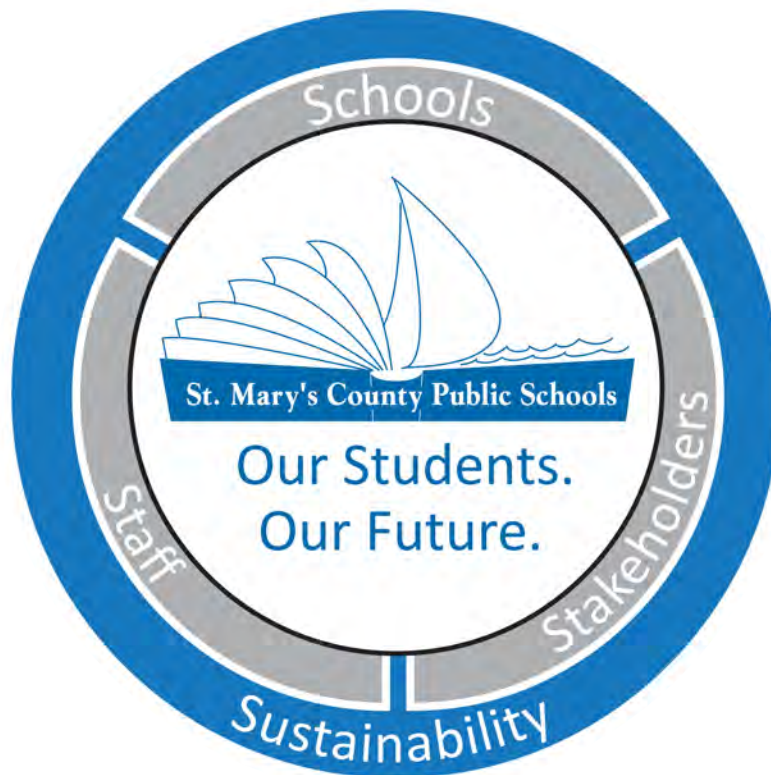


St. Mary's County Public Schools

Annual Update Part II



2018-2019

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

PART II

- I. Title I
- II. Title II
- III. Title III
- IV. Title IV
- V. Fine Arts Grant
- VI. Other Reporting Requirements



I.

Title I



Maryland State Department of Education
Title I, Part A: Improving Basic Programs
2018-2019 Title I, Part A Application and Tools

Title I, Part A Application and Tools Release Date:
Final Draft as of July 2, 2018

Federal Grant Application Submission Timeline

1st Submission to the Title I Specialists for Review:	Submission for Conditional Approval	First Submission through County's Bridge to Excellence (BTE) POC	FINAL Submission through County's Bridge to Excellence (BTE) POC
August 1, 2018- August 31, 2018	September 28, 2018	October 15, 2018	November 16, 2018

Local Educational Agency: St. Mary's County Public Schools (SMCPS)	
Title I Coordinator: Dr. Kelly M. Hall, Executive Director Supplemental School Programs	
Telephone: 301-475-5511 ext. 32136	Email Address: kmhall@smcps.org

2018-2019 Title I, Part A Application

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

Explanation of Terms

SECTION NAME	The Title I Component
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 section.
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 that the LEA has responsibility for oversight and implementation.
CITATIONS	References to the law
SAMPLE EVIDENCE OF IMPLEMENTATION	Suggested documentation for evidence of implementation for each requirement
TABLES AND WORKSHEETS	See Excel template for Instructions.

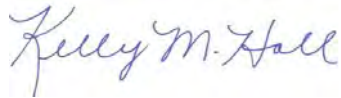
2018-2019 Title I, Part A Application

ATTESTATION

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:

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

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



Dr. Kelly M. Hall

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

August 29, 2018

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

Title I Coordinator Signature

Local Education Agency

Date

Application Submission Date: August 29, 2018

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A. STAFF CREDENTIALS AND CERTIFICATIONS

MSDE Staff Credentials and Certification Guidance

Staff Credentials: Glossary of Terms

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:

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

2. Summary of data used to determine disparities (2017-2018 SY).

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

Dr. Dale P. Farrell, Director of Human Resources

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

STAFF CREDENTIALS AND CERTIFICATIONS

Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LEA ensures that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. <i>(Required Attachment)</i>	1111(g)(2)(J) 1112(c)(6)	<input type="checkbox"/> 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 2018-2019 school year. <input type="checkbox"/> Copies of 2018-2019 Principal Attestations with dates and signatures for each Title I school. <i>(Optional)</i>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LEA ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. <i>(Required Attachment)</i>	1111(g)(2)(J) 1112(c)(6)	<input type="checkbox"/> SAN from meetings between Human Resources, the Title I Office, and school administration.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain. (explain using the	3. The LEA ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Mark N/A if <ul style="list-style-type: none"> ● there are no paraprofessionals in 	1112(c)(6) 1112(g)(2)(J)	<input type="checkbox"/> Verifying qualified status: AA degree or higher, and/or PRAXIS. <input type="checkbox"/> List of paraprofessionals and their qualifications. <input type="checkbox"/> Number of paraprofessionals who have met qualified status. <input type="checkbox"/> documentation demonstrating assigned duties may include:

template found here	the schoolwide schools; <ul style="list-style-type: none"> the LEA has no schoolwide schools; paraprofessionals are not assigned instructional duties 		<ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals in Title I schools for the 2018-2019 school year.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain. (explain using the template found here)	4. The LEA ensures that all paraprofessionals paid with Title I, Part A funds meet applicable state certification and licensure requirements. Not Applicable means: <ul style="list-style-type: none"> There are no paraprofessionals paid with Title I funds in targeted assistance schools; or The LEA has no targeted assistance schools. 	1112(c)(6) 1112(g)(2)(J)	<input type="checkbox"/> Verifying qualified status: AA degree or higher, and/or PRAXIS. <input type="checkbox"/> List of paraprofessionals and their qualifications. <input type="checkbox"/> Number of paraprofessionals who have met qualified status. Example documentation demonstrating assigned duties may include: <input type="checkbox"/> documentation demonstrating assigned duties may include: <ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals in Title I schools for the 2018-2019 school year.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	5. The LEA ensures it has a written process to identify and address any disparities that	1111(g)(1)(B) 1112(b)(2)	<input type="checkbox"/> Documentation for the following from 2017-2018 SY : <ul style="list-style-type: none"> Enrollment Data

	<p>result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.</p> <p><i>(Required Attachment)</i></p>		<ul style="list-style-type: none"> ○ Race ○ Poverty Data ○ Teacher Evaluation Data: Ineffective-Inexperienced, ○ Out-of-field teachers (numbers by school) ○ Documentation showing disparities in each category. <ul style="list-style-type: none"> ❑ Documentation supporting the implementation of the procedures for identifying and, if applicable, addressing disparities. ❑ SAN documenting processes for identifying and addressing disparities are implemented. ❑ Documentation from human capital, certification, or other LEA offices showing disparity data, teacher placement, etc.
<p>X Yes</p> <p><input type="checkbox"/> N/A</p>	<p>6.The LEA ensures it has a written process and a timeline for parents being notified:</p> <p style="padding-left: 40px;">a. annually that they may request information regarding professional qualifications of their child’s teacher and of paraprofessionals who provide instructional services to their children.</p> <p style="padding-left: 40px;">b. if their child has been</p>	<p>1112(e)(1)(A)(i)(I-III)</p> <p>1112(e)(1)(B)(ii)</p>	<ul style="list-style-type: none"> ❑ Multiple dated communications at the beginning of the school year which may include: <ul style="list-style-type: none"> ○ Letters; newsletters; school calendars ○ A copy of the dated cover letter sent to parents, which includes notice of parent’s right to request teacher qualification information. ○ Communication/notification to parents (newsletter, memo, letter, school calendars, etc.) ❑ Copies of requests for information from

	<p>assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.</p> <p>c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part.</p> <p><i>(Required Attachment)</i></p>	1112(e)(1)(B)(i)	<p>parents on teacher and /or paraprofessional qualifications.</p> <ul style="list-style-type: none"> ❑ Evidence that parents have been provided information on the level of achievement and academic growth of their student, if applicable and available. ❑ 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. ❑ Copies of the timely responses provided to parents.
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B. SCHOOLWIDE PROGRAMS
[Schoolwide Program Non-Regulatory Guidance](#)
[MSDE Schoolwide Guidance](#)
[MSDE Schoolwide Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENT:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LEA and Head Start programs and other early childhood programs, as feasible. (Section 1119(a)) –
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.

NOTE TO LEA:

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

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

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

Mrs. Denise Eichel, Principal George Washington Carver Elementary School

Mr. Jeff DiRenzo, Principal Park Hall Elementary School

Mrs. Janet Fowler, Principal Greenview Knolls Elementary School

Dr. Rebecca Schou, Principal Lexington Park Elementary School

Dr. Wauchilue Adams, Principal Green Holly Elementary School

1. Consolidating Funds in a schoolwide program

Is the LEA consolidating funds? ____ Yes x No

If Yes, continue below.

(Check one):

☐ Federal funds

☐ Federal, State, local funds

The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

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

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

SCHOOLWIDE PROGRAMS			
Check one	Assurances	Citation	Sample Evidence of Implementation
X Yes <input type="checkbox"/> N/A	2. The LEA ensures the implementation of a schoolwide program includes the following four components: <input type="checkbox"/> Comprehensive Needs Assessment <input type="checkbox"/> Schoolwide Reform Strategies* <input type="checkbox"/> Parent, Family and	1114(b)(6)	<input type="checkbox"/> Sample copies of Schoolwide Plans <input type="checkbox"/> A written process for the annual review of schoolwide plans for the 4 components. <input type="checkbox"/> Documentation demonstrating how findings for the LEA annual review process are addressed at the school level. (samples) Comprehensive Needs Assessment may include: <input type="checkbox"/> Qualitative and quantitative data collected, including culture/climate, demographics, student performance,

	<p>Stakeholder Engagement</p> <p>❑ If applicable Coordination and Integration of Federal, State, and Local services and programs.</p> <p><i>*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. (Tier 4)</i></p> <p><i>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</i></p>	<p>1114(b)(2)(7)(i-iii)(I-V)</p> <p>1114(b)(2)</p> <p>1114(b)(5)</p>	<p>student attendance, behavior, and family and community involvement.</p> <p>❑ As needed, evidence of interviews, focus groups, or surveys.</p> <p>❑ Tools or processes to identify the strengths and needs of students, teachers, school and community.</p> <p>❑ Examples of how the data is being used by administration, teachers and parents to guide decisions and instruction.</p> <p>❑ Examples of how data is being reviewed in a disaggregated format to look at progress and needs of all student groups.</p> <p>❑ Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</p> <p>Schoolwide Reform Strategies:</p> <p>❑ Examples of how schoolwide reforms increase the quality and quantity of instruction.</p> <p>❑ Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.</p> <p>❑ Evidence to demonstrate the effectiveness of reforms.</p> <p>❑ <i>Applicable adjustments that were made or plan to be made to address students not making progress.</i></p> <p>Parent, Family and Stakeholder Engagement:</p> <p>❑ Evidence of the involvement of teachers, principals, and other school staff in the development of the</p>
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	<p>intervention or is underway elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (Non-Regulatory Guidance: NRG: Using Evidence to Strengthen Education Investments (September 16, 2016))</p> <p>Schoolwide Program Non-Regulatory Guidance</p> <p>MSDE Schoolwide Guidance</p> <p>MSDE Schoolwide Checklist</p> <p>Early Learning in ESSA Non-Regulatory Guidance</p>		<p>Schoolwide plan may include:</p> <ul style="list-style-type: none"> ○ SAN from School Improvement meetings ○ Written communication, including email, letters, newsletters, website ○ Surveys and survey data <p>❑ <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ul style="list-style-type: none"> ❑ SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.) ❑ If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan
<p>X Yes</p> <p>❑ N/A</p>	<p>3. The LEA ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs.</p>	1114(b)(3)	<p>Evidence of implementation of the LEA Monitoring Plan may include:</p> <ul style="list-style-type: none"> ❑ SAN from program monitoring ❑ LEA monitoring schedule ❑ Program monitoring reports ❑ Email communication
<p>X Yes</p>	<p>4. The LEA ensures it has a process for making the Schoolwide plan</p>	1114(b)(4)	<ul style="list-style-type: none"> ❑ Schoolwide Plan on school website; handbooks, etc. ❑ Samples of plans available for public

<input type="checkbox"/> N/A	available to the LEA, parents, and the public.		
X Yes <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.	1114 (b)(7)(A)(iii)(V)	<input type="checkbox"/> SAN from collaboration meetings <ul style="list-style-type: none"> ○ Timelines with evidence of implementation <input type="checkbox"/> Documentation of articulation meetings

C. TARGETED ASSISTANCE SCHOOLS *

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

[MSDE Targeted Assistance School Program Guidance](#)

[MSDE Targeted Assistance School Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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REQUIRED ATTACHMENTS:

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

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

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

N/A

TARGETED ASSISTANCE SCHOOLS

Check one	Assurances	Citation	Sample Evidence of Implementation
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<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	<p>If applicable,</p> <p>1a. The LEA has a school that is transitioning from a Title I targeted assistance in 2018 – 2019 to a schoolwide program in 2019-2020. <i>(Required Attachment #3)</i></p> <p>1b. The LEA submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.</p> <p>List Title I school(s) and School ID number below OR attach a list on REQUIRED ATTACHMENT template:</p> <table border="1"> <thead> <tr> <th>Title I School(s)</th> <th>School ID Number</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Title I School(s)	School ID Number							1114(a)(1)(B)	<input type="checkbox"/> SAN documents for the following evidence of planning and technical assistance: <ul style="list-style-type: none"> ○ Initial planning meeting agenda and list of participants; ○ Whole-school orientation including agenda and signed roster of participants. ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.) ○ Meeting dates ○ Plan approval process.
Title I School(s)	School ID Number										
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	<p>2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State’s challenging student academic achievement</p>	1115(c)(1)(B)	Developing/Implementing: <ul style="list-style-type: none"> <input type="checkbox"/> Weighted selection criteria <ul style="list-style-type: none"> ○ Data sources for multiple selection criteria (by school) <input type="checkbox"/> Master ranking (all students ranked showing most needy students served by grade and subject area) <input type="checkbox"/> Targeted Assistance teachers and para 								

	standards, including how students are ranked using multiple academic selection criteria. (Required Attachment #1)		<p>schedules with matching student roster</p> <ul style="list-style-type: none"> ○ Service delivery model <ul style="list-style-type: none"> ❑ Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out) ❑ Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1. ❑ School master schedules ❑ Exit criteria by school <p>Monitoring:</p> <ul style="list-style-type: none"> ❑ Evidence of implementation of the LEA Monitoring Plan may include: <ul style="list-style-type: none"> ○ SAN from program monitoring ○ Program monitoring reports ○ Email communication ❑ LEA Schedules with dates for regular review for each Title I Targeted Assistance school.
<input type="checkbox"/> Yes X N/A	<p>3. The LEA ensures the implementation of a Targeted Assistance program includes the following seven components: Targeted Assistance School Checklist</p> <p>A. Use program's resources to help eligible children meet the state's challenging academic standards;</p> <p>B. Use methods and instructional strategies to strengthen the academic program of the school;</p> <p>C. Coordinate with and support the regular educational program which</p>	1115(b)(2)(A-G)	<p>Program's resources to help eligible children meet the state's challenging academic standards may include:</p> <ul style="list-style-type: none"> ❑ Programs, activities, and academic courses necessary to provide a well-rounded education. <p>Methods and instructional strategies to strengthen the academic program of the school may include:</p> <ul style="list-style-type: none"> ❑ expanded learning time, before- and after-school, and summer programs and opportunities ❑ a schoolwide tiered model to prevent and

	<p>may include services to preschool children in the transition from early childhood programs;</p> <p>D. Provide Professional Development;</p> <p>E. Strategies to increase the involvement of parents of eligible children;</p> <p>F. If appropriate and applicable, coordinate with Federal, State, and local programs;</p> <p>G. Each Title I Targeted Assistance School will provide the LEA assurances that it will:</p> <ul style="list-style-type: none"> (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. 		<p>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.).</p> <p>Coordination with the regular education program may include:</p> <ul style="list-style-type: none"> ❑ SAN from collaboration meetings <ul style="list-style-type: none"> ○ Timelines with evidence of implementation ❑ Documentation of articulation between regular education program and Title I <p>Professional Development:</p> <ul style="list-style-type: none"> ❑ Data sources demonstrating the need for identified professional development ❑ SANE documents from professional development ❑ Professional development schedules, plans, and/or calendars ❑ See Parent and Family Engagement Section <p>Strategies to increase the involvement of parents of eligible children:</p> <ul style="list-style-type: none"> ❑ <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>Coordinate with Federal, State, and local programs; if applicable:</p> <ul style="list-style-type: none"> ❑ Evidence of coordination with Federal, State, and local programs (Title III, Title IV, Judy
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			Center, Headstart, Library, etc.)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.	1115 (b)(2)(G)(iii)	<input type="checkbox"/> LEA schedules with dates for regular review for each Title I Targeted Assistance school. <input type="checkbox"/> SAN documentation of data review meetings <input type="checkbox"/> Documentation of program adjustments based on data review and progress monitoring <input type="checkbox"/> Student progress monitoring (evidence of progress/lack of progress)

D. PARENT AND FAMILY ENGAGEMENT
MSDE Parent and Family Engagement Guidance
MSDE District Parent and Family Engagement Plan Checklist
MSDE School-level Parent and Family Engagement Plan and Compact Checklist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LEA's 2018-2019 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.
- 4. A list of all Title I school's individual parent and family engagement allocations.**

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.

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

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

Mrs. Denise Eichel, Principal George Washington Carver Elementary School

Mr. Jeff DiRenzo, Principal Park Hall Elementary School

Mrs. Janet Fowler, Principal Greenview Knolls Elementary School

Dr. Rebecca Schou, Principal Lexington Park Elementary School

Dr. Wauchilue Adams, Principal Green Holly Elementary School

PARENT AND FAMILY ENGAGEMENT			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1: Parent and Family Engagement Policy/Plan (LEA and School-level) & School –Parent Compact The LEA ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written: <ul style="list-style-type: none"> <input type="checkbox"/> LEA Title I Parent and Family Engagement Policy/Plan <input type="checkbox"/> School-Level Title I Parent and Family Engagement policy/plan; <input type="checkbox"/> School-Parent compact that meet statutory requirements. <i>(Required Attachment)</i> 	1116(a)(2) 1116(b) 1116(c) 1116(d)	LEA and School’s Parent and Family Engagement Plans and School-Parent Compact: Evidence of input from parents/families <ul style="list-style-type: none"> ▪ ANE from parent meetings ▪ nnouncements/Fliers ▪ arents feedback ▪ ranslated documents ▪ eceipts for accommodations/ interpreters <input type="checkbox"/> EA and School’s Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community: <ul style="list-style-type: none"> ▪ istrict/school website ▪ tudent handbook ▪ chool newsletters ▪

			<p>plans and compact sent home via backpack/ orientation packet</p> <p><input type="checkbox"/> evidence that the LEA provides coordination, technical assistance, and other support to school.</p>
<p>X Yes</p> <p><input type="checkbox"/> N/A</p>	<p>2: Parent & Family Engagement Annual Evaluation</p> <p>The LEA ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LEA's parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions.</p> <p>MSDE Parent and Family Engagement Guidance: Barriers</p>	<p>1116(a)(2)(D-E)</p>	<p><input type="checkbox"/> communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan</p> <p><input type="checkbox"/> results of data/feedback</p> <p><input type="checkbox"/> revisions to policy/plan are made, as needed, based on evaluation</p> <p><input type="checkbox"/> AN with meeting notes, if applicable</p> <p><input type="checkbox"/> evidence supporting the development of the evaluation tool, distribution and collection of parent surveys.</p>
<p>X Yes</p> <p><input type="checkbox"/> N/A</p>	<p>3. Parent and Family Engagement Reservation (Funds):</p> <ul style="list-style-type: none"> The LEA and schools ensure that parents and family members of children participating in Title I 	<p>1116(a)(3)(A)</p> <p>1116(a)(3)(B)</p>	<p><input type="checkbox"/> evidence of parent and family input in the decisions regarding parent and family engagement reservation:</p> <ul style="list-style-type: none"> ANE

	services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities.		<p>nnouncements/Fliers</p> <ul style="list-style-type: none"> ○ arents Feedback ○ ranslated documents ○ eceipts for accommodations/ interpreters
<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> N/A</p>	<p>4. 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.</p>	1116(e)(1-6)	<p>LEA and School Level Documentation may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ANE from LEA technical assistance to schools <input type="checkbox"/> ANE from building capacity (See Parent and Family Engagement Checklist)
<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> N/A</p>	5. The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	1116(f)	<ul style="list-style-type: none"> <input type="checkbox"/> Translated documents/ announcements/ fliers <input type="checkbox"/> Receipts for accommodations/ interpreters <p>(Same documentations are applicable to meet requirements under EL Assurance #2)</p>
<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> N/A</p>	<p>6. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.</p> <p><i>(Required Attachment)</i></p>	<p>1116(a)(2)(B) 1116(e)(1-14)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> vidence of LEA monitoring processes of Parent and Family Engagement requirements: <ul style="list-style-type: none"> ○ ANE from technical assistance and training

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Equitable Services Requirements under ESSA: Non-Regulatory Guidance

MSDE Equitable Service Guidance

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

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

1. A written process for:
 - inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
 - ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
 - 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
2. Signed agreement between LEA and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur with the LEA
3. Consultation timeline that shows that the LEA has or will have conducted all consultation that will allow services to begin at the beginning of the 2018-2019 school year.
4. Provide information on participating private schools using the [Participating Private Schools Form](#) or you may submit information as a separate attachment.

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

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

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. Invitation to Private School Officials The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program. <i>(Required Attachment #1a)</i>	1117(a)(1)(A) 1117(b)(1)(b)(5)	<input type="checkbox"/> Approved list of private schools and approved church exempt schools <input type="checkbox"/> Letters to private school officials <ul style="list-style-type: none"> ○ If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.) <input type="checkbox"/> List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	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. <i>(Required Attachment #1a)</i>	1117 (b)(1-5)	<input type="checkbox"/> Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> ○ SANE documentation including topic specific agendas; emails, notes from phone calls. <input type="checkbox"/> If applicable, the LEA should have a signed letter from the private school designee if the official is representing a consortium of private schools.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	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)	<input type="checkbox"/> List of participating private school children <input type="checkbox"/> Multiple selection criteria used to select for services
<input checked="" type="checkbox"/> Yes	5. Teachers and Families Participation	1117 (a)(1)(B)	<input type="checkbox"/> Evidence of professional development

<input type="checkbox"/> N/A	<p>The LEA ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.</p>		<p>for teachers, if applicable:</p> <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 ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration. <p><input type="checkbox"/> Evidence of family engagement activities:</p> <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. ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities.
<p>X Yes</p> <p><input type="checkbox"/> N/A</p>	<p>6. Dispute Resolution</p> <p>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.</p>	<p>1117(b)(2-6)</p> <p>1117(c)(2)</p>	<p><input type="checkbox"/> Copy of dispute resolution process</p> <p><input type="checkbox"/> If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution</p> <p><input type="checkbox"/> If applicable, evidence of resolving disagreements</p>
<p>X Yes</p>	<p>7. Supervision and Evaluation</p>	<p>1117(b)(1)</p>	<p>Evidence LEA Supervises:</p>

<input type="checkbox"/> N/A	<p>The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. <i>(Required Attachment #1b, c, & d)</i></p>	<p>1117 (d)(1)</p>	<p>LEA Program Oversight</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedules of Title I staff <input type="checkbox"/> Timeline/schedules for monitoring visits <input type="checkbox"/> LEA written process and procedures for monitoring private schools <input type="checkbox"/> Monitoring feedback may include letters, emails, reports or notes to Title I staff providing services or private school officials on student progress <input type="checkbox"/> Sample lesson plans and student work <input type="checkbox"/> Consultation between LEA and third party vendor, if applicable <p>Qualifications of staff providing services:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers providing services meet state certification and licensure requirements <input type="checkbox"/> Paraprofessionals providing instructional support are under direct supervision of teacher that meets 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>Fiscal Oversight:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I property labels, if applicable <input type="checkbox"/> Inventory list, if applicable
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			Evidence of Evaluation may include: <ul style="list-style-type: none"> ❑ Progress reports/EOY reports on effectiveness of services ❑ SANE documenting modification to program, if applicable.
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F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH
Education for Homeless Children and Youth Program: Non-Regulatory Guidance
MSDE Homeless Guidance

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

Written process that includes how the Title I office will coordinate with the Homeless Education.

2. If applicable, job description of homeless liaison position.

3. If applicable,

- a. a description of how the 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.

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

Mrs. Annie Gast, Homeless Liaison

Mrs. Kate Eggert, Supervisor of Student Services

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

Ms. Cheryl Long, Director of Student Services

EDUCATION FOR HOMELESS CHILDREN AND YOUTH			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1.The LEA ensures that Title I funds support 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)</i>	1113(c)(3)(A)(i)	<input type="checkbox"/> Email or written communication regarding need of homeless students and families <input type="checkbox"/> Consultation Meetings with the LEA Homeless Education Liaison and Title I Office (SAN)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LEA ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process. <i>(Required Attachment)</i>	1113(c)(3)(A)(c)(i)	<input type="checkbox"/> Collaboration meetings to determine the reservation (SAN) <input type="checkbox"/> Written/email communication with homeless education coordinator (or liaison), family involvement coordinator, finance office, etc.

G. SUPPORT FOR FOSTER CARE STUDENTS
Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care
MSDE Foster Care Guidance

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

A written agreement facilitated by the local child welfare agency and the 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. 1111(g)(1)(E)

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

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

Mrs. Kate Eggert, Supervisor of Student Services

Ms. Cheryl Long, Director of Student Services

SUPPORT FOR FOSTER CARE STUDENTS

Check one	Assurances	Citation	Sample Evidence of Implementation
X Yes	1. The LEA ensures it collaborates with the State and local child welfare agency (DSS)	1111(g)(1)(E)	<input type="checkbox"/> Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency.

<input type="checkbox"/> N/A	to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.		(SAN) <input type="checkbox"/> MOU/MOA (transportation, best interest, school of origin) <input type="checkbox"/> Email communication
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H. ENGLISH LEARNERS

Non-Regulatory Guidance: English Learners and Title III

MSDE English Learners Guidance

MSDE Title I and Title III Questions and Answers

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS: N/A

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

Mrs. Wendy Tarr, Supervisor of World Language/ English Learners

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

Mrs. Lisa Bachner, Director of Curriculum and Instruction

ENGLISH LEARNERS

Check one	Assurances	Citations	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1.The LEA ensures that Title I funds support a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.	1112(e)(3)	<input type="checkbox"/> Copy of completed English and translated version of parent notification letter with parent signature on either English or translated version

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LEA ensures that Title I funds support collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.	1116(e)(4)	<input type="checkbox"/> Copy of a communication log <input type="checkbox"/> Copy of interpreter receipt <input type="checkbox"/> Translated documents or flyers <input type="checkbox"/> If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	3. The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency.	(1111(h)(2))	<input type="checkbox"/> Sample LEA's report card

H. FISCAL REQUIREMENTS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.

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

Mrs. Leyla Mele, Accountant: CIP and Grants

Mr. Robert Springer, Supervisor of Accounting

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

FISCAL REQUIREMENTS

REQUIREMENTS	Citation	Sample Evidence of Implementation
Requirement 1- Equitable Services Table 7-8	1117(a)(4)(A)	<input type="checkbox"/> Evidence of Equitable Services Expenditures to show Proportional Share

<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>		<ul style="list-style-type: none"> ○ Transaction level reports ○ Salary/wages information ○ Materials, instructional supplies ○ Invoices ○ MOUs • Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies <ul style="list-style-type: none"> ● Transaction level reports
<p>Requirement 2- Parent and Family Engagement- Table 7-9.1 LEA must reserve at a minimum, 1% of its allocation for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p>	<p>1116 (a)(3)(A) 1116(a)(3)(C)</p>	<p>Evidence of Parent and Family Engagement Expenditures</p> <ul style="list-style-type: none"> ● Procedures for allocation of 90% to schools ● School/LEA reservations are in the LEA budget and line items can be followed from the budget ● LEA Transaction Level Reports of Expenditures ● Invoices, contracts, etc.
<p>Requirement 3 - N&D 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,</p>	<p>1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)</p>	<ul style="list-style-type: none"> ● Evidence of N&D Expenditures ● LEA reservations are in the LEA budget and line items can be followed from the budget ● LEA Transaction Level Reports of Expenditures ● Invoices, contracts, etc. ● Memorandum of Understanding (MOU)

Delinquent or At-Risk.		
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: <ul style="list-style-type: none"> • LEA reservations are in the LEA budget and line items can be followed from the budget • LEA Transaction Level Reports of Expenditures • Invoices, contracts, etc. Instructional/Educational Support (If Applicable) – Costs associated with: <ul style="list-style-type: none"> • Tutoring Services, especially in shelters or other locations where homeless students live. • Extended learning time (before and after school, Saturday classes, summer school) • Counseling services to address mental health issues related to homelessness that is impeding learning. • GED testing for school-age students • Parental involvement specifically oriented to reaching out to parents of homeless students. • Fees for AP and IB testing. • Items of clothing, student fees, required records, medical and dental services, outreach services. Homeless Liaison (If applicable): <ul style="list-style-type: none"> • Cost associated with Homeless Education Coordinator/ Liaison position. • Reservation is in the budget. • Job description • Schedules (note who monitors/oversight)

		Transportation (If applicable): <ul style="list-style-type: none"> • Cost associated with Homeless Education Transportation • Reservation is in the budget • LEA calculation of excess cost for providing transportation Invoices/payment schedule for transportation
Requirement 5- Districtwide Title I Instructional Programs Table 7-9 .2 LEAs may reserve funds for Districtwide instructional programs for Title I schools.	34 CFR Part 200.77	Expenditures <ul style="list-style-type: none"> • LEA reservations are in the LEA budget and line items can be followed from the budget • LEA Transaction Level Reports of Expenditures • Invoices, contracts, etc.
Requirement 6 - 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 Education Agency program provides for all schools.	34 CFR Part 200.77	If applicable: Evidence of districtwide professional development Expenditures <ul style="list-style-type: none"> • LEA reservations are in the LEA budget and line items can be followed from the budget • LEA Transaction Level Reports of Expenditures • Invoices, contracts, etc.
Requirement 7- 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.	34 CFR Part 200.77	If applicable: Evidence of Administration Expenditures <ul style="list-style-type: none"> • LEA reservations are in the LEA budget and line items can be followed from the budget • LEA Transaction Level Reports of Expenditures • Invoices, contracts, etc. • Indirect costs at the approved yearly rate. • Travel, Office Supplies, and technology for Title I

		Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget
Requirement 8 - Support CSI and/or TSI Schools Table 7-9.4	1003	
Requirement 9 - Carryover Estimate Table 7-9.4	1127 1117(a)(4)(B)	<ul style="list-style-type: none"> • LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures • Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) • If applicable, Waiver intent indicated in the Title I Application
Requirement 10-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)	<ul style="list-style-type: none"> • Single audits are conducted annually • Copies of single audit reports (2 most recent) and Corrective Action (when applicable) • LEA response to findings • MSDE follow-up reviews of findings • All required corrective actions from the audit findings are fully implemented within the agreed timeline. • Independent auditor's report shows that the LEA has corrected all actions required.
Requirement 11- 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	1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)	<ul style="list-style-type: none"> • Local finance budget reports match amounts reported in the approved Allocation Worksheet. • If applicable, Charter Schools are included in the ranking • If applicable, Skipped Schools have been approved by MSDE. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at

attendance area. Allocation to each eligible school is based on PPA.		<p>least equal to the PPA of the school that is below them in the rank order.</p> <ul style="list-style-type: none"> • If applicable, Continuing Eligibility schools meet the statutory definition.
<p>Requirement 12 - Supplement not Supplant</p> <p>The LEA shall use Federal funds received under Title I only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.</p>	1118(b)	<ul style="list-style-type: none"> • The LEA ensures that Title I funds are used only to supplement or increase non-federal sources used for the education of participating children and not to supplant funds from non-federal sources. (district and school level) • Allocation Amount and Expenditures. • Semi-annual certification (district, schoolwide, and targeted assistance). • Time and effort for split funded staff (district, schoolwide, 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 • LEA Internal Controls and Written Procedures • LEA Transaction Level Reports of Expenditures • Most current, dated copy of the district's supplement, not supplant policy and procedures document.
Requirement 13 - Comparability	1118(c)(1)(A) 1118(c)(1)(C)	LEA provided required documentation with the Comparability report on or before December 1, 2018.
<p>Requirement 14 - Equipment and Related Property</p> <p>Equipment shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by</p>	EDGAR 34 CFR 80.32, UGG §200.314	<ul style="list-style-type: none"> • LEA Inventory • Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment • Annual physical inventory of Title I equipment • Lease agreements • Expenditure Reports

<p>Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Adequate maintenance procedures must be developed to keep the property in good condition.</p>		<ul style="list-style-type: none"> • LEA Transaction Level Reports of Expenditures
Requirement 15- Use of Technology	34 C.F.R. § 80.20 (added	<ul style="list-style-type: none"> • Copy of acceptable use policy for staff and

<p>Devices</p> <p>Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p>	<p>in SY 2015-2016)</p>	<p>students stipulating constraints and practices of the user.</p> <ul style="list-style-type: none"> • Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. • Staff Training (SANE) • Corrective Actions, if applicable
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2018-2019 Title I Application
GUIDANCE Document
Title I, Part A
Improving Basic Programs

Introduction: This Guidance Document was developed to assist Title I Directors as they complete the Title I Application for SY 2018-2019. This document attempts to clarify requirements for submission, but samples given should not be considered exhaustive. If you have specific questions about the Title I program in your district, please contact your MSDE point of contact for guidance.

A. STAFF CREDENTIALS AND CERTIFICATIONS

[Return to application](#)

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

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

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

1. The LEA ensures that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Section 1111(g)(2)(J) 1112(c)(6)
2. The LEA ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. Section 1111(g)(2)(J) 1112(c)(6)

3. The LEA ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Section 1112(c)(6) 1112(g)(2)(J)

___Mark N/A if there are no paraprofessionals in the schoolwide schools;

___the LEA has no schoolwide schools;

___paraprofessionals are not assigned instructional duties

4. The LEA ensures that all paraprofessionals paid with Title I, Part A funds meet applicable state certification and licensure requirements. (Section 1112(c)(6))

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

If no, please explain.

Not Applicable means:

There are no paraprofessionals paid with Title I funds in targeted assistance schools; or

The LEA has no targeted assistance schools.

Implications for Application and Program Review

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

Points of Clarification

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

Points of Clarification

The MSDE will have a new equity policy manual, *Equity in Education*, which will be available in the summer of 2018.

Points of Clarification

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

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

Section 1112 (e) PARENTS RIGHT- TO- KNOW

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

(i) Whether the teacher -

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

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

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

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

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

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

6. The LEA ensures it has a written process and timeline for parents being notified:

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

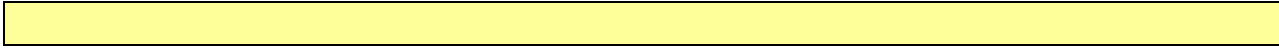
Implications for Application and Program Review

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

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

Resources

Pending – To be populated with resources and exemplars



B. SCHOOLWIDE PROGRAMS- [Schoolwide Non-Regulatory Guidance](#)
[Return to application](#)

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

Section 1114 SCHOOLWIDE PROGRAMS

(a) In General-

(1) Use of funds for Schoolwide Programs

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

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

Points of Clarification

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

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

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

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

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

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

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

COMPONENT 1: A COMPREHENSIVE NEEDS ASSESSMENT

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

(7) includes a description of—

COMPONENT 2 – A SCHOOLWIDE REFORM STRATEGIES

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

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

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

Points of Clarification

State definition of well-rounded education is forth coming.

Federal Definition Section 8101(52)

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

- (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
- (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
 - (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

- (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

Points of Clarification

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

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

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

Points of Clarification

Section 1112(c)(7)

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

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

[Head Start Act](#)

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

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

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

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

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

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

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

(C) transportation to and from such program.

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

COMPONENT 3A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

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

COMPONENT 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

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

COMPONENT 4: COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RSOURCES AND PROGRAMS

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

Points of Clarification

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

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

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

1. Consolidating Funds (Check one):

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

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

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

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

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

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

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

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

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the components in Schoolwide plans, the effectiveness of Schoolwide program implementation, fiduciary issues and program effectiveness.

Resources

Pending – To be populated with resources and exemplars

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

C. TARGETED ASSISTANCE SCHOOLS

[Return to application](#)

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

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

Points of Clarification

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

Points of Clarification

Targeted Assistance Program Checklist

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

- (1) determined which students will be served;
- (2) serve participating students identified as eligible children under subsection (c) including by-

(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which **may** include programs, activities, and academic courses necessary to provide a well-rounded education;

Points of Clarification

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

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

Points of Clarification

State definition of well-rounded education **will be available in summer 2018.**

Federal Definition Section 8101(52)

(52) WELL-ROUNDED EDUCATION.—The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and

technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

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

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

Points of Clarification

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

Implication for Program Review

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

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

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

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

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

(G) provide to local educational agency assurances that the school **will**-

(i) help provide an accelerated, high quality curriculum;

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

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

(c) Eligible Children-

(1) Eligible Population-

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

(i) children not older than 21 age who are entitled to a free public

education through grade 12, and

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

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

Points of Clarification

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

(2) Children included-

(A) In General- children who are economically disadvantaged, children with disabilities, migrant, or English learners are eligible for services under this part on the same basis as other children selected to receive services under this part.

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

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

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

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

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

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

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

Points of Clarification

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

Implication for Program Review

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

(e) Special Rules-

- (1) Simultaneous Services-nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate
- (2) Comprehensive Services- If-
 - (A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and
 - (B) funds are not reasonably available from other public or private sources

under this part may be used as last resort to provide such services including-

- (i) the provision of basic medical equipment such as eyeglasses and hearing aids;
 - (ii) compensation of a coordinator;
 - (iii) family support and engagement services;
 - (iv) integrated student support; and
 - (v) professional development necessary to assist teachers, specialized instructional support personnel, other staff and parents in identifying a
- of eligible children.

and meeting the comprehensive needs

Implications for Program Review

- Documentation required that Title I Targeted Assistance funds are being utilized as last resort.
- If comprehensive services are appropriate to address school needs, these needs must be determined by the school's comprehensive needs assessment.

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

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

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

If applicable,

1a. The LEA has a school that is transitioning from a Title I targeted assistance in 2018 – 2019 to a schoolwide program in 2019-2020.
(Required Attachment #2)

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

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

Title I	School ID
School(s)	Number

1. The LEA ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. 1115(c)(1)(B)
2. The LEA ensures the implementation of a Targeted Assistance program includes the following seven components: 1115(b)(2)(A-G)
 - A. Use program's resources to help eligible children meet the state's challenging academic standards;
 - B. Use methods and instructional strategies to strengthen the academic program of the school;
 - C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
 - D. Provide Professional Development;
 - E. Strategies to increase the involvement of parents of eligible children;
 - F. If appropriate and applicable coordinate with Federal, State, and local programs;
 - G. Each Title I Targeted Assistance School will provide the 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.

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

STAFF RESPONSIBLE: In addition to the LEA Title I coordinator, identify by name, title, and department the staff responsible for monitoring targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.

Implication for Program Review

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

Resources

Pending – To be populated with resources and exemplars

D. PARENT AND FAMILY ENGAGEMENT

[Return to application](#)

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

Section 1116: District Level Parent and Family Engagement Policy

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

a) LOCAL EDUCATIONAL AGENCY POLICY-

- (1) **IN GENERAL-** A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
- (2) **WRITTEN POLICY-** Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will —
 - (A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).
 - (B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

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

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

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

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

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

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

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy; and (C) in paragraph (3)—

Points of Clarification: Definition of Evidence based

Examples of Evidence-based Parent and Family Engagement Strategies:

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

Points of Clarification

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

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

II. School Level Parent and Family Engagement Plan Review

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-

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

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

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

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

Points of Clarification

School Level Parent and Family Engagement Checklist

III. School-Parent Compact

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

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

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

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

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

IV. Distribution of Funds

3) RESERVATION-

1. IN GENERAL—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.
2. PARENT AND FAMILY MEMBER INPUT- Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

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

Points of Clarification

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

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

- (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
- (iii) Disseminating information on **best practices** focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.’’

Points of Clarification

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

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

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

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

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

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

3. Parent and Family Engagement Reservation: The LEA and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities. 1116(a)(3)(A) 1116(a)(3)(B)

4. Building Capacity for Involvement

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

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

Implications for Program Review

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

Resources

Pending – To be populated with resources and exemplars

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

[Return to application](#)

Points of Clarification for Section 1117

References

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

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

(a) GENERAL REQUIREMENT.—

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

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

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

Points of Clarification

Examples of Title I services that may be provided include:

- Counseling
- One-on-one tutoring

- Educational radio and television
- Dual or concurrent enrollment
- Mentoring
- Mobile educational equipment
- Computer equipment and technology

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

(3) **EQUITY.**—

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

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

Points of Clarification

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

(4) **EXPENDITURES.**—

(A) **DETERMINATION.**—

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

agency.

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

Points of Clarification

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

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

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

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

Points of Clarification

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

(b) CONSULTATION.—

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

Points of Clarification

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

Such process shall include consultation on issues such as—

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;
- (F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;
- (G) how and when the agency will make decisions about the delivery of services to such children, including a thorough

consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

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

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

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

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

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

Points of Clarification

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

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

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

(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials with respect to an

issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

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

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

(5) **DOCUMENTATION.**—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) **COMPLIANCE.**—

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

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

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

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

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

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

(1) CALCULATION—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low income families and attend private schools by—
 (A) using the same measure of low income used to count public school children;
 (B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;
 (C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or
 (D) using an equated measure of low income correlated with the measure of low income used to count public school children.

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

(d) PUBLIC CONTROL OF FUNDS—

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

(2) PROVISION OF SERVICES—

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

 (i) by employees of a public agency; or

 (ii) through contract by such public agency with an individual, association, agency, or organization.

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

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

(1) waive the requirements of this section for such local educational agency;

(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and

(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

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

2. 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. *1117 (b)(1-5) (Required Attachment #1a)*

3. 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)

4. Teachers and Families Participation

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

5. Dispute Resolution

The 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)

6. 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)
(Required Attachment #1b, c, & d)

7. Delivery of Services

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

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

Please identify LEAs involved.

Provide the date(s) services will begin.

Resources

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

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

[Return to application](#)

[Education for Homeless Children and Youths Program Non-Regulatory Guidance](#)

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

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

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

Points of Clarification

Examples, but not limited to –

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

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

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

Points of Clarification

Examples, but not limited to -

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

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

Title I, Part A reserved funds may be used to fund all or part of the LEA's Homeless liaison's salary. In addition, if an LEA is using

Title I to fund an additional staff as necessary, (e.g. case manager) those duties must be specifically related to the strategies, activities and requirements under the McKinney-Vento Education for Homeless Children and Youth Program.

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

STAFF RESPONSIBLE:

In addition to the Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1115(c)(2)(E).

Implications for Program Review

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

Resources

Pending – To be populated with resources and exemplars

G. SUPPORT FOR FOSTER CARE STUDENTS

Return to application

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

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

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

Points of Clarification

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

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

- Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.

Points of Clarification

COLLABORATION:

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

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

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

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.

Implications for Program Review

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

Points of Clarification

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

STAFF RESPONSIBLE: In addition to Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1111(g)(1)(E).

Implications for Program Review

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

Resources

Pending – To be populated with resources and exemplars

H. ENGLISH LEARNERS

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

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

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

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

[Parent Notification Letter with Translations](#)

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

Points of Clarification

Add Points of Clarification regarding changes in Title III that impact Title I at the LEA level.

- Add provisions moved from TIII to TI (from our Dec. webinar)
- Embed TI and TIII Q&A in this document and link here.

Implications for Program Review – Evidence

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

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

Parent Notification Letter with Translations

Implications for Program Review – Evidence

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

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

Parent Notification Letter with Translations

Implications for Program Review - Evidence

- Maryland Report Card

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

Resources

[MSDE Title III Website](#)

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

Staff Credentials: Glossary of Terms

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

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

Schoolwide Program Plan Components Checklist

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

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

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

Things to consider:

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

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

3A. Parent, Family and Stakeholder Involvement - develop the plan with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, and other 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)

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?

low achieving, accelerated, etc.?

- ☐ What evidence is being collected to demonstrate the effectiveness of reforms?

Things to consider:

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

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

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1115. TARGETED ASSISTANCE SCHOOLS

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

Eligible Children	check
<p style="text-align: center;">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 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</p>	
Seven Components of a TAS Program (1115 (b)(2)(A-G))	
(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 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.	

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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))	Yes	No
1. Establish LEA's expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)		
2. Parent and family member input: <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) 		
3. 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. <i>(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).</i> Section 1116(a)(2)(B)		
4. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate 1116(a)(2)(C)		
5. 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)) <ul style="list-style-type: none"> a. barriers to greater participation by parents _____ b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers _____ 		

<ul style="list-style-type: none"> 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 		
<p>6. 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. 		
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		
1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)		
2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)		
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)		
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)		
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)		
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs,		

provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)		
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LEA: _____

School: _____

_____ Meets Requirements (M)

_____ Does not meet the requirement (NM)

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

A. General Requirements: Section 1116 (b) (d)	Yes	No
1. Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) a. Parent and Family Engagement Plan _____ b. School-Parent Compact _____		
2. Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)		
B. Policy Involvement: Section 1116 (c)		
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)		
2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)		
3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3) a. School Parent and Family Engagement Plan b. Schoolwide plan		
4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)		
5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)		
C. Shared Responsibility: Section 1116 (d) - School-Parent Compact		

1. The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)		
2. School Responsibilities: Describe how the school will: <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) 		
3. Parent Responsibilities: Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, use of extracurricular time.) Section 1116 (d)(1)		
4. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)		
D. Building Capacity: Section 1116 (e)	Yes	No
The Plan describes how the school will build the schools' and parents'/families capacity for parental involvement		
1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children Section 1116 (e)(1)		
2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)		
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)		
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)		

5.	Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)		
6.	Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)		
E. Accessibility: Section 1116 (f)			
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)			

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<p align="center">Equitable Services Topics of Consultation:</p>	
<p align="center">Below are topics that should be discussed in consultation for each Title program. Please mark if topics have been addressed:</p>	
Section 1117(b)(1)	Consultation Topic
	A. How the children’s needs will be identified.
	B. What services will be offered.
	C. How, where, and by whom the services will be provided.
	D. How the services will be academically assessed and how the results of that assessment will be used to improve those services
	E. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined
	F. The method or sources of data that are used to determine the number of children from low-income families in participating school attendances areas who attend private schools
	G. How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
	H. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor
	I. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
	J. Whether to provide equitable services to eligible private school children (1) by

	creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
	K. When, including the approximate time of day, services will be provided
	L. Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs

MSDE: ESSA Title I and Title III

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Question	Answer
1. If a local educational 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?	AS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.
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?	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.
3. How do we ensure that the Lau v. Nichols requirements are being met	Per the 1970 Memorandum and Lau v. Nichols, LEAs must take affirmative steps to

<p>before Title I or Title III funds can be used?</p>	<p>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 being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.</p>
<p>4. What is the "English Language Proficiency (ELP) Indicator" for the Title I monitoring visit? What does Title I need?</p>	<p>The ELP Indicator is Maryland's new accountability measure for ELs. The Title I and Title III offices will be working closely to provide technical assistance on requirements that were moved from Title III to Title I to LEAs as needed. In addition, Title I Coordinators will receive the updated Title I, Part A Application, Guidance document, and the monitoring tool at the Title I coordinators' meeting in May outlining how this indicator will impact the Title I, Part A monitoring visit.</p>
<p>5. 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</p>

	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.
6. We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?	Yes, that's 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. Title III funds still can be used to pay for such expenses, but the available funds are limited.
7. For the ELP indicator, if ELs are in ESOL, they haven't met the state exit criteria yet, so how am I providing this data to our Title I supervisor?	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.
8. Can ELs receive their services through an ELD program not led by a certified ESOL teacher?	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 Program ¹ that serves as the ELD program for ELs.
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¹ This decision will be determined on a case-by-case basis in consultation with MSDE's EL/Title III Office.

Frederick County Public Schools (FCPS): Title I Family Involvement Team Training (FITT)

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

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

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

Title I Parents have found their voice through this partnership.

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

Charles County Public Schools (CCPS): Home Visits initiative

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

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

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

Planning the Home Visit

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

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

REQUIRED ATTACHMENTS STAFF RESPONSIBLE

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

[Return to application](#)

A. STAFF CREDENTIALS AND CERTIFICATIONS

[Return to application](#)

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:

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

2. Summary of data used to determine disparities (2017-2018 SY).

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

Dr. Dale P. Farrell, Director of Human Resources

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

B. SCHOOLWIDE PROGRAMS

[Return to application](#)

REQUIRED ATTACHMENT:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LEA and Head Start programs and other early childhood programs, as feasible.
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.

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

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

Mrs. Denise Eichel, Principal George Washington Carver Elementary School

Mr. Jeff DiRenzo, Principal Park Hall Elementary School

Mrs. Janet Fowler, Principal Greenview Knolls Elementary School

Dr. Rebecca Schou, Principal Lexington Park Elementary School

Dr. Wauchilue Adams, Principal Green Holly Elementary School

C. TARGETED ASSISTANCE SCHOOLS

[*Return to application*](#)

REQUIRED ATTACHMENTS:

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

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

N/A

D. PARENT AND FAMILY ENGAGEMENT

[Return to application](#)

REQUIRED ATTACHEMENTS:

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

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LEA's 2018-2019 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.
- 4. A list of all Title I school's individual parent and family engagement allocations.**

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

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

Mrs. Denise Eichel, Principal George Washington Carver Elementary School

Mr. Jeff DiRenzo, Principal Park Hall Elementary School

Mrs. Janet Fowler, Principal Greenview Knolls Elementary School

Dr. Rebecca Schou, Principal Lexington Park Elementary School

Dr. Wauchilue Adams, Principal Green Holly Elementary School

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

[Return to application](#)

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. ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
 - c. evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program
2. Signed agreement between LEA and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur with the LEA
3. Consultation timeline that shows that the LEA has or will have conducted all consultation that will allow services to begin at the beginning of the 2018-2019 school year.
4. Provide information on participating private schools using the [Participating Private Schools Form \(below\)](#) or you may submit information as a separate attachment.

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

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

Nonpublic School Name and Address <u>Return to Application</u>	Title I, Part A		
<i>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</i>	Total Number of Participating Students	Submitted Agreement of Consultation* to Equitable Services Ombudsman (ESSA Sections 1117)	Federal Program Informational Meeting Date (ESSA Sections 1117 and 8501)
<i>Example: Archbishop Nealle School 104 Port Tobacco Rd. La Plata, MD 20646</i>	6	Yes	3/11/2018
<i>King's Christian Academy 20738 Point Lookout RD. Callaway, MD 20620</i>	13 <i>Estimated</i>	Yes	10/2/18
<i>Little Flower School 20410 Point Lookout Rd. Great Mills, MD 20634</i>	15 <i>Estimated</i>	Yes	10/2/18
<i>St. Michael's School 16560 Three Notch Rd. Ridge, MD 20680</i>	39 <i>Estimated</i>	Yes	10/2/18

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

[Return to application](#)

REQUIRED ATTACHMENTS:

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

Written process that includes how the Title I office will coordinate with the Homeless Education liaison to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.

2. If applicable, job description of homeless liaison position.

3. If applicable,

a. a description of how the 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.

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

Mrs. Annie Gast, Homeless Liaison

Mrs. Kate Eggert, Supervisor of Student Services

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

Ms. Cheryl Long, Director of Student Services

G. SUPPORT FOR FOSTER CARE STUDENTS

[Return to application](#)

REQUIRED ATTACHMENTS:

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

A written agreement facilitated by the local child welfare agency and the 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. (1111(g)(1)(E))

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

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

Mrs. Kate Eggert, Supervisor of Student Services

Ms. Cheryl Long, Director of Student Services

H. ENGLISH LEARNERS

[*Return to application*](#)

REQUIRED ATTACHMENTS: NA

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

Mrs. Wendy Tarr, Supervisor of World Language/ English Learners

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

Mrs. Lisa Bachner, Director of Curriculum and Instruction

A. FISCAL

[*Return to application*](#)

REQUIRED ATTACHMENTS:

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

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.

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

Mrs. Leyla Mele, Accountant: CIP and Grants

Mr. Robert Springer, Supervisor of Accounting

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

2018-2019 Title I, Part A Application Submission Instructions:

*Please submit via email a completed application to Sharon Williamson
at Sharon.Williamson@maryland.gov and copy MSDE POC by September 28, 2018.*

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

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

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

Local School System

Submission Date

Note: 1/2 day Pre-K equals .5 FTE

Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
N or S or C	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/17)	Number of Low Income- Public School Children (as of 10/31/17)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/17)	CEP Direct Certification count multiplied by the 1.6 multiplier ¹	Low Income Public School Children used to Allocate Title I Funds ²	Percent of Poverty for Title I Allocation (I/H=M)	Number of Low- Income Private School Children Residing in this School's Attendance Area.	Low Income Private School Children Residing in this School's Attendance	Per Pupil Allocation (PPA)	Public School Allocation (L x P = Q)	
1	SW	0805	G.W. Carver	PreK-5	N	635	495		0.0	470.1	77.95%	21	21.0	\$1,353.12	\$636,041.70	
2	SW	0804	Lexington Park	PreK-5	N	539	332		0.0	316.6	61.60%	19	19.0	\$1,353.12	\$428,399.78	
3	SW	0803	Green Holly	PreK-5	N	518	317		0.0	279.7	61.20%	4	4.0	\$1,353.12	\$378,427.34	
4	SW	0808	Park Hall	PreK-5	N	636	361		0.0	349.9	56.76%	9	9.0	\$1,353.12	\$473,499.99	
5	SW	0810	Greenview Knolls	PreK-5	N	425	219		0.0	210.8	51.53%	9	9.0	\$1,353.12	\$285,177.53	
6									0.0		#DIV/0!				\$0.00	
7									0.0		#DIV/0!				\$0.00	
8									0.0		#DIV/0!				\$0.00	
				Total			1724.0	0.0	0.0	1627.0		62.0	62.0		\$2,201,546.34	
							Table 7-9		Table 7-8							

*Community Eligibility Provision

¹ The 1.6 multiplier applies to a Community Eligibility school.² For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Educational Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. The LEA must only check one method unless an LEA is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).

- | | | |
|-------------------------------|----|--|
| <input type="checkbox"/> ____ | A. | Free Lunch |
| x ____ | B. | Free and Reduced Lunch |
| <input type="checkbox"/> ____ | C. | Temporary Assistance for Needy Families (TANF) |
| <input type="checkbox"/> ____ | D. | Census Poor (Children ages 5-17 based on 2000 Census Data) |
| <input type="checkbox"/> ____ | E. | Children eligible to receive medical assistance under the Medicaid program |
| <input type="checkbox"/> ____ | F. | Community Eligibility Provision(CEP) |
| <input type="checkbox"/> ____ | G | NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C)) |

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

- | | | |
|-------------------------------|----|--|
| <input type="checkbox"/> ____ | A. | Use FARMS to identify low-income students |
| x ____ | B. | Use comparable poverty data from a survey of families of private school students that, to the |
| <input type="checkbox"/> ____ | C. | Extrapolate data from the survey based on a representative sample if complete actual data are |
| x ____ | D. | Use comparable poverty data from a different source, such as scholarship applications |
| <input type="checkbox"/> ____ | E. | Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area (proportionality) |
| <input type="checkbox"/> ____ | F. | Community Eligibility Provision (CEP) |

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children. After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, including middle and high schools.
2. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
3. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average or (b) the district-wide grade span poverty averages for the respective grade span groupings.
- 4.

CHECK below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

Percentages -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

x

Grade span grouping/district-wide percentage -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

☐ ____

35% rule -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

☐ ____

Grade-span grouping/35% rule -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

☐ ____

Special Rule: Feeder pattern for **secondary schools**. Using this method, a school system may project the number of low-income children in a **secondary school** based on the average poverty rate of the elementary school attendance areas that feed into the school. (ESEA section 1113 (a)(5)(B)). **Complete Tables 7-3 and 7-4.**

☐ ____

New Exception as of 2017-2018: An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)).

☐ ____

Complete Tables 7-6.2.

District-wide and school percentage below 35% rule -- District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, **but not below district-wide percentage**. Title I, Part A funds may run out before serving all schools above 35%. (ESEA section 1113 (c)(2)(A)). **Complete Tables 7-3 and 7-5.**

☐ ____

NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

Note also re: Feeder Patterns in Maryland:

In COMAR, Secondary School is defined as the following COMAR 13a.09.10.02B(34):

(34) "Secondary school" means an educational program that:

(a) Is provided by a teacher to students in any one or consecutive sequence of grades 9—12;

(b) Consists of instruction in English language arts, mathematics, science, social studies, and other curricular areas required for earning a secondary school diploma.

Table 7-3 **DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN (PreK*-12)**

The LEA may rank schools using the district wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2017 to complete this table along with the September 30, 2017 enrollment data.**

Points of Clarification:

***Pre-K Students are counted as ONE child.**

$$5,819.00 \quad / \quad 18,053.00 \quad = \quad 32.23\%$$

Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2017)

**Total LEA Student Enrollment
(September 30, 2017)**

**District Wide
Average
(percentaged) of
Low-Income
Children**

**Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW INCOME CHILDREN
BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging)**

Grade span groupings are determined by how the school system organizes its schools. For example, if the district has elementary schools serving grades PreK-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. PreK-6, K-8, 6-9) **the school system may include a school in the grade span in which it is most appropriate.** Based on the data source(s) noted in Table 7-1 and the district wide average in Table 7-3 **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span	Total Grade Span Enrollment of Low Income Students	/	Total Grade Span Enrollment	District-wide grade span poverty average
Write Grade Span in Spaces Below				
Elementary (PreK-5)		/		#DIV/0!
Middle (6-8)		/		#DIV/0!
High (9-12)		/		#DIV/0!

Table 7-5 **CALCULATING THE MINIMUM ALLOCATION-- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% DISTRICT -WIDE POVERTY (125% RULE)**

```
#DIV/0!
```

Per Pupil Amount

**Local Educational Agency Title I, Part A
Allocation (Taken from Table 7-9) (Should
match # on C-1-25)**

**Total Number of
Low-Income Public
and Private School
Students (Taken
from Allocation
Worksheet)**

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST** reserve funds for certain services.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

Total Title I 2018-2019 Allocation: Taken from the C-1-25		\$3,026,667.00	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher. Minimum of 90% of 1% that must go to Schools	\$ 30,266.67 \$ 27,240.00	
		Total Reservations	Detailed Budget Description	Calculation	Total
2	Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement Spending Plan	\$30,266.67	All monies allocated to schools		\$30,266.67
3	Services to Neglected Children Sec. 1115(c)(3) (D)(C) of ESEA Must reserve funds if N & D programs exist. Note: Required Attachment- Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.	\$0.00			
4	Required: Education for Homeless Children and Youth		the Executive Director of SSP, the directors of Transportation and Student Services, the Title		\$33,223.99

	<p>Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.</p> <p>Note: Required Attachment- Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p>	\$33,223.99	include materials of instruction normally provided by parents, clothing, book bags,		
4a	<p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento). Required Attachment if Applicable- Include a job description.</p>	\$0.00			
4b	<p>Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school). Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section..</p>	\$2,000.00	<p>Documentation - Attach:</p> <p>1) a description of how the LEA calculated the excess costs of providing transportation to homeless students;</p> <p>2) the calculations the the LEA used to arrive at the figure on this section.</p> <p>See also Attachment 8</p> <p>Excess costs are costs above the actual daily cost instead of above a per diem average. Example: the normal route for bus A is 10 miles, if the driver has to extend 1 mile, the homeless transportation cost for that student would only be for the 1 mile. Or, if the child normally rode Bus A from the beginning of the route but is now pickup toward the end, there is NO additional homeless transportation cost since the rout was not extended. Fuel costs and additional attendant costs can fluctuate on a daily basis, impactingthe average. By using the actual costs of the 1 mile instead of exceeding a daily per diem average, the transportation department feels that this would be a cleaner method.</p> <p>We belive this method is consistent with the guidance from USDE that states, "These allowable</p>		\$2,000.00
Total Mandatory Set Asides		\$65,490.66			

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST** reserve funds for certain services.

LEAs may reserve funds for district-wide instructional and professional development programs.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

Total Reservation		\$ 164,876 Taken from the C-1-25			
		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
5	District-wide Title I Instructional Program(s)	\$164,876	Literacy Lead	Salary	\$83,985.00
			Literacy Lead fixed	Fixed	\$42,397.00
			Mileage and conferences		\$2,000.00
			Materials and supplies		\$1,500.00
			Portion of Non-Public position is Instructional		\$21,044.00
			Portion of Non-Public Instructional Resource		\$13,950.49
6	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA	\$0			
Total Districtwide Set Asides		\$164,876			\$164,876.49

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST** reserve funds for certain services.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) .		Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LEAs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation			
		Total	DETAILED BUDGET DESCRIPTION	Calculation	Total
7	Management	\$107,091.16	National, State and regional workshops and conferences		\$10,000.00
			Office support to accomadate changing deadlines, allocation adjustments, support to schools	Overtime	\$10,000.00
			Overtime fixed charges	Fixed Charges	\$800.00
			Title I Consultant fees	Contracted Consultant(s)	\$10,000.00
			Materials		\$3,151.08
			Mileage		\$4,000.00
				Indirect @ 2.36%	\$67,340.08
			Cell Phone stipends	Cell phone stipend Executive Director .5 = \$600, SFSES = \$1,200	\$1,800.00

	Staff	\$381,729.00	Admin	Executive Director .5 Salaries	\$79,068.00
			Admin	Executive Director Fixed	\$29,270.00
			Admin	Office Manager .5 salary	\$32,528.00
			Admin	Office Manger Fixed	\$11,368.00
			Admin	Title I Secretary 1.0 salary	\$40,432.00
			Admin	Title I Secretary Fixed	\$30,610.00
			Admin	SFSES 1.0 salary	\$121,420.00
			Admin	SFSES Fixed	\$37,033.00
		\$0.00			
Total Administrative Reservations		\$488,820.16			

Table 7-10**BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA)**

1	Total Title I Allocation (Use amount shown on C-1-25)	----	\$ 3,026,667.00
2	Equitable share total reported in Table 7-8	minus	\$ 105,933.35
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 65,490.66
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ 164,876.49
5	Administration total reported in Table 7-9.3	minus	\$ 488,820.16
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ - .00
7	Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. <i>(LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i>	equals	\$ 2,201,546.34

Table 7-11 ESTIMATE OF TITLE I CARRYOVER
(Annually as of September 30)

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15 month expenditure period (e.g., July 1, 2017-September 30, 2018)

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated.. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LEA is unable to obligate all funds within the timeframe in a responsible manner. Under those circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LEA must consult with appropriate private school officials. (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I 2017-2018 allocation:

\$3,028,121.00

The estimated amount of Title I funds the school system will carryover:

302,812

1. The estimated percentage of carryover Title I funds as of September 30, 2018 :

10.00%

THIS IS A PROJECTION

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation

Yes ☐ No ☒

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	3,026,667.00	AMENDED BUDGET #		REQUEST DATE	09/25/18
GRANT NAME	ESEA Title I, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	010-19		
REVENUE SOURCE	Title I Part A	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2018	9/30/2020	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						69,782.47	69,782.47
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	285,248.00	10,000.00	3,151.08	14,000.00			312,399.08
203-205 Instruction Categories							
Prog. 01 Regular Prog.	5,959.63	2,219.67	21,639.44	400.00			30,218.74
Prog. 02 Special Prog.	1,412,320.00	104,005.08	83,610.29	7,108.50			1,607,043.87
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						103,490.96	103,490.96
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	23,380.00	21,990.00	772.26	11,454.60			57,596.86
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.			33,223.99				33,223.99
208 Student Health Services							0.00
209 Student Transportation				3,400.00			3,400.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				809511.03			809,511.03
213 Food Services							
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	1,726,907.63	138,214.75	142,397.06	845,874.13	0.00	173,273.43	3,026,667.00

Finance Official Approval	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">Leyla Mele</div> <div style="display: flex; justify-content: space-between; font-size: small;"> Name Signature Date Telephone # </div>	 <div style="border-bottom: 1px solid black; display: inline-block; width: 100%;"></div>	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">9-25-18</div> <div style="display: flex; justify-content: space-between; font-size: small;"> Date Telephone # </div>
Supt./Agency Head Approval	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">J. Scott Smith</div> <div style="display: flex; justify-content: space-between; font-size: small;"> Name Signature Date Telephone # </div>	 <div style="border-bottom: 1px solid black; display: inline-block; width: 100%;"></div>	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">7/27/18</div> <div style="display: flex; justify-content: space-between; font-size: small;"> Date Telephone # </div>
MSDE Grant Manager Approval	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> Name Signature Date Telephone # </div>	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;"></div>	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> Date Telephone # </div>

FY ____ 2019

Title I Budget Narrative

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number	Budget Object Number	Line Item	Calculation	Total	Notes
	SMCPS	4 Teachers	203-05-02	01			208284	
	SMCPS	10 Instructional	203-05-02	01			808057	
	SMCPS	6 Paraeducators	203-05-02	01			156730	
	SMCPS	3 Parent Liaisons,	203-05-02	01			124130	
	SMCPS	Teacher supplemental	203-05-02	01		30 / hr	2080	
Parent and	SMCPS	Parent Involvement	203-05-01	01	2	30 / hr	5959.63	
District-wide	SMCPS	Instruction	203-05-02	01	5		83985	
District-wide	SMCPS	Reservation (.4)	203-05-02	01	6		21044	
	SMCPS	Instructional	203-05-02	01			8010	
	SMCPS	Hourly Paras through	203-05-02	02		15.81 / hr	101690.08	
	SMCPS	Contracted	203-05-02	02			2315	
Parent and	SMCPS	Parent Involvement -	203-05-01	02	2		2219.67	
	SMCPS	Research based	203-05-02	03			82110.29	
District-wide	SMCPS	materials to support	0203-05-02	03	5		1500	
Parent and	SMCPS	Parent Involvement	203-05-01	03	2		21639.44	
	SMCPS	Other Charges -	203-05-02	04			1350	
District-wide	SMCPS	Literacy Lead -	203-05-02	04	5		2000	
	SMCPS	Student Incentives,	203-05-02	04			3758.5	
Parent and	SMCPS	Parent Involvement	203-05-01	04	2		400	
Equitable Ser	SMCPS	Fixed Charges for Non-	203-205-07	08		manually	20925.66	
Equitable Ser	SMCPS	Non-Public contracted	203-205-07	08		37.95 / hr	37076.57	
Equitable Ser	SMCPS	Non-Public (.6)	203-205-07	08			31565.99	
Equitable Ser	SMCPS	Non-Public Contracted	203-205-07	08			8400	
Equitable Ser	SMCPS	Non-Public materials,	203-205-07	08			4463.74	
Equitable Ser	SMCPS	Parent and Family	203-205-07	08			1059	
	SMCPS	Staff Development	203-205-09	01		30 /hr	20140	
	SMCPS	Staff Development	203-205-09	01		9.50 - 13 / hr	3240	
	SMCPS	Consultants to provide	203-205-09	02			21990	
	SMCPS	materials to support	203-205-09	03			772.26	
	SMCPS	Professional	203-205-09	04			11454.6	
Administrati	SMCPS	Executive Director .5	202-16	01	7		79068	

Appendices

- 01a Staff Credentials and Certification Written Procedures
- 02a Schoolwide Written Procedures
- 03a Parent Family Engagement Implementation
- 03b Parent Involvement Plan – District
- 03c Parent Involvement Survey
- 03d Parent and Family Engagement Allocations
- 04a Equitable Services Written Process
- 04b Equitable Services Signed Agreements
- 04c Timeline for Consultation
- 04d Participating Private School Form
- 04e Dispute Resolution Written Procedures
- 05a Homeless Written Procedures
- 05c McKinney Vento Student Transportation Written Procedures
- 06a Foster Care Written Procedures
- 07a ELL Written Procedures



Attachment 01a

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

23160 Moakley Street, Suite 106
Leonardtown, Maryland 20650

Dr. Dale Patrick Farrell
Director of Human Resources

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

TITLE I – Every Student Succeeds Act

Staff Credentials and Certifications

REQUIRED ATTACHMENTS:

A WRITTEN PROCESS TO ENSURE THE LEA:

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

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

5. The LEA ensures it has a written process to identify and address and 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.
 - SMCPSS is currently working with representatives from the Department of Human Resources, Title I Office, Department of Information Technology, and Department of Assessment and Accountability to develop a report that will analyze data regarding disparities among Title I and non-Title I schools.
 - The Department of Human Resources collects annual evaluations of all employees for all schools and offices. The evaluation rating for each employee is compiled in a comprehensive report and shared with the Title I office.
 - The data collection SMCPSS is currently developing will identify through teacher assignment and student enrollment data, any teachers who are assigned and teaching outside of their certification. Once the report is finalized, it will be able to run at any interval necessary to review the data. The data will look at evaluation ratings, teachers teaching out of field, and inexperienced teachers who are teaching low-income or minority students.
 - Disparities will be identified by the Department of Human Resources and the Title I office collaboratively through review of the report data at monthly Title I principals' meetings and quarterly meetings.
 - Once a disparity has been identified, a report will be made to the Superintendent and Deputy Superintendent for further action, if necessary and without violating any employment laws, policies, regulations, or negotiated agreements with the respective Employee Associations.
 - The Superintendent and Deputy Superintendent will discuss in cabinet-level meetings, how to address the disparities. This will occur as often as needed.
6. The LEA ensures it has a written process and a timeline for parents being notified:
 - a. Annually that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children.
 - The principal of each Title I school will notify parents at the beginning of each school year, their right to request information regarding qualifications of their child's teachers and/or paraeducators. Parents will submit such requests to the principal. If parents make such a request, the principals shall forward those requests to the Department of Human Resources along with the names of each teacher and/or paraprofessional requested. The

Department of Human Resources will communicate in writing the qualifications requested to the parent, and copy the teachers and/or paraeducators, the Title I office, and the principal.

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

SUMMARY OF DATA USED TO DETERMINE DISPARITIES (2017-2018 SY).

SMCPS is currently developing reports to compare student and staff data among all elementary schools to effectively and efficiently determine disparities between Title I and non-Title I schools. The report will include teacher data such as individual teacher's certification and endorsements issued by MSDE, grade/subject assignments within the school, years of teaching experience, and year-end evaluation ratings. This data will be combined with student data regarding low-income and/or minority students who are taught by ineffective, inexperienced, or out-of-field teachers in both Title I and non-Title I schools.

School Wide Programs
Written Procedures

Section 1114

Staff Responsible:

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

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

Mr. Jeffrey DiRenzo, Principal of Park Hall Elementary School

Mrs. Janet Fowler, Principal of Greenview Knolls Elementary School

Dr. Rebecca Schou, Principal of Lexington Park Elementary School

Dr. Wauchilue Adams, Principal of Green Holly Elementary School

Development and Support of Title I School Wide Plans

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

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

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

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

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

Title I Principals meet with the Executive Director and SFSES to share their plan, explain the rationale for the programming initiatives, directly connect the plan to the established needs from the Comprehensive Needs Assessment, and to cite the

evidence based for the academic initiatives. All strategies and initiatives must directly align with the needs identified in the Comprehensive Needs Assessment.

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

The Implementation of Title I School Wide Plans

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

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

Director of Curriculum and Instruction

Director of Special Education

Director of Student Services

Director of Safety and Security

Assessment and Accountability Officers

Assistant Superintendent for Fiscal Services and designees

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

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

After the ongoing review and monitoring of the school wide plan, the end of year evaluation of the plan and the school's Title I program is conducted. The principal and school based staff take a leadership role in analyzing assessment data, including PARCC, other state and national assessments, formative data, surveys, interview data,

etc. Using this information, they meet with the Executive Director, SFSES, and other DOI leadership as needed to determine effectiveness for the year and to guide the planning process for the following year.

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

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

PARENT AND FAMILY ENGAGEMENT

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

- ◆ Parent and Family Engagement is closely monitored by the Title I Student, Family, and Staff Engagement Supervisor (SFSES). The Title I SFSES is a FTE employee that works only in Title I Schools with the staff, parents and families of Title I students.
- ◆ To ensure credible and effective Parent Family Engagement practices are implemented, the Title I SFSES uses multiple tools to ensure each school-wide program is being implemented in accordance with all Federal and State requirements.
- ◆ The Title I SFSES reports directly to the Executive Director of Supplemental School Programs to ensure a seamless transfer of information is shared and address in accordance with all Federal and State requirements.
- ◆ The Executive Director manages and oversees the all components of the St. Mary's County Public Schools Title I, Part A Grant.

When do these activities take place?

Title I Meetings

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

Quarterly Parent Involvement Binder Check

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

Family Updates

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

School Information Events and Programs

The Title I SFSES is given access to the calendar of events planned at each Title I School. To the extent possible, the Executive Director and Title I SFSES attend and

provide support to the school teams and monitor planned activities. These events are clear opportunities that necessitate the inclusion of guest participation and engagement through sign-in sheets, agendas, notes, and evaluations (SANE).

What steps does the LEA take to ensure that all required components for the Parent Family Engagement Plan and School Compact?

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

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

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

St. Mary's County Public Schools (SMCPS) Title I Grant is facilitated by the Department of Supplemental Schools Programs. The Executive Director has Title I Staff (Title I SFSES and Title I Secretary) to monitor the grant for compliance and completion of all required components at the school level. The Title I SFSES spends 100% of their time working in Title I schools and works collaboratively with principals as they manage their school-wide program, budgets, staffing, and evidence-based resources. The Title I Secretary monitors the school's parent involvement budget at the Executive Director and principal's discretion and ensures finances are appropriately spent with administrative approval.

St. Mary's County Public Schools
Title I
Parent Involvement Plan
2018-2019

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

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

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

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

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

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

Goal 1: COMMUNICATION - Schools and families will communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.

SMCPS activities will include:

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

School activities will include:

- Annual Meeting – Each Title I school will convene a meeting at the beginning of each school year to inform parents of their school’s participation in the Title I program, a description of the goals and support provided by Title I, a detailed description of the budget and the parent’s role in providing input, and the right of parents to be involved. During this meeting, families will be introduced to the Title I SFSES as well as the parent liaison at the Title I schools.
- Understandable Communication – Information related to school and parent programs should be sent to parents in a format and, to the extent practicable, in a language the parents can understand. Translated documents are available at all St. Mary’s County Schools. In addition, more detailed translation services are being made available as SMCPS is experiencing an increase in Spanish speaking families. In addition to the translated written documents, each Title I school has a person on staff that is proficient in speaking Spanish and can serve as a translator for an immediate need.
- Teacher/Paraprofessional Qualifications – Parents have the right to request information concerning the professional qualifications of their child’s teacher and qualifications of classroom paraeducators. This right is communicated to parents by letter on the first school day of each year. While Every Student Succeeds Act (ESSA) no longer requires each teacher and paraeducator to maintain certification status, SMCPS intends to continue this expectation for the 2018-2019 school year. Consequently all Title I employees will meet certification requirements. The licensure and credentialing status of school based staff is transparent and routinely shared by school administrators. The letter is also posted on the district and school websites.
- Parent Conference – Each Title I school will offer parents the opportunity to participate in a parent-teacher conference, at least annually, during which the school-parent compact shall be discussed as it relates to the child’s achievement. Parents of Pre-K students have additional time built into the school calendar for multiple parent conferences and parent engagement activities and parent workshops as this is typically the child’s first school experience. In addition, specific information related to state and local assessments, classroom performance, and school behaviors will be discussed throughout the year on an individual basis.
- Communication – Schools will respond promptly and positively to parents’ phone calls, letters, and visits. Schools will demonstrate outreach and transparency by inviting parents in, sharing news, and seeking their input. Schools will respond to parents within 48 hours of any request for information and provide information and a realistic timeline of when the parent can expect information and detailed follow up.

Additional parental/community activities may include:

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

Goal 2: PARENTING - Schools and communities will work together to support families' parenting skills and activities that prepare young children for school and promote ongoing achievement.

SMCPS activities will include:

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

School activities may include:

- Parent Workshops – Schools may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, gang and drug awareness, child and adolescent development, and any other topic that parents have expressed an interest in related to parent involvement and fostering academic success with their children. As Title I schools embrace and implement new reading strategies (IRLA - Independent Reading Leveled Assessment), parents of students at identified grade levels will be included/invited to workshops specifically for parents and guardians.

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

Additional parental/community activities may include:

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

Goal 3: STUDENT LEARNING - Families will support academic achievement at home by reading with children, helping them with homework, and engaging them in educational activities.

SMCPS activities will include:

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

and in school decision making at the quarterly School Improvement Team meetings, Title I Information meetings, Parent Conference Day, and on the annual Parent Involvement Survey conducted at each school.

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

School activities may include:

- School-Parent Compact – Each Title I school shall develop, in collaboration with parents, a school-parent compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement.
- Parent Workshops – Schools may hold workshops for parents on at-home learning strategies. Workshops will be scheduled alternating between evening and day time to allow for maximum participation. Transportation and meals may be provided for parents and children.
- Academic Nights – Schools may sponsor academic nights for students and parents that focus on the school’s curriculum and Title I initiatives.
- Professional Development - Schools may offer professional development for parents throughout the school year both during the day and during the evenings.

Additional parent/community activities may include:

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

Goal 4: VOLUNTEERISM - Parents and community members will volunteer in support of school improvement and student success.

SMCPS activities will include:

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

School activities will include:

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

Additional parental/community activities may include:

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

Goal 5: SCHOOL DECISION MAKING - Parents, schools, and community members will collaborate on educational decisions that affect children, families, and school improvement.**SMCPS activities will include:**

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

school events through the SMCPs website, local news media, school websites, twitter, School Messenger phone system, and newsletters.

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

School activities may include:

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

Additional parental/community activities may include:

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

Goal 6: COMMUNITY COLLABORATION - St. Mary's County Public School System, including all Title I schools, will strive to collaborate effectively with The Maryland State Department of Education (MSDE) and local community organizations, agencies, and businesses to promote the academic achievement of all students and the success of all schools.

SMCPS activities will include:

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

School activities may include:

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

Additional parental/community activities may include:

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

2018-2019 Title I Parent Involvement Survey

Parent involvement and family engagement is an important part of Title I success. Please take a few minutes to complete this survey about your child's learning and your opportunities to be involved in parent/family engagement activities.



DIRECTIONS: Please read each statement carefully and decide which response best matches your point of view. 1 – Strongly Disagree 2 – Disagree 3 – Agree 4 – Strongly Agree	1	2	3	4
1. I feel welcomed when I enter the school.				
2. I can engage in friendly, open and honest communications with my child's teacher.				
3. I feel knowledgeable about the Title I purpose, requirements and benefits to my child's education.				
4. I am able to attend Title I family programs and events.				
5.				
6. My child is engaged in learning experiences that meet their academic needs and social and emotional interest.				
7. The school culture supports my child's safety and well-being.				
8. I am invited regularly to participate in workshops or informational events.				
9. I have reviewed the Parent and Family Engagement Policy/Plan and the School-Parent Compact.				
10. I am provided with materials during workshops or from the classroom teacher so my family can work on activities at home.				
11. Two way communications between home and school are frequent and useful.				
12. Parents are encouraged to volunteer and spend time in their child's classroom or school.				
13. I know who to contact at school if I need help with issues regarding my child, my family, or in the community.				
<p>PLEASE CIRCLE THE NAME OF THE TITLE I SCHOOL YOUR CHILD ATTENDS.</p> <p>G.W. CARVER LEXINGTON PARK GREEN HOLLY PARK HALL GREENVIEW KNOLLS</p>				

THANKS IN ADVANCE FOR RETURNING THE SURVEY BY _____, 2019

IF YOU WOULD LIKE TO SPEAK WITH A TITLE I REPRESENTATIVE, PLEASE WRITE YOUR NAME AND TELEPHONE NUMBER BELOW.



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

St. Mary's County Public Schools
Division of Instruction

Department of Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

Attachment 03d

Dr. Kelly Hall
Executive Director

FY19 Parent Engagement Allocations

School	Allocation
George Washington Carver Elementary	\$8,744.25
Green Holly Elementary	\$5,202.59
Greenview Knolls Elementary	\$3,920.60
Lexington Park Elementary	\$5,889.60
Park Hall Elementary	\$6,509.64
King's Christian Academy	\$119.56
Little Flower School	\$187.99
St. Michael's School	\$751.55

E. Participation of Children Enrolled In Private Schools

Inviting Private School Officials to Consultation

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

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

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

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

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

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

Staff Responsible: Section 1117.

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

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

Mrs. Carol Weber, Title I Secretary, SMCPS

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

Ordering and Storing of Materials and Equipment

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

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

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

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

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

Evaluating the Program

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

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

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

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

Attachments:

Affirmation Form with Participating Non-Public Schools

Timeline for Consultation

Participating Private Schools Form

Dispute Resolution Process

Processing Title I Non-Public School Orders

Below are the procedures that should be followed when you would like to place an order using Title I funds.

Please make requests in enough time to allow for processing, signature, ordering, and delivery.

- Email Kelly Hall, Martina Green and Carol Weber the materials you are requesting. Kelly Hall, Executive Director of Supplemental School Programs will let Martina and Carol know if the materials are approved for ordering.
- Carol Weber will enter the information and create a requisition. Emails will be sent to the non-public Title I tutor and the school secretary to make everyone aware that the order has been placed and will be shipped to the school.
- Purchasing creates a PO and forwards a pink copy to Carol who will then scan a copy to the Title I tutor. **Hold on to this pink copy.**
- School receives material with a packing slip.
- The non-public Title I tutor ensures that the shipped items and packing slip match the pink receiving copy. The pink copy is signed and dated by the non-public Title I tutor.
- Attach the packing slip to the pink receiving copy and submit all to the Title I office. **Do not submit to Accounts Payable/Finance.** (If the order is not complete, the non-public Title I tutor keeps the pink receiving copy and any packing slips and will notify Carol.)
- Carol will keep a copy of any packing slips and also of the pink receiving copy and take the originals to Accounts Payable/Finance for payment.
- The non-public Title I tutor should keep copies of everything submitted in the binder.
- The non-public Title I secretary will maintain accurate balances for each of the school's accounts.

We hope this process will allow us to track purchase orders and get materials into the schools in a timely manner. If you have any questions on the status of an order, or about the listed procedures, contact Martina Green at 301-475-5511, extension 32136 or at mlgreen@smcps.org or Carol Weber at extension 32193 or clweber@smcps.org.

Materials purchased for use with identified students are the property of St. Mary's County Public Schools and are intended for use only with the identified Title I students. A label identifying the materials as SMCPs Title I should be on all materials. The Title I purchased materials should be locked up when not in use. The Title I purchased materials should be locked up when not in use.



**Title I Equitable Services Affirmation of Consultation
Between the Local Educational Agency (LEA) and Private School Official**

King's Christian Academy (2018 - 2019)

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. " *Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

The following topics will be discussed:

How SMCPs will identify student needs:

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Title I Executive Director to set goals for the tutoring program.
- Maintain a portfolio for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

What services SMCPs will offer:

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

How and when SMCPs will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Title I Executive Director.

How, where, and by whom SMCPs will provide services, including whether a third party will provide them:

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

How SMCPs will academically assess the services and use the results to improve Title I services:

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPs will provide for teachers and families of participating students:

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location

Cooperation by the non-public school:

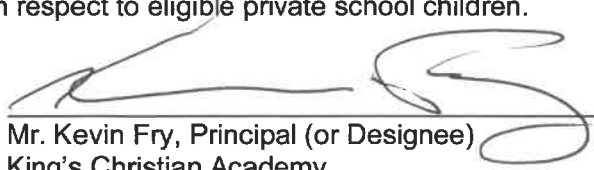
By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.


Mr. Kevin Fry, Principal (or Designee)
King's Christian Academy

8/24/2018
Date


Dr. Kelly Hall, Executive Director
St. Mary's County Public Schools, Title I

8/24/18
Date

The teacher(s) assigned are: Kara Day . 5 Wed. PM
Michelle Sachs T, W, TR (2.5)

Teacher(s) will provide service 3 day(s). 2.5+.5

Additional Information:



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

St. Mary's County Public Schools

Division of Instruction

Department of Supplemental School Programs

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Dr. Kelly Murray Hall

Executive Director

Title I Equitable Services Affirmation of Consultation Between the Local Educational Agency (LEA) and Private School Official

Little Flower School (2018 – 2019)

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. " *Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

The following topics will be discussed:

How SMCPs will identify student needs:

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Title I Executive Director to set goals for the tutoring program.
- Maintain a portfolio for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

What services SMCPs will offer:

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

How and when SMCPs will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator / Archdiocese of Washington (ADW) representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Title I Executive Director.

How, where, and by whom SMCPs will provide services, including whether a third party will provide them:

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

How SMCPs will academically assess the services and use the results to improve Title I services:

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPs will provide for teachers and families of participating students:

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location

Cooperation by the non-public school:

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

I. **Check the applicable box below regarding timely and meaningful consultation:**

- ☒ The private school official believes that:
- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

Barbara Stirling
Ms. Barbara Stirling, Principal (or Designee)
Little Flower School

Aug 15 2018
Date

Kelly M. Hall
Dr. Kelly Hall, Executive Director
St. Mary's County Public Schools, Title I

8.15.18
Date

Brian Radziwill
Mr. Brian Radziwill
Archdiocese of Washington Representative

8/31/18
Date

The teacher(s) assigned are: Kara Day - IRT - .5 week

Patricia Donmoyer 2 days per week

Teacher(s) will provide service M, W day(s).

Additional Information:



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

St. Mary's County Public Schools

Division of Instruction

Department of Supplemental School Programs

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Dr. Kelly Murray Hall

Executive Director

Title I Equitable Services Affirmation of Consultation Between the Local Educational Agency (LEA) and Private School Official

St. Michael's School (2018 – 2019)

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families." *Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

This affirmation describes the services to be provided, the roles and responsibilities of each party, and funding procedures. Consultation between St. Mary's County Public Schools' Title I Office and the participating private school officials will ensure that meaningful and timely consultation occurs regarding any decision affecting the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESSA, and shall continue throughout the school year.

The following topics will be discussed:

How SMCPs will identify student needs:

- Use classroom teacher and non-public principal recommendations of academic need.
- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Title I Executive Director to set goals for the tutoring program.
- Maintain a portfolio for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

What services SMCPs will offer:

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

How and when SMCPs will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator / Archdiocese of Washington (ADW) representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Title I Executive Director.

How, where, and by whom SMCPs will provide services, including whether a third party will provide them:

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
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- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPs will provide for teachers and families of participating students:

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location

Cooperation by the non-public school:

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

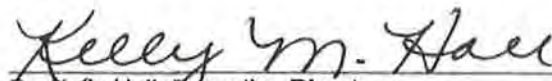
I. Check the applicable box below regarding timely and meaningful consultation:

The private school official believes that:


- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.


Ms. Lila Hofmeister, Principal (or Designee)
St. Michael's School

^{17 SEP}
8/16/18
Date


Dr. Kelly Hall, Executive Director
St. Mary's County Public Schools, Title I

8/17/18
Date


Mr. Brian Radziwill
Archdiocese of Washington Representative

8/31/18
Date

The teacher(s) assigned are: Kara Day - 2 days per week

Beth Stencel - 3 days, Jodi Tenney - 2 days

Teacher(s) will provide service 4 day(s).

Additional Information:

St. Mary's County Public Schools
Timeline for Consultation with Private Schools
 2018-2019

Month	Activity	Date
November (prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11/2017
February	Initial contact meeting with private school representatives	2/2018
April	Title I Participation Form due to Title I office	4/2018
April	Match addresses of private school students from low-income families to participating public school attendance areas.	4/2018
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2018
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2018
May	Meet with participating private school representatives to identify at-risk students from those who are eligible; determine standards and annual assessments for measuring progress of the Title I program; review SMCPs Procedures for Providing Services to Eligible Private School Students; review options for service, including third party providers.	5/2018
August	Schedule meetings at each participating private school with the private school representative and the SMCPs Certified teacher who provides tutoring to review expectations. Review and sign the Affirmation of Consultation; establish dates for regular consultation.	8/2018 8/2018 8/2018
October	Schedule Federally Funded meeting with all private school representatives	10/2/18
November-March	Schedule an observation of the Certified Teacher in each private school for February/March	TBD
February	Begin the process for the 2019-2020 school year by scheduling an information meeting with all private school representatives	TBD
May	Schedule private school visits	TBD

Nonpublic School Name and Address <u>Return to Application</u>	Title I, Part A		
<i>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</i>	<i>Total Number of Participating Students</i>	<i>Submitted Agreement of Consultation* to Equitable Services Ombudsman (ESSA Sections 1117)</i>	<i>Federal Program Informational Meeting Date (ESSA Sections 1117 and 8501)</i>
<i>Example: Archbishop Nealle School 104 Port Tobacco Rd. La Plata, MD 20646</i>	6	Yes	3/11/2018
<i>King's Christian Academy 20738 Point Lookout RD. Callaway, MD 20620</i>	13 <i>Estimated</i>	Yes	10/2/18
<i>Little Flower School 20410 Point Lookout Rd. Great Mills, MD 20634</i>	15 <i>Estimated</i>	Yes	10/2/18
<i>St. Michael's School 16560 Three Notch Rd. Ridge, MD 20680</i>	39 <i>Estimated</i>	Yes	10/2/18

Title I Non-Public Dispute Resolution Process

Participating Non-Public school officials have the right to file a complaint with St. Mary's County Public Schools (SMCPS) if the non-public school officials feel that SMCPS did not engage in timely and meaningful consultation, or has not met requirements under Section 1117 of Every Student Succeeds Act (ESSA). Private school officials should put their concerns in writing and send to the Executive Director of Supplemental Programs.

SMCPPS seeks to resolve conflicts and address concerns at the lowest possible level. Following receipt of the concern; the Executive Director will contact the private school official within 48 hours to schedule a follow up discussion. Following that meeting, if resolution cannot be reached; the local education agency will provide, in writing, the reasons why the local educational agency disagrees.

If, following discussion or receipt of the local educational agency's written response, the participating non-public school officials disagree or have a concern, it is requested that they share the concern in writing with the Executive Director of Supplemental School Programs prior to contacting the state ombudsman.

Communication from the local educational agency, under these circumstances, will be forwarded to the state ombudsman for review.



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

Attachment 04b

Dr. Kelly Murray Hall

Executive Director

**Title I Equitable Services Affirmation of Consultation
Between the Local Educational Agency (LEA) and Private School Official**

King's Christian Academy (2018 - 2019)

An LEA must conduct timely consultation with private school officials to design appropriate equitable services to ensure that services can begin at the beginning of the school year for which the proportionate share of funds are appropriated. As stated in the November 21, 2016 *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA of 1965*, "the "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families. " *Local Education Agencies (LEAs) must maintain a copy for their records and submit a signed copy in the LEA's Master Plan Application.*

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- Ongoing adjustments of instruction to match the needs of the identified students.

What services SMCPs will offer:

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
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How and when SMCPs will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator / representative will take place to discuss the delivery of service.
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How, where, and by whom SMCPs will provide services, including whether a third party will provide them:

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How SMCPs will academically assess the services and use the results to improve Title I services:

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The services SMCPs will provide for teachers and families of participating students:

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- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location

Cooperation by the non-public school:

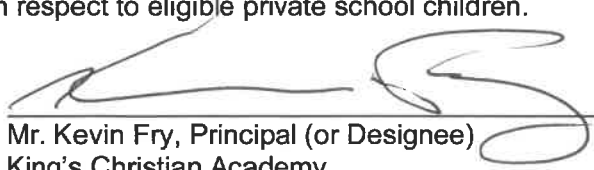
By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

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Mr. Kevin Fry, Principal (or Designee)
King's Christian Academy

8/24/2018
Date


Dr. Kelly Hall, Executive Director
St. Mary's County Public Schools, Title I

8/24/18
Date

The teacher(s) assigned are: Kara Day . 5 Wed. PM
Michelle Sachs T, W, TR (2.5)

Teacher(s) will provide service 3 day(s). 2.5+.5

Additional Information:



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

St. Mary's County Public Schools

Division of Instruction

Department of Supplemental School Programs

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Leonardtown, Maryland 20650

Dr. Kelly Murray Hall

Executive Director

Title I Equitable Services Affirmation of Consultation Between the Local Educational Agency (LEA) and Private School Official

Little Flower School (2018 – 2019)

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Cooperation by the non-public school:

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Please complete the following:

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Barbara Stirling

Ms. Barbara Stirling, Principal (or Designee)
Little Flower School

Aug 15, 2018

Date

Kelly M. Hall

Dr. Kelly Hall, Executive Director
St. Mary's County Public Schools, Title I

8.15.18

Date

Mr. Brian Radziwill
Archdiocese of Washington Representative

Date

The teacher(s) assigned are: Kara Day - IRT - .5 week

Patricia Donmoyer 2 days per week

Teacher(s) will provide service M, W day(s).

Additional Information:



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

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Department of Supplemental School Programs

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Dr. Kelly Murray Hall

Executive Director

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- Verify eligible students, based on residency requirements.
- Select students based on multiple criteria using report card data and complete assessments as defined in this document to determine academic needs.
- Review assessment data and other criteria with a team comprised of the Title I Instructional Resource Teacher and teaching staff; and Title I Executive Director to set goals for the tutoring program.
- Maintain a portfolio for each identified student and collect work samples to show progress over time.
- Ongoing adjustments of instruction to match the needs of the identified students.

What services SMCPs will offer:

- Reading – reinforcement, reteaching, and academic support of literacy skills aligned with the non-public school curriculum, Maryland's College and Career Readiness Standards (CCRS), supported by evidence based instructional best practices, and provided by a SMCPs selected certified teacher.
- Mathematics – reinforcement, reteaching, and academic support of mathematics skills aligned with the non-public school curriculum, Maryland's College and Career Reading Standards (CCRS), supported by evidence based best instructional practices, and provided by a SMCPs selected certified teacher.

How and when SMCPs will make decisions about delivery of services:

- Quarterly consultation with the non-public administrator / Archdiocese of Washington (ADW) representative will take place to discuss the delivery of service.
- The time sheet of the hourly teacher(s) will be signed by the Title I Executive Director.

How, where, and by whom SMCPs will provide services, including whether a third party will provide them:

- Per SMCPs policies and procedures, Abacus will serve as the contracting agency for hourly employees. This ensures compliance with labor laws.
- Selection of certified staff will be managed by the Title I office.
- Certified teachers will provide services to identified students through direct instruction, individually or in small groups.
- Services will be provided at the non-public school site.
- Schedules will be developed to determine the amount of time for services at the school based upon student needs and the curriculum.
- Services will be provided to individual or small groups of eligible students.

How SMCPs will academically assess the services and use the results to improve Title I services:

- Progress of all Pre-K-5 eligible students will be assessed minimally tri-annually potentially using DIBELS Next, the Independent Reading Leveled Assessment (IRLA), Scantron, if available, the Individual Reading Inventory (IRI), the SMCPs Counting Profile, and other evidence based assessments approved by public school officials.

The size and scope of the services SMCPs will provide and the proportion of funds SMCPs will allocate for those services:

- The services provided to the private schools will be based on the amount of available funds generated by eligible students, based on residency in a Title I public school attendance area and income eligibility. This information has been shared with non-public officials.
- The Title I teacher(s) will provide instruction to identified Title I students as individuals or in small groups for reading and mathematics.
- Training opportunities may be provided for Title I non-public school teachers and parents of identified Title I non-public students as needed.
- Training opportunities may be provided for classroom teachers with Title I students on their roster. This information has been detailed through consultation.

How SMCPs will determine the number of non-public children from low-income families residing in participating public school attendance areas:

- Poverty survey or other verifiable sources will be the method used to calculate the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area. These documents will be provided by the non-public school or organization.
- Services will be provided to the non-public school based on the number of students generating funds for the school.

The services SMCPs will provide for teachers and families of participating students:

- Teachers of eligible Title I students may be invited to SMCPs Title I professional development training activities if appropriate.
- Parents of eligible Title I students will be provided with Title I information and scheduled training meetings to assist them with helping their children at home with reading and math skills.
- Non-public teacher(s) with Title I students may receive targeted professional development at the school or another location

Cooperation by the non-public school:

By choosing to participate in SMCPs' Title I Part A program, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the SMCPs Title I public school attendance areas and current student achievement data.

Please complete the following:

I. Check the applicable box below regarding timely and meaningful consultation:

The private school official believes that:

- ☒ Timely and meaningful consultation occurred between the LEA and the non-public school during the design and development of the LEA's ESSA programs. Further, the parties agree that timely and meaningful consultation will continue throughout the implementation and assessment of the agreed upon equitable services.
- ☐ Timely and meaningful consultation did not occur or the program designed through consultation is not equitable with respect to eligible private school children.

Lila K Hofmeister
Ms. Lila Hofmeister, Principal (or Designee)
St. Michael's School

Date

^{17 SPA}
8/16/18

Kelley M. Hall
Dr. Kelly Hall, Executive Director
St. Mary's County Public Schools, Title I

Date

8/17/18

Mr. Brian Radziwill
Archdiocese of Washington Representative

Date

The teacher(s) assigned are: Kara Day - 2 days per week
Beth Stencel - 3 days, Jodi Tenney - 2 days

Teacher(s) will provide service 4 day(s).

Additional Information:

St. Mary's County Public Schools
Timeline for Consultation with Private Schools
 2018-2019

Month	Activity	Date
November (prior to next school year)	Obtain complete list of all private schools with students who reside in Title I attendance areas	11/2017
February	Initial contact meeting with private school representatives	2/2018
April	Title I Participation Form due to Title I office	4/2018
April	Match addresses of private school students from low-income families to participating public school attendance areas.	4/2018
May	Complete public school ranking chart with per-pupil allocation to determine private school qualifying student allocation.	5/2018
May	Assess the current year Title I program in a meeting with private school representatives using student data.	5/2018
May	Meet with participating private school representatives to identify at-risk students from those who are eligible; determine standards and annual assessments for measuring progress of the Title I program; review SMCPs Procedures for Providing Services to Eligible Private School Students; review options for service, including third party providers.	5/2018
August	Schedule meetings at each participating private school with the private school representative and the SMCPs Certified teacher who provides tutoring to review expectations. Review and sign the Affirmation of Consultation; establish dates for regular consultation.	8/2018 8/2018 8/2018
October	Schedule Federally Funded meeting with all private school representatives	10/2/18
November-March	Schedule an observation of the Certified Teacher in each private school for February/March	TBD
February	Begin the process for the 2019-2020 school year by scheduling an information meeting with all private school representatives	TBD
May	Schedule private school visits	TBD

Nonpublic School Name and Address <u>Return to Application</u>	Title I, Part A		
<i>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</i>	<i>Total Number of Participating Students</i>	<i>Submitted Agreement of Consultation* to Equitable Services Ombudsman (ESSA Sections 1117)</i>	<i>Federal Program Informational Meeting Date (ESSA Sections 1117 and 8501)</i>
<i>Example: Archbishop Nealle School 104 Port Tobacco Rd. La Plata, MD 20646</i>	<i>6</i>	<i>Yes</i>	<i>3/11/2018</i>
<i>King's Christian Academy 20738 Point Lookout RD. Callaway, MD 20620</i>	<i>13 Estimated</i>	<i>Yes</i>	<i>10/2/18</i>
<i>Little Flower School 20410 Point Lookout Rd. Great Mills, MD 20634</i>	<i>15 Estimated</i>	<i>Yes</i>	<i>10/2/18</i>
<i>St. Michael's School 16560 Three Notch Rd. Ridge, MD 20680</i>	<i>39 Estimated</i>	<i>Yes</i>	<i>10/2/18</i>

Title I Non-Public Dispute Resolution Process

Participating Non-Public school officials have the right to file a complaint with St. Mary's County Public Schools (SMCPS) if the non-public school officials feel that SMCPS did not engage in timely and meaningful consultation, or has not met requirements under Section 1117 of Every Student Succeeds Act (ESSA). Private school officials should put their concerns in writing and send to the Executive Director of Supplemental Programs.

SMCPPS seeks to resolve conflicts and address concerns at the lowest possible level. Following receipt of the concern; the Executive Director will contact the private school official within 48 hours to schedule a follow up discussion. Following that meeting, if resolution cannot be reached; the local education agency will provide, in writing, the reasons why the local educational agency disagrees.

If, following discussion or receipt of the local educational agency's written response, the participating non-public school officials disagree or have a concern, it is requested that they share the concern in writing with the Executive Director of Supplemental School Programs prior to contacting the state ombudsman.

Communication from the local educational agency, under these circumstances, will be forwarded to the state ombudsman for review.

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

PURPOSE:

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

OVERVIEW:

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

St. Mary's County Public Schools (SMCPS) works in collaboration with the Department of Supplemental School Programs (Title 1) to eliminate all barriers with enrollment, appropriate educational placement and services, and transfer records of McKinney-Vento students. On behalf of SMCPS, the Department of Student Services, homeless liaison, works collaboratively and meets monthly with the Department of Supplemental School Programs, Title 1 Executive Director, to support the needs of these students.

POLICY and PROCEDURES:

SMCPS adheres to Title 1 policies and procedures that ensure homeless children and youth have access to a free, appropriate public education. SMCPS gathers data on the number and location of homeless children and youth in the county; the nature and extent of problems of access to, and placement of, homeless children and youth in elementary and secondary schools. SMCPS is the grantee of Head Start and as such, placement in Head Start for homeless students routinely occurs.

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

IDENTIFICATION

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

ENROLLMENT:

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

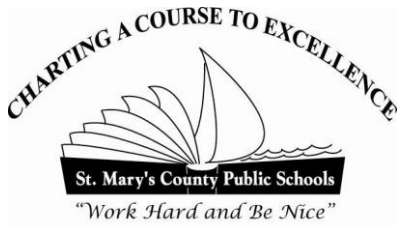
SMCPS follows these enrollment procedures:

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

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

TOPICS AND DATA POINTS FOR MONTHLY MEETINGS: Collaboration with Title 1 Executive Director and Homeless Liaison

- Number of homeless students enrolled in SMCPs
- Transportation
- Title 1 funds: school supplies, clothing, etc.
- Housing
- Student academic progress, attendance, and behavior
- After school programs
- Lunch programs
- Best Interest Meetings
- Community Resources
- Mental Health Services
- Health Department Services



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

23160 Moakley St. Suite 107
Leonardtown, Maryland 20650

Attachment 05c

Ms. Tammy McCourt
Assistant Superintendent

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

McKinney-Vento Student Transportation

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

Example:

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

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

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

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

PURPOSE:

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

PROCEDURES:

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

NOTICE AND ENROLLMENT REQUIREMENTS:

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

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

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

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

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

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

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

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

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

CHANGES IN FOSTER CARE PLACEMENT

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

Educational Stability Memorandum of Agreement

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

I. PURPOSE

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

II. STATUTORY AUTHORITY

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

III. BACKGROUND

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

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

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

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

IV. DEFINITIONS

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

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

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

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

A. **Basic Procedure**

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

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

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

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

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

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

C. Documentation and Notification

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

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

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

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

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

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

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

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

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

- I. If SMCDSS determines that it is more cost effective for SMCDSS to arrange and implement transportation, and it chooses to assume such responsibility, SMCDSS will notify SMCPs in writing of its decision. SMCPs will document the arrangement on the Transportation Plan Form, which is attached hereto, and include the written notification from SMCDSS. SMCDSS will request reimbursement from SMCPs for monies that SMCPs would have otherwise spent on transportation.
- J. In the five (5) school days during which SMCPs is developing and implementing a transportation plan for the student to attend his or her school of origin, interim transportation will be provided by the SMCDSS. Interim transportation should be addressed during the best interests determination.
- K. The SMCDSS will reimburse SMCPs for any additional costs incurred for the transportation of each student to that student's school of origin provided that SMCPs produces a receipt proving such additional costs associated with each student, indicating clearly the period of time each student was transported to that student's school of origin. The additional cost will include scheduled days when SMCPs sends transportation for a student but the student does not attend school and SMCPs is not notified 24 hours in advance that the student is not attending school that day. SMCDSS must notify SMCPs in advance of when transportation is to be discontinued. SMCDSS is responsible for all additional costs up to the date that transportation is discontinued.
- L. The SMCDSS will reimburse SMCPs within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.
- M. The SMCDSS will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that invoices are directed to the proper individual and are paid promptly.
- N. The SMCPs's superintendent or designee may allow a student who exits foster care (through adoption, guardianship, or reunification with a parent) before the end of an academic year and relocates to a home outside of the school of origin's catchment area to remain in the school of origin until the end of the academic year if requested by the student's parent or guardian, and so long as transportation is provided by the parent or guardian, SMCPs, or SMCDSS agrees, in writing, to provide and pay for the student's transportation.

VIII. INFORMATION SHARING AND CONFIDENTIALITY

Consistent with the requirements of FERPA, SMCPs will provide information to SMCDSS relating to the school enrollment and school performance of students in foster care, including

information relating to attendance, grades, and school disciplinary action. Such information sharing ensures that each student's educational needs are met and also improves the academic outcomes for these students. Pursuant to FERPA, the SMCDSS has the authority to access the student's information without obtaining consent from the student in question or the student's parent. The SMCDSS will re-disclose information only to the extent necessary to address the student's educational needs as provided in FERPA. Pursuant to §1-201(c) of the Human Services Article, all information shared between the Parties is strictly confidential and shall not be re-disclosed, divulged, nor made known to any other party, without appropriate authorization. Violation of this provision is subject to prosecution.

IX. TERM OF AGREEMENT

This Agreement shall be effective on the date it is fully executed and shall be effective for five (5) years from that date. The Parties may agree to modify the Agreement at anytime by written consent.

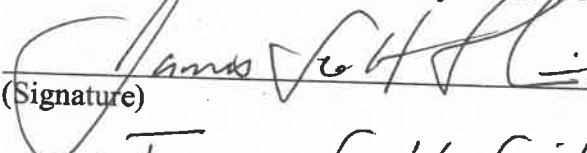
X. AMENDMENTS OR MODIFICATIONS

Each Party expressly reserves the right to alter, vary, modify or waive any provision of the Agreement provided that such alteration, variation, modification, or waiver shall be valid when reduced to a writing which has been duly signed by each and every signatory to the original of this Agreement or the successor in office.

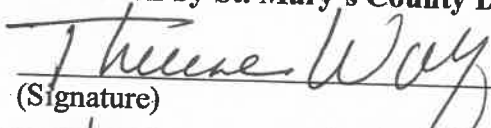
XI. TERMINATION

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

Authorization by St. Mary's County Public Schools (SMCPS):

 12/9/17
(Signature) (Date)
James Scott Smith Superintendent
(Printed Name) (Title)

Authorization by St. Mary's County Department of Social Services (SMCDSS):

 4/24/18
(Signature) (Date)
Therese Wolf Director
(Printed Name) (Title)

BEST INTERESTS DETERMINATION FORM

SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT

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

Student's Name: _____

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

Current School: _____ Grade: _____

Previous School(s): _____

Date of Best Interests Determination Meeting:

Best Interests Determination: A Checklist for Decision Making

Remaining in the School of Origin Considerations

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

Transferring to a New School Considerations

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

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

Report Cards/Progress Reports
Achievement Data (test scores)

Attendance Data
IEP Plan or 504 Plan

Best Interests Determination Meeting Participants

In reaching the best interests determination, the CWA should make all reasonable efforts to include or consult individuals with knowledge of the student (student's attorney, parent, parent surrogate, and legal guardian) in addition to representatives of the LEA and any other person with information relevant to the best interests determination, including the student, if appropriate. The following individuals provided input in determining the school placement.

Relationship to Student	Name	Contact Information

Best Interests Determination

- ☐ It is not in the student's best interests to remain enrolled in the school of origin. The student will be enrolled in the school serving the current residence.

Name of School: _____

NOTE: If a change in enrollment is in the student's best interests, enrollment should take place immediately at the new school. To enroll the student in the new school, all that is needed is documentation showing that the student is in out-of-home placement, the address of the out-of-placement, proof of authorization to enroll the student in school, and identification of the person enrolling the student. All other educational records will be provided to the new school promptly and in accordance with state and federal law.

- ☐ It is in the student's best interests to remain enrolled in the school of origin.

Name of School: _____

Interim Transportation Plan

Complete only if the student will remain in the school of origin.

While the LEA works to develop and establish a Transportation Plan for the student to attend the school of origin from the out-of-home placement, a period of time that could be up to five (5) school days, the student will be transported to the school of origin in the following manner:

_____.

Considerations for the LEA in Establishing a Transportation Plan for the Student

Complete only if the student will remain in the school of origin.

In developing a Transportation Plan, the LEA should consider the following needs of the student:

_____.

Case Worker Name _____

Case Worker Signature _____

Date _____

TRANSPORTATION PLAN FORM

ATTENDING SCHOOL OF ORIGIN FROM OUT-OF-HOME PLACEMENT

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

Student Name: _____

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

Local Department of Social Services (CWA): _____

The LEA is responsible for implementing the Transportation Plan that will be in place within five (5) school days of the LEA learning of the student's Best Interests Determination. In the interim, the CWA is responsible for implementing the student's interim transportation plan.

The LEA verifies that:

1. The following efforts were taken to identify a no-cost or low-cost transportation service from the student's out-of-home placement to the school of origin (i.e., transportation provided by foster resource; use of existing bus routes, other public transportation) (check all that apply):
 - € Exploration of existing school bus routes and public transportation to determine if feasible to add a stop or make some other low/no-cost request.
 - € Discussion with CWA regarding whether a foster parent or custodian can assist in transporting student and receive reimbursement from CWA for mileage.
 - € Other: _____
2. After reviewing possible low-cost and no-cost transportation options for the student, the LEA has determined (check the applicable option):
 - € No existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement.
 - € An existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement. The modification consists of: _____

 - € An existing transportation option that can maintain the student in the school of origin from the new living placement exists. The existing option is: _____

STUDENT'S TRANSPORTATION PLAN

1. The most cost effective, appropriate transportation option for maintaining the student in the school of origin is: _____
2. Additional costs for this transportation will be covered according to previously agreed upon procedures set by the LEA and CWA in the Educational Stability Memorandum of Agreement.
3. These transportation procedures will be implemented on _____, within five (5) school days of the LEA learning of the Best Interests Determination. (date)

LEA Authorization (signature) _____ (printed name) _____ (title) _____ (date) _____

CWA Authorization (signature) _____ (printed name) _____ (title) _____ (date) _____



Attachment 07a

St. Mary's County Public Schools

Division of Instruction

Department of Curriculum and Instruction

23160 Moakley Street, Suite 101

Leonardtown, Maryland 20650

Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

Mrs. Lisa Bachner

Director

From : Wendy Tarr, Supervisor of World Languages and ESOL

Re : Title I and Title III Procedures for Collaboration

Date : August 15, 2018

In order to comply with requirements under ESSA, demonstrate collaboration efforts between the Title I and Title III offices, and more importantly, to bolster academic achievement, the program manager for English language learners and the Executive Director of Supplemental School Programs meet quarterly throughout the school year.

Topics of discussion at these meetings include: braiding and consolidating funding in order to maximize resources and strengthen evidence-based programs; developing intentional and effective means of outreach to parents and families (including interpreting and translation needs); providing timely and meaningful communication to parents whose children qualify for English language learner services; developing effective strategies to support teachers and administrators of English language learners (i.e. providing needs-based professional development); and ensuring that data is shared appropriately regarding the number and percentage of English learners achieving proficiency.

II.

Title II

Attachment 8

Revised June 2018



Title II, Part A
Systems of Support for Excellent Teaching and Leading

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: St. Mary's Fiscal Year 2018-2019

Title II-A Coordinator: Lisa Bachner and Colleen Gill

Telephone: 301-475-5511 E-mail: lebachner@smcps.org; cmgill@smcps.org

Title II, Part A Application

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs (Optional for FY18)
- Identified Priorities (Optional for FY18)

1.0: Targeted Supports and Consultation (Required)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (Required)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (Required)

6.0: Private School Services (Required)

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local education agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:

(A) Activities to be carried out by the local education agency and how these activities will be aligned with challenging State academic standards.

(B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teacher and opportunities to develop meaningful teacher leadership.

(C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.

(D) Use of data and ongoing consultation to continually update and improve activities

(E) Provide equitable services and timely consultation to private school children and teachers

Consultation: In developing the application a local education agency will:

(A) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the the purpose of Title IIA.

(B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LEA activities to meet the purpose of the title

(C) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(D) Required consultation can not interfere with the timely submission of the application

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: St. Mary's

Fiscal Year: 2018-2019

1.0 TARGETED SUPPORTS AND CONSULTATION – Required

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

St. Mary's County Public Schools is committed to the following priorities as evidenced in this plan:

- Reduction of Class Size to improve student achievement through the recruiting, hiring, and retainment of highly qualified and effective teachers.
- Providing Personalized Professional Learning, including conferences, workshops, and courses, to all staff that educate our children that is focused on improving teaching and student learning and achievement.
- Support new teacher induction and mentoring programs designed to improve classroom instruction and student learning and achievement while increasing retention of effective teachers.
- Support teachers in critical shortage areas and that teach children with disabilities and English Language Learners.

Please provide a description of how the local education agency meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

St. Mary's County Public Schools does the following to ensure that meaningful consultation with school system leaders, principals, teachers and paraprofessionals occur to address the priorities as listed above:

- Weekly Superintendent's Cabinet Meetings
- Weekly Department of Instruction Meetings with Instructional Directors
- Weekly Division of Curriculum and Instruction Meetings with Instructional Supervisors
- Monthly county-wide Administrator and Supervisor meetings with all facets of the school system represented
- Monthly New Teacher Seminars with all first year teachers
- Monthly Staff Meetings at all schools with all staff, including paraprofessionals and other support staff as the agenda warrants
- Monthly Instructional Resource Teacher meetings
- Professional Learning Communities at work throughout the year
- Meetings and joint committee meetings (ex: Assessment Committee) held in collaboration with the educational

associations as well as community groups such as Patuxent Partnerships and NAACP.

Please provide a description of how the local education agency will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

St. Mary's County Public Schools has a robust communication structure in place as evidenced in how we consult with one another always in regard to our system priorities. Multiple data sources are used throughout the year to update and improve the activities that are supported by our Title IIA funds. These include but are not limited to:

- Use of Basecamp to document both meeting agendas and meeting minutes for Cabinet, Department of Instruction and Department of Curriculum and Instruction Meetings
- Use of Google Sites to document meeting agendas and provide as needed resources and supports for Administrator and Supervisory; and Instructional Resource Teacher meetings
- Use of Google Surveys to provide feedback after Administrator and Supervisory meeting as well as New Teacher Seminar meetings and Instructional Resource Teacher meetings
- Use of School Improvement Plans by all to determine supports and resources schools and their staff need
- Use of Performance Matters/UNIFY to monitor student achievement data
- Data analysis throughout the year of courses taken/taught; evaluation ratings of both professional and support staff; and use of professional development funds at individual schools to name a few.

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System:	Fiscal Year:
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To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1			
2.2			
2.3			
2.4			
		Total for Section 2.0	

ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System:	Fiscal Year:
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To ensure that every student has access to excellent educators, SEAs and LEAs must work together to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LEAs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).

3.0 ENSURING EQUITABLE ACCESS – Required

Based on the review of equitable access data, which equity gaps are current priorities for your LEA? Cite specific data points.

All achievement data, regardless of grade level, shows that we have a significant gap between the aggregate and the African American subgroup as well as our FARMS subgroups. This year's PARCC data reflects this statement.

PARCC Student Reading Scores reflecting percentage of those students scoring the “passing” score of a 4 or a 5:

Grade Assessed	State	SMCPS	SMCPS African American	SMCPS FARMS	SMCPS Special Education
3	38.8	44.3	17.9	23.7	8.7
4	43.1	47.1	18.1	24.9	7.6
5	42.1	48.8	22.4	25.3	9.2
6	38.6	40.3	14.7	21.0	7.2
7	45.6	46.2	19.4	21.0	7.2
8	41.3	45.1	20.2	22.7	3.3
10	48.5	51.1	22.4	24.0	11.5

PARCC Student Mathematics Scores reflecting percentage of those students scoring the “passing” score of a 4 or a 5:

Grade Assessed	State	SMCPS	SMCPS African American	SMCPS FARMS	SMCPS Special Education
3	42.2	46.8	13.6	22.9	14.5
4	38.7	45.8	16.5	22.2	10.9
5	38.0	47.3	16.7	24.3	11.8
6	31.8	35.3	10.2	13.8	5.4
7	28.6	43.7	16.9	21.1	6.5
8	15.8	21.6	9.4	12.6	4.2
Algebra I	34.9	45.2	18.7	20.7	8.8

Given that our largest ethnic subgroup is African American and many of students in the African American subgroup also comprise the FARMS subgroup, the data is alarming. The special education subgroup also continues to be a challenge. Although we have put many supports in place we are still not seeing growth and a “narrowing of the gap” at a fast enough rate for any of these identified subgroups.

Differentiation to meet these students' needs is essential and encouraging teachers and paraeducators to both take courses as well as certification exams is critical in order to begin providing them the essential skills necessary to meet these students' needs. Supporting these teachers with mentors and guidance by lead teachers through our new teacher induction activities by those that have expertise in meeting the needs of these students is also imperative.

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- **REQUIRED**

**If the district is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.*

Item #	US Ed Allowable Activities	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation 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 	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 LEA 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</i></p>			

	<i>principal [section 2101(1)].</i>			
1.1.3	<p>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)</p>	<p>Improve the quality of the administrative, teaching, and paraeducator force through payment of test fees to teachers who take and pass the appropriate content area tests required to become certificated or highly qualified. Examples include but are not limited to the PRAXIS exam, Principal II test, and ParaPro assessment.</p> <p>Timeline: These funds will be made throughout the year until exhausted.</p> <p>Audience: Any administrator, teacher, or paraeducator that works directly with students</p> <p>Implementation: The Human Resources Department in collaboration with the Department of Curriculum and Instruction will publicize that this support is available and work with individuals who are seeking additional certifications.</p> <p>Evaluation: Data collected to determine what certifications were obtained given the funds allotted to ensure that they foster the certification and retention of highly qualified teachers.</p> <p>Offer MSDE-approved coursework in reading that promotes completion of certification and highly qualified requirements such as Reading in the Content Areas I and II, etc.</p> <p>Timeline: These funds will provide funding for six classes to be taught throughout the school year.</p> <p>Audience: Any administrator, teacher, or paraeducator.</p>	<p>The Secretary's Sixth Annual Report on Teacher Quality. A Highly Qualified Teacher in Every Classroom <i>US Department of Education</i></p> <p>https://eric.ed.gov/?q=highly+qualified+teachers+student+achievement&ft=on&pg=2&id=ED513872</p> <p>This report addressed the teacher shortage, particularly in Maryland, and various research-based avenues that states have employed in order to increase the number of Highly Qualified Teachers they have. Maryland is specially referenced in this paper citing the "Quality Teacher Incentive Act". State assessments such as the PRAXIS and National Board Certification are specially referenced in this document.</p> <p>Maryland State Approved Reading Courses</p> <p>http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/Reading/MarylandStateApprovedReadingCoursesJuly2017.pdf</p> <p>This MSDE published document shares the state of Maryland's</p>	<p>\$6,000</p> <p>\$7776.00</p>

		<p>Implementation: The Human Resources Department in collaboration with the Department of Curriculum and Instruction will publicize and promote these courses. The courses will be taught by instructors that are highly qualified and will meet the course criteria established by MSDE.</p> <p>Evaluation: Data collected on how many administrators, teachers and/or paraeducators completed the courses offered.</p>	commitment to ensuring teachers have the coursework needed regardless of the grade and content that they teacher to teach reading to all students.	
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	<p>Salaries for teachers to reduce class size. Six schools will receive an FTE to help with class size reduction. These schools and the data used to make this decision are as follows:</p> <p>Benjamin Banneker Elementary School- Grade 1 – an additional FTE reduces the class size from 29 students per class to 22 students per class.</p> <p>Lettie Marshall Dent Elementary School- Grade 3 – an additional FTE reduces the class size from 30 students per class to 23 students per class.</p> <p>Dynard Elementary School- Grade 2 – an additional FTE reduces the class size from 38 students per class to 25 students per class.</p> <p>Greenview Knolls Elementary School- Grade 2 – an additional FTE reduces the class size from 31 students per class to 21 students per class.</p> <p>Oakville Elementary School- Grade 2 – an additional FTE</p>	<p>“Another Look at the Glass and Smith Study on Class Size” <i>James L. Phelps; <u>Educational Considerations Fall 2011</u></i></p> <p>https://eric.ed.gov/?id=EJ964520</p> <p>This study takes the research done in 1978 by Glass and Smith’s and recalculates the data using more sophisticated statistical tools. The data continues to show that there is a likely relationship between increased student achievement in class sizes between 15-32 and a marked decrease in classes over 33 students. Class sizes 15-22 showed the most marked achievement gains. It is to be noted that this research did not take into account factors such as socio-economic status, support staff and materials.</p>	\$357,731.74

		<p>reduces the class size from 39 students per class to 20 students per class.</p> <p>Piney Point Elementary School- Grade 1 – an additional FTE reduces the class size from 29 students per class to 19 students per class.</p> <p>Timeline: These FTE will be employed for the 2018-2019 school year.</p> <p>Audience: Benjamin Banneker Elementary School; Lettie Marshall Dent Elementary School; Dynard Elementary School; Greenview Knolls Elementary School; Oakville Elementary School and Piney Point Elementary School.</p> <p>Implementation: Human Resources will work with the building principals to hire highly qualified teachers for these classroom positions.</p> <p>Evaluation: Student achievement in these classrooms will be monitored throughout the year to see how they perform academically in comparison to their cohort.</p>		
	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	<p>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.</p> <p>The LEA may develop initiatives that:</p>			

2.1.1	help all students develop the skills essential for learning readiness and academic success;			
2.1.2	use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;			
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;			
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);			
2.1.5	provide opportunities for experiential learning through observation			
2.1.6	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>Provide professional development activities using the “trainer or trainer” model for system initiatives such as Standards –Based grading and Multi-Tiered Systems of Support.</p> <p>Monies are also budgeted for purchase of books to support initiatives and supplies for facilitation.</p> <p>Timeline: These funds will provide stipends to pay teachers to attend workshops and classes throughout the school year in order to be the “trainer of trainers” back at their school sites.</p> <p>Audience: Select highly-qualified teachers and paraeducators.</p> <p>Implementation: The Department of Curriculum and Instruction in collaboration with building principals, the Department of Special Education and the Department of Student Services will determine system initiatives and then those staff that would best be trained to train their colleagues. Training will be done in the summer as well as throughout the school year as needed and as data on system initiatives becomes available.</p>	<p>Key Characteristics of Teacher Leaders in Schools <i>Lumpkin, Angela; Claxton, Heather; Wilson, Amanda; Administrative Issues Journal: Connecting Education, Practice, and Research, v4 n2 p59-67 2014</i></p> <p>http://files.eric.ed.gov/fulltext/EJ1058520.pdf</p> <p>This journal article shares how teacher leaders can work to bring back and foster system initiatives while providing collegial support. The article is supported throughout with references to current research in the field of “teacher of teacher” learning.</p>	\$ 7540

		<p>Evaluation: Data such as Response to Interventions (RTI) will be used to determine training and supports needed throughout the year. Adjustments will be made according to the data collected.</p> <p>Provide substitute funds and stipends for school-based Professional Learning Communities to analyze data; select, construct and implement formative assessments; design classroom-based assessments; determine and implement appropriate interventions, supports and extensions for students; and provide time to review student work to plan next instructional steps. This year our system focus will be incorporation of UDL strategies into daily lesson planning; analyzing data and developing formative assessment to benchmark deficit standards; and Standards Based Grading.</p> <p>Timeline: These funds are to be used for stipends or substitutes for the 2018-2019 school year or until exhausted.</p> <p>Audience: All schools in SMCPs.</p> <p>Implementation: The Director of the Department of Curriculum and Instruction (DCI) will inform schools of these funds and how these funds can be requested, accessed, and should be spent.</p> <p>The Director of DCI will monitor schools' use of funds throughout the year giving guidance as needed and paying particular attention to those schools not utilizing designated funds to determine if additional supports are needed.</p> <p>Evaluation: Ask for artifacts for activities undertaken by school teams to validate use of funds as well as create models for other schools.</p>	<p>Pieces of the Learning Puzzle Tracy Crow; April 2015/ Volume 36 No. 2</p> <p>https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf</p> <p>“The Standards for Professional Learning outline the characteristics of professional learning that leads to effective teacher practices, supportive leadership and improved student results... Learning Forward leads the field in understanding what links professional learning to improved student achievement.”</p>	\$31,320
2.1.7	developing and providing professional development			

	and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science			
2.2	<p>Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards</p> <p>The LEA may develop initiatives that increase:</p>			
2.2.1	the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing;			
2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;			
2.2.3	use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness			
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism			
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate			

2.2.6	providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students			
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse			
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)			
	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:			
3. Strategies and Activities to Retain and Provide Support to Effective Educators				
3.1	Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students The LEA may develop initiatives that:			
3.1.1	provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders			
3.1.2	provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about	Team Mentor Training and compensation for those lead mentors who will serve to help facilitate team mentoring at school sites. Additionally, master teachers who will serve as facilitators at New Teacher	Research in Higher Education Journal: Mentoring for new-hire, page 1 Mentoring for new-hire success in any profession	\$13888.79

	<p>professional development, improvement strategies, and personnel decisions.</p>	<p>Orientation and monthly New Teacher Seminars.</p> <p>Timeline: These funds will provide stipends to pay six lead mentors, including a lead mentor representing special education, for facilitating throughout the year at New Teacher Induction Events.</p> <p>Audience: Select highly-qualified lead mentors</p> <p>Implementation: The Department of Curriculum and Instruction in collaboration with building principals and the Department of Special Education will identify lead mentors. Training of lead mentors will be done in the summer as well as throughout the school year as needed. Lead mentors will participate in monthly New Teacher Seminars as well as in school sites assisting mentor teams.</p> <p>Evaluation: Surveys will be done throughout the year with both the Lead Mentors as well as the new teachers to determine if the activities and supports shared met the new teachers' needs. Adjustments will be made according to the data collected.</p> <p>Facilitating and encouraging attendance at professional conferences for teacher leaders, school leadership and system leaders to learn new practices or find solutions to issues that they are facing in order to meet their goals and provide training to others at "home".</p> <p>Audience: Highly-qualified lead teachers such as Literacy Coaches and Instructional Resource Teachers; Principals and Assistant Principals; Content Supervisors and System Directors</p>	<p><i>Charles K. Runyan Pittsburg State University</i></p> <p>http://files.eric.ed.gov/fulltext/EJ1064631.pdf</p> <p>This paper shares the process school systems can put into place that ensure a robust mentor program is being delivered to their new staff. The paper has multiple references providing research that supports the concepts in the paper that directly link to the components of our leader mentor training and facilitating that we deliver.</p> <p>Pieces of the Learning Puzzle Tracy Crow; April 2015/ Volume 36 No. 2</p> <p>https://learningforward.org/docs/default-source/jsd-april-2015/pieces-of-the-learning-puzzle.pdf</p> <p>"The Standards for Professional Learning outline the characteristics of professional learning that leads to effective teacher practices, supportive</p>	<p>\$20,000</p>
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		<p>Timeline: These funds will provide the funds to pay for system and school instructional leaders and lead teachers to attend professional conferences throughout the year.</p> <p>Implementation: The Department of Instruction in collaboration with building principals and the Department of Special Education and Human Resources will identify professional conferences that will address our system and school needs. Attendance as conferences will occur throughout the school year as/when they are offered. It is the intent that whomever attends these conferences will bring back the information and share with others in forums such as content newsletters; staff/department/PLC meetings; and county led workshops.</p> <p>Evaluation: Documentation of how information learned at conferences will be available such as staff/department/PLC agendas; articles from content newsletters and syllabi from county led workshops.</p>	<p>leadership and improved student results... Learning Forward leads the field in understanding what links professional learning to improved student achievement.”</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.			

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			
	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:			
4. Use of Funds to Improve Equitable Access to Effective Educators To All Students				
4.1	If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose.			
*Below is a list to “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.				

- [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)
- [Best Evidence Encyclopedia](#) (Center for Data-Driven Reform)
- [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)]

AB School District's curriculum guides, materials, and assessments align to the Maryland College and Career Readiness Standards for both English and Math, the Next Generation Science Standards for Math, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. In addition, AB School Districts aligns provided professional learning services 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.

St. Mary's County Public School's (SMCPS) curriculum guides, materials, and assessments align to the Maryland College and Career Readiness Standards for both English and Math, the Next Generation Science Standards, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. In addition, St. Mary's County Public Schools aligns professional learning to the Learning Forward Standards for professional learning. Professional Learning activities for section 4.0 support paraeducators and teachers; principals; and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

To gain a better understanding of what SMCPS provides to teachers, parents, students and the school community in regards to instructional resources and supports, please visit the SMCPS website (www.smcps.org) paying particular attention to the staff, parent, and student tabs where a myriad of resources and detailed information is shared.

Staff link: <http://www.smcps.org/staff>

Parent link: <http://www.smcps.org/parents>

Student link: <http://www.smcps.org/students>

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System:	Fiscal Year:
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6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - REQUIRED

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

Participating Private Schools and Services: Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title II-A services. (Include below or as an attachment)

The participating private schools that we work with and that benefit from the Title II grant by receiving a cost per pupil include:

Father Andrew White – 251 students
 King’s Christian – 354 students
 Leonard Hall – 34 students
 Little Flower - 130 students
 Mother Catherine Academy- 146 students
 St. John’s- 243 students
 St. Mary’s Ryken – 685 students
 St. Michael’s – 160 students
 Starmaker – 63 students

Total Nonpublic = \$25.09 per student x 2066 students = \$51,836

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development

action plan. (Include below or as an attachment)

St. Mary's County Public School does the following to ensure that we provide equitable access and participation of Title IIA funds to students in private schools:

- Ensure that communication is on-going and multifaceted (email; mailings; meetings; phone conversations)
- Dialogue and discussion with individual schools as needed in regards to their Needs Assessment
- Two scheduled meetings per year with a set agenda
- Three mailings per year sharing allotments and then "running totals" as the year progresses

Total Amount for Transfers:

SMCPS 2019 Title IIA Budget Narrative Oct 2019

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Instructional Staff Development Salaries & Wages	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Salaries Activity 1.1.3	Stipends to teach courses needed for teacher certification: 6 instructors @ \$1200 per course	\$7,200.00		\$7,200.00
1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Fixed Charges	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Fixed Charges Activity 1.3.3	Fixed charges \$7200 x 8%	\$576.00		\$576.00
1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Instructional Staff Development Other	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Other Activity 1.3.3	Average cost of assessments is \$150/per assessment. This will cover reimbursement for 40 assessments.	\$6,000.00		\$6,000.00

SMCPS 2019 Title IIA Budget Narrative Oct 2019

1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Instructional Salaries & Wages	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Salaries Activity 1.3	6 FTE positions @ actual; Teacher 1: \$48,854; Teacher 2: \$48,854; Teacher 3: \$46,500; Teacher 4: \$48,854; Teacher 5: \$72,105; Teacher 6: \$48,854	\$314,021.00	\$314,021.00
1.0 Strategies and Activities to Recruit and Hire Effective Teachers and Principals: Fixed Charges	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Fixed Charges Activity 1.3	Total Fringe Benefits @ Actual; Heath - \$29,996; Pension Fee - \$996; Annual Life Fringe - \$126; FICA - \$24,023; Workman's Compensation - \$1,030; Pension - \$48,453. <i>It is to be noted that although the total fixed charges total \$104,624.00, only \$44,502.74 will be budgeted for in this submitted budget narrative given that our carry-over monies for fixed charges will cover this expense.</i>	\$44,502.74	\$44,502.74
			Total Activity 1.0	\$372,299.74

SMCPS 2019 Title IIA Budget Narrative Oct 2019

2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Salaries & Wages	Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries Activity 2.1.6	100 hours of trainer of trainer compensation @ \$30.00/per hour	\$3,000.00	\$3,000.00
2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Fixed Charges	Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Fixed Charges Activity 2.1.6	Fixed charges \$3000 @ total of 8%= \$240	\$240.00	\$240.00

SMCPS 2019 Title IIA Budget Narrative Oct 2019

2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Supplies	Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Supplies Activity 2.1.6	Materials and supplies needed by Trainer-of-Trainer staff development will be purchased with these monies. Materials such as books for book studies as well as supplies such as chart paper will be purchased from these monies.	\$4,000.00	\$4,000.00
2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Instructional Staff Development Salaries & Wages	Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, Salaries Activity 2.1.6	Funds are distributed to schools for substitute and/or stipend use for the purposes of Collaborative Planning; incorporation of UDL strategies into daily lesson planning; analyzing data and developing formative assessment to benchmark deficit standards; and Standards Based Grading.	\$29,000.00	\$29,000.00

SMCPS 2019 Title IIA Budget Narrative Oct 2019

2.0 Strategies and Activities to Improve the Quality of the Teaching Force: Fixed Charges	Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, Fixed Charges Activity 2.1.6	Fixed Charges \$29,000 x 0.08	\$2,320.00	\$2,320.00
			Total Activity 2.0	\$38,560.00
3.0 Strategies and Activities to Retain and Provide Support to Effective Educators: Instructional Staff Development Salaries & Wages	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Salaries Activity 3.1.2	6 Lead Mentor Teachers @ 5 hours per month for 11 months @ \$30.00 per hour = \$9900; \$2960 for substitute coverage funds	\$12,860.00	\$12,860.00

SMCPS 2019 Title IIA Budget Narrative Oct 2019

3.0 Strategies and Activities to Retain and Provide Support to Effective Educators: Fixed Charges	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges Activity 3.1.2	Fixed charges \$12860 @ total of 8%= \$792	\$236.79		\$236.79
3.0 Strategies and Activities to Retain and Provide Support to Effective Educators: Instructional Staff Development Other	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Other Activity 3.1.2	\$20,000 total will be allotted for travel and conference fees to attend conferences such as: College Board; Maryland Assessment Group; and Common Ground.	\$20,000.00		\$20,000.00
				Total Activity 3.0	\$33,096.79

6.0 Equitable Services to Students in Private Schools: Transfers	Non-Public Schools - Equitable services to students in private (Non-Public) schools Transfers Activity 6.0	Mandatory allocation for non-public schools. Total Nonpublic = \$25.09 per student x 2066 students = \$51,836 Father Andrew White – 251 students King's Christian – 354 students Leonard Hall – 34 students Little Flower - 130 students Mother Catherine Academy- 146 students St. John's- 243 students St. Mary's Ryken – 685 students St. Michael's – 160 students Starmaker – 63 students	51,836.00	
			Total Activity 6.0	51,836

Subtotal \$495,792.53

Indirect Cost = \$8,428.47
\$504,221 x 0.017



Total \$504,221.00

+/- \$0.00

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	504,221.00	AMENDED BUDGET #		REQUEST DATE	10/05/18
GRANT NAME	Improving Teacher Quality, Title II Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	119-19		
REVENUE SOURCE	F	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2018	6/30/2019	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						8,428.47	8,428.47
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.	314,021.00						314,021.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	52,060.00		4,000.00	26,000.00		51,836.00	133,896.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				47875.53			47,875.53
213 Food Services							
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	366,081.00	0.00	4,000.00	73,875.53	0.00	60,264.47	504,221.00

Finance Official Approval	Leyla Mele		10-05-18	301-475-5511 x 32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		10/8/18	301-475-5511x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

III.

Title III

ATTACHMENT 10
2018-19
St. Mary's County



Every Student Succeeds Act
Title III, Part A
English Language Acquisition, Language Enhancement,
and Academic Achievement

**ATTACHMENT 10: TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: _____ **Fiscal Year 2019**

***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

A. REQUIRED ACTIVITIES [SEC. 3115(c)]: An eligible entity receiving funds under section 3114(a) **must** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].			
Required Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan Part I d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].	We will renew our current educational software: <u>Imagine Learning</u> . These licenses will be used as a supplemental instructional resource in order to increase the reading and writing proficiency levels of ELs in grades 1-8. This purchase will allow for <u>all</u> level 1 and 2 ELs in St. Mary's County Public Schools to have an annual license. Imagine Learning addresses the individualized instructional needs for language and literacy of our ELs. This purchase includes licenses, implementation	10,000	0

	<p>costs, training, support, and upgrades.</p> <p>Outcome: To increase the reading and writing proficiency levels of ELs in grades 1-8.</p> <p>Timeline: September 2018</p> <p>Goal: Supports ELP and Academic Achievement Indicators in the BTE Master Plan</p> <p>This supports evidence-based practices at a level 2.</p>		
	<p><u>Purchase of Imagine Math</u> licenses for our ELs with interrupted formal education. Imagine Math will be used during our after school tutoring program to help build basic math concepts and computational skills. Imagine Math is a rigorous, standards-rich supplemental digital math curriculum, which provides adaptive pathways. Aligned to College and Career, Imagine Math is supported by meaningful practice and the application of knowledge at the conceptual level.</p> <p>Outcome: To increase the math proficiency levels of ELs with interrupted instruction in grades 1-12.</p> <p>Timeline: School Year 2018-2019</p> <p>Goal: Supports the ELP and Academic Achievement Indicators in the BTE Master Plan</p> <p>This supports evidence-based practices at a level 2.</p>	800	0

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].			
Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].			
2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].	<p> <u>Membership/registration fees for conferences</u> such as MDTESOL, TESOL, MELLFIN, and WIDA. When searching for conferences, our focus will be on literacy. Our county has fully embraced the Seal of Biliteracy option for our world language students and ELs, so offering conferences that focus heavily on literacy will be encouraged to not only the EL teachers but some classroom teachers of ELs as well. The county has a formal process for selecting teachers to attend conferences. Those teachers who attend will be expected to share information with grade level/content teachers upon their return. </p> <p> Outcome: to increase teachers' knowledge of practices that support </p>	5,000	0

	<p>ELs in language and content development and ultimately to increase the literacy of our ELs. Surveys will be used to determine the effectiveness of the workshops and conferences.</p> <p>Timeline: School year 2018-2019 Goal: Supports the ELP Indicator in the BTE Master Plan This supports evidence-based practices at a level 1.</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 strategies for ELs [section 3115(c)(2)(B)].	<p><u>Professional Development Workshops</u> We will provide multiple workshops throughout the year designed to provide teachers and administrators with best instructional strategies for ELs. Workshops will also be designed to help EL teachers learn key steps to co-planning with content teachers so that as a team, they are equipped to effectively implement the curriculum and assessments for ELs.</p> <p>Outcome: To increase ELs performance in content classes.</p> <p>Timeline: School years 2018-19 and 2019-20 Goal: Supports the Academic Achievement Indicator in the BTE Master Plan. This supports evidence-based practices at a level 1.</p> <p><i>Private Schools will be invited to attend.</i></p>	13,888	0
2.3 Providing for professional development effective in increasing			

children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].			
3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)].			
3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].	<p><u>County-Wide EL Parent Information Family Night.</u></p> <p>This evening event is designed to give parents an opportunity to become acquainted with the technology used to help support their student's English literacy and math development. There will be student-led demonstrations for parents to show them how to access these digital programs at home. This activity supports the Master Plan objective of providing opportunities to have EL parents working together with teachers and administrators in order to discuss and share their students' achievement data. Title III funds will be used to provide supplies and refreshments for parents and families.</p> <p>Outcome: Parents understand their role as supporter of their child's mathematics and literacy development at home.</p> <p>Timeline: School year 2018-2019 Goal: Supports the Academic Achievement Indicator in the BTE Master Plan This supports evidence-based practices at a level 1.</p>	662	0

**ATTACHMENT 10: TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: _____	Fiscal Year 2019
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***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)].			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan Part I d) services to nonpublic schools	Public School Costs	Nonpublic Costs
4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].			
4.3 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].			

4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. [section 3115(d)(4)].			
4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)].			
4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)].			
5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].			
5.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].			
5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].			
6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student</i>			

<i>Succeeds Act</i> [section 3115(d)(9)].			
6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)].			

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	Nonpublic Costs
7.1 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 [section 3115(b)].	Approximately 1.7% admin. cost	516	0
TOTAL TITLE III-A (EL FUNDING) AMOUNT		\$30,866	0

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Provide information regarding *the names of participating private schools, number of private school students, and the calculated cost per pupil that will benefit from Title III Part A services* (include below or as an attachment).
2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;
The ESOL Supervisor for St. Mary's County Public Schools contacts the principals of non-public schools via email and written letter at the beginning of the school year to determine the level of Title III services needed for their students, if any, for the current school year.
 - b) The basis for determining the needs of private school children and teachers;
Upon receiving request from the private schools, we send our ESOL teachers out to pre-assess the children in order to determine level of service to qualifying students.
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
If students qualify for Title III services, we meet with a representative from the non-public school to discuss available resources to them (from us) and we will discuss yearly PD opportunities, which they are invited to attend throughout the school year.
 - d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)
A representative from each of the qualifying non-publics is invited to meet one-on-one with the supervisor of ESOL to discuss available student/teacher resources (ex. ELD Standards manuals and Can-Do Descriptor books). In addition, each of the non-public schools is invited to send representatives to our PD workshops and training opportunities. The ELL per pupil funding is usually small, therefore offering continuing PD to participating private schools tends to be more advantageous for all.

3. ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2017 – 2018 that a meeting(s) occurred with nonpublic school representative(s) regarding Title III services. **DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10: TITLE III, PART A.**

[Please see attached.](#)

E. BUDGET INFORMATION AND NARRATIVE

1. **Provide a detailed budget narrative** using “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 4-7 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

ASSURANCE PAGE

- F. Attach** the signed required assurance page with the **final** submission.

**Title III Budget Narrative: EL
St. Mary's County 2018-2019**

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
-----------------------------------	----------------------	------------------	--------------------	---------------	---------------------	--------------

Activity 1.1

203-205 -02-Special Prog.				10,800		10,800
	03-Supplies & Materials	The purchase and renewal of supplemental educational software licenses (Imagine Learning Literacy and Imagine Math) for ELs with low English proficiency levels and interrupted instruction.	\$10,000 Imagine Learning Literacy (unlimited number of licenses for ELs with proficiencies 1 & 2) + \$800 Imagine Math (16 licenses X \$50 each)			
Total:						\$10,800

Activity 2.1

203-205 -09-Instruction Staff Dev.				5,000		5,000
	04-Other Charges	Staff development-membership/registration fees; conferences & PD workshops (TESOL, MELLFIN, WIDA); hotel/flight cost	TESOL (6 teachers X \$70 each); MELLFIN (6 ESOL teachers, 1 supervisor, 3 classroom teachers/family engagement coordinators X \$75 each); WIDA (2 ESOL teachers and 1 supervisor X \$1276.66 each)			
Total:						\$5,000

Activity 2.2

203-205 -09-Instruction Staff Dev.				10,000		10,000
	02-Contract Services	Multiple on-site professional development workshops provided by contracted professionals for classroom teachers of Els	\$2500/workshop X 4 workshops = 10,000			

**Title III Budget Narrative: EL
St. Mary's County 2018-2019**

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
203-205 -09-Instruction Staff Dev.		Multiple on-site professional development workshops provided by contracted professionals for classroom teachers of Els	40 teachers X 3 hours X \$30/hr.= \$3,600	3,600		3,600
	01-Salaries & Wages					
212-Fixed Charges	04-Other Charges	FICA (7.65%) and Worker's Comp (.35%)	8% of \$3,600 = \$288	288		288
Total:						\$13,888

Activity 3.1

214-Community Services		County-Wide EL Parent Information Family Night	Refreshments \$473 (120 participants X \$3.94 each) + Supplies \$189 (i.e. chart paper, cost of printing informational material like pamphlets and one- pagers)	662		662
	03-Supplies & Materials					
Total:						\$662

Activity 7.1



201 -22-Business Support		Approximately