift, carry, move) light to medium weights of 10-50 pounds. Requires good hand-eye coordination, arm, hand and finger dexterity, including ability to grasp, and visual acuity to use a keyboard. The employee frequently is required to sit, reach with hands and arms, talk and hear.

Appendix XXIV: Fiscal Requirements
Required Attachment 9



EDUCATION, SKILLS, KNOWLEDGE, ABILITIES, QUALIFICATIONS:

- Master's Degree or Advanced Professional Certificate by the Maryland State Department of Education.
- Knowledge of Title I Program, preferred.
- Three years of successful teaching experience.
- Evidence of exemplary human relations skills.
- Ability to speak and write effectively.
- Demonstrated ability to plan, organize and supervise the work of others.
- Demonstrated knowledge of appropriate instructional and curricular methodologies.


ESSENTIAL JOB FUNCTIONS:

- Assists in development and implementation of Title I Schoolwide plans and other Title I programs in accordance with Federal assurances.
- Maintains records and documentation in accordance with Federal guidelines and Maryland State Department of Education guidelines for Title I.
- Prepares the Title I budget under the supervision of the Assistant Superintendent of Instruction.
- Plans and implements district and building staff development for Title I schools.
- Assists in planning the effective use of Title I funds.
- Assists the Assistant Superintendent of Instruction and Director of Program Support in designing and implementing a quality educational program for Title I schools.
- Monitors and assist in the compiling of Title I financial reports.
- Attends professional development activities and disseminates information and skills gained to other staff members.
- Keeps up to date with the Title I regulations, project and program offered relevant to the needs of the district.
- Prepares and assists the Assistant Superintendent of Instruction and Director of Program Support with reports and information for the Board of Education dealing with Title I.
- Guide principals and staff in planning and implementation of the Title I program.
- Oversees and collaborate with the Family Involvement Support Facilitator to ensure the proper implementation of the Family Involvement Component in accordance with NCLB.
- Establish and maintain open communication with nonpublic schools about current Title I regulations and opportunities.
- Monitor and maintain inventories of Title I equipment.
- Serves as a consultant and instructional resource to professional staff.

ENVIRONMENTAL FACTORS & PHYSICAL REQUIREMENTS

The environmental factors and/or physical requirements of this position include the following: While performing the duties of this job, the employee is required to have ordinary ambulatory skills sufficient to visit other locations; and the ability to stand, walk, stoop, kneel, crouch, and manipulate (lift, carry, move) light to medium weights of 10-50 pounds. Requires good hand-eye coordination, arm, hand and finger dexterity, including ability to grasp, and visual acuity to use a keyboard. The employee frequently is required to sit, reach with hands and arms, talk and hear.

**Appendix XXIV: Fiscal Requirements
Required Attachment 9**



Title I Family and Program Liaison
Terms of Employment: 12-months
Exemption Status: Non-Exempt
Salary: \$
AFSCME Scales:
Grant Funded Position

EDUCATION, QUALIFICATIONS, SKILLS, KNOWLEDGE & ABILITIES

- High school diploma or general education degree (GED).
- Three years demonstrated experience in Title I and family engagement.
- Experience working with federal grants compliance regulations.
- Demonstrated knowledge of Title I rules and compliance regulations.
- Three to five years' experience with MS Word, MS Excel, MS PowerPoint, MS Publisher.
- Ability to work flexible hours as needed.
- Ability to deal with problems involving several variables in standardized situations.
- Ability to maintain department and grant financial records.
- Demonstrates attention to detail.
- Works well in group problem solving situations.
- Manages difficult or emotional customer situations; responds promptly to customer needs; responds to request for services and assistance; meets commitments.
- Maintains confidentiality; remains open to others' ideas and tries new things.
- Writes clearly and informatively; edits work for spelling and grammar; able to read and interpret written information.
- Ability to deal courteously and tactfully with employees of the Board of Education, parents/families, outside agencies and the general public.
- Treats people with respect; keeps commitments; works with integrity and ethically; upholds school system values.
- Follows policies and procedures; completes tasks correctly and on time.
- Prioritizes and plans work activities; completes tasks on-time.
- Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality; applies feedback to improve performance; monitors own work to ensure quality.

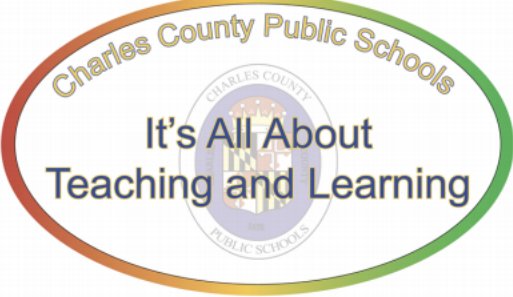
DUTIES AND RESPONSIBILITIES

- Serve as a liaison between the Title I Office and School-based Title I Parent Liaisons for Family and Community Engagement.
- Serve as a liaison between the Title I Office and Thriving Three's families.
- Serve as a liaison between the Title I Office and the Nonpublic School program.
- Serves as a liaison between the Title I Office and
- with the Title I Director and Title I staff to monitor, support and to ensure compliance with Title I Program and implement district-wide initiatives.
- Programs. such as but not limited to Family Engagement, Non-Public Programs, and Title I district-wide initiative.
- Serves as a liaison between

ESSENTIAL JOB FUNCTIONS

- Supports the development and coordination of parent/family and community engagement.
- Responsible for facilitating support that encourages family and community engagement at the school level.
- Collaborate and coordinate with community agencies at the district and school level.
- Works alongside parent liaison to strategically implement best-practices in family and community engagement.
- Creates and collects surveys and other evaluation tools to support implementation of district level family and community engagement.
- Establishes and maintains control of records related to Title I programs.
- Prepares S.A.N and S.A.N.E documents to support Title I programs.
- Creates and maintains database and spreadsheet files.
- Composes and prepares confidential correspondence, reports and other documents.
- Compiles and prepares data for surveys and reports.
- Inventory Title I materials.
- Maintains Title I Crate.
- Assists with the Three-Year-Old application process.
- Obtains bids, orders and supplies and materials.
- Creates PO/requisitions.
- Collaborate with nonpublic school personnel to identify Title I eligible students.
- Maintains nonpublic student database.
- Compiles and prepares data for surveys and reports.
- Inventory Title I materials.
- Assists with the Three-Year-Old application process.
- Obtains bids, orders and supplies and materials.
- Creates PO/requisitions.
- Collaborate with nonpublic school personnel to identify Title I eligible students.
- Maintains nonpublic student database.
- Performs related duties as assigned by supervisor.

**Appendix XXIV: Fiscal Requirements
Required Attachment 9**

	<p>Title I Resource Teacher</p> <p>Terms of Employment: 10-months Dependent on grant funding</p> <p>Exemption Status: Exempt</p> <p>Salary: EACC Salary Scale</p>
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EDUCATION, KNOWLEDGE, SKILLS and ABILITIES

- Holds or is eligible for Advanced Professional Certificate
- Master's degree in elementary education, special education or reading preferred
- Evidence of exemplary human relations skills
- Excellent verbal and written communication skills
- Knowledge of curriculum, instruction, staff development and assessment process

ESSENTIAL JOB FUNCTIONS

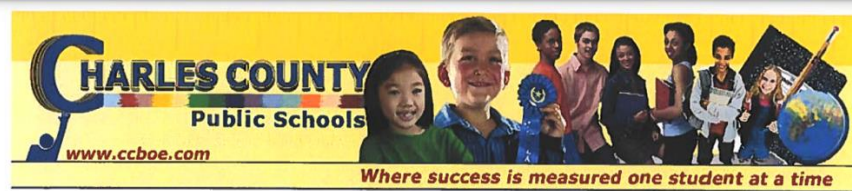
- Direct, plan, coordinate and provide student learning experiences for eligible private school students
- Develop, select and modify instructional plans and materials to meet the needs of all students
- Maintain appropriate records and data collection and follow required procedures and practices
- Communicate and interact with students, parents and staff
- Maintain and improve professional competence
- Monitor appropriate use and care of Title I curriculum materials and equipment
- Provide direct instruction and intervention services for identified students
- Travel to private schools to conduct site visits and tutoring services
- Identify and administer appropriate assessments to analyze data to identify students' strengths and areas of need
- Utilize research based interventions and evidence based practice
- Utilize assessment information to organize, coordinate, collaborate, plan and deliver supplemental instruction to identified students
- Provide and participate in professional development activities
- Participate and help to plan consultation meetings
- Inventory Title I materials
- Plan and coordinate summer learning opportunities when applicable
- Other duties as assigned to ensure Title I services are equitable

ENVIRONMENTAL FACTORS & PHYSICAL REQUIREMENTS

The environmental factors and/or physical requirements of this position include the following: While performing the duties of this job, the employee is required to have ordinary ambulatory skills sufficient to visit other locations; and the ability to stand, walk, stoop, kneel, crouch, and manipulate (lift, carry, move) light to medium weights of 10-50 pounds. Requires good hand-eye coordination, arm, hand and finger dexterity, including ability to grasp, and visual acuity to use a keyboard. The employee frequently is required to sit, reach with hands and arms, talk and hear.

Charles County Public Schools reserves the right to re-advertise and modify the content of vacancy announcements at any time; however, this may be the only notice for this position during the noted advertisement period.

Appendix XXIV: Fiscal Requirements
Required Attachment 9



**TITLE I PROGRAM ASSISTANT
12 MONTHS**

EDUCATION, KNOWLEDGE, SKILLS and ABILITIES

- Graduation from an accredited college or university with an associate's degree or bachelor's degree.
- Three years demonstrated administrative and budget experience.
- Ability to read and interpret documents such as legal documents and procedure manuals. Ability to write routine reports and correspondence.
- Knowledge of the principles and practices of fiscal control of accounting and bookkeeping. Knowledge of office practices, procedures, and systems. Knowledge of Microsoft Office necessary and proficient in Excel.
- Experience with and knowledge of fiscal management preferred.
- Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several variables in standardized situations.
- To perform this job successfully, an individual must have advanced experience with MS Word, MS Excel, MS Access.
- Demonstrates attention to detail.
- Works well in group problem solving situations.
- Manages difficult or emotional customer situations; responds promptly to customer needs; responds to requests for service and assistance; meets commitments.
- Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions.
- Writes clearly and informatively; edits work for spelling and grammar; able to read and interpret written information.
- Balances team and individual responsibilities; exhibits objectivity and openness to others' views; gives and welcomes feedback; able to build morale and group commitments to goals and objectives.
- Treats people with respect; keeps commitments; inspires the trust of others; works with integrity and ethically; upholds school system values.
- Follows policies and procedures; completes administrative tasks correctly and on time.
- Prioritizes and plans work activities; uses time efficiently.
- Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality; applies feedback to improve performance; monitors own work to ensure quality.

ESSENTIAL JOB FUNCTIONS

- Coordinates the fiscal control activities of a specified grant. Serves as a departmental liaison regarding fiscal matters. Prepares, reviews, and maintains periodic and special accounting statements, summaries, and schedules. Prepares and reviews fiscal reports.
- Monitors and tracks grant expenditures.

- Responsible for the general filing of all correspondence.
- Processes requisitions of supplies, equipment, printing, maintenance services, etc., and ensures that the Department is adequately equipped with necessary supplies and equipment.
- Establishes and maintains department level files for all department employees and subject matter files in connection with the work under the Director's control.
- Completes tasks for all department employees under the supervision of the Director.
- Processes support staff personnel payroll paperwork bi-weekly.
- Other duties and responsibilities as assigned by the Director.

ENVIRONMENTAL FACTORS & PHYSICAL REQUIREMENTS

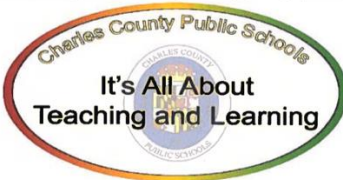
The environmental factors and/or physical requirements of this position include the following: While performing the duties of this job, the employee is required to have ordinary ambulatory skills sufficient to visit other locations; and the ability to stand, walk, stoop, kneel, crouch, and manipulate (lift, carry, move) light to medium weights of 10-50 pounds. Requires good hand-eye coordination, arm, hand and finger dexterity, including ability to grasp, and visual acuity to use a keyboard. The employee frequently is required to sit, reach with hands and arms, talk and hear.

Charles County Public Schools reserves the right to re-advertise and modify the content of vacancy announcements at any time; however, this may be the only notice for this position during the noted advertisement period.

The Charles County public school system does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability in its programs, activities or employment practices. For inquiries, please contact Kathy Kiessling, Title IX/ADA/Section 504 Coordinator (students) or Nikial M. Majors, Title IX/ADA/Section 504 coordinator (employees/ adults), at Charles County Public Schools, Jesse L. Starkey Administration Building, P.O. Box 2770, La Plata, MD 20646; 301-932-6610/301-870-3814. For special accommodations call 301-934-7230 or TDD 1-800-735-2258 two weeks prior to the event.

Rev. 7/2018

**Appendix XXIV:
Fiscal Requirements
Required Attachment 9**

	Secretary to the Director of Title I
	Terms of Employment: 12-month
	Exemption Status: Non-Exempt
	Salary: \$31,096 – \$53,266
	AFSCME Scale: UA Grade 9-10 GRANT FUNDED POSITION

EDUCATION, QUALIFICATIONS, SKILLS, KNOWLEDGE & ABILITIES

- High school diploma or general education degree (GED).
- Three years demonstrated administrative/secretarial experience.
- Experience working with federal grants compliance regulations.
- Demonstrated knowledge of Title I rules and compliance regulations.
- Three to five years' experience with MS Word, MS Excel, MS Access.
- Ability to work flexible hours as needed.
- Ability to deal with problems involving several variables in standardized situations.
- Ability to maintain department and grant financial records.
- Demonstrates attention to detail.
- Works well in group problem solving situations.
- Manages difficult or emotional customer situations; responds promptly to customer needs; responds to requests for service and assistance; meets commitments.
- Maintains confidentiality; remains open to others' ideas and tries new things.
- Writes clearly and informatively; edits work for spelling and grammar; able to read and interpret written information.
- Ability to deal courteously and tactfully with employees of the Board of Education, parents, outside agencies and the general public.
- Treats people with respect; keeps commitments; works with integrity and ethically; upholds school system values.
- Follows policies and procedures; completes administrative tasks correctly and on time.
- Prioritizes and plans work activities; completes tasks on-time.
- Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality; applies feedback to improve performance; monitors own work to ensure quality.

ESSENTIAL JOB FUNCTIONS

- Manages supervisor's calendar and independently schedules appointments.
- Screens incoming calls and correspondence and responds when possible.
- Composes routine letters and drafts.
- Compiles and prepares data for surveys and reports.
- Maintains department attendance and leave records.
- Reviews outgoing correspondence for punctuation, procedural and grammatical accuracy, and conformance with general policy.
- Provides professional development and support to Title I Secretaries.

- Gathers, processes, summarizes, and presents fiscal information to the Title I Coordinator including financial records, position management records, grant time and effort certification records, financial balances, projections, and resolutions.
- Prepares, reviews, and maintains periodic and special accounting statements, summaries, and schedules. Prepares and reviews fiscal, statistical, and analytical reports. Prepares staffing and budgetary expense projections.
- Audits accounts and Title I grants for required approvals, receipts, and reasonableness of expenses incurred. Reconciles discrepancies. Assists grant manager with federal and state audit requirements and related matters.
- Establishes and maintains control records related to a specified grant. Reviews payroll reports to ensure that employees are charged to the proper accounts. Makes journal entries to correct accounting errors.
- Directs preparation of records of all meetings.
- Acts as custodian of documents and records.
- Directs preparation and filing of documents.
- Composes and prepares confidential correspondence, reports and other documents.
- Creates and maintains database and spreadsheet files.
- Performs related duties as assigned by supervisor.

ENVIRONMENTAL FACTORS & PHYSICAL REQUIREMENTS

The environmental factors and/or physical requirements of this position include the following: While performing the duties of this job, the employee is required to have ordinary ambulatory skills sufficient to visit other locations; and the ability to stand, walk, stoop, kneel, crouch, and manipulate (lift, carry, move) light to medium weights of 10-50 pounds. Requires good hand-eye coordination, arm, hand and finger dexterity, including ability to grasp, and visual acuity to use a keyboard. The employee frequently is required to sit, reach with hands and arms, talk and hear. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Appendix XXV: Fiscal Requirements
Required Attachment 10**

**Charles County Public Schools
Title I, Part A
1% Parent and Family Engagement Allocation \$44,590.42**

School	# of student receiving Free Meals	PPA	1% Allocation
Dr. Samuel A. Mudd Elementary School	447	\$17.473	\$7,810.43
Indian Head Elementary School	295	\$17.473	\$5,154.54
Dr. Gustavus Brown Elementary	288	\$17.473	\$5,032.22
Eva Turner Elementary School	296	\$17.473	\$5,172.01
J. P. Ryon Elementary School	428	\$17.473	\$7,478.44
Daniel of St. Thomas Jenifer Elementary School	349	\$17.473	\$6,098.08
Mt Hope/Nanjemoy Elementary School	130	\$17.473	\$2,271.49
C. Paul Barnhart Elementary School	319	\$17.47089	\$5,573.21
Total	2552		

The Title I office allocations 1% of the Title I, Part A funds to Parent and Family Engagement. This reservation is calculated after the Equitable Service reservation has been deducted from the total allocation amount. 100% of the 1% Parent and Family Engagement reservation is allocated to the 8 Title I schools. Please see the chart above.

Appendix XXVI: Addendum: Progress Monitoring for Growth Measures and Outcomes Required Attachment 1

Area of Growth for Title I, Part A Needs Assessment driven for Parent and Family Engagement

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Parent and Family Engagement Activities?

X YES NO



If Yes, complete the table below:

Districtwide Parent and Family Engagement Activities	Goals	Provide Rationale-through an equity lens	Describe the process for building strong parent partnerships	Timeline and Progress Check dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth (i.e. surveys, program evaluation, attendance)	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
The DADvisory Council is comprised of a group of highly engaged fathers and father figures actively engaged in Title I district level and school level family and community engagement.	To increase the development of policies and programs that support the engagement of fathers and father figures in students' lives.	Charles County Public Schools and the Board of Education recognizes that families play an important role in their child's education as well as prepare them for academic achievement and lifelong learning. Our schools, families and community must be actively involved in developing strong programs and policies that support the academic success of every student. The purpose of the District Level Family Engagement Plan is to support and promote a strong partnership between the school, student and home.	Charles County Public Schools (CCPS) builds strong parent partnerships by implementing Joyce L. Epstein's Six Types of Involvement to develop a comprehensive family engagement program: (1) Parenting- assist families with parenting skills; (2) Communicating- conduct effective communication from school-to-home and home-to-school; (3) Volunteering- organize volunteers and audiences to support the school and students; (4) Learning at Home- involve families in their child's education; (5) Decision Making- include families as participants in school decisions and develop leaders and representatives; and (6) Collaborating with the Community- coordinate resources and services from the community for families and students. CCPS also utilizes Karen Mapp's Dual Capacity Framework for Family-School partnerships to support the design and development of family engagement strategies, policies and programs.	The DADvisory Council will participate in quarterly meetings throughout school year 2021-2022 (meeting dates: Sept. 16, 2021, Nov. 18, 2021, Feb. 17, 2022, and May 19, 2022). DADvisory Council members will collaborate with their school principal and parent liaison to facilitate at least one DADvisory Council supported parent workshop. Progress monitoring is facilitated at each quarterly meeting.	Title I, Part A, Local funds	We will assess the quality of each program through qualitative measures such as a surveys, focus groups, and interviews conducted in partnership with DADvisory Council. (Examples: Annual Title I District Level Family Engagement Survey, school level surveys from DADvisory Council sponsored parent workshops, and DADvisory Council quarterly meeting S.A.N.)	DADvisory Council quarterly meeting S.A.N. and attendance at DADvisory Council sponsored parent workshops attendance.	Title I Annual Meeting S.A.N. documentation and the Annual Title I District Level Family Engagement Survey data.
Barbershop Books is a community-based program that creates child-friendly reading spaces in barbershops and provides early literacy training to barbers. By leveraging the cultural significance of barbershops in communities, Charles County Public Schools is able to increase boys' access to culturally relevant, age appropriate, and gender responsive children's books.	The goal is to provide Title I students and families with additional opportunities to increase their reading time, increase their at-home libraries and encourage students to develop a love for reading while in the community.	Charles County Public Schools and the Board of Education recognizes that families play an important role in their child's education as well as prepare them for academic achievement and lifelong learning. Our schools, families and community must be actively involved in developing strong programs and policies that support the academic success of every student. The purpose of the District Level Family Engagement Plan is to support and promote a strong partnership between the school, student and home.	Charles County Public Schools (CCPS) builds strong parent partnerships by implementing Joyce L. Epstein's Six Types of Involvement to develop a comprehensive family engagement program: (1) Parenting- assist families with parenting skills; (2) Communicating- conduct effective communication from school-to-home and home-to-school; (3) Volunteering- organize volunteers and audiences to support the school and students; (4) Learning at Home- involve families in their child's education; (5) Decision Making- include families as participants in school decisions and develop leaders and representatives; and (6) Collaborating with the Community- coordinate resources and services from the community for families and students. CCPS also utilizes Karen Mapp's Dual Capacity Framework for Family-School partnerships to support the design and development of family engagement strategies, policies and programs.	The Title I Office staff and Title I Parent Liaisons will visit each of the 12 barbershops participating in the program to offer additional literacy training to barbers, check on the stock of available books, and answer any questions that barbers or parents may have.	Title I, Part A only	We will assess the quality of each program through qualitative measures such as a Pre/post survey completed by all participating barbershops and the number of books handed out at each barbershop.	Monthly visits to participating barbershops to inventory books and book usage.	Title I Annual Meeting S.A.N. documentation and the Annual Title I District Level Family Engagement Survey data.
Parent Liaison Professional Development- To provide Title I Parent Liaisons with coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I schools within Charles County Public Schools in planning and implementing effective parent/family and community engagement activities to provide student academic achievement and school performance.	To increase the capacity of all Title I parent liaisons within Charles County Public Schools in planning and implementing effective parent/family and community engagement activities to provide student academic achievement and school performance.	Charles County Public Schools and the Board of Education recognizes that families play an important role in their child's education as well as prepare them for academic achievement and lifelong learning. Our schools, families and community must be actively involved in developing strong programs and policies that support the academic success of every student. The purpose of the District Level Family Engagement Plan is to support and promote a strong partnership between the school, student and home.	Charles County Public Schools (CCPS) builds strong parent partnerships by implementing Joyce L. Epstein's Six Types of Involvement to develop a comprehensive family engagement program: (1) Parenting- assist families with parenting skills; (2) Communicating- conduct effective communication from school-to-home and home-to-school; (3) Volunteering- organize volunteers and audiences to support the school and students; (4) Learning at Home- involve families in their child's education; (5) Decision Making- include families as participants in school decisions and develop leaders and representatives; and (6) Collaborating with the Community- coordinate resources and services from the community for families and students. CCPS also utilizes Karen Mapp's Dual Capacity Framework for Family-School partnerships to support the design and development of family engagement strategies, policies and programs.	Title I Parent Liaisons will meet so that the Charles County Public Schools' Title I Office can provide professional development and technical assistance (meeting dates: Sept. 9, 2021, Nov. 4, 2021, Feb. 10, 2022, April 7, 2022, and June 16, 2022). Progress monitoring will be facilitated on these dates as well.	Title I, Part A only	We will assess the quality of each program through qualitative measures such as a Annual Title I District Level Family Engagement Survey, school level family engagement surveys from DADvisory, attendance at parent workshops, S.A.N. and/or S.A.N.E. documents from parent liaison meetings and professional developments.	Parent liaison meeting S.A.N. and/or S.A.N.E., attendance at parent workshops, S.A.N. and/or S.A.N.E. from any additional parent liaison meetings.	Title I Annual Meeting S.A.N. documentation and the Annual Title I District Level Family Engagement Survey data.
The Title I Thriving Threes and Me early learning program will provide learning opportunities for three-year-old children and their families. The program will focus on family engagement. Activities and events will be held outside of school hours to accommodate children and their families.	The goal of the program is to empower and equip families with skills and resources necessary to increase school readiness for young children.	The Title I Thriving Threes and Me early learning program will serve the needs of the parent/guardian and child simultaneously in order to build a firm educational foundation. The child and parent/guardian will participate in family engagement workshops together. Research suggests that children are more successful in school and beyond if they are given access and opportunity to a strong foundation in the earliest years of their lives.	Parents/Guardians will receive training to support early learning with their children. The trainings/workshops will include relationship building with the teacher and instructional assistant, technology support, and educational strategies (early literacy skills, early math skills and social emotional) to support learning at home. Monthly parent workshops will be held to meet the needs of families. Topics will be based on feedback from surveys.	SY 2021-2022 Mid-Year (February) and End-of-Year (June); monthly surveys of Parent Workshops	Title I, Part A only	Feedback from the beginning-of-the-year survey will be used to plan parent workshops. Learning outcomes will be measured through feedback on the parent workshop surveys. Program adjustments will be made as needed. Feedback from home visits will also be used to determine the extent to which the needs of families are being met. Additionally, informal academic questioning will be used to determine student growth.	Surveys from parent workshops, Mid-Year Learning Group Survey, and End-of-the-Year Learning Group Survey. Out of survey respondents, 80% of responses will rate effectiveness of the program 4 or higher.	

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$ 4,649,679.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title I Part A	GRANT RECIPIENT NAME	Charles County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	037-22		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Charles County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	FROM _____ TO _____		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	09 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						155,000.00	155,000.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal				5,431.00			5,431.00
Prog. 16 Inst. Admin. & Supv.	545,092.61	8,500.00	2,007.76	43,520.80			599,121.17
203-205 Instruction Categories							
Prog. 01 Regular Prog.	774,119.76	1,500.00	93,448.56				869,068.32
Prog. 02 Special Prog.	1,004,325.76	131,135.25	446,914.61	10,099.18			1,592,474.80
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs						167,700.21	167,700.21
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.	130,063.75	197,475.00	13,874.70	29,682.55			371,096.00
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. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional 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		68,652.00					68,652.00
210 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				821,135.5			821,135.50
213 Food Services							0.00
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	2,453,601.88	407,262.25	556,245.63	909,869.03	0.00	322,700.21	4,649,679.00

Finance Official Approval	<u>Earl Sorsby III</u>		10/7/21	301-934-7354
	Name	Signature	Date	Telephone #
Supervisor Approval	<u>Maria V. Navarro, Ed.D.</u>		11/10/21	301-934-7223
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Revised March 2021



innovate

collaborate

elevate

Title II, Part A

Systems of Support for Excellent Teaching and Leading

Local School System: Charles Fiscal Year 2022

Title II-A Coordinator: Dawn Schaeffer

Telephone: 301-934-7253 E-mail: dschaeffer@ccboe.com

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).

Charles County Public Schools
Targeted Support and Improvement Schools

Each of the ten Targeted Support and Improvement schools will engage in a five step decision-making process to develop a strategic, targeted plan based on the needs of the school community.

Step 1: Collaborate. School-based teams were created to include classroom teachers, resource teachers, and administrators. These teams participated in a mandatory 2 CPD credit professional learning course aimed at building capacity about best practices around school turnaround. Each school-based team was assigned a critical friend from Central Office to help them develop a comprehensive, targeted plan designed to increase achievement outcomes for each student group identified for improvement. Collaboration will continue throughout the school year as quarterly meetings will be set up for teams to reflect on where the school is at in reaching its goal of increasing achievement outcomes. Time will be focused on making necessary adjustments to how goals are reached.

Step 2: Explore Root Causes. School-based teams identified root causes of deficient student performance using the Five Why Protocol. A problem of practice was then identified and teams developed a minimum of one SMARTER (Specific, Measurable, Achievable, Realistic, Timely, Evaluative, and Re-Evaluative) goal.

Step 3: Strategize and Prioritize Your Next Steps. School-based teams will identify priority goals and the evidence-based strategies and practices that will be implemented to meet those goals.

Step 4: Modify Existing Practices Using Selected Evidence-Based Strategies/Interventions. Schools will implement identified strategies and practices to meet students' needs. School-based teams will identify inputs, outputs, actions, and outcomes to support accomplishing the goals. A guidance document, specific to Charles County Public Schools, was created to help stakeholders identify the best interventions and strategies to use to help students attain achievement goals.

Step 5: Evaluate and Renegotiate Goals. School-based teams have identified short, mid-range, and long-term goals with measurable benchmarks and data analysis in place so the plan can be monitored. Quarterly check-ins with the TSI team from Central Office will take place with guiding questions to monitor plans in place with school teams, as well as help school teams reflect on any adjustments that need to be made to plans. School-based plans were submitted to the Executive Director of School Administration for review. Teams from the CCPS Office of Instruction and Office of School Administration will review each plan and provide feedback to schools. Two members of the Office of School Administration staff will serve as TSI Points of Contact. The TSI Points of Contact have been identified to support and monitor each TSI school. This includes defining any resource inequities which may contribute to the low performance of identified student groups, procuring resources required by the school teams, regularly collecting data to evaluate progress toward goals, and ensuring that schools are effectively addressing students' needs as identified in each school-specific plan. The TSI Points of Contact will develop quarterly monitoring schedules for each TSI school.

All TSI schools will receive additional funding to help support the plans they develop. Additional money from ESSER was allocated to the ten TSI schools to help fund initiatives that supported the submitted plans. A total of \$46,926.00 from the Reopening of Schools grant has been allocated for schools. Plans for professional learning materials, substitutes, and stipends for training will be used specifically to support the implementation of approved plans.

Additional Title II money was given to Charles County Public Schools to help two TSI schools who applied for Teach to Lead funds. McDonough High School and Jenifer Elementary School received a total of \$5,000 has been allocated to help these schools with the implementation of the TSI plans. The majority of the funding has been spent on materials for professional learning, specifically on the formative assessment process and supporting English learners. Additional funding for professional learning stipends and substitutes will be used in the future, specifically for teachers to have the opportunity to observe their peers.

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.

The office of the Deputy Superintendent and the Office of Instruction works with content specialists and principals. Needs are determined by review of test data, instructional classroom visits and observations during the year, principal input at monthly meetings, and review of overall teacher evaluations in the online TEAMS portal. Parents and the community have a voice at regularly scheduled board meetings and through several evening Town Hall style meetings. CCPS also collaborates with parents and the community at the school level through parent nights, newsletters, and PTOs (Parent Teacher Organizations). At the district level there are advisory boards as well such as the CCPS Parent Advisory Committee, Special Education Citizens Advisory Committee, Redistricting Committees, ESOL Community Night, Title I DADvisory Council, Equity and Diversity Liaison Meetings

Principals also collect the PD needs of their staff as they prepare their school plans for the year. Principals are able to request specific school embedded PD sessions to address staff needs. The Deputy Superintendent considers all principal requests and can provide instructional trainers, materials, and substitutes or stipends to support the schools' needs. Identified needs are not limited to, but often focus on, formative assessment, use of data to drive instruction, classroom engagement, additional time for new teachers to receive support, PD to prepare teachers to implement new curriculum, introduction of new teaching tools or initiatives, PD to review teaching and learning strategies in a collaborative fashion, and release time for principals to meet with teachers in planning and discussion of SLOs.

Content area leaders develop plans for curriculum updates and teacher PD. They collaborate with staff development to support the implementation of best practices and training resources. Content Specialists also focus on supporting new teachers. Content area leaders develop an annual plan with targeted training and follow-up at trimesters of summer, fall, and spring. Core content areas have planned virtual afterschool supports for new teachers. Consultation also occurs with the Title I and ESOL offices. Staff Development works closely to collaborate on training initiatives throughout the year with these teams. Needs are identified by instructional classroom visits, exit data from teacher in-service, and student testing data offered by the Office of Accountability.

Charles County Public Schools (CCPS) has also collaborated with the Education Association of Charles County (EACC). CCPS and EACC have collaborated to share qualified consultants, funding, training facilities, logistic planning support, CPD credit opportunities, and access to the CCPS online registration and transcript portal. This portal provides advertising, registration and

communication between the instructors and participants. Data provides an ongoing history of trained staff by school and grade level for some initiatives. The PD history is available by individual login and can be printed as a transcript for domain 4 documentation. In partnership with EACC, CCPS has offered workshops on classroom management and discipline such as Creative Discipline, Yes You Can, Restorative Practices, C.A.R.E. Training – Strategies for Closing the Achievement Gap, and may consider other quality opportunities for collaboration in the future.

The New Teacher Induction Program collaborates with New Teacher Mentors and the school based Academic Mentors. This group meets bi-monthly to discuss new teacher needs and collaborate on providing support across all schools. CCPS will continue to offer afterschool PD targeted to support new teachers. One of the most often requested support is classroom management training. Starting summer and fall of 2021, CCPS will offer an 8 week online training in Classroom Management to interested teachers. The summer targets teachers at the end of their first year of teaching to offer guidance in reflecting and revising their classroom procedures in a collaborative setting. The fall course will target new teachers who are just starting in the profession.

Working with the Equity and Diversity Office, Staff Development staff gather information on the needs of schools that implement the AVID program. AVID training provides educators with proven practices to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. The program teaches skills and behaviors for academic success by providing intensive support with tutorials and strong student/teacher relationships, creating a positive peer group for students, and developing a sense of hope for personal achievement gained through hard work and determination. As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap and making college access and success available to all students. Every year, Equity Training is also offered to all teachers at New Teacher Orientation and again in the spring for any staff. Using a train-the-trainer model, local teachers and administrators are trained as presenters. This office is currently developing a cohort of trainers for the Implicit Bias training as well. CCPS trainers will begin delivering these modules to school staff in SY 2021-22.

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.

All professional development needs are first presented as In-service Request Proposals that are reviewed by staff development and instructional directors before approval by the Deputy Superintendent. Educational leaders review data from general classroom visits, targeted walk-throughs, teacher evaluations, student test data, county and state surveys of teachers, exit surveys from in-service sessions, and principal plans and input. The professional development plan coordinates all of the approved training on a district level by specific content areas across schools and by individual schools. Training is revised as needed and updated on a trimester basis in the summer, fall, and spring.

Ongoing collaboration with the above groups will continue. Staff Development regularly attends one or more meetings of various stakeholder groups throughout the year. This includes meetings with education leaders for elementary education, secondary education, ESOL, Equity and Diversity, special education, and Title I. Other meetings involve school level administrators and teachers through principal meetings, Resource Teacher role-alike meetings, middle school team meetings, and high school department chair meetings. Consultation with other stakeholders such as the EACC and district wide teacher communications through spotlight emails continue to promote on-going professional development initiatives across the school 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	none		
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.

In order to improve student performance, all students including students of color, students with disabilities, and ELs need equitable access to effective teachers who implement standards with rigor as stated in the CCPS draft equity policy. A quarter of our teachers have less than 3 years teaching experience in CCPS or are conditionally certified. Therefore, there is a need to strengthen our existing Instructional Leadership Teams (ILT) in order to build and maintain teacher capacity in elementary and middle schools.

Based on historical data, students in grades 3 through 8 are not meeting the MSDE targets for ELA and mathematics on state assessments. With 42.81% of all students in grades 3 through 5 meeting or exceeding expectations on the ELA assessment and 37.24% of students in mathematics, CCPS has fallen short of the targets set by MSDE (44.86% for ELA and 39.71% for Mathematics). In grades 6 through 8, 38.34% of all students met or exceeded expectations for the ELA assessment while 30.27% of students met or exceeded expectations for math. Again, CCPS falls short of the targets for both ELA and math which are 38.82% and 32.94%, respectively. For both elementary and middle school, the student groups that show the largest gaps to all students are special education and ELs:

	Grade 3-5 ELA	Grade 3-5 Math	Grade 6-8 ELA	Grade 6-8 Math
Special Education	33.15	26.27	31.91	25.14
English Learner	29.13	19.38	36.38	25.67

New district report card data is not available but preliminary data with iReady shows that the year schools were closed due to COVID has negatively impacted student achievement across content and grade levels. CCPS determined that low student performance in grades 3 through 8 on math and ELA state assessments is directly related to the quality of classroom instruction. The root cause process revealed that standards are not being rigorously implemented in the classroom because there is a lack of understanding in terms of rigor and pedagogy. This is due to a lack of ongoing, specific feedback for teachers about the level of rigor required for effective implementation of standards, which is a result of the inconsistency in each school's Instructional Leadership Team. Therefore, we will create a systematic protocol to ensure the effective use of the Instructional Leadership Team in elementary and middle school. The grant will provide professional development on effective coaching techniques for ILT members, mentors, and administrators.

Impact of Equity Policy

Our goal is to decrease the achievement gaps between our highest and lowest performing student groups in ELA and mathematics which will promote growth for students. Strengthening the effectiveness of the Instructional Leadership Team in building capacity in our classroom teachers, will increase the achievement of all students and ensure each student has equitable access to highly effective teachers.

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: <ul style="list-style-type: none"> ● anticipated outcomes ● implementation plan ● intended audience ● specific timeline ● plan for evaluation 	Cite: <ul style="list-style-type: none"> ● 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	<p>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).</p> <p>The LSS may develop initiatives that provide:</p>			
1.1.1	expert help in screening candidates and enabling early hiring [Section 2103)(b)(3)(B)(i)			
1.1.2	<p>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</p> <p><i>*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</i></p>			

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:			

<p>2.1.1</p>	<p>help all students develop the skills essential for learning readiness and academic success;</p>	<p><u>AVID Summer Training July 2022</u> AVID's mission is to be an essential strategy for closing the achievement gap and making college access and success available to all students. Ten schools will send a five person team to the AVID Summer Institute. Funding will support registrations, travel, lodging, and per diem. Schools include: Lackey, McDonough, Thomas Stone, and Westlake high schools and John Hanson, Matthew Henson, Mattawoman, Smallwood, Stoddert, and Davis middle schools. Outcomes:</p> <ul style="list-style-type: none"> • AVID summer institute is a required component for all schools that offer the program. • Teachers will learn to implement the WICOR strategies. <p>Participants complete a category 2 end of training evaluation for AVID. AVID gives schools a category 4 program implementation Coaching and Certification Instrument (CCI). Twice a year the school AVID coordinator and the team report implementation of AVID strategies in the domains of AVID Instruction, Leadership, and Culture. The outcomes are compiled into a district report showing the percent of schools who Do Not Meet, Meet, or Exceed the AVID Implementation Expectations. This data is used by the schools to set program goals for improvement. AVID also supplies walk-through instruments used by the district supervisors and the AVID consultant to collect category 4 data on the use of AVID skills and knowledge in teaching practice. Student level data is compiled by AVID at the district, state, and national level for GPA, and participation in rigorous courses, taking and passing AP exams, and post-secondary plans for 2 year, 4 year, or military training.</p>	<p>Data shows that AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture, and increases enrollment in rigorous courses, college-going rates, and persistence rates into the second year of college. https://www.avid.org/research</p> <p>The AVID Effect – Professional Learning That “Sticks” and Engages Teachers A recent Gallup study reported that only 30% of U.S. teachers are “actively engaged” in their jobs. AVID’s 2017 study examined the impact of AVID professional learning on teacher and student behaviors. Pre-post results showed increases in the percentages of teachers who saw a positive change in the behavior of students and how students learn. https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/9/AVID_MC_Stickness%20White%20Paper_6page_final.pdf Level 2 evidence of Pre and post surveys from teachers showed increase in professional learning and use of strategies. Teachers reported that students were more engaged and took more responsibility for their learning.</p>	<p>Prof Dev \$112.340</p>
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2.1.2	use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;			
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;			
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);			
2.1.5	provide opportunities for experiential learning through observation			
2.1.6	provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)	<p>FAME and Formative Assessment CCPS is implementing the 3 CPD credit online FAME course at multiple schools. The training is coordinated by a CCPS Formative Assessment Coordinator who works with an Instructional Leader at each school. Stipends are provided for teachers to meet for the 5 community of practice sessions. CCPS now has second and third year cohorts working in PLCs to continue the implementation. Training runs September through June.</p> <p>Outcomes: Teachers will:</p> <ul style="list-style-type: none"> • engage in self-reflection and dialogue around assessment practices • revise and refine their current assessment practices • build their capacity to make data-informed decisions <p>The school will develop a culture of assessment and feedback</p>	<p>https://mdformative.weebly.com/</p> <p>MSDE web site for the FAME course.</p> <p>http://www.gettingsmart.com/2018/07/the-research-base-for-formative-assessment/</p> <p>Level 4. While no empirical studies have been conducted for FAME, there is a rationale that formative assessment and FAME are likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	<p>Stipends \$7,350</p> <p>FICA \$7,350 x .0765 = \$562.28</p>

		<p>Documentation is collected for participation in the course, communities of practice, and CPD credit outcomes. Administrators and instructional leadership teams observe implementation. Learning and monitoring is extended when principals are able to request school embedded PD funds to provide substitutes for grade level teams to review student formative assessment data and plan instruction.</p> <p>Participants take a pre and post Burns Formative Assessment Use Scale to measure participant learning at the category 3 level. In addition, evaluations are embedded in each of the five Community of Practice (CoP) sessions that ask participants to evaluate their learning. At the end of the course, each school develops and action plan to extend their formative assessment practice within their classroom and school.</p>		
2.1.7	<p>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</p>			
2.2	<p>Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such</p>			

	<p>children can meet the challenging State academic standards</p> <p>The LSS may develop initiatives that increase:</p>			
2.2.1	the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing;			
2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;			
2.2.3	use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness			
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism			
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate			
2.2.6	providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and			

	implementing instructional practices that support the education of such students			
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse			
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)			
2.2.9	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:	<p>Finding time to offer identified learning opportunities can include, evening, and summer time frames, as well as during the day school embedded learning. All PD plans must be submitted in advance for review by content directors, staff development, and deputy superintendent. Review looks at the identified need, expected outcomes, learning activities, time frame, cost, and evaluation.</p> <p><u>Evening and Summer PD for Teachers and Leaders</u></p> <p>PD will be designed on an annual basis by instructional leaders at the district and school level to meet identified needs for the district, content areas, and for specific schools. Needs are identified using a variety of input including county and state assessments, teacher evaluation data, classroom observations, in-service exit surveys, as well as identified new content, curriculum, or teaching tools and materials.</p> <p>Outcomes and evaluation methods will vary and must be written into the proposal. The review team will ensure that evaluation measures will align</p>	<p>Guskey, T.R., and Yoon, K.S. (2009). What Works in Professional Development? (PDF) <i>journals.sage.pub, March 2009</i>. In this analysis, time was found to be a crucial factor to success... positive effects included 30 or more contact hours. It thus seems clear that effective professional development requires considerable time, and that time must be well organized, carefully structured, purposefully directed, and focused on content or pedagogy or both (Citing: Birman et al., 2000; Garet et al., 2001; Guskey, 1999).</p> <p>While no empirical studies have been conducted these trainings, there is a rationale that they are likely to improve relevant outcomes based on the high-quality research findings cited above. Level 4.</p>	<p>Stipends \$100,030</p> <p>FICA \$100,030 x .0765 = \$7,652.30</p> <p>Consultants \$3,000</p> <p>Materials \$13,500</p>

		with the intended outcomes. Each proposal will be reviewed by an instructional administrator, staff development specialist, and the Deputy Superintendent. Approved PD will be consolidated into a master calendar with follow-up at trimesters of summer, fall, and spring.		
		<p>School Embedded PD</p> <p>Principals can also submit a professional development plan for review that will use substitutes to free up teachers for professional development. This includes new teacher observations, and grade level team cohorts.</p>		<p>Substitutes \$30,000</p> <p>FICA \$30,000 x .0765 = \$2,295</p>
		<p>Leadership and summer training for Principals, Vice Principals, school based Instructional Resource Teachers, and New Mentors, will be provided with kickoff summer professional development and monthly follow-up PD. Focus is on achieving the instructional goals of the district and on developing instructional leadership. The grant will support this leadership training with consultants, professional books, and in-service materials. Training is designed and approved by the Deputy Superintendent.</p> <p>Individual professional development sessions are evaluated at a category 1 with summaries of participation and at a level 2 with end of course exit surveys that align with the intended outcomes. The Deputy Superintendent reviews all evaluations.</p>		<p>Consultants \$8,318.15</p>
		<p>Implicit Bias Training</p> <p>Training has already been delivered to the Equity Planning Committee members, the CCPS school board, superintendent's Ops team, and school based administrators by the consultant.</p>	<p>Level 3: Several studies are referenced that show a positive effect on student achievement outcomes, including increased grade promotion, greater credit accumulation, lower drop-out rates, and higher graduation</p>	<p>Consultant \$14,080</p> <p>Stipends \$14,630</p> <p>FICA \$14,630 x</p>

		<p>This year the vendor will conduct a train the trainer project to develop a team of CCPS trainers and then follow-up and support them after each module is delivered to school based staff. Funding is for the consultant services and stipends to pay trainers to deliver implicit bias training to school based staff.</p> <p>The Institute of Student Achievement (ISA) is a division of Education Testing Service (ETS). The mission of ISA's equity services is to increase both access and success of traditionally underserved and underprepared students. This is achieved by transforming school board advocacy, district systems of leadership and resource application, and teaching capacities. Collectively, these domains create a learning culture through which students process their position and potential. By weaving equity throughout the learning culture via practices that establish sustainability (e.g., professional learning, staff recruiting, student support services), all students gain eligibility, opportunity, and the persistence necessary to reach their college and career goals.</p> <p>Training will be evaluated at level 1, 2 and 3 by end of course follow-up surveys.</p>	<p>rates – even for students who started ninth grade well below grade level.</p> <p>ISA's work has been the subject of three independent evaluation studies and one special sub-population analysis. Having met the What Works Clearinghouse standards, ISA's Model has been approved for use in School Improvement Grants (SIG) as an evidence-based Whole School Reform model at SIG Approved Evidence Based, Whole School Reform Model.</p>	<p>.0765 = \$1,119.20</p>
		<p>Instructional Specialist for Staff Development will provide support for district wide professional development initiatives, new teacher PD, and oversee Mentors and the induction program. 12 month position funded 10% local and 90% Title II.</p>		<p>Salary \$89,170</p> <p>Benefits \$27,700 which includes FICA \$6,800 Insurance \$6,800 Retirement 14,100</p>

3. Strategies and Activities to Retain and Provide Support to Effective Educators

<p>3.1</p>	<p>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</p> <p>The LSS may develop initiatives that:</p>			
<p>3.1.1</p>	<p>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</p>	<p>Outcome: Funding will provide time for Mentors, experienced teachers, and instructional specialists to work with new teachers. Principals, Content Specialists, and Mentors can apply for sub or stipend funding to design a specific support for a new teacher to observe or work with an experienced teacher. This can be a sub during the school day or a stipend to meet after school. The person requesting the placement identifies the specific need and develops a specific plan of dates and times to work on that need. Data is collected during the end of year survey for New Teachers. In 2018, over 90% of 1st year certificated teachers who responded to this question said this activity was a valuable use of time and improved their professional practice.</p> <p>Data for new teacher mentoring is collected by survey in January and June. Mentors complete a weekly log as well to identify needs and record supports provided. Some surveys have been missed due to COVID. Mentors and schools are also surveyed and Human Resources conducts exit interviews to determine the reason that teachers leave. The most common reasons are to relocate and due to lack of support. This grant activity is customized and targeted support, matching the individual need to the best person to provide the support. In this way, new teachers can receive extra time to meet with an</p>	<p>Mentorship programs can increase teacher retention, student achievement, problem-solving skills, and confidence and reduce feelings of isolation, particularly for early-career teachers (Beltman, Mansfield, and Price, 2011).</p> <p>Ingersoll, R., and Strong, M. (2011). <u>The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research.</u> <i>Review of Education Research</i>, 81(2), 201-233. This review critically examines 15 published studies on the effects of teacher induction and mentoring programs for new teachers. The authors conclude that, overall, the evidence supports the claim that teacher induction and mentorship programs in particular have positive impacts, including improved teacher satisfaction, retention, and student achievement.</p> <p>Level 2 since this included empirical studies comparing data for participants and non-participants and supports the outcome.</p>	<p>Stipends \$14,000</p> <p>FICA \$14,000 x .0765 = \$1,071</p>

		<p>experienced teacher in their school, visit a teacher at another school, or free up time to plan with instructional specialists. Requests will be reviewed and approved by staff development and the Deputy Superintendent. This is ongoing throughout the school year. Opportunities to observe other teachers is required by COMAR. Mentors encourage new teachers to participate in a variety of supports and discusses implementing the knowledge in the classroom.</p>		
3.1.2	<p>provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.</p>	<p>Peer Coaching Substitutes for coaches to meet with teachers.</p> <p>The goal is to improve the teacher attrition rates at Craik, Berry, and Indian Head Elementary Schools. Success will be measured by comparing the teacher attrition rates during each year of the program. Survey data will be collected from new teachers that will be used to adjust and plan for the following year. Coaches will complete classroom visits and provide feedback to new teachers in-person, or in a SWIVL video, or webinar format. They will host new teacher support meetings, attend quarterly coach's meetings, and plan networking events for new teachers.</p> <p>This is the 5th year of the program which started through the MSDE Peer Coaching grant and continued through Teach to Lead and then a special grant from MSDE. Last year their work was recognized by Learning Forward' chief policy advocacy officer, Melinda George.</p> <p>Evaluation will be at levels 1-4 through surveys and classroom observations. Teacher attrition data will also be collected and these schools will be compared to overall CCPS data.</p>	<p>Evaluations of instructional coaching programs show that coaching can create meaningful change in teachers' instruction in reading, science, and math. In fact, <u>Kraft, Blazar, and Hogan's</u> recent meta-analysis of 60 instructional coaching evaluations found large, positive effects of coaching on instructional practice (0.49 standard deviations).</p> <p>Level 4 since the conditions for the study are different from our activity. This is a meta-analysis of multiple causal studies showing the effect of coaching on instructional practice and student achievement.</p> <p>Additional articles are available in <i>A Culture of Coaching</i>, the November 2019 edition of ASCDs Educational Leadership journal. EL.Vol. 77 No. 3. Nov. 2019. \$9.95 http://www.ascd.org/publications/educational-leadership/archived-issues.aspx</p>	<p>Substitutes \$4,900</p> <p>FICA \$4,900 x .0765 = \$374.85</p>

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.	<p><u>Tuition Reimbursement</u> Reimburse teachers for coursework. Teacher Services works with teachers throughout the school year to advise and guide teachers in this process. Funds will support the teachers hired and working during the grant period based on their identified needs in the tuition reimbursement application process. Funds can be used for any coursework that supports the teacher's instructional skill development with Reading and Math as priority areas. However, as a level 1 evaluation, we anticipate that funds will support 10 conditional teachers working in coursework toward full certification and 10 teachers in coursework toward Advanced Professional Certification.</p>	<p>http://www-siepr.stanford.edu/RePEc/sip/06-025.pdf</p> <p>This paper tests empirically whether tuition reimbursement programs increase employee retention. The results from the case study and cross-section analyses tell a consistent story: tuition reimbursement programs increase employee retention. Level 2 as this used studies which compared participants and nonparticipants and indicated that tuition reimbursement supports retention.</p>	\$100,000
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:	Renewal for PowerSchool, Professional Learning system. This is our online registration and professional development tracking system. .	Maintain ongoing communication and tracking for professional development data at the teacher, school, and district level.	\$18,500
		Renewal for OPENLMS (Moodle) Learning Management System hosted by LTG with 800 licenses for professional development per year.	Offers online learning and online support resources for all PD instructors	\$8,000

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.			
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*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)]

Charles County Public Schools' curriculum guides, materials, and assessments align to the Maryland College and Career Readiness Standards for both English and Math, the Next Generation Science Standards, and the MSDE 6.0 skills and processes standards for Social Studies. In addition, professional learning activities are aligned to the Learning Forward Standards for professional learning. Professional Learning activities for section 4.0 support teachers, principals, and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

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.

A certified letter is sent to designated administrators and support staff of all nonpublic schools listed under the approved schools and church exempt tab at www.marylandpublicschools.org/nonpublic. Representatives are invited to attend a meeting combined discuss their needs and usage of nonpublic funds.

Ongoing contact is made with the schools who elect to participate in Title II-A by email and virtual teleconferencing. The PD Plan that the schools created is shared on OneDrive and is reviewed jointly by CCPS and the school liaison twice a year. The costs of accomplished activities are updated and the plan is revised if activities are changed or cancelled.

A written brochure of *Complaint Procedures for Federal Programs* is distributed to each nonpublic school participating in Title II-A.

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)

A certified letter was sent to designated administrators and support staff of all nonpublic schools listed under the approved schools and church exempt tab at www.marylandpublicschools.org/nonpublic. Representatives were invited to attend a meeting on December 10, 2020 to discuss their needs and usage of nonpublic funds. The nonpublic representatives who elected to participant in Title II-A services are listed below. If a nonpublic school appoints a new grant coordinator during the year, CCPS will meet with the new coordinator for an orientation, consultation, and to update them on the current grant application and timeline.

Staff development opportunities are published and easily viewed on the CCPS website. Nonpublic representatives were encouraged to contact Staff Development for assistance with enrollment in CCPS workshops or course offerings. Staff Development provided a demo and handout on the use of the online registration system.

As a follow-up, CCPS emails each school a templated Nonpublic Grant Planning and Consultation Form developed by an MSDE workgroup. This form assists schools in the process of reviewing their needs assessment and developing a plan for spending the funds. CCPS follows up by phone or email with assistance until the plan is approved. The planning template was distributed at the Dec. 10, 2020 consultation meeting and then sent out again in August of 2021 with a reminder of grant timelines and requirements. During the school year, spending is monitored against the planned timeline. If funds are not spent, the school is contacted and the plan is revised.

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)

Per pupil Amount

21.62

School	9/30/2020	Per pupil Amount
65 Archbishop Neale	242	5,232.04
66 St. Mary's Bryantown	191	4,129.42
67 St. Peters	256	5,534.72
72 Grace Lutheran	171	3,697.02
73 Grace Christian	209	4,518.58
83 Southern MD Christian	262	5,664.44
	1,331	28,776.22

Total Amount of Transfers: **\$28,776.22**

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-ideological.

MSDE Category	Activity	Description of Expense	Calculations	Amount	FICA .0765	Total
Instructional Staff Development Other	AVID Training	School teams to attend AVID Training	50 registrations x \$850. 10 sch membership x \$3809. Per diem for 3 days \$230 x 50 participants. Hotel for 3 nights \$675 x 30 rooms. (1 admin per school)	112,340.00	0.00	112,340.00
Instructional Staff Development Salaries & Wages	Formative Assessment	Stipends to pay participants to attend Community of Practice sessions after school.	\$35/hr x 2 hr x 5 CoP sessions x 21 teachers FICA 7350 x .0765 = 562.28	7,350.00	562.28	7,912.28
Instructional Staff Development Salaries & Wages	Evening and Summer PD	Stipends for evening and summer PD. Planning cycle for teacher needs is 3 times a year. Plans are reviewed by instructional team and approved by Deputy Superintendent.	2,858 hours x \$35 per hour FICA 100,030 x .0765 = 7,652.30	100,030.00	7,652.30	107,682.30
Instructional Staff Development Contracted Services	Evening and Summer PD	Consultants for In-service	1,000 x 3 consultants	3,000.00	0.00	3,000.00
Instructional Staff Development Supplies	Evening and Summer PD	Materials for in-service	\$500 x 27 workshops.	13,500.00	0.00	13,500.00
Instructional Staff Development Salaries & Wages	Implicit Bias Training	stipends for Trainers	22 hrs x 19 T x \$35/hr FICA 14,630 x .0765 = 1,119.20	14,630.00	1,119.20	15,749.20
Instructional Staff Development Contracted Services	Implicit Bias Training	Consultants for In-service	Sept - May TtT support	14,080.00	0.00	14,080.00
Instructional Staff Development Contracted Services	Leadership & Summer Training for Principals, Vice Principals, New Teacher Mentors	Consultants for In-service	Estimate with expenses from previous year	8,318.15	0.00	8,318.15



MSDE Category	Activity	Description of Expense	Calculations	Amount	FICA .0765	Total
Instructional Staff Development Salaries & Wages	School embedded PD	Substitutes for school embedded PD for content and grade level teams. PD plans submitted by principals and approved by the deputy superintendent	300 sub days x \$100 FICA 30,000 x .0765 = 2,295	30,000.00	2,295.00	32,295.00
Instructional/Regular Programs /Salaries & Wages	Staff Development Instructional Specialist Position	Instructional Specialist Salary	Based on salary scales, \$27,700 Benefits include:FICA \$6,800 Insurance \$6,800 Retirement \$14,100	89,170.00	27,700.00	116,870.00
Instructional Staff Development Salaries & Wages	Mentors and New Teachers	Stipends to pay mentors and teachers for time spent supporting new teacher induction and training	\$35/hr x 400 hrs FICA 14000 x .0765 = 1,071	14,000.00	1,071.00	15,071.00
Instructional Staff Development Salaries & Wages	Peer Coaching	Stipends for Peer Coaches and new teachers	\$35/hr x 70 hrs for coaches + 70 hrs for new teachers to meet after school FICA 4,900 x .0765 = 374.85	4,900.00	374.85	5,274.85
Fixed Charges	Tuition Reimbursement	Tuition Reimbursement for college or masters courses related to teaching credentials	Funding for tuition reimbursement	100,000.00	0.00	100,000.00
Instructional Staff Development Contracted Services	Renewal for LMS (Moodle/Canvas)	Renew contract for Moodle LMS to online support of PD	vendor quote for 800 licenses	8,000.00	0.00	8,000.00
Instructional Staff Development Contracted Services	Renewal for PowerSchool Online PD system	Renew subscription for PowerSchool online professional development registration and tracking system	Vendor quote	18,500.00	0.00	18,500.00
Transfer (Indirect and Non-Public)	Prof. Dev Nonpublic schools	Nonpublic portion	Per pupil amount \$21.62 x number of nonpublic students K-12 - 1331. There are 26768 public students.	28,776.22	0.00	28,776.22

607,369.00

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$ 607,369.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title IIA	GRANT RECIPIENT NAME	Charles County Public Schools		
MSDE GRANT #	221038-01	RECIPIENT GRANT #	192-22		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Charles County Public Schools		
FUND SOURCE CODE	6792	GRANT PERIOD	7/1/2021	6/30/2023	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
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.	69,170.00						69,170.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs						28,776.22	28,776.22
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.	170,910.00	51,898.15	13,500.00	112,340.00			348,648.15
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. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional 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 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				140774.63			140,774.63
213 Food Services							0.00
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	260,080.00	51,898.15	13,500.00	253,114.63	0.00	28,776.22	607,369.00

Finance Official Approval	Earl Sorsby III		10/7/21	301-934-7354
Supt./Assistant Supt. Approval	Maria V. Navarro, Ed.D.		10/21	301-934-7223
MSDE Grant Manager Approval				

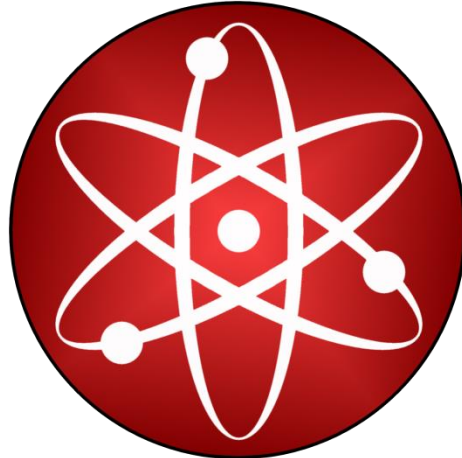
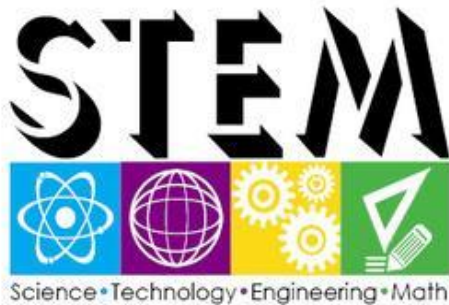
Grant Budget C-1-25 Rev. 12/19/2020

Appendix F: FY 2022 (July 1, 2021 – September 30, 2023)

DRAFT #2 -10.28.21

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

Local Educational Agency (LEA): <u>Charles County Public Schools</u> (use drop down)	Grant Year: <u>FY 2022</u>
Title IV-A Point of Contact: <u>Kevin Lowndes</u>	
Telephone: <u>301-934-7377</u>	E-mail: <u>klowndes@ccboe.com</u>



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

Appendix F

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

Table of Contents

Title IV, Part A Application: Overview	283
1.0 CONSULTATION - Required.....	285
2.0 ADMINISTRATIVE COST – Allowable	288
3.0 NEEDS ASSESSMENT- Required	289
The Supervisor for the School Counselors participates in quarterly meetings with the office of instruction to collaborate on ways to enhance the safety of students.	290
Prioritizing Funds to School- Required	300
Prioritizing Educational Equity – Required (Please describe how the LEA is prioritizing equity needs to support marginalized student groups and practices.).....	300
4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]	301
Activity Key for Well-Rounded Education Opportunities	303
Well Rounded Education: Federal Examples ESEA§4107	303
5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]	321
Activity Key for Safe and Healthy Students.....	323
Safe and Healthy Students: Federal Examples ESEA§4108	323
6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]	336
Activity Key for Effective Use of Technology.....	336
Effective Use of Technology Federal Examples ESEA§4109	336
7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:.....	Error! Bookmark not defined.
8.0 Assurances [ESEA, Section 4106(E)(2)]:.....	342
9.0 INTERNET SAFETY [ESEA, Section 4121]:	343
10.0 BUDGET NARRATIVE:	344

Appendix F

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

Local Educational Agency (LEA): <u>Charles County Public Schools</u> (use drop down)	Grant Year: <u>FY 2022</u>
Title IV-A Point of Contact: <u>Kevin Lowndes</u>	
Telephone: <u>301-934-7377</u>	E-mail: <u>klowndes@ccboe.com</u>
Title IV, Part A Application: Overview	
<ul style="list-style-type: none">• 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 registration, COMAR 13A.016 to ensure each program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized groups. <p>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</p>	
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:	
<ol style="list-style-type: none">1) provide all students with access to a well-rounded education;2) improve school conditions for student learning; and3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	

Appendix F

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

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment 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.

Appendix F

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

Local Educational Agency: <u>Charles County Public Schools</u> (use drop down)	Grant Year: FY 2022
1.0 CONSULTATION - Required	
Please provide a description of how the LEA <i>meaningfully consulted</i> 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)).	
<p>Consultation is an ongoing process. Parents and community members have a voice through a variety of meetings and committees dedicated to maintaining a strong relationship and dialog with our community stakeholders. These groups communicate regularly with principals and school-based staff through their Parent Teacher Organizations (PTO's). Other opportunities for input are provided through open meetings and ongoing district-wide advocacy committees. These include system-wide e community meetings and Parent Advisory Committee (PAC), Public Forums during monthly Board of Education meetings, English as a Second Language (ESOL) Community Night, Diversity and Equity Committee, Special Education Citizens Advisory Committee (SECAC), and Communications Advisory Committee. Students also have a voice through meetings with the Charles County Association of Student Councils (CCASC). Charles County Public Schools also participates in partnerships with World Gym, The Chamber of Commerce, the Health Department, Partnerships for a Healthier Charles County, the Educational Association of Charles County, and several STEM community organizations. A variety of directors, coordinators and content specialists participate in these events and information and minutes are further shared with the public through the website, emails, and/or newsletters. Public meetings allow for our school/educational based staff to gain input from the ongoing dialogue with community groups about what programs and initiatives are working on and what needs still need to be met. Based on community input data initiatives are developed to help remedy those needs. Groups are informed of initiatives with families to share school system initiatives and programs funded through grant sources as well as specific initiatives funded by the Title IV, Part A in November 2021. Two additional parent meetings will be held by June 2022.</p> <p>The Student Engagement and Conduct Officers (SECO) and building administrators work closely to reduce the number of students suspended from school, for periods longer than 10 days, for minor substance abuse matters. In partnership with building administrators, parents and students are notified of alternatives to long term suspensions. Once the parents and students agree, the SECO collaborates with all parties to discuss programs that encourage participation and education with the ultimate goal of reducing repeated behaviors. In partnership with the Charles County Sheriff's Office Teen Court Coordinator, students attend one session of Teen Court. Teen Court is held every Thursday until June 2022. Additionally, families will attend CCPS' First Time Offenders Program. CCPS' program is offered for 2 hours, beginning on Nov. 6 and ends on May 28, 2022, and students attend as a part of the agreement made with school officials. First Time Offenders is held quarterly, and students and parents attend one session. Teen Court meets weekly, and the goal of the program is to ensure that students and parents understand the importance of making better choices. By voluntarily attending the Teen Court program from 5:15 pm – 8:15 pm (on their assigned date), students and parents will be provided with a clear understanding of their child's substance abuse usage. Efforts are made by the SECO to communicate with the families and the Teen Court Coordinator to ensure that everyone attends Teen Court and First Time Offenders Program in order to fulfill the requirements of their agreement.</p> <p>If a parent, student and administrator are interested in working with a RENEW facilitator, a meeting is conducted to outline the program, its requirements and the amount of time needed to document success. An agreement between all parties is reviewed before the process starts. Once the RENEW contract between the family and</p>	

Appendix F

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

RENEW facilitator has been signed, a schedule will be developed that allows for consistency with the student and a follow-up meeting with school employees and the family. The RENEW mapping process can take up to 12 weeks before a student requested staffing could occur. Consistency, availability, and a partnership with the school is crucial to the student's success.

The Fine and Performing Arts Department will continue its partnerships with The College of Southern Maryland (CSM), Mattawoman Creek Arts Center (MCAC), The Charles County Arts Alliance (CCAA), and multiple local businesses and Business Associations. Meetings for each group are scheduled in proximity to scheduled events and planning deadlines throughout the 2021-22 school year. Health and Physical Education will continue partnering with the Charles County Health Department and SHAPE Maryland as well as meet with the Advisory Council on Health and Physical Education quarterly during the 2021-22 school year. The health and school counseling departments were consulted and provided an opportunity to review as well as provide feedback on the initial purchase of the Rosen Teen Health and Wellness database. A quick guide that provides a snapshot of all library resources available is updated and made available annually. Librarians typically share this with their school community at the start of the school year.

Needs are determined by review of test data, central office classroom visits, observation during the year, principal input and monthly meetings, review of overall teacher evaluations on the online TEAMS portal, Town Hall Meetings for teacher input, and the use of data from the 2015 national youth Risk Behavior Survey from the CDC. Discussion of needs occurs in collaboration with directors and content specialists, as well as consultation with the grant managers working with the other federal title grants. STEM and music also look at trends in participation and barriers that exist for participation. Teacher input is gathered during department meetings and the supervisor for school counselors participates in quarterly meetings with the department of instruction to collaborate on ways to enhance the safety of students.

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)).

Well established school-based and district monthly stakeholder meetings and partnerships will continue to provide important public and parent input for educational needs in Charles County Public Schools. Teachers will continue to have a voice through Town Hall Meetings, principal /staff meetings, and grade level or department meetings. The district also has ongoing department meetings where collaboration can occur both within, and across, various content areas and departments. To foster continual improvement in identified grant activities, specific consultations for Title IV will be scheduled monthly (and as needed) during the development of the master plan, to review identified needs, and seek input in planning the activities to support the outcomes of this grant. The Fine and Performing Arts Department will continue to meet quarterly through the Non-Tenured Teacher (NTT) evening support meetings which allow for group workshops as well as specific level-based content planning and feedback. Health and Physical Education will meet bi-monthly as the New and Veteran Teacher Collaboration, HPE Professional Development Committee, as well as specific level-based content planning feedback meetings. Representatives of the School Counseling and Health/PE departments have been invited to participate in formal training on Teen Health & Wellness in the past, and we plan to offer additional training opportunities in 2022.

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)).

Appendix F

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

Directors, coordinators, teachers, and content specialist directly participate in a variety of educational and public committees and partnerships (i.e., Disproportionality Committees, safety advisory committees, STEM advisory committees, etc.) throughout the school year. These instructional leaders are called upon to collaborate with grant managers during the development of the master plan. Overall needs are identified and discussed that meet the purposes and eligible activities of the grant. Recommendations are compiled and approved by the Office of the Deputy Superintendent. Through the continued partnerships, the Fine and Performing Arts Department works with the local partnerships to provide additional opportunities to students and teachers including student and teacher art exhibits, musical performances, theatrical performances, and teacher professional development sessions. Through partnership, Health and Physical Education works with local partnerships to provide instructional extension opportunities specific to health education.

Appendix F

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

Local Educational Agency: <u>Charles County Public Schools</u> (use drop down)			Grant Year: FY 2022
<p>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.</p> <p>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-ROUNDED EDUCATION AND SAFE & HEALTHY STUDENTS)</p>			
2.0 ADMINISTRATIVE COST – Allowable			
Item	Line Item	Description	Public School Costs
2.1	N/A	N/A	N/A
2.2	N/A	N/A	N/A
2.3	N/A	N/A	N/A
2.4	N/A	N/A	N/A
		Total for Section 2.0	N/A

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Charles County Public Schools</u> (use drop down)		Grant Year: FY 2022		
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: <ul style="list-style-type: none"> • 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?	<p>The elementary classroom teachers collaborate with instructional specialists who meet monthly to devise curriculum and instructional needs.</p> <p>Music All Charles County Public Schools (CCPS) students have access to a well-rounded education. Teachers receive quality professional development and utilize proven instructional strategies.</p> <p>To ensure access to instrumental music, CCPS continues to purchase musical instruments for students that otherwise would not be able to afford to rent or purchase on their own.</p> <p>CCPS Middle School and High School Music teachers, administrators, parents, and students are all involved in the development of a quality music program. The use</p>	<p>Stakeholders include: School administrators, Supervising school counselor, coordinator of student intervention programs, school psychologist, Pupil Personnel workers, school counselors, high school health teachers and middle school health teachers, nurse</p> <p>All CCPS participate in the Positive Behavior Interventions Supports Program (PBIS). Schools provide students with a proactive approach to school wide discipline. School staff are trained to reinforce the positive behaviors of students doing what is expected as well as supporting students who need extra assistance to reach school wide expectations. Each school follows a matrix of rules for specific areas i.e., hallways, cafeteria, bathroom, classroom, etc. Each school follows a specific three-tier referral process for staff to address behaviors that occur. The</p>	<p>Music CCPS music teachers utilize various programs and apps to help insure the best possible instructional methods. Cost and advances in technology have been a challenge. This begins in early elementary school and continues throughout high school.</p> <p>P.E. Physical Education teachers collaborate daily with their department chairs. Monthly, meetings with the department chairs are held to discuss the needs of students and teachers.</p> <p>STEM The interest in robotics opportunities is in high demand. Team members are generally limited to ten or less students. Therefore, some schools have requested to support up to four teams to accommodate student interest. Often, the request for additional teams is restricted due to the availability of</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>of clear communication and expectations in conjunction with qualified faculty and quality instructional strategies and recourses</p> <p>P.E. The middle and high school physical education teachers collaborate daily with their department chairs. Schools meet monthly with the Department Chairs to discuss the needs of students and teachers.</p> <p>STEM Central office staff participate as members of the Southern Maryland STEM Community Council, which convenes biannually to discuss the educational and workforce needs of the local community.</p> <p>The Southern Maryland STEM Community Council includes representatives for regional military establishments, K-12 public school and higher education agencies, and nonprofit organizations within the region.</p> <p>Specific to robotics, the College of Southern Maryland spearheads the Southern Maryland Robotics Advisory Committee, which includes representatives from Charles, Calvert, and St. Mary’s County public schools, as well as private</p>	<p>program provides each school with monthly data by gender, race, and offense. Schools can use this data to identify students who may need counseling or referral to community mental health partners and locations that are problematic and need more supervision.</p> <p>PBIS/MDS3 Team from each school participate in quarterly fidelity check meetings to review school wide data and develop strategies and interventions to reduce discipline referrals and positive climate.</p> <p>The Supervisor for the School Counselors participates in quarterly meetings with the office of instruction to collaborate on ways to enhance the safety of students.</p> <p>All Charles County Public Schools have Student Support Teams that consist of an administrator, counselor, psychologist, PPW, nurse, special educator and instructional specialists that meet monthly to address students with behavioral, social, emotional, poor attendance, health or academic concerns.</p> <p>Student Engagement and Conduct Officers (SECO) participate and collaborate with system employees in various departments within the</p>	<p>robotics kits and equipment, or lack of a qualified coach.</p> <p>To allow for maximum participation, students will serve in a specific role on the robotics team, and all students will have access to programming software and virtual robot software to simulate the programming actions required for competition.</p>
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>schools and non- profit organizations, to develop adequate opportunities for students to participate in robotics programs.</p> <p>STEM Our school district embraces a “STEM for all” philosophy to engage all students in integrated, rigorous STEM coursework and skill development. As a result, our goal is to offer comparable offerings and programs at each school, while supporting our neediest schools with equitable services. Currently, 85 percent of all schools offer a competitive after school robotics program. The remaining 15 percent of schools which do not participate in after school robotics are located in highly rural and/or high poverty areas of the county. An informal survey revealed potential barriers to program implementation, which include: lack of teacher/coach expertise, and lack of funding.</p>	<p>schools and central office. Attendance at meetings ensure that the SECO has a clear understanding of all data points and contributory factors surrounding student attendance, behaviors and academic achievement. Working to mitigate factors that prevent student success is crucial to the role. Increasing the graduation rate, reducing the number of suspensions, and increasing student attendance center around the SECO’s involvement in PBIS initiatives, disproportionality and other meetings that discuss student achievement. Creation and implementation of plans lead to long-term academic success.</p>	
3.2	<p>What data support the identified local needs?</p>	<p>Music Retention rates, Post Test results, District XI Festival results, and student surveys.</p> <p>Music Continuity of instructional time. Classroom location for elementary instrumental music.</p>	<p>P.E. Youth risk behavioral survey from the CDC</p> <p>Mental Health Schools historically at high risk for students that demonstrate acting out tendencies (discipline referrals, suspensions) will need extra</p>	<p>Music Accessibility to internet and LCD projection.</p> <p>P.E. Skills and Performance rubrics.</p> <p>STEM</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>P.E. Fitness testing data Youth risk behavioral survey from the CDC</p> <p>STEM Students will complete a pre and post survey to evaluate content knowledge and attitude and interest development.</p> <p>An improved methodology for collecting offerings and evaluation of school-based initiatives. In SY 2017-2018, we initiated a STEM Advisory Council to begin collecting additional data and share research based instructional strategies and professional development. P</p>	<p>counseling services to deal with post-traumatic stress situations from the COVID pandemic.</p> <p>Discipline and attendance hearings conducted by the Student Engagement and Conduct Officer (SECO) have revealed that additional community-based interventions, services and mental health support is warranted. Interventions and services prior to the pandemic were needed. Since the pandemic, an increase in services has been noted and requested by families.</p>	<p>Robotics coaches will complete evaluation surveys after participating in professional development. Students will complete a pre and post survey to evaluate content knowledge and attitude and interest development.</p>
	<p>What data support the identified equity needs?</p>	<p>Music –</p> <ul style="list-style-type: none"> - Sight-reading and stage performance data from past District XI Band, Chorus, and Orchestra Festivals - Past and current FARMS enrollment in the instrumental music programs - The increasing number of families requesting assistance with renting instruments <p>P.E.</p> <ul style="list-style-type: none"> - Fitness testing data 	<p>P.E. Youth risk behavioral survey from the CDC</p>	<p>Music –</p> <ul style="list-style-type: none"> - Students benefit from authentic and immediate feedback on performance-based learning (music reading and performance on an instrument) - Students benefit when they can utilize technology as an educational scaffold - <p>P.E.</p> <ul style="list-style-type: none"> - Instructional support and data collection. - Student engagement, assessment, and feedback.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<ul style="list-style-type: none"> - Teacher derived performance data - Youth risk behavioral survey from the CDC <p>STEM The enrollment trend data of each CTE career cluster was evaluated for disparity gaps based on enrollment from 2018 to 2020. The data was disaggregated by subgroup and prioritized based on the size and duration of the disparity gap.</p>			
3.3	<p>What are the hardest to serve student groups?</p>	<p>This information is based at the classroom level with one-on-one testing from teacher to student.</p> <p>Music School base teachers, administration and counselors work to determine individual student needs. The schools are to investigate any instance of a student wanting to participate in instrumental music yet shows reluctance to turn in paperwork. Not all families will admit to having financial restraints.</p> <p>STEM In addition to teacher, student, and parental surveys; anecdotal data is collected from stakeholders and community partners through informal conversations regarding providing a</p>	<p>CCPS' current curriculum captures MSDE's traditional standards for health education, however, due to the alarming increase in sexual violence, drug abuse and sexual abuse Charles County would like to improve on our current education programs and increase our focus on the current escalating climate in these areas.</p> <p>Music CCPS works to provide a safe and welcoming environment for all students.</p> <p>STEM In addition to teacher, student, and parental surveys; anecdotal data is collected from stakeholders and community partners through informal conversations regarding school conditions and climate.</p>	<p>This information is based at the classroom level with one-on-one testing from teacher to student.</p> <p>Music CCPS works to offer enrichment and remediation opportunities to all instrumental music students.</p> <p>STEM In addition to teacher, student, and parental surveys; anecdotal data is collected from stakeholders and community partners through informal conversations regarding Professional development and technological needs.</p> <p>Social Studies Learning experiences and instructional/technological resources available to all enrichment/honors level students are also available to all</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>well-rounded STEM educational for all students.</p>		<p>students through the portals and library access sites in the county.</p> <p>School Counseling School Counselors provide Individual, Group and Classroom guidance to all students in need of support.</p> <p>Students with a high number of behavioral infractions and a chronic history of poor attendance require the most need for intensive support from the SECO.</p>
<p>3.4</p>	<p>What inequities inherent in the system are driving some of the local needs to support marginalized student groups?</p>	<p>Most of the school system’s focus and priority is on Reading, Math and Special Education. Physical Education and Health opportunities are often minimized or diminished as a result of time and funding.</p> <p>Music Scheduling and facilities tend to be the only inequities. All schools have access to the same resources and instruments.</p> <p>STEM All students receive a well-rounded education, which supports individual student growth. When STEM extracurricular program data is analyzed, a participation disparity is revealed between white males and minority.</p>	<p>Most of the system’s focus is on Reading Math and Special Education. Physical Education and Health opportunities are often minimized or diminished as a result of time and funding.</p> <p>Music All schools work to provide a safe and healthy learning environment.</p> <p>School Counseling School Counselors can use lunchtime for grade level group counseling and individual counseling. School Counselors visit classroom once a month to deliver guidance.</p> <p>Student Engagement and Conduct Officers (SECO) work with families that need affordable, flexible and consistent mental health support.</p>	<p>Core Content teachers are afforded LCD carts, screens, tablets, and other technology to assist with instruction. However, the special areas often are not given the needed technology.</p> <p>Music All schools have both wired and wireless internet. All instrumental music teachers have access to either a desktop, laptop, or iPad.</p> <p>STEM Ongoing- differentiated professional development is required to support robotics teams in a manner that supports continued programmatic growth. Each year, we must provide differentiated professional development for students and coaches, in order to sustain systemic growth and equitable program offerings.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

			<p>Some schools lack a mental health provider that is either available or have the capacity to handle the number of students that need service. Wraparound services are needed which requires available staff to conduct the educational and emotional support the student need. Staffing is limited in this area.</p>	<p>STEM School culture plays a significant role in STEM Education. In addition, a strong technological infrastructure is required to provide adequate technological resources and materials to adult and student learners. In rural areas of the county, the infrastructure needs strengthening.</p>
3.5	<p>How are the identified needs being prioritized when several significant needs are identified?</p>	<p>Music CCPS will continue to have the purchase of instruments as the number one priority for instrumental music. The next priority is to offer students the best enrichment and remediation opportunities as possible. It is imperative that students find immediate success at instrumental music to encourage full participation, so they do not give up and quit.</p> <p>STEM The highest priority is placed on materials of instruction (robotics equipment and accompanying software; followed by professional development; followed by team registrations, and associated travel expenses.</p>	<p>Data from the National Youth Risk Behavior Survey showing the percentage of high school students who had sexual intercourse with four or more persons (during their life).</p> <p>The percentage for all students is 11.5. The percentage for Male students is 14.1. The percentage for Female students is 8.8.</p> <p>The percentage for Black students is 19.0. The percentage for Hispanic students is 11.0. The percentage for White students is 9.9. All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.</p> <p>Violence: Nationwide, 16.2% of students had carries a weapon (e.g., gun, knife, or club) on at least 1 day during the 30 days before the survey. The prevalence of having carried a</p>	<p>Music CCPS will continue to promote the arts as participation in the arts has been shown to help students in academic and social learning.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

			<p>weapon was higher among male (24.3%) than female (7.5%).</p> <p>Nationwide, 6% of students had been threatened or injured with a weapon. 22.6% of student had been in a physical fight one or more times during the 12 months before the survey.</p> <p>6.7% of students had been physically forced to have sexual intercourse when they did not want to. Unsafe sexual practices and abusive relationships affect academic achievement in an adverse way.</p> <p>This information directly affects the morbidity and mortality data for the state of MD. It also serves as a useful tool for decreasing our obesity rates as we encourage students to move more throughout the school day.</p> <p>Obesity and inadequate physical activity are linked to academic achievement and are therefore considered to be a high priority area.</p> <p>P.E. The Youth Risk Behavioral Surveillance Survey (YRBSS) monitors priority health-risk behaviors that contribute to the leading causes of morbidity and mortality among youth and adults:</p>	
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

			<p>unintentional injuries and violence, sexual behaviors, alcohol and other drug use, tobacco use, unhealthy dietary behaviors, and inadequate physical activity.</p> <p>The YRBSS also monitors two health outcomes: obesity and asthma.</p> <p>Obesity and inadequate physical activity are linked to academic achievement.</p>	
<p>How is equity being prioritized for the identified marginalized groups?</p>		<p>Music –</p> <ul style="list-style-type: none"> - The first priority is to provide students direct access to all music programs. This begins with having access and experiences with a variety of instruments during general music classes, such as the Ukuleles. Then access to band and orchestra instruments in grades 5-12. - The next priority is to ensure that students have to the best possible instructional methodologies and resources to provide quality scaffold learning opportunities. <p>P.E.</p> <ul style="list-style-type: none"> - Providing all students with equal access to quality physical education programming 	<p>P.E.</p> <ul style="list-style-type: none"> - Providing adequate support for regular physical activity - Collaborating to promote the goal of meeting CDC recommendations that schools provide 30 minutes of physical activity to all students every day. 	<p>Music –</p> <ul style="list-style-type: none"> - Students have equal access to technology hardware and software - Students understand how to fully implement those resources in ways that are most beneficial to how they learn <p>P.E.</p> <ul style="list-style-type: none"> - Students have equal access to instructional technology - Students understand how to fully implement technology resources

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<ul style="list-style-type: none"> – Providing access to certified PE teachers and provide extracurricular programming – Providing developmentally appropriate physical activity programs and positive professional attitudes when interacting with all students. <p>STEM The following programs and subgroups are currently identified as critical needs:</p> <p>CTE Enrollment Disparity Priority criteria: >5%= low; between 5-10%= moderate; above 10, but gap closing= high; either above 10% and gap increasing or above 15%= critical. Red= under enrollment; green= over enrollment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Program Cluster</th> <th style="text-align: left;">Subgroup</th> </tr> </thead> <tbody> <tr> <td>Business Management and Finance</td> <td>female</td> </tr> <tr> <td>Construction and Development</td> <td>female</td> </tr> <tr> <td>Consumer Services, Hospitality & Tourism</td> <td>male</td> </tr> <tr> <td>Environmental, Agricultural and Natural Resources</td> <td>black</td> </tr> </tbody> </table>	Program Cluster	Subgroup	Business Management and Finance	female	Construction and Development	female	Consumer Services, Hospitality & Tourism	male	Environmental, Agricultural and Natural Resources	black		
Program Cluster	Subgroup												
Business Management and Finance	female												
Construction and Development	female												
Consumer Services, Hospitality & Tourism	male												
Environmental, Agricultural and Natural Resources	black												

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	Health and Bioscience	male		
	Human Resource Services	male		
	Information Technology	female		
	Manufacturing and Engineering	female		
	Manufacturing and Engineering	economically disadvantaged		
Source: Maryland CTE Data (mdctedata.org)				

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Charles County Public Schools</u> (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 distributing 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. Select from prioritized needs.	Charles County Public Schools determines schools with greatest needs based on Homeless Population, FARMS and Special Education needs, as well as schools with excessive disciplinary incidents and suspensions. Supports are provided to these schools to enhance the educational environment for these students.	
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.)		
Music – Curriculum, access to co-curricular music, art, theatre, and dance activities and honor group activities that are designed to enhance regular classroom instruction. All students have access to the necessary equipment, instruction, and resources to allow for individualized student growth. There are over thirty opportunities throughout the school year for students to participate in co-curricular activities including All-County, Tri-County, District, and State level events.		
STEM- Curriculum, extracurricular programs and recruitment activities are design to eliminate barriers and generate interest for students within subgroups identified are critical priority.		
P.E. - Identifying potential partners in multiple sectors that can be engaged to provide physical activity resources and support tailored to the needs of all subgroups of students.		

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Charles County Public Schools</u> (use drop down)		Grant Year: FY 2022
<p>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.</p> <p>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).</p> <p>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.</p>		
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)	Partnerships have been developed with local and global organizations to maximize efficacy and to meet the identified goals. These partnerships include, but are not limited to, the Southern Maryland Robotics Advisory Committee; Southern Maryland STEM Community Council; both which are comprised of regional community, public school, business, and military partners.
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)	Partnerships have been developed with local and global organizations to maximize efficacy and to meet the identified goals. We partner with the Naval Surface Warfare Division- Indian Head to provide engineer professionals to mentor FIRST robotics teams as well as an In-school robotics program, in which the mentors co- teach mechanics and programming to 5th and 8th grade students. The In-school program culminates with an annual tri- county competition facilitated by the Naval Surface Warfare Division. The College of Southern Maryland facilitates regional competitions for LEGO and VEX, and VEX IQ robotics. We partner with John Hopkins applied Physics Laboratory to offer the Mathematics, Engineering, Science Achievement program at all schools. The Patuxent Partnership, a member of the Southern

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>Maryland STEM Community Council offers an Unmanned Aerial Vehicle (UAV) competition, in which high schools may participate.</p>
<p>4.3</p>	<p>(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;</p>	<p>Charles County Public Schools, in partnership with the National Science Teachers Association (NSTA), aims to use Interactive E-Books as a tool to build content knowledge capacity for science teachers. The mission of NSTA is to promote excellence and innovation in science teaching and learning for all.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities	
<p>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 the Well-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.</p>	
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 mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects	Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities	
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WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	Abbreviated Name
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.,	Increasing access to accelerated learning courses and dual or concurrent enrollment programs

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities	
<p>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 the Well-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.</p>	
WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	Abbreviated Name
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	
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

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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 allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Reimbursing low-income students for accelerated learning examination fees	
Proposed Well-Rounded Activity 4.1: Funding for AP Exams for Low-Income Students	
Activity Implementation: (How will the activity operate and over what duration?) The implementation for this will take place during the registration and assessment period of AP Exams (October 2021 to May 2022) and after exams are taken. After the exam is taken, the high schools will submit the invoice for low-income students to the Title IV office. This will determine how many FARMS took the exam.	
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? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: 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: In 2020, a total of 29 states and the District of Columbia recognized the importance of providing AP access to low-income students by providing the financial support they needed. 2020-ap-cohort-data-report.pdf (collegeboard.org)
Evaluation	
What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) To increase the participation rate in the AP exams by FARMS students to 25% by May 2022 for the 2021-2022 school year. During 2020-2021, 21% of the AP exams were taken by FARMS.	How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> Evaluation for Outcome 1: Analyze enrollment data at each high school for the number of registered and taken 2021-2022 AP exams by FARMS students by May 2022.
Use of Funds:	Provide a total dollar amount per activity.
4.1 Total=273 exams at \$53/exam = \$14,469	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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 allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.	
LECS Plan Focus Area: Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects	
Proposed Well-Rounded Activity 4.2: NSTA Sci-Packs to build content knowledge for Earth Systems, Biology, and Chemistry teachers in order to provide a well-rounded education via an integrated curriculum.	
Activity Implementation: (How will the activity operate and over what duration?) Provide content knowledge professional development for high school science teachers (30 teachers-representing 21% of MS/HS science teachers) via the NSTA Sci-Pack online modules. Teachers will each complete (4) modules for this program by the June 2022.	
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? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: Harrell, P.V. (2010) Teaching an Integrated Science Curriculum: Linking Teacher Knowledge and Teaching Assignments. Issues in Teacher Education (Spring). 145-165. https://files.eric.ed.gov/fulltext/EJ887301.pdf
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: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Desired changes include a positive change in teacher content knowledge and an increase in student performance in science classes that are integrated or taught by a teacher outside of their original content expertise. Desired changes include overall student achievement middle school science semester assessments (1 st /2 nd) to increase by 15%. Our semester assessments measure content at the grade 6, 7, and 8 th grade levels on science content in earth science, life science, and physical science. Measurement for this outcome will include teacher feedback, teacher-developed lesson plans, student work samples, student achievement scores on 1 st vs 2 nd semester assessments, and official	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) Evaluation for Outcome 1: Comparison table of certificated teachers (included specific areas) versus actual classes and content taught will be used as a needs assessment. In addition, teacher feedback, teacher-developed lesson plans, student work samples, and official walkthrough notes will be collected during SY21-22.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

walkthrough notes throughout SY21-22. These results (both CCPS and NSTA) will be housed with the Content Specialist for Science and shared in report form for Title IV audit purposes.

Outcome 2:(Smart, Measurable, Achievable, Relevant, & Time-Bound)

With our updated integrated curriculum at the MS and HS levels, teachers are not familiar with the integrated content that has been placed into integrated middle school science, Earth Systems, Biology, and Chemistry courses. Measurement for this outcome will include module test results, as reported by NSTA. Desired changes include 25% increase from pre module assessments to post module assessments. It is expected that teachers will complete at least (1) module with a 25% increase by June 2022. These results (both CCPS and NSTA) will be housed with the Content Specialist for Science and shared in report form for Title IV audit

Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)

Thirty teachers (representing 21% of CCPS MS/HS science teachers) will participate in the NSTA Sci-Pack online modules (4 per teacher). NSTA/CCPS will track the progress of each teacher and modules completed. Stipends will be paid to teachers upon the completion of each online module. By June 2022, 100% of participating teachers will have completed at least one module.

Evaluation for Outcome 2:

Module assessment results, provided by NSTA, will be collected and housed with the Content Specialist for Science.

Evaluation for Outcome 3:

Progress will be recorded and documented via the CCPS Content Specialist for Science. Stipends will be paid to teachers at the conclusion of each module (\$100).

Use of Funds:	Provide a total dollar amount per activity.	<p>Subscriptions to the NSTA Hub (\$99.00 X 30 teachers=\$2,970) Stipends paid for 22 teachers for completion of (4) modules (22 X \$400.00=\$8,800) FICA=\$673.20 NSTA Online 12,943.20</p>
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.3 Well-Rounded Education Activities	
<p>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 allocation \geq\$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.</p>	
<p>LECS Plan Focus Area: Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects</p>	
<p>Proposed Well-Rounded Activity 4.3: STEAM (Science, Technology, Engineering, Art, and Mathematics) Middle School Course</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) The LEA will provide a STEAM related arts course option at grades 6, 7, and 8 at each middle school for students to explore STEAM career pathways through project-based instruction with a focus on computational thinking. Educators will collaborate biannually at the end of each semester, to examine student work samples, analysis data, and participate in professional learning.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p>	<p>Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects</p> <p style="color: blue;">Level III - Promising Evidence</p> <p>Provide a link or citation below to support the Level of Evidence: https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-018-0118-3</p>
Evaluation	
<p>How and when will the listed outcomes be measured for success? (Add more as needed)</p>	
<p>What are the desired changes?</p> <ul style="list-style-type: none"> Increase access to STEAM education for students through grade 12 who are members of groups underrepresented in such subject fields. Provide hands-on learning and exposure to STEAM to enhance the students' understanding of the STEAM subjects. Integrate other academic subjects, including the arts, into STEAM subject programs to increase participation in STEAM subjects, improve attainment of skills related to STEAM subjects, and promote well-rounded education. <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 2023, reduce the enrollment disparity gap for female students by 20 percent in the following Career and Technology Education program clusters: Information Technology; Construction; Manufacturing and Engineering; and Transportation Technology.</p>	<p>Evaluation for Outcome 1: CTE enrollment data will be monitored annually and evaluated for impact June 2023.</p> <p>Evaluation for Outcome 2: Students will participate in pre-evaluation at the start and close of each semester course. Pre and post scores be monitored at the conclusion of each semester and evaluated for impact June 2023.</p> <p>Evaluation for Outcome 3:</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Outcome 2:(Smart, Measurable, Achievable, Relevant, & Time-Bound)

Increase, by 15% annually, student awareness of STEAM careers and college and workforce careers, as indicated by pre- and post-course surveys by June of 2023.

Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)

Click or tap here to enter text.

Use of Funds:	Provide a total dollar amount per activity.	<p>STEAM Teacher Professional Development- 10 teachers x 2hrs x \$35 x 4 sessions= \$2,800</p> <p>FICA- \$2800 x 7.65%= \$214.20</p> <p>Materials of Instruction- \$500 x 8 schools- \$4,000</p> <p>STEAM Curriculum, Learning Blade – \$18,000</p> <p>4.3 Total = \$25, 014.20</p>
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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 allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: STEAM Education	
Proposed Well-Rounded Activity 4.4: After-School STEM Clubs	
Activity Implementation: The LEA will expand the availability of STEM extracurricular programs (MESA, LEGO, VEX IQ, VEX EDR, Sea Perch, and FIRST Robotics League (FRC)) to increase the percentage of student participation in populations that are traditionally underrepresented in STEM fields for school year 2021-2022.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur because of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: What are the desired changes? <ul style="list-style-type: none"> Increase student interest, skillset, and confidence in STEM and computer science. Improve educator efficacy in STEAM content area through professional development. Reestablish the number of schools which offer a competitive after school robotics programs to baseline levels determined pre-pandemic. 	Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: http://www.afterschoolalliance.org/STEM_Outcomes_2013.pdf
Evaluation	
How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>	
Evaluation for Outcome 1: Demographic data for each STEM activity will be monitored quarterly and evaluated annually for impact.	
Evaluation for Outcome 2: Students will complete a satisfaction survey in May 2022 and annually thereafter.	
Evaluation for Outcome 3: Educators/Coaches will complete a pre-season needs assessment and impact survey after professional development sessions.	
Use of Funds:	Provide a total dollar amount per activity. Coaches Training 40 teachers x 1-day x 100/day= \$4,000 FICA- \$4,000 x 7.65%= \$306 Team Registration- 40 teams x \$150 = \$6,000

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>Robot kits- 10 new teams x \$350= \$3,500 Challenge kits- 40 teams x \$150= \$6,000 Girls Who Code, Coaches extra duty stipend- 40 teachers x \$725= \$29,000 FICA- \$29,000 x 7.65%= \$2,218.50 Transportation to STEAM Competitions-\$5800 4.4 Total= \$56,824.50</p>
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.5 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 allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Make Music and SmartMusic Applications	
Proposed Well-Rounded Activity 4.5: Music and arts programs or activities	
Activity Implementation: This software is designed to provide instant feedback for students when practicing or completing assignments. The software offers students a higher level of differentiation and shows exact notes or measures that need additional work. This software will be used on all student-issued devices from November 2021 through June 2022.	
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? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Music and arts programs or activities Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: Many studies have been conducted on practice strategies over the past 20 years. More pertinently, there have been several studies within the past 2-3 years on the effectiveness of computer aided practice software. Most noticeably has been “SmartMusic”. This was one of the first practical practice software programs. In each study, researchers found that the student engagement increased as well as the student’s critical analysis skills. Students enjoyed practicing and therefore, stayed in the instrumental music program. http://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1170&context=education_etd https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/45246/GURLEY-THESIS.pdf?sequence=1
What are the desired changes? 1. Have students self-assess their playing. 2. Increase the amount of time students' practice. 3. Improve the retention rate from grades 5-12.	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
Outcome 1:	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

At least 70% of students will use SmartMusic to self-assess their performance for at least 2 playing tests before submitting them for a grade by May 2022.

Outcome 2:

Increase student practice time by 5% to improve the quality of student performance by May 2022.

Outcome 3:

Increase the retention rate by 35% within the instrumental music program grades 5-12 by May 2022.

<p>Evaluation for Outcome 1: Reports from the program to show evidence of student use and teacher survey reporting how many students used SmartMusic to self-assess on at least 2 playing tests by May 2022.</p> <p>Evaluation for Outcome 2: Reports from the program providing evidence of an increase in student practice time by May 2022.</p> <p>Evaluation for Outcome 3: A comparison of total program enrollment in music between this year and the following year by May 2022.</p>	<p>320 Student Accounts (11 schools) at \$14/per = \$4,480</p> <p>4.5 Total = \$4,480</p>
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Use of Funds:	Provide a total dollar amount per activity.
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.6 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 allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Music First Software for AP Music Theory – Musition and Aurelia	
Proposed Well-Rounded Activity 4.6: Music and arts programs or activities	
Activity Implementation: This software will be utilized on student devices from November 2021 through June 2022 for all students enrolled in AP Music Theory. It will provide students with immediate feedback, automatically generated practice questions, and differentiation of Music Theory content.	
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?	What Title IV-A strategies align to the proposed activity? Select a Well-Rounded Strategy.
<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>What are the desired changes?</p> <ol style="list-style-type: none"> 1. Increase the county AP Music Theory Exam scores 2. Improve student chord analysis skills 3. Improve student aural skills. <p>Outcome 1:</p> <p>To increase AP Music Theory Exam Scores to an average of 3.5 out of 5 by May 2022.</p> <p>Outcome 2:</p> <p>To increase chord analysis scores on the AP Exam by 3% by May 2022.</p> <p>Outcome 3:</p> <p>Increase aural skill scores on the AP Exam by 3% by May 2022.</p>	<p>Music and arts programs or activities</p> <p>Level III - Promising Evidence</p> <p>Provide a link or citation below to support the Level of Evidence: Music theory is very similar to the “art” of playing an instrument. Theory takes practice and trial and error just like performing. Unfortunately, it is difficult for teachers to develop a large amount of material and then to grade the material. Teachers around the world have begun to rely on software such as Musician and Auralia to provide the content, the examples, the assessments, and the grading of the assessments. This allows the teacher to spend more time individually with students and provides additional resources for the students.</p> <p>Although I was not able to find any studies on this specific software, I am including documentation on using technology in the music classroom.</p> <p>https://education.fcps.org/trt/sites/trt/files/karen/musictech.pdf</p>
Evaluation	
How and when will the listed outcomes be measured for success? (Add more as needed)	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Use of Funds:	Provide a <i>total</i> dollar amount per activity.	<p>Evaluation for Outcome 1: Evidence for this will come from a comparison of last year’s AP Music Theory test scores with this year’s scores by May 2022.</p> <p>Evaluation for Outcome 2: Within the application, students will receive differentiated instruction based on the answers to theory questions generated by the program by May 2022.</p> <p>Evaluation for Outcome 3: Student survey of how the application supported their study of AP Music Theory and their preparation for the AP exam by May 2022.</p>
		<p>50 Musition Auralia Music Theory Subscriptions at \$4/per = \$200 29 Teacher/Student AP Theory Subscriptions at \$59/per = \$1,711 4.6 Total = \$1,911</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.7 Well-Rounded Education Activities	
<p>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 allocation \geq\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area: Support science instruction and participation in elementary science with an online gaming program.</p>	
<p>Proposed Well-Rounded Activity 4.7: Implementation of Legends of Learning to support science instruction and measure growth, gaps, and progress of students through an online gaming program.</p>	
<p>Activity Implementation: Legends of Learning is a web-based program that uses games as an incentive to learn science content. It is completely aligned with the Next Generation Science Standards. Teachers can assign games based on the current content being taught in the science classroom. Since elementary science is only taught twice per week for approximately 100 minutes, this program can be used to supplement science on an individual basis for the SY2021-2022 school year. . Science teachers will be informed of how they can use Legends of Learning as an effective use of technology at the beginning of the school year professional development session. Teachers will receive professional development on the Legends of Learning program at the beginning of school year 2021. Teachers will begin integrating the program into their lessons in the fall/winter and by spring, students should be using Legends as a regular resource to supplement science instruction.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p>	<p>Increasing access to accelerated learning courses and dual or concurrent enrollment programs</p> <p>Delivering specialized or rigorous academic courses and curricula through the use of technology:</p> <p>Gaming program, Legends of Learning, provides video game-style science and math content designed to improve instruction and student engagement in science, technology, engineering, and mathematics. Increasing student exposure of science content by using gaming will improve student participation and will boost content understanding.</p> <p>Level III - Promising Evidence</p> <p>Provide a link or citation below to support the Level of Evidence: Vanderbilt University partnered with Legends of Learning to conduct a study “Substantial Integration of Typical Educational Games into Extended Curriculum.” Published by the Journal of Learning Sciences, the research shows students who played games as part of their regular curriculum were significantly more engaged and outperformed their peers on both factual knowledge and</p>
<p>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.) Having teachers assign the standards-based game, Legends of Learning, students will increase content knowledge as well as problem solving skills to make them more well-rounded. Due to COVID, student learning loss gaps can be improved by using Legends of Learning as a remediation tool. Utilizing data from our Mock MISA assessment, teachers can target individuals for remediation.</p>	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Outcome 1:(Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Increase science content knowledge in physical, earth, and life sciences, engineering which will improve class discussions and student depth of knowledge as well as increase the state science assessment (MISA) by 5 points in elementary science by the end of the 2023 school year.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Students show growth and excitement in their participation in elementary science. Growth should improve by 10% by the end of the 2022 school year according to data provided by Legends of Learning reports. This increase will also help improve student depth of knowledge to be measured by unit assessments. Both student and teacher participation with Legends of Learning will increase from last year’s data.</p>	<p>depth of knowledge. Participating teachers reported their students were more engaged, and comprehended lessons faster.</p>
<p>Use of Funds: Provide a total dollar amount per activity.</p>	<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Formative and summative assessments in the classroom will show an increase in science content knowledge, richer science discussions, and overall attitude in science. Data from the Mock MISA will drive remediation for content gap stations and assignments. MISA assessment results and classroom assessments will show improvement of 5 points on the MISA assessment and 10% improvement on classroom assessments.</p> <p>Evaluation for Outcome 1:</p> <p>Outcomes will be measured through assessments given throughout the year as well as the MISA assessment. MISA data will show an improvement of 5 points by the end of school year 2023, and a 10% improvement with other assessments by the end of school year 2022.</p> <p>Evaluation for Outcome 2:</p> <p>Teachers will evaluate student participation on a regular basis by reviewing the data shared in Legends of Learning. Teacher surveys will also be used to determine if using this program increases science participation in the classroom. Student participation will also be tracked to show the percentage of time students are using the program beyond the assigned activities. The goal of 20% extra participation by students will be the target.</p> <p>\$960 per year per school x22 schools = \$21,120.00</p> <p>4.7 Total = \$21,120.00</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.8 Well-Rounded Education Activities	
<p>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 allocation \geq\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.</p>	
<p>LECS Plan Focus Area: Increasing access to accelerated learning courses and dual or concurrent enrollment programs</p>	
<p>Proposed Well-Rounded Activity 4.8 Partner with Equal Opportunity Schools Organization to significantly increase the number of low-income and students of color that enroll in AP courses and improve low-income and students of color AP test scores for 2022-2023.</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Equal Opportunity Schools Organization will provide robust student identification metrics for AP-ready students, and provide coaching and community building to school teams to identify and enroll low-income and students of color in 2022-2023 AP courses.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p>	<p>Increasing access to accelerated learning courses and dual or concurrent enrollment programs</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p>
<p>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.)</p>	<p>https://eoschools.org/approach/impact/geographic-reach/</p>
<p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Increase the number of low-income and students of color enrolled in 2022-2023 AP courses by 25% by May 2022. 147 FARMS and 301 students of color (AA/Black) participated in 2020-2021 AP Courses.</p>	<p>http://llbox13r47pp1r09k9wvb16m-wpengine.netdna-ssl.com/wp-content/uploads/2021/08/EOS_MD_StateFlyer_8.2021.pdf</p>
<p>Outcome 2:(Smart, Measurable, Achievable, Relevant, & Time-Bound)</p>	<p>Evaluation</p>
<p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p>	<p>How and when will the listed outcomes be measured for success? (Add more as needed)</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Click or tap here to enter text.</p>	<p>Evaluation for Outcome 1: Analyze the number of low-income and students of color registered for 2022-2023 AP courses by May 2022.</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>	
Use of Funds:	Partnership with Equal Opportunity Schools at \$20,000/school x 4 high schools	4.8 Total - \$80,000

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Charles County Public Schools</u> (use drop down)		Grant Year: FY 2022
<p>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)</p> <p>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)).</p> <p>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.</p>		
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)	Across the county with counselors and teachers to update curriculum and professional development. With the implementation of Tri-County Counselling, counselors and school psychologists will work with students to address dealing with trauma in their lives and how to overcome such trauma. PE teachers will update their curriculum to address opioid crisis and other substance abuse issues our teen face daily.	
(5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)	Our Student Services Office is facilitating professional development to train teachers and support staff on the impact of traumatic experiences on the learning and behavioral performance of students and how they may support these students in the classroom.	
(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)	We will have countywide “Parents Night” evening programs to provide information regarding drug and alcohol abuse and how it effects children in an attempt to provide information to parents on communicating with their children, setting expectations, and providing resources and guidance.	
(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)	CCPS attends monthly and quarterly meetings with the following organizations. http://center-for-children.org/ https://www.d21.org/education/stewards-of-children/ https://www.ccsso.us/ The purpose of the collaboration is the promote health and well-being though stable, nurturing relationships and environments children. These partnerships help to ensure positive impact on a broad range of health problems and on the development of skills that will help children reach their full potential.	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<p>Youth Risk Behavior Surveillance System (YRBSS) results for sexual dating violence: The Maryland high school Youth Risk Behavior Survey 2017 report that 10.3% (33,842) of students, 13.1% of female and 6.9% of males have experienced Sexual Dating Violence (counting kissing, touching, or being physically forced to have sexual intercourse when they did not want to) by someone they were dating or going out with one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey. The Center for Disease Control and Prevention Data and Statistics:</p> <ul style="list-style-type: none"> • There were 683,000 victims of child abuse and neglect reported to child protective services (CPS) in 2017. • The youngest children are the most vulnerable with about 24% of children in their first year of life experiencing victimization. • CPS reports may underestimate the true occurrence of abuse and neglect. A non-CPS study estimated that 1 in 4 children experience some form of child abuse or neglect in their lifetimes. • About 1,670 children died from abuse or neglect in 2017. • The total lifetime cost of child abuse and neglect is estimated at \$124 billion each year.
<p>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;</p>	<p>Charles County Public Schools, with the Charles County Department of Health, aims to build student health education content knowledge and health related skills specific to substance abuse awareness and prevention. The mission is to promote healthy behaviors and reduce YRBSS scores.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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—(iii) help prevent bullying and harassment	Bullying and harassment prevention programs or activities
Programs or activities that—(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse
Programs or activities that—(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	Mentoring and school counseling programs and activities
Programs or activities that—(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 support
High-quality training for school personnel, including specialized instructional support personnel, related to—(i) suicide prevention	Suicide prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to—(iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques
High-quality training for school personnel, including specialized instructional support personnel, related to—(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to—(vi) drug abuse prevention, including educating children facing substance abuse at home	Drug abuse prevention training for school personnel

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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
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
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

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe and Healthy Students	
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: Evidence-based drug and violence prevention activities and programs	
Proposed Safe & Healthy Student Activity 5.1: Middle School Health Curriculum Resource Update	
Activity Implementation: Middle School Health Curriculum Resource Updates. Provide teachers with curriculum resources that are evidence informed, meets national and state standards, and are aligned with skills-based health education. Teachers can use print edition instructional planning guides and student workbooks to digitize materials so learning activities are available for students to complete at school or from home. When in use remotely for students, teachers can use and/or embed PowerPoint slides into app based instructional programs. Through provided PowerPoint slides, guided note taking is available to lead discussion in the virtual classroom, while students can download and complete activity sheets from home. Professional development can be provided to ensure effective implementation. Update curriculum resources to improve upon teacher instructional effectiveness as to impact upon student decision making and goal setting in order to lower the amount of (opioid) overdoses and general illicit substance usage in the Charles County area as reported in the YRBS data. Provide MS HPE instructional staff with copies of the updated curriculum resources for effective planning and instructional implementation. SY2021-2022	
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? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators What are the desired changes? (Address all beneficiaries selected above; add more as needed)	Evidence-based professional development and training to prevent drug use and violence Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: <ul style="list-style-type: none"> https://www.statnews.com/2017/01/27/opioid-dangers-schools-students/ http://governor.maryland.gov/ltgovernor/home/heroin-and-opioid-emergency-task-force/heroin-facts/
Outcome 1: Impact the decision-making and goal setting of 6-8 students to lower the number of opioid overdoses and general substance abuse/misuse in Charles County as reported in the YRBS data by at least 2% in SY2021-2022.	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
Outcome 2: Purchase resources to fulfill updated State Framework in Health Education to improve MD YRBS scores by 4% in SY2021-2022.	Evaluation for Outcome 1: Teachers will be surveyed at the end of the instructional period to determine the effectiveness of the program objectives Evaluation for Outcome 2: Updated Youth Risk Surveillance data will show level of effectiveness; YRBS is an anonymous survey given to students to assess their risk factors and risk behaviors.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Use of Funds:	Provide a <i>total</i> dollar amount per activity.	HealthSmart Middle School Complete Set (Print), 6 Subjects: 12 copies for Middle Schools @ \$1,099 5.1 TOTAL=\$13,188.00
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe and Healthy Students	
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 \geq\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area: Substance Abuse Prevention and Education	
Proposed Safe & Healthy Student Activity 5.2: First Offenders School-Based Substance Abuse Interventions	
Activity Implementation: Students will be given an opportunity to obtain a substance abuse assessment from a local medical provider or community partner (I.e., Health Department). In addition to understanding the extent of their usage, parents and students will attend an educational session that focuses on education, decision making and what to look for as it pertains to continued drug use by May 2022.	
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? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators What are the desired changes? (Address all beneficiaries selected above; add more as needed) For civil citation violations, the number of students suspended for 45 days or more will decline by 10% for the 2021-2022 school year. Parents will be given an opportunity to assess their child(s) substance abuse usage based on results from community agency assessments. Students suspended for repeated infractions will also decline. Educators and professionals in the field (SRO's) will facilitate the sessions. Outcome 1: Reduce the number of students suspended by 10% to the superintendent for marijuana usage based on the state's civil citation guidelines for the 2021-2022 SY. Outcome 2:	School-based mental health services, including early identification of mental health symptoms, drug use, and violence Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: https://www.cdc.gov/marijuana/factsheets/teens.htm https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Marijuana-and-Teens-106.aspx Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) Evaluation for Outcome 1: Exit slips and suspension data based on the students that attend the sessions. Evaluation for Outcome 2: CCPS suspension data for students that didn't attend the program and who had been suspended for drugs.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

For the 2021-2022 SY, a first-time violation, students and parents will attend one meeting that discusses “look for’s”, decision making and understanding the impacts of substances on the body. One meeting per quarter will be conducted (lasting 2 hours) for students and parents; attendance is required once throughout the duration of the program.

Use of Funds:	Provide a <i>total dollar amount per activity.</i>	<p>First Offenders School-based (Health Teacher Stipends) 4 sessions per quarter/3 hours each: 48 @ \$35 = \$1,680 FICA - \$125.52</p> <p>SRO Stipend 4 sessions per quarter/3 hours each: 48 @ \$75 = \$3,600</p> <p>5.2 TOTAL=\$5,408.52</p>
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.3 Safe and Healthy Students	
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 \geq\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area: RENEW is a youth-directed planning and support process designed to meet the needs of young people with emotional and behavioral challenges transitioning from school to adult life. Students in middle and high school that require specific and direct interventions to support their behavioral challenges will see a decline in the number of referrals and/or behavioral interactions after engaging in RENEW.	
Proposed Safe & Healthy Student Activity 5.3: RENEW Behavioral Supports (Resilience, Empowerment and Natural Supports for Education and Work Program/Workshop)	
Activity Implementation: Staff at the IOD provide training and coaching to individuals and groups in community-based agencies and schools to implement the RENEW model, including a comprehensive facilitator’s manual, a set of tools to use with youth and teams, implementation assessments, and process and outcome data collection instruments. The IOD also works with schools, community-based providers, and state education and mental health agencies to develop the systems and infrastructure necessary to implement the RENEW model with fidelity. Consultation also includes assistance with how to use Medicaid and school-based resources for implementation of RENEW during the 2021-2022 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? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators What are the desired changes? (Address all beneficiaries selected above; add more as needed) Students with a history of a high # of behavioral infractions will gradually decline by 10% by the end of the 2021-2022 school year. Outcome 1: By the end of the 2021-2022 school year, reduce the number of students receiving disciplinary consequences by 10% for incidents surrounding behavioral infractions. Outcome 2:	Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: https://iod.unh.edu/sites/default/files/media/... jebd-v10n3-p171 (unh.edu) ERIC - EJ852665 - Wraparound: As a Tertiary Level Intervention for Students with Emotional/Behavioral Needs, TEACHING Exceptional Children, 2008 https://iod.unh.edu/projects/resilience-empowerment-and-natural-supports-education-and-work-renew/overview Positive Behavioral Interventions and Supports in High Schools: A Case Study From New Hampshire - A case study by JoAnne M. Malloy, Hank Bohanon, and Kathryn Francoeur on how one high school in New Hampshire implemented PBIS at all three tiers of support. Includes recommendations for practice and research of PBIS implementation in high schools.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<p>RENEW – Resilience, Empowerment and Natural Supports for Education and Work</p> <p>According to the University of New Hampshire Institute on Disability, over 3 million young people in the U.S. have an emotional or behavioral challenge that impairs their ability to do well in school, at home, or in the community, resulting in their long-term disadvantage and significant costs to our education, human services, justice, and healthcare systems. RENEW is a structured school-to-career transition planning and individualized wraparound process for youth and young adults with emotional and behavioral challenges. Developed in 1996 by staff at the Institute on Disability (IOD), RENEW is being provided by schools, community mental health centers, and community-based providers to young people throughout the U.S and in Denmark. The model focuses on engaging each youth to design and pursue a plan for the transition from school to adult life. RENEW has substantially increased the high school completion, employment, and post-secondary education participation rates among our most vulnerable youth.</p>
	<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p>
	<p>Evaluation for Outcome 1:</p> <p>A reduction in the number of referrals for students that participate in the program.</p> <p>Evaluation for Outcome 2:</p> <p>A reduction, by 10% for the 2021-2022 school year, in the number of disciplinary consequences for students that participate in the program.</p>
<p>Use of Funds:</p>	<p>Provide a total dollar amount per activity.</p> <p>10 Sessions @ \$800 = \$8,000</p> <p>5.3 TOTAL=\$8,000</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.4 SAFE AND HEALTHY STUDENTS	
<p>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 allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.</p>	
<p>LECS Plan Focus Area: Supporting students experiencing disconnection from learning or peer challenges with competitions related to STEM content</p>	
<p>Proposed Well-Rounded Activity 5.4: Destination Imagination Registration identified schools</p>	
<p>Activity Implementation: (How will the activity operate and over what duration?) Implementation will begin November 2021 with Destination Imagination team registration and will continue with the MD State Destination Imagination Tournament in March 2022. Destination Imagination school sponsors and team managers will encourage and recruit students that appear disconnected from learning and peers to participate in weekly team practices and compete at the Maryland Destination Imagination Tournament (November 2021-May 2022). This experience will provide an opportunity outside of typical academic and school situations for students to build relationships and develop divergent skills, which in turn may build self-esteem, build peer connections, and improve attendance. Materials and resources purchased by CCPS directly for SEL will be built into the weekly practices.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p>	<p>Healthy, active lifestyle programs and activities Level III - Promising Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>Proven Results - Destination Imagination</p>
<p>Evaluation</p>	
<p>How and when will the listed outcomes be measured for success? (Add more as needed)</p>	
<p>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: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Improve student attendance for students participating in Destination Imagination. No Destination Imagination students will have 15 or more absences by May 2022. Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Increase counseling and SEL components for Destination Imagination at identified schools to 25% of the time during practices by May 2022. Currently there are no resources for these activities, and time is not set aside for this.</p>	<p>Evaluation for Outcome 1: Monitor attendance for Destination Imagination participants monthly, paying particular attention to days of practice.</p> <p>Evaluation for Outcome 2: Review team practice agendas and student created artifacts from SEL activities.</p> <p>Evaluation for Outcome 3: Analyze the number of 2021-2022 Destination Imagination Teams from identified schools that advance to State and Global competitions by May 2022.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)

By increasing the access of students to analyze and synthesize STEM related topics/challenges, disconnected students who become Destination Imagination participants will use these skills to advance to State and Global competitions from November 2021 to May 2022. CCPS goal is for 50% of Destination Teams to advance in both the State and Global competitions by May 2022 during the 2021-2022 school year.

Use of Funds:	Payment of Destination Imagination Registration Fees at schools with attendance and disconnection issues. 8 schools x \$180 per team	\$1,440
	Stipends for teachers or counselors that are Destination Imagination Team Managers 8 schools x \$925 per teacher stipend	\$8,880 Team Mangers Stipend FICA = 679.32
		5.4 Total \$10,999.32

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.5 SAFE AND HEALTHY STUDENTS	
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 allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: Ukuleles for SEL in by Elementary General Music Instruction	
Proposed Well-Rounded Activity 5.5: Ukuleles for SEL Elementary General Music	
Activity Implementation: CCPS is purchasing additional classroom sets of ukuleles to be used in conjunction with SEL training for elementary music teachers. The ukuleles will be used to help students express themselves though listening, analyzing, composing, singing, and playing various styles of music. Teachers will guide students through the process in a variety of settings such as before or after school, during normal scheduled class time, and during recess in order to reach as many students as possible during the 2021-2022 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? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Healthy, active lifestyle programs and activities Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence:
What are the desired changes?	
1. Provide students with an avenue to help with performance anxiety. 2. Students develop the competency of self-awareness by describing a range of emotions and the situations in music that may evoke emotional response. 3. Provide all students in at least one grade level per elementary school with the ability to perform relevant music	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
Outcome 1: Teachers will utilize a student questionnaire to determine if at least 70% of students felt less performance anxiety by May 2022.	Evaluation for Outcome 1: Teachers will provide verification of successfully meeting Outcome 1 to the Content Specialist for Fine and Performing Arts through student and teacher based questionnaires by May 2022. Evaluation for Outcome 2: Teachers will provide verification of successfully meeting Outcome 2 to the Content Specialist for Fine and Performing Arts through student and teacher based questionnaires by May 2022.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Outcome 2:

Through the use of student and teacher questionnaires, 80% of students will be able to explain the mood of a piece of music by May 2022.

Outcome 3:

Schools will provide evidence that 90% students performed music that was relevant in ethnicity and/or time period by May 2022.

Evaluation for Outcome 3:

Teachers will provide verification of successfully meeting Outcome 3 to the Content Specialist for Fine and Performing Arts through a list of literature learned and student and teacher based questionnaires by May 2022.

Use of Funds:	Provide a <i>total</i> dollar amount per activity.	<p>170 Ukuleles at \$140/per = \$23,800</p> <p>5.5 Total = \$23,800</p>
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Charles County Public Schools</u> (use drop down)	Grant Year: FY 2022
6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]	
<p>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, any LEA 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.</p> <p>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.</p>	
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

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology	
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: Procuring technological content and ensuring content quality.	
Proposed Safe & Healthy Student Activity 6.1: Rosen Teen Health & Wellness Database	
Activity Implementation: (How will the activity operate and over what duration?)	
Program Objectives: <ul style="list-style-type: none"> On an ongoing basis, provide middle and high school students with information about online access to quality and up-to-date information and self-help support on topics such as drugs and alcohol, nutrition, mental health, suicide, bullying, LGBTQ issues, disease, green living, and more resulting in an increase in usage of the Teen Health and Wellness database by 5% from the previous year. Increase instances of direct instruction on how to access and navigate the database by 5% in order to increase students' ability to be self-directed learners and to help themselves to make safe, researched, and healthy decisions. By November 2022, develop and implement a training plan that results in a 10% increase in the number of school counselors and health teachers at the middle and high school level reporting that they are clear about how to access and navigate the Teen Health & Wellness database. 	
Timeline <ul style="list-style-type: none"> Professional development for middle and high school counselors and health teachers (Spring/Fall 2022) Renew middle and high school subscriptions (Spring 2022) 	
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? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: School Counselors <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Select an Effective Use of Technology Strategy. Procuring technological content and ensuring content quality Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: <ul style="list-style-type: none"> http://teenhealthfiles.rosenpub.com/Educator_Resources_files/THW_Case_Study.pdf http://www.rosenpub.net/marketing/THW/THW_Case_Study_Limites_Lib.pdf Elaine N. Skopelja, Elizabeth C. Whipple & Peggy Richwine (2008) Reaching and Teaching Teens: Adolescent Health Literacy and the Internet, <i>Journal of Consumer Health on the Internet</i>, 12:2, 105-118, DOI: 10.1080/15398280802121406
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: (Smart, Measurable, Achievable, Relevant, & Time-Bound)	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<p>By June 2023, increase usage of high-quality digital resources to educate students and staff on a multitude of health and wellness topics by 5%. Usage data will be tracked including numbers of sessions, numbers of articles accessed, number of searches conducted, and average duration of use.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 2023, increase instances of direct instruction on how to access and navigate the database by 5% in order to increase students’ ability to be self-directed learners and to help themselves to make safe, researched, and healthy decisions. and increase their opportunities for student created content – Digital Storytelling, video PSAs, etc. This data will be collected from teachers and librarians.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Increased access to free hotlines and local resources for teens in need of support. By November 2022, develop and implement a training plan that results in a 10% increase in the number of school counselors and health teachers at the middle and high school levels reporting that they are clear about how to access and navigate the Teen Health & Wellness database.</p>	<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <hr/> <p>Evaluation for Outcome 1:</p> <p>Database usage statistics (monthly)</p> <p>Evaluation for Outcome 2:</p> <p>Data will be collected from staff reporting the number of times they encouraged or created assignments where students to participate in the student created content activities available through Teen Health & Wellness.</p> <p>Evaluation for Outcome 3:</p> <p>A survey of staff will indicate whether or not they shared the information about how to access the database with students and the approximate number of students they gave the information to.</p>
<p>Use of Funds:</p>	<p>Provide a total dollar amount per activity.</p>	<p>12-month subscription renewal quote</p> <p>Pricing reflects MDK12 discount (\$715.50/school)</p> <p>6.1 Total \$11,448 (Middle & High Schools)</p>

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.)

Grant Amount	\$304,757.00	from Budget Worksheet	\$304,757.00	CCPS enrollment	Total
public students - CCPS		from student count Sept 30			
Total FTE (no Pre-K)	26,039	2020	\$289,936.45	Elem no Pre-K	10,946
# non public students	1,331	total number below	\$14,820.29	Middle Total	6,378
Total Students	27,370		\$304,756.74	High Total	8,715
Per pupil Amount	11.13				26,039
School	SY20-21 students	Per pupil Amount			
65 Archbishop Neale	242	2,694.60			
66 St. Mary's Bryantown	191	2,126.73			
67 St. Peters	256	2,850.48			
72 Grace Lutheran	171	1,904.03			
73 Grace Christian	209	2,327.15			
83 Southern MD Christian	262	2,917.29			
	1,331	14,820.29			

Get Nonpublic enrollment MSDE, September 30, 2020. Look up schools who want to participate and total K-12.
<https://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20202021Student/2021Nonpubli>

Email Archdiocese, Brian Radziwill, for student count (K-12) at Archbishop Neal School
radziwillB@adv.org

Get CCPS enrollment from MSDE, September 30, 2020 (K-12 Total)
<https://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20202021Student/2021EnrollRelease.pdf>

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:	Non-public schools will complete an application at the planned Title's meeting in December. The application will give the non-publics an opportunity to describe needs and give a clear implementation plan for professional development an opportunity to meet with all non-publics will allow for open communication to manage and resolve disputes and/or complaints. CCPS will oversee the disbursement of funds to assure the money is being spend accordingly.
On-Going Consultation:	Meetings, visits and an open line of communication with the non-publics will allow for needs to be met and adjusted accordingly.

Managing Disputes/Complaints:	All disputes would come through Mr. Lowndes and the Office of Instruction.
Describe the school system's <i>process for providing equitable participation</i> 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:	Non-public schools will complete an application after our initial meeting in December. The application will give the non-publics an opportunity to describe needs and give a clear implementation plan for any professional development needs.
Monitoring:	Non-public school funds will be monitored through Charles County Public Schools and through our quarterly meetings.
Professional Development Plan:	Non-public schools will submit a PDP with their application for funds and describe how the funds will be used as part of their PDP.
Total Amount for Non-Public Transfers:	\$14,820.29
REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.	

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 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
 - (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 established 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: Charles County Public Schools
(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.

10.0 BUDGET NARRATIVE:

Guidance for Completion of the Budget Narrative for Individual Grants

(REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION)

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information: *It is recommended that you arrange the budget narrative by content area, i.e., 4.0: Well-Rounded Education, 5.0: Safe and Healthy Students, and 6.0: Effective Use of Technology for reporting purposes.*

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your sums are accurate.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project. **Must be subtracted from indirect cost calculation.**

Transfers

- Transfers are payments to other LEAs, non-public schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. **Must be subtracted from indirect cost calculation.**

Indirect Costs

- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity. The calculation is as follows:

Total allocation less (-) transfers (equitable services) less (-) equipment x 0.0(ICR) x 1.0(ICR)

Example: The LEA total allocation is \$50,000. The LEA indirect cost rate = 2.0%.
The LEA has \$4,000 in transfers for equitable services and \$1,000 in equipment.
The indirect cost rate calculation =

\$50,000 - \$4,000 (equitable services) - \$1,000 (equipment) = \$45,000.
\$45,000 x .02 = \$900. \$900 x 1.02 = **\$918 INDIRECT COSTS.**

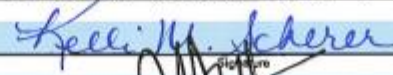

You should use the format as shown in one of the two following samples shown on the next pages:

ESSA Item	MSDE Cat/Proj	Obj	Product/Service	Quant	Rate	Total
4.1	203-205/04	03	AP Exam Costs(approx students)	273	53	\$14,469.00
4.1 Total						\$14,469.00
4.2	203-205/09	01	Teacher Stipends (22 Teachers*\$100 each*4 Modules)	22	400	\$8,800.00
		04	Online Webinar PD by NSTA	1	500	\$500.00
			Subscription to NSTA Hub (Middle & High Schools)	30	99	\$2,970.00
4.2 Total						\$12,270.00
4.3	203-205/01	03	STEAM Course: Materials of instruction	8	500	\$4,000.00
			STEAM Curriculum, Learning Blade	1	18000	\$18,000.00
	203-205/09	01	STEAM Course: Teacher PD - Quarterly planning: 10 tea	80	35	\$2,800.00
4.3 Total						\$24,800.00
4.4	209	02	Transportation to STEAM competitions	10	580	\$5,800.00
	203-205/01	01	Coaches Extra Duty Stipends	40	725	\$29,000.00
		03	Robotics Clubs: Challenge Kits	40	150	\$6,000.00
			Robotics Clubs: Robot Kits	10	350	\$3,500.00
		04	Robotics Clubs: Team Registration	40	150	\$6,000.00
	203-205/09	01	Robotics Clubs: Coaches Training (40 Teachers * 1 day *1	40	100	\$4,000.00
4.4 Total						\$54,300.00
4.5	203-205/01	03	SmartMusic Students (11 schools, approx 325 students)	320	14	\$4,480.00
4.5 Total						\$4,480.00
4.6	203-205/01	03	Musician/Auralia	29	59	\$1,711.00
			Musician/Auralia Music Theory Subscriptions	50	4	\$200.00
4.6 Total						\$1,911.00
4.7	203-205/01	03	Elementary Science Intergration of Legends of Learning	22	960	\$21,120.00
4.7 Total						\$21,120.00
4.8	203-205/04	02	Equal Opportunity Schools Partnership (4 High Schools)	4	20000	\$80,000.00
4.8 Total						\$80,000.00
5.1	203-205/01	03	Health Smart Digital Curriculum (Middle Schools) 10 cop	12	1099	\$13,188.00
5.1 Total						\$13,188.00
5.2	203-205/10	01	First Offenders School-based Mental Health Services (H	48	35	\$1,680.00
		02	First Offenders School-based Mental Health Services (S	48	75	\$3,600.00
5.2 Total						\$5,280.00
5.3	203-205/10	02	RENEW (Resilience, Empowerment and Natural Support	10	800	\$8,000.00
5.3 Total						\$8,000.00
5.4	203-205/04	01	Destination Imagination Stipend (8 teachers - 37 hours c	8	1110	\$8,880.00
		04	Destination Imagination Registration (8 Title I Schools)	8	180	\$1,440.00
5.4 Total						\$10,320.00
5.5	203-205/01	03	Ukeleles for elementary general music	170	140	\$23,800.00
5.5 Total						\$23,800.00
6.1	203-205/08	03	Digital Resource Subscription to Teen Health & Wellnes	8	715.5	\$5,724.00
			Digital Resource Subscription to Teen Health & Wellnes	8	715.5	\$5,724.00
6.1 Total						\$11,448.00
7	201/22	08	(allotment,less transfers & equipment, multiply by IC	0	0	\$330.97
			rate, multiply by 1+IC rate)	0	0	\$0.00
	203-205/07	08	Non-Public Schools	0	0	\$14,820.29
7 Total						\$15,151.26
FICA	212	04	FICA on teacher stipends	0	0.0765	\$4,219.74
FICA Total						\$4,219.74
Grand Total						\$304,757.00

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$ 304,757.00	AMENDED BUDGET #		REQUEST DATE	10/28/2021
GRANT NAME	Title IV, Part A: Student Support and Academic Enrichment (SSAE)		GRANT RECIPIENT NAME	Charles County Public Schools	
M/ SDE GRANT #		RECIPIENT GRANT #	286-2022		
REVENUE SOURCE	Federal		RECIPIENT AGENCY NAME	Charles County Public Schools	
FUND SOURCE CODE		GRANT PERIOD	7/1/2021	TO	9/30/2023

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						330.97	330.97
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.	29,000.00		95,999.00	6,000.00			130,999.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.	8,880.00	80,000.00	14,469.00	1,440.00			104,789.00
Prog. 07 Non Public Programs						14,820.29	14,820.29
Prog. 08 School Library Media			11,448.00				11,448.00
Prog. 09 Instructional Staff Dev.	15,600.00			3,470.00			19,070.00
Prog. 10 Guidance Services	1,680.00	11,600.00					13,280.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 Instructional 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		5,800.00					5,800.00
210 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				4,219.74			4,219.74
213 Food Services							0.00
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	56,160.00	97,400.00	121,916.00	15,129.74	0.00	15,151.26	304,757.00

Finance Official Approval	<u>Kelli M. Scherer</u> Name		Date	301-934-7282 Telephone #
Supt./Agency Head Approval	<u>Maria V. Navarro, Ed.D.</u> Name		Date	301-934-7223 Telephone #
MSDE Grant Manager Approval	<u>Jonathan Turner</u> Name		Date	

Grant Budget C-1-25 Rev. 12/19/2020

Title III, Part A Grant Application
English Language Acquisition, Language Enhancement,
and Academic Achievement



Office of English Learners/Title III

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Charles	Fiscal Year 2022
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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	Public School Costs	Private School Costs
	Please address each item (a-c) in your required activity descriptions. <ol style="list-style-type: none"> 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 		
1.1. Improving the English language proficiency and academic achievement of ELs [Sec. 3115(c)(1)].	Newcomer’s Kits <ol style="list-style-type: none"> a) Provide supplemental materials of instruction to lift the literacy achievement of Newcomer ELs at all levels. Supplementary materials increase EL’s English proficiency in all domains, as well as building background knowledge in all core content areas. Selected ESOL teachers will create and compile these materials in order to expand the 	\$3,014.00	\$0.00

	<p>Newcomer's Kits that are currently in each school. Updates will focus on making the Newcomer's Kits easier for content teachers, administrators, and English Learners to use in daily content lessons.</p> <p>b) October 2021- May 2022</p> <p>c) Non-public/Private schools may not participate in this activity.</p>		
<p>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)]</p>			
<p>Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [Sec. 3115(c)(2)(D)].</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [Sec. 3115(c)(2)(A)].</p>	<p>Long-Term and Waivered EL Support</p> <p>a) Provide professional development and work sessions to support the content teachers of long-term and waivered ELs at St. Charles High School. Teachers will be invited to attend the PD/workgroup based on EL domain proficiencies and targeted strategies. Teachers who attend the PD/workgroup will learn strategies for supporting ELs and will modify and scaffold upcoming work with those strategies, which will directly improve the instruction and assessment of ELs. Sessions will be biweekly throughout the school year.</p> <p>b) October 2021-May 2022</p> <p>c) Non-public/Private schools may not participate in this activity.</p>	<p>\$8,477.00</p>	<p>\$0.00</p>
<p>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</p>	<p>2.2 Conference Attendance</p> <p>a) Provide support for ESOL teachers, instructional specialists, teachers, and other educational stakeholders to attend local/national conferences virtually or in person such as CAL, MELLFIN, WIDA, Maryland TESOL, etc... related to program implementation for ELs and second language acquisition, literacy, and supplemental</p>	<p>\$1,000.00</p>	<p>\$0.00</p>

<p>strategies for ELs [Sec. 3115(c)(2)(B)].</p>	<p>technology training to enhance instructional implementation/engagement of ELs. Workshop and conference attendance is part of each teacher's professional development plan. All participants will formally present information/experience gained at the conference to ESOL staff and/or other audiences (e.g. general educators, administrators, parents, etc...).</p> <p>b) September 2021-June 2022</p> <p>c) Non-Public/Private schools may not participate in this activity.</p>		
<p>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)].</p>	<p>SIOP</p> <p>a) Provide continuing professional development for content teachers and administrators at all levels. One six-week session will be offered. The course is based on the Sheltered Instruction Observation Protocol, developed by the Center for Applied Linguistics. Participants will implement best practices in their classrooms weekly, as well as reflect on new practices and share experiences with other staff members in their school (e.g.: staff meeting, teacher consultation, etc...). Strategies will be implemented immediately and will improve the academic achievement and school engagement of ELs.</p> <p>b) February 2023- April 2023</p> <p>c) Non-public/Private schools may participate in this activity.</p>	<p>\$2,492.00</p>	<p>\$0.00</p>
<p>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [Sec. 3115 (c)(3)]</p>			
<p>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)].</p>	<p>Bilingual Family and Community Outreach Liaison</p> <p>a) Title III funds will be used to pay a part-time Bilingual Family and Community Outreach Liaison. The Liaison will provide bilingual family and community support/resources to EL parents/guardians to improve EL academic achievement and school engagement. The liaison conducts periodic parent workshops/meetings, which may be in collaboration with school staff, outreach staff, and/or representatives from community agencies. The liaison explains and clarifies school policies and procedures such as attendance, student/parent handbook, state/national</p>	<p>\$46,128.00</p>	<p>\$0.00</p>

	<p>assessments, graduation requirements, and other information as needed. The liaison also connects with community resources to develop programs to support the families of ELs, such as the library, the health department, the park and recreation department, etc...</p> <p>b) July 2021-September 2023</p> <p>c) Non-public/Private schools may participate in this activity.</p>		
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TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Charles

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.

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	Public School Costs	Private School Costs
	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		
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	4.2a Padlet	\$1,824.00	\$0.00

<p>curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].</p>	<p>a) Title III funds will be used to purchase a 1-year subscription to Padlet for all ESOL teachers and specialists. This online tool is used to compile and easily organize resources to share with school staff including content teachers, school administration, and other educational stakeholders. The tool will also be used in ESOL lessons to facilitate EL participation in their education. EL academic achievement will be lifted through their own engagement with academic content and by their teachers implementing strategies shared by their ESOL teacher using this tool. This tool is not purchased with local funds elsewhere, so it will be supplemental in nature.</p> <p>b) August 2021- July 2022</p> <p>c) Non-public/Private schools may not participate in this activity.</p> <p>4.2b Ellevation</p> <p>a) Title III funds will be used to purchase Ellevation, an online program that provides content teachers direct language modification strategies based on the current proficiency level of their current ELs. This will promote EL academic achievement by providing individualized support to all content teachers regarding the academic support needs of their ELs. The program will be implemented over the fall and winter of SY 2021-2022.</p> <p>b) August 2021-July 2022</p> <p>c) Non-public/Private schools may not participate in this activity.</p>	<p>\$38,617.00</p>	<p>\$0.00</p>
<p>4.3 Providing to ELs tutorials and academic or career and technical education [Sec. 3115(d)(3)(A)].</p>	<p>a)</p> <p>b)</p> <p>c)</p>		
<p>4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated</p>	<p>4.4a Supplemental Academic Enrollment Material</p> <p>a) Title III funds will be used to purchase supplemental materials to support immediate language and content growth for newly enrolling ELs. The materials will be given to ELs by the International Registrar in the Student Services program. The International Registrar will provide</p>	<p>\$2,000.00</p>	<p>\$0.00</p>

<p>with other relevant programs and services [Sec. 3115(d)(4)].</p>	<p>brief training to the parent/EL on how to use the material to begin learning immediately (even during summer months). Materials may include academic workbooks to review previously learned content in their last school, school supplies, and books This activity will braid funds that are used from Title I, which provides each student with a new backpack and some school supplies at the time of registration.</p> <p>b) August 2021- September 2022</p> <p>c) Non-public/Private schools may participate in this activity.</p> <p>4.4b Library Outreach Materials</p> <p>a) Title III funds will be used to purchase supplemental materials needed for the Bilingual Storytime program. Bilingual Storytime supports the biliteracy of pre-school aged children via online platforms and in-person if allowable. There will be at least four sessions produced. This will support academic achievement and ELP growth in the families of ELs. Materials purchased with Title III funds will include books for both in-person and virtual sessions and learning activity supplies if in-person sessions are allowed.</p> <p>b) September 2022- May 2023</p> <p>c) Non-public/Private schools may participate in this activity.</p>	<p>\$200.00</p>	<p>\$0.00</p>
<p>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)].</p>	<p>a)</p> <p>b)</p> <p>c)</p>		

<p>4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [Sec. 3115(d)(8)].</p>	<p>a) b) c)</p>		
<p>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)].</p>			
<p>5.1 Providing programs to improve the English language skills of ELs [Sec. 3115(d)(6)(A)].</p>	<p>a) b) c)</p>		
<p>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)].</p>	<p>5.2a Parent Academic Support Nights</p> <p>a) Develop and implement multi-cultural family/parent educational nights to improve active participation in the education of their children. Activities will begin in SY 22-23 because some events (funded through the grant for FY 21) were postponed due to the pandemic and a full slate of events is already scheduled for SY 21-22. Events planned for SY 22-23 are:</p> <ul style="list-style-type: none"> i. Math night (2 events) ii. Literacy night (1 event) iii. Computer night (2 events) iv. ACCESS night (1 event) v. EL College night (1 event) <p>Events may take place in person or virtually and some are being planned in collaboration with the Title I program. This activity will lift the academic achievement of ELs by increasing the capacity of parents/guardians to engage with student learning at home.</p> <p>b) August 2022- June 2023</p> <p>c) Non-Public/Private schools may participate in this activity.</p>	<p>\$3,736.00</p>	<p>\$0.00</p>

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.	$(115,908 - (38,617 - 25,000)) \times .055 / 1.055$	\$5,333.00
Total Title III, Part A English Language Acquisition Grant Amount: \$115,908		

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System:	Fiscal Year 2022
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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)].

The CCPS ESOL Program uses the MSDE-approved List of Non-Public/Private Schools. The program collaborates with the CCPS Title I Program regarding the Titles I-IV Non Public School Conferences held at the CCPS Board of Education. The ESOL Content Specialist attends the conference and presents Title III information. The CCPS Title I Specialist provides letters of intent to participate with response forms to the Non-Public/Private school officials. Those interested officials return the letters of intent response forms to the Title I Office. The CCPS ESOL Program uses copies of the response forms as the official response indicating the intention of the Non-Public/Private School to participate in the Title III Services in the following school year. The written process for managing complaints is outlined in a pamphlet "Complaint Procedures for Federal Programs" which is distributed at the Titles I-IV Non Public School Conferences meeting. Private schools send requests for meetings and consultations to the Title III Coordinator, which are provided as needed.

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, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

F. GUIDANCE FOR COMPLETION OF THE BUDGET NARRATIVE

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

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. **Make absolutely sure your numbers add up.**

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Transfers

- Transfers are payments to other LSSs, Private Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LSS to the project.

Administrative Costs

- Title III allows 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 the grant.

Indirect Costs

- To calculate 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.

Sample Title III Budget Narrative

Category # – Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.1						
203-205 – 02 Special Prog.	01-Salaries & Wages	ESOL teacher wage for summer supplemental newcomer curriculum writing	1 teacher x 20 days x 175/day	3,500		3,500
212 Fixed Charges	04 Other Charges	FICA	7.65% of \$3,500	268		268
				Total:		\$3,768
Activity 2.2						
203-205 – 02 Special Prog.	02-Contract Services	Delivery of workshop: “Best Practices for Teachers of EL/REL Students”	\$650/school x 4 schools x 2 days at each school	7,150		7,150

			(\$5200) + \$650/school x 3 schools x 1 day (\$1950)			
				Total:		\$7,150
Activity 3.2						
203-205 – 02 Special Prog.	01-Salaries & Wages	ESOL teacher stipends for facilitating evening parent outreach programs	4 schools x \$1,500	6,000		6,000
212 Fixed Charges	04-Other Charges	FICA	7.65% of \$6,000	459		459
				Total:		\$6,459
Activity 4.1						
203-205 – 02 Special Prog.	03-Supplies & Materials	Supplemental materials to support instruction such as picture dictionary, flash cards, and leveled readers	\$275/site x 6 sites (\$1650) Shipping (\$86)	1,736		1,736
				Total:		\$1,736
Activity 7.1						
202 – 16 Inst. Administration & Supervision	08-Transfer	Administrative costs (2%)	\$20000 x .02	400		400
				Total:		\$400
Activity 8.1						
202 – 22 Business Support	08-Transfer	Indirect costs* (2.5%) * Each LSS has an approved indirect cost rate.	\$20000/1.025 x 0.025	487		487
				Total:		\$487

Total Title III Grant: \$20,000

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform to the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, the grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency



Date

8/30/2021

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	\$ 115,908.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	English Language Acquisition	GRANT RECIPIENT NAME	Charles County Public Schools		
MSDE GRANT #	220664-01	RECIPIENT GRANT #	829-22		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Charles County Public Schools		
FUND SOURCE CODE	6942	GRANT PERIOD	7/1/2021	TO	9/30/2023

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						5,333.00	5,333.00
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.							0.00
Prog. 02 Special Prog.	57,025.00	38,617.00	7,080.00				102,722.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.	1,200.00		1,200.00	1,000.00			3,400.00
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. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional 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 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							
212 Fixed Charges				4,453.00			4,453.00
213 Food Services							0.00
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	58,225.00	38,617.00	8,280.00	5,453.00	0.00	5,333.00	115,908.00

Finance Official Approval	Earl Sorsby III		11/8/21	301-934-7354
Supt./Agency Head Approval	Maria V. Navarro, Ed.D.		10/10/2021	301-934-7223
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev 12/19/2009

2021 FINE ARTS INITIATIVE STATE GRANT APPLICATION



Fine Arts Initiative Grants Application

Local school systems should provide a cohesive, stand-alone response to the prompts below.

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	<ul style="list-style-type: none"> - CCPS is still on target to implement one new grade level per year. This includes hiring a second dance teacher the fourth year of the program. - CCPS is still waiting for state funding to begin the addition/renovation of McDonough High School that will add another dance room, set shop, black box theatre, new piano lab, new band room and chorus room. This project is projected to begin in the Spring of 2021. - CCPS will meet with other county supervisors to discuss methods of meeting COMAR requirements that is economically feasible 	<ul style="list-style-type: none"> - CCPS successfully completed the first year of the new Dance Program at McDonough High School. This included renovating and creating a new dance studio, hiring a dance instructor, and the development of the curriculum. - CCPS has received tentative funding approval from the state to begin the renovations for McDonough High School which includes a second dance room, a new band room, chorus room, Blackbox theatre, piano lab, and scene set shop. - Even through the pandemic, CCPS has continued to hold conversations with other counties to work on the implementation of dance into all grades. 	<ul style="list-style-type: none"> - Recruiting was the only real issue. The teacher was able to host a Zoom information night and had two current dance students there to describe their experiences and answer questions. She was also able to show short video clips of student work.
Music	<ul style="list-style-type: none"> - CCPS continues to meet all COMAR regulations - Continue to develop curriculum resources that involve more culturally relevant pedagogy and instruction. - Continue to work with local Military Bandsmen 	<ul style="list-style-type: none"> - CCPS continues to meet all COMAR regulations - CCPS has begun work on instructional strategies and resources focusing on “Sound Before Sight”. This methodology will be implemented in the fall of 2021. - CCPS was not able to do much of this, however, we did partner with Towson University for our virtual Solo and Ensemble Competition. Their 	<ul style="list-style-type: none"> - CCPS will continue to work with middle schools to ensure scheduling remains a priority. - The biggest challenge will be getting teachers to buy into changing what they have always done. CCPS is planning to partner with teachers from other counties to help with this. - Chris Cicconi, Director of Bands at Towson University was instrumental in making this event

	<ul style="list-style-type: none"> - Continue to look for more online resources and apps to help improve instructional practices. 	<p>professors provided virtual private lessons with the winners of the first round of the competition.</p> <ul style="list-style-type: none"> - CCPS was very successful in utilizing online and electronic resources throughout the pandemic. - SmartMusic, Musition, Auralia, WeVideo, Music Play Online 	<p>successful.</p> <ul style="list-style-type: none"> - Helping teachers of all technology levels navigate the programs and utilizing them online.
Theatre	<ul style="list-style-type: none"> - CCPS is continuing its efforts to provide quality professional development opportunities, high quality instructional resources, and mentor collaboration opportunities. - CCPS will offer WeVideo to teachers to aid in the creation of synchronous and asynchronous instruction. - CCPS has purchased a subscription for “Virtual Theatre” for each high school. This website focuses on set design and lighting. This was a concern for our theatre students who focus more on the technical side of theatre. - CCPS is continuing to research additional online resources to aid in theatre instruction. 	<ul style="list-style-type: none"> - CCPS was able to provide professional development on the new instructional resources that were purchased during the pandemic - CCPS did provide WeVideo to all Theatre teachers to aid in the creation of individual student products and group productions. - CCPS did purchase additional online resources for teachers and students to utilize. These helped to enhance student’s participation as well as the quality of instruction. - CCPS will continue to research additional online and traditional resources. 	<ul style="list-style-type: none"> - There were no issues providing these resources or trainings to our Theatre teachers.
Media Arts	<ul style="list-style-type: none"> - CCPS will work with middle school principals and staff to determine how the media arts will best fit into their schedule/curriculum. - CCPS will continue to investigate expanding the curriculum to include more 	<ul style="list-style-type: none"> - This was put on hold during the pandemic. - CCPS has purchase the Affinity software suite, which includes Photo, Illustrator, and Publisher 	<ul style="list-style-type: none"> - This was not feasible due to the pandemic. - No challenges

	<p>media avenues such as graphic design.</p>	<p>programs as well as the audio editing software, Mixcraft in the past few weeks. These programs are being written into the level 1, 2, and 3 curricula.</p> <p>- CCPS will hold discussions with other supervisors on this topic.</p>	<p>- This topic was not readily discussed during the pandemic.</p>
<p>Visual Art</p>	<p>- CCPS continues to meet all COMAR regulations.</p> <p>- CCPS will continue to work with the College of Southern Maryland on AP preparation and possible professional development opportunities.</p>	<p>- CCPS continues to meet all COMAR regulations.</p> <p>- CCPS and CSM were not able to work on the AP professional development opportunities due to the pandemic. This remains a goal for the upcoming year.</p> <p>- CCPS was able to provide additional document cameras for online use.</p> <p>- CCPS was worked with the Charles County Arts Alliance to provide 1000 art boxes for students in need</p>	<p>- No Challenges</p> <p>- This was not feasible this year due to covid.</p> <p>- No Challenges</p> <p>- No Challenges</p>

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?

CCPS has a long-standing tradition of working to ensure all students have access to all the Fine and Performing Arts throughout their time in Charles County Public Schools.

1. Decolonization of Music –
2. CCPS has begun to review the musical literature, theatre scripts, and artists studied in all grades. The staff had the opportunity to participate in an in-service on “**the decolonization of music**” in June of 2020. That in-service has led to multiple discussions on literature selection and the history of the literature among teachers. CCPS will hold additional in-services to promote continued quality literature selection. Exit slips will be used from each in-service to determine its effectiveness and recommendations for future sessions.
3. CCPS plans to collaborate with other school systems to engage in anti-racist and decolonization conversations.
4. CCPS is currently editing curricular documents while looking through an equity lens. The goal is to increase the multicultural content by adding supports of lessons, resources, culture bearer contacts, and how to implement the lessons. Teachers will provide feedback on a minimum of a yearly basis to determine the effectiveness of the lessons and areas that need additional work. This will be a continuing process for years to come as documents continue to be refined.
5. CCPS will establish a work group to discuss, reflect, and engage upon issues related to racism and inequity in our classrooms, schools, and communities. This group will meet a minimum of three times and submit recommendations to the Content Specialist for Fine and Performing Arts after each meeting.
6. CCPS will allocate a portion of the budget to work on anti-racism through trainings, partnerships, intentional selection of literature, and developing a intentional thought process about equity and diversity.
7. CCPS will send selected teachers to outside PD opportunities that will enhance their knowledge, understanding, and on topics such as anti-racism and equity. Those teachers will then present to CCPS staff and work on future curriculum and policies.
8. CCPS Fine and Performing Arts will work with Human Resources and Colleges to encourage more minority candidates to apply, interview, and be hired.
9. CCPS will bring in artists and musicians who represent our students in the county and community. Allowing these interactions to take place as we work toward more cultural understanding and welcoming instead of students feeling isolation.

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.

The main community need that has been addressed in which the Fine and Performing Arts can assist is the financial need of certain families to ensure those students are able to participate in the instrumental music program and have appropriate art supplies to express their artistic abilities.

1. CCPS has continually provided instruments and instrument stands for any student who is in need.
 - a. When reviewing the incoming 5th grade instrumental music enrollment and comparing that list with the FARMS data, it was determined that CCPS needed to purchase over 100 additional instruments to add to the current elementary instrument inventory. This included families who qualified for FARMS as well as many others who indicated that they felt they would qualify for FARMS but ended up not being on the official FARMS list.
 - b. CCPS will order additional instruments to support those families with potential extenuating circumstances such as single income families, or situations where families do not prioritize participating in the instrumental music program. Central office staff will work with school-based staff, administration, and councilors to determine which additional families and students may need a school instrument.
2. CCPS has made participation in local, regional, state, and national honor groups such as All-State ensembles and the National Thespian Conference accessible to all students by paying for at least part, if not all, of the student's registration, and travel fees.
3. CCPS partnered with the Charles County Arts Alliance to provide 1,000 art supply boxes for students in need.
4. CCPS will begin collecting student data on students who are auditioning for all honor events, groups, ensembles to determine if those groups are equally represented and determine if any changes need to be made to improve representation.
5. CCPS will be purchasing Davis Art Books for all elementary and middle school students. This purchase includes the physical book and digital book as well as additional resources. The digital books will allow students to revisit lessons at any time to allow them to go deeper into the content on current or past projects. It will also allow students to look at additional project ideas that interest them personally. This will help with SEL issues students may be having while allowing them to do additional work at a time and place that is comfortable for them.
6. CCPS recognizes that in order of schools to ensure students had resources while at home during the 2020-21 school year, they had to distribute art supplies from the art room to the students at home. CCPS has allotted \$1,000 per art teacher out of the ESSA funds for the replenishment of school art supplies. This is in addition to the normal school-based MOI budget.
7. CCPS is purchasing woodwind and brass slitted masks and bell covers for students enrolled in a band class. CCPS is also working with local music stores to ensure quality masks and bell covers are available for students
8. CCPS is purchasing a three-year subscription for all 57 art teachers for The Art of Education Pro. These "Pro-Packs" are asynchronous video professional development sessions. Teachers will be able to choose from various topics including SEL and equity in the art classroom, among others. The goal is to help teachers effectively work with students to support their SEL needs. Teachers will also be able to use these "Pro-Packs" as CPD credits towards recertification.

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.

<h1>Dance</h1>	<ul style="list-style-type: none"> - 2021-2022 Goals (Annual Goals) - CCPS will implement the second class of dance students. - Curriculum for the third year (22-23) will be completed by July 1, 2022. - CCPS will continue to develop culturally relevant lessons. - The program will hold its first dance showcase in the spring and students will have the opportunity to participate in the Maryland State Dance Festival. - CCPS will partner with other counties to provide high quality professional development for our one dance teacher.
	<ul style="list-style-type: none"> - CCPS is still on target to implement one new grade level per year. This includes hiring a second dance teacher the fourth year of the program. - CCPS is still waiting for state funding to begin the addition/renovation of McDonough High School that will add another dance room, set shop, black box theatre, new piano lab, new band room and chorus room. This project is projected to begin in the Spring of 2021. - CCPS will meet with other county supervisors to discuss methods of meeting COMAR requirements that is economically feasible. - CCPS will continue to review and update curricular documents with an equity lens.

Media Arts

2021-2022 Goals (Annual Goals)

- CCPS will begin the implantation of the new media resources.
- CCPS will provide professional development on the new media resources.
- CCPS will investigate the possibility of offering certifications for the new media resources.
- CCPS will continue to expand on the newly developed curriculum with culturally relevant lessons.
- CCPS will continue to purchase equipment as needed.

2023 Targets (Long Term Goals)

- CCPS will work with middle school principals and staff to determine how the media arts will best fit into their schedule/curriculum.
- CCPS will continue to investigate expanding the curriculum to include more media avenues such as graphic design.
- CCPS will continue to review and update curricular documents with an equity lens.

Music

2021-2022 Goals (Annual Goals)

- CCPS will continue with addition “Decolonization” in-service opportunities.
- CCPS will continue to work with the Charles County Arts Alliance to secure local musicians to work with our students and teachers to improve performing skills and heighten cultural awareness.
- CCPS will continue to work with the appropriate people to look at middle school scheduling options to ensure COMAR continues to be met.
- CCPS will continue to look at the audition processes and preparation for all honor events to ensure all students can participate and succeed.
- CCPS will continue to edit curriculum for equity and cultural awareness in addition to sound before site instructional needs.
- CCPS will continue to purchase musical equipment to ensure every child has access to instrumental music.
- CCPS will continue to research and purchase instructional technology that will enhance student achievement.
-

2023 Targets (Long Term Goals)

- CCPS continues to meet all COMAR regulations
- Continue to develop curriculum resources that involve more culturally relevant pedagogy and instruction.
- Continue to work with local Military Bandsmen and professional musicians
- Continue to look for more online resources and apps to help improve instructional practices.
- CCPS will continue to review and update curricular documents with an equity lens.

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<h1>Theatre</h1>	<p>2021-2022 Goals (Annual Goals)</p>
	<ul style="list-style-type: none"> - CCPS continues to meet all COMAR regulations - Continue to secure and develop curriculum resources that involve more culturally relevant pedagogy. - CCPS will continue with additional “Decolonization” in-service opportunities. - CCPS will continue to work with the Charles County Arts Alliance to secure local musicians to work with our students and teachers to improve performing skills and heighten cultural awareness. - CCPS will continue with addition “Decolonization” in-service opportunities. - CCPS will continue to work with the Charles County Arts Alliance to secure local musicians to work with our students and teachers to improve performing skills and heighten cultural awareness. - CCPS will continue to look at the audition processes and preparation for all honor events to ensure all students can participate and succeed. - CCPS will continue to edit curriculum for equity and cultural awareness in addition to sound before site instructional needs. - CCPS will continue to research and purchase instructional technology that will enhance student achievement.
	<ul style="list-style-type: none"> - CCPS will work with middle school principals and staff to determine how the theatre will best fit into their schedule/curriculum. - CCPS will continue to review the curriculum with an equity lens. - CCPS will continue to look at the audition processes and preparation for all honor events to ensure all students can participate and succeed

Visual Art

2021-2022 Goals (Annual Goals)

- CCPS will continue with addition “Decolonization” in-service opportunities.
- CCPS will continue to work with the Charles County Arts Alliance to secure local artists to work with our students and teachers to improve artistic skills and heighten cultural awareness.
- CCPS will continue to supply art boxes for students in need during hybrid instruction
- CCPS will continue to review and edit current curricular documents to include culturally diverse lessons.

2023 Targets (Long Term Goals)

- CCPS will continue to meet all COMAR regulations.
- CCPS will continue to work with the College of Southern Maryland on AP preparation and possible professional development opportunities.
- CCPS will continue to review and update curricular documents with an equity lens.

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	Category	Line Item	Calculation	Amount	In-kind	Total
All	Instruction Staff Dev.	In-service Clinicians	8 Sessions * \$200 per session			
	203-205-09			\$1,600.00		\$ 402.00
	Mid-Level Admin. 202	Video Resource Development	5 teachers @ \$35 per hour *32 hours	\$5,600		
	Regular Prog. 203-205-01	Purchase Apps	50 apps & \$10	\$417.40	\$192.20	\$ 500.00
	FICA	FICA		\$1407.60		\$ 882.65
	Mid-Level Admin. 202	Curriculum Development	2 teachers @ \$35 per hour for 40 hours	\$2,800		\$2,500.00
MUSIC	Regular Prog. 203-205-01	SmartMusic Software Subscription	5000 X 10 per Student		\$50,000.00	\$50,000.00
	Instruction Staff Dev.	SmartMusic Software Subscription	57 teacher subscriptions *\$40 per teacher			
	203-205-09			\$2,280.00	\$2,280.00	
	Regular Prog. 203-205-01	Materials and Supplies: Instruments As needed	Various instruments for Band, Orchestra, and General Music		\$130,000.00	\$130,000.00
	Instruction Staff Dev.	Music Consultants	15* \$200 per band consultant		\$3,000.00	
	203-205-09		15* \$200 per chorus consultant		\$3,000.00	
			15* \$200 per chorus consultant		\$3,000.00	\$9,000.00
Art	Mid-Level Admin. 202	Curriculum Development	5 teachers @ \$35 per hour for 136 hours	\$4,760		
DANCE	Instruction Staff Dev.	Contracted Services for Specialized Dance Clinicians	Consultants x \$200			
	203-205-09			\$1,000.00	\$1,000.00	
	Mid-Level Admin. 202	Curriculum Development	8 days * \$140 per day	\$1,120.00		\$700.00
THEATRE	Instruction Staff Dev.	Virtual Theatre	9 teachers * \$150 per teacher			
	203-205-09			\$1,350.00	\$1,350.00	
	Mid-Level Admin. 202	Curriculum Development	2 teachers @ \$35 per hour for 36 hours	\$2,520		
	Instruction Staff Dev.	Scenic and lighting	7 schools * \$720			
	203-205-09			\$5,040.00	\$5,040.00	

	Instruction Staff Dev. 203-205-09	Theatre Consultants	5 * \$200 per consultant		\$1,000.00	\$1,000.00
MEDIA ARTS	Instruction Staff Dev. 203-205-09	WeVideo subscription for students to use for editing	350 licenses * \$9.97		\$3,489.50	\$3,489.50
	Instruction Staff Dev. 203-205-09	StoryBording.com Subscription 3-year subscription	\$5.98 per copy * 150 copies		\$ 897.00	\$ 897.00
	Instruction Staff Dev. 203-205-09	Virtual Multi-Media Consultants	5 * \$200 per consultant		\$1,000.00	\$1,000.00
VISUAL ARTS	Instruction Staff Dev. 203-205-09	Virtual Visual Art Consultants	5 * \$200 per consultant		\$1,000.00	\$1,000.00
	Regular Prog. 203-205-01	Art Materials and Supplies	\$1,000 * 57 teacher		\$57,000.00	\$57,000.00
	Regular Prog. 203-205-01	Art Materials and Supplies	Based on student need county wide		\$4,000.00	\$4,000.00
			TOTAL	\$20,225.00	\$266,351.70	\$280,865.00

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	\$ 20,225.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Charles County Public Schools		
MSDE GRANT #	22108401	RECIPIENT GRANT #	543-2022		
REVENUE SOURCE		RECIPIENT AGENCY NAME	Charles County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	FROM _____ TO _____		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	16,800.00						16,800.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.			539.80				539.80
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.		1,600.00					1,600.00
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. 06 Educ. Prog. in State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional 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 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							
212 Fixed Charges				1,285.20			1,285.20
213 Food Services							0.00
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	16,800.00	1,600.00	539.80	1,285.20	0.00	0.00	20,225.00

Finance Official Approval	Earl Sorsby III		11/2/21	301-934-7354
Supt./Agency Approval	Maria V. Navarro, Ed.D.		11/10/21	301-934-7223
MSDE Grant Manager Approval				

Grant Budget C-1-25 Rev. 12/19/2020

Appendix A: Equitable Services Documents

Title III Non-Public Affirmation of Consultation

Charles County Public Schools

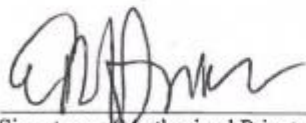
School Year 2021-2022

I am an administrator of/representing Grace Lutheran a private school with students living with the attendance boundaries of Charles County Public Schools (CCPS). I hereby affirm that in a meeting conducted on Oct 4 2021, CCPS and our school engaged in meaningful consultation about **Title III, Part A** of the Every Student Succeeds Act of 2015 (ESSA) for the 2021-2022 school year. The following topics were discussed:

- Funding
- Service Delivery Model
- Professional Development
- Parent Involvement
- Immigrant Student Services

By choosing to participate in **Title III, Part A** of the ESSA act, I agree to provide all information necessary to comply with program requirements. I also agree to participate in consultation meetings throughout the year with CCPS to develop such plans for eligible students, teachers, and families.

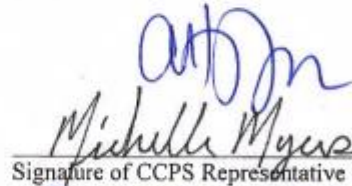
Signature of Authorized Officials



Signature of Authorized Private School Official

Grace Lutheran School
Name of Private School Official (Printed)

10-4-21
Date



Signature of CCPS Representative

Content Specialist for ELL/ WL
Title of CCPS Representative

10/8/21
Date

Title III Non-Public Affirmation of Consultation

Charles County Public Schools

School Year 2021-2022

I am an administrator of/representing Southern Maryland Christian Academy a private school with students living with the attendance boundaries of Charles County Public Schools (CCPS). I hereby affirm that in a meeting conducted on Oct 1, 2021, CCPS and our school engaged in meaningful consultation about **Title III, Part A** of the Every Student Succeeds Act of 2015 (ESSA) for the 2021-2022 school year. The following topics were discussed:

- Funding
- Service Delivery Model
- Professional Development
- Parent Involvement
- Immigrant Student Services

By choosing to participate in **Title III, Part A** of the ESSA act, I agree to provide all information necessary to comply with program requirements. I also agree to participate in consultation meetings throughout the year with CCPS to develop such plans for eligible students, teachers, and families.

Signature of Authorized Officials

Kristen Horton
Signature of Authorized Private School Official

Kristen Horton
Name of Private School Official (Printed)

Oct 4, 2021
Date

[Signature]
Signature of CCPS Representative *Content Specialist*

Title III Coordinator, for ESOL/ML
Title of CCPS Representative

10/4/21
Date

Title III Non-Public Affirmation of Consultation

Charles County Public Schools

School Year 2021-2022

I am an administrator of/representing St. Mary's Catholic School a private school with students living with the attendance boundaries of Charles County Public Schools (CCPS). I hereby affirm that in a meeting conducted on Sept. 29, 2021, CCPS and our school engaged in meaningful consultation about **Title III, Part A** of the Every Student Succeeds Act of 2015 (ESSA) for the 2021-2022 school year. The following topics were discussed:

- Funding
- Service Delivery Model
- Professional Development
- Parent Involvement
- Immigrant Student Services

By choosing to participate in **Title III, Part A** of the ESSA act, I agree to provide all information necessary to comply with program requirements. I also agree to participate in consultation meetings throughout the year with CCPS to develop such plans for eligible students, teachers, and families.

Signature of Authorized Officials

Jane M Johnson
Signature of Authorized Private School Official

Jane M Johnson
Name of Private School Official (Printed)

10/4/21
Date

[Signature]
Signature of CCPS Representative

Title III Coordinator / Carter Specialist for ESL/WL
Title of CCPS Representative

10/4/21
Date

Title III Non-Public Affirmation of Consultation

Charles County Public Schools

School Year 2021-2022

I am an administrator of/representing Saint Peter's a private school with students living with the attendance boundaries of Charles County Public Schools (CCPS). I hereby affirm that in a meeting conducted on Oct 8, 2021, CCPS and our school engaged in meaningful consultation about **Title III, Part A** of the Every Student Succeeds Act of 2015 (ESSA) for the 2021-2022 school year. The following topics were discussed:

- Funding
- Service Delivery Model
- Professional Development
- Parent Involvement
- Immigrant Student Services

By choosing to participate in **Title III, Part A** of the ESSA act, I agree to provide all information necessary to comply with program requirements. I also agree to participate in consultation meetings throughout the year with CCPS to develop such plans for eligible students, teachers, and families.

Signature of Authorized Officials

J.R. West
Signature of Authorized Private School Official

J.R. West
Name of Private School Official (Printed)

8 Oct 2021
Date

[Signature]
Signature of CCPS Representative

Content Specialist for ESU/WL
Title of CCPS Representative

10/8/21
Date

Charles County Public Schools

Title III

Non-Public Timeline for Consultation 2021-2022

December 2020: Meet with representatives from all non-public schools for Declaration of Intent to Participate for SY 2021-2022

July 2021- October 2021: Consult with non-public school regarding current needs and available programs for eligible ELs, their families, and their teachers.

October 2021-June 2022: Ongoing consultation as needed.

Appendix I:

Transferability of Funds Chart

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 2021 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		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
	\$		<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
			<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	
			<input type="checkbox"/> Title V, Part B – Rural education	
\$	Title IV, Part A – Student support and academic enrichment grants		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
			<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
	\$		<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	
			<input type="checkbox"/> Title V, Part B – Rural Education	

Appendix H: Equitable Services to Private Schools under ESSA Section

Local School System:

Equitable Services Table

Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Staff	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Students
Archbishop Neale School 104 Port Tobacco Road La Plata, MD 20646	27	0	27	0	0	0
St. Peter's School 3310 Saint Peter's Church Road Waldorf, MD 20601	15		22			
St. Mary's Bryantown 13735 Notre Dame Place Bryantown, MD 20617	16		19			
Grace Lutheran School 1200 Charles Street La Plata, MD 20646	11		15			
Grace Christian Academy 13000 Zekiah Drive Waldorf, MD 20602	20		37			
Southern Maryland Christian Academy 9805 Faith Baptist Church Road White Plains, MD 20695	47		45			
Our Lady's Little Christians Preschool 100 Village Street Waldorf, MD 20602			0			
Total Allocation:	\$152,383.00	\$	\$34, 316.80	\$	\$	NA

**Charles County Public Schools
Affirmation of Consultation Form
SY 2021-2022**

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: Charles County Public Schools	TELEPHONE NUMBER: (301) 934-7306
LEA REPRESENTATIVE & TITLE: Sharron Rouse, Coordinator of Title I Programs	EMAIL ADDRESS: srouse@ccboe.com

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL: Archdiocese of Washington Catholic Schools	TELEPHONE NUMBER: 301-853-5357
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Brian Radziwill, Director of Government Programs	EMAIL ADDRESS: radziwillb@adw.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)

Please check the box next to each federal program your school is interested in participating in during the 2021-2022 school year. If you do not check a program, it is understood that you are declining to participate in that federal program for the 2021-2022 school year.

<input checked="" type="checkbox"/> Title I, Part A (ESSA Sect. 1117)	<input checked="" type="checkbox"/> Title II, Part A (ESSA Sect. 8501)	<input checked="" type="checkbox"/> Title III, Part A (ESSA Sect. 8501)	<input checked="" type="checkbox"/> Title IV, Part A (ESSA Sect. 8501)
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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; affirmation and intent to participate forms as well as program applications as appropriate.
- 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;

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: <i>Sharon Kous</i>	DATE: 12/14/2020
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>B. R. Giel</i>	DATE: 12/14/20

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

- 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;

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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**

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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.

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LEA REPRESENTATIVE SIGNATURE: <i>Sharon Rowas</i>	DATE: 1/25/21
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Robert P. P.</i>	DATE: 1/25/2021

Part A
8501)

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:
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Please share any Comments or Requests for Further Consultation

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**Charles County Public Schools
Affirmation of Consultation Form
SY 2021-2022**

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: Charles County Public Schools	TELEPHONE NUMBER: (301) 934-7306
LEA REPRESENTATIVE & TITLE: Sharron Rouse, Title I Coordinator	EMAIL ADDRESS: srouse@ccboe.com

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL: Grace Christian Academy of Maryland	TELEPHONE NUMBER: 3016450406
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Charletta Jones/School Director	EMAIL ADDRESS: Charletta.jones@graceknights.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)

Please check the box next to each federal program your school is interested in participating in during the 2021-2022 school year. If you do not check a program, it is understood that you are declining to participate in that federal program for the 2021-2022 school year.

<input checked="" type="checkbox"/> Title I, Part A (ESSA Sect. 1117)	<input checked="" type="checkbox"/> Title II, Part A (ESSA Sect. 8501)	<input checked="" type="checkbox"/> Title III, Part A (ESSA Sect. 8501)	<input checked="" type="checkbox"/> Title IV, Part A (ESSA Sect. 8501)
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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; affirmation and intent to participate forms as well as program applications as appropriate.
- 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 –

**Charles County Public Schools
Affirmation of Consultation Form
SY 2021-2022**

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: Charles County Public Schools	TELEPHONE NUMBER: (301) 934-7306
LEA REPRESENTATIVE & TITLE: Sharron Rouse, Title I Coordinator	EMAIL ADDRESS: srouse@ccboe.com

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL: Grace Lutheran School	TELEPHONE NUMBER: 301-932-0963 ext 126
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Grace Lutheran School, Resource Teacher	EMAIL ADDRESS: cknudsen@growingwithgrace.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)

Please check the box next to each federal program your school is interested in participating in during the 2021-2022 school year. If you do not check a program, it is understood that you are declining to participate in that federal program for the 2021-2022 school year.

<input checked="" type="checkbox"/> Title I, Part A (ESSA Sect. 1117)	<input checked="" type="checkbox"/> Title II, Part A (ESSA Sect. 8501)	<input checked="" type="checkbox"/> Title III, Part A (ESSA Sect. 8501)	<input checked="" type="checkbox"/> Title IV, Part A (ESSA Sect. 8501)
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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; affirmation and intent to participate forms as well as program applications as appropriate.
- 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 –

**Charles County Public Schools
Affirmation of Consultation Form
SY 2021-2022**

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: Charles County Public Schools	TELEPHONE NUMBER: (301) 934-7306
LEA REPRESENTATIVE & TITLE: Sharron Rouse, Title I Coordinator	EMAIL ADDRESS: srouse@ccboe.com

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL: Grace Lutheran School	TELEPHONE NUMBER: 301-932-0963 ext 126
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Grace Lutheran School, Resource Teacher	EMAIL ADDRESS: cknudsen@growingwithgrace.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)

Please check the box next to each federal program your school is interested in participating in during the 2021-2022 school year. If you do not check a program, it is understood that you are declining to participate in that federal program for the 2021-2022 school year.

<input checked="" type="checkbox"/> Title I, Part A (ESSA Sect. 1117)	<input checked="" type="checkbox"/> Title II, Part A (ESSA Sect. 8501)	<input checked="" type="checkbox"/> Title III, Part A (ESSA Sect. 8501)	<input checked="" type="checkbox"/> Title IV, Part A (ESSA Sect. 8501)
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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; affirmation and intent to participate forms as well as program applications as appropriate.
- 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;

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: <i>Sharon Rose</i>	DATE: December 10, 2020
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Claudia Knudsen</i>	DATE: December 10, 2020

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:
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Please share any Comments or Requests for Further Consultation

**Charles County Public Schools
Affirmation of Consultation Form
SY 2021-2022**

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: CCBOE	TELEPHONE NUMBER: 301-934-7306
LEA REPRESENTATIVE & TITLE: Sharron Rouse	EMAIL ADDRESS: Srouse@ccboe.com

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL: SMCA	TELEPHONE NUMBER: 301-870-2550
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Kristen Horton	EMAIL ADDRESS: kristenhorton@smcaemail.com

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)

Please check the box next to each federal program your school is interested in participating in during the 2021-2022 school year. If you do not check a program, it is understood that you are declining to participate in that federal program for the 2021-2022 school year.

<input checked="" type="checkbox"/> Title I, Part A (ESSA Sect. 1117)	<input checked="" type="checkbox"/> Title II, Part A (ESSA Sect. 8501)	<input type="checkbox"/> Title III, Part A (ESSA Sect. 8501)	<input checked="" type="checkbox"/> Title IV, Part A (ESSA Sect. 8501)
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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; affirmation and intent to participate forms as well as program applications as appropriate.
- 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;

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: <i>Sharon Rowe</i>	DATE: 12/14/2020
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Kristen M. Harton</i>	DATE: 12/14/2020

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:
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Please share any Comments or Requests for Further Consultation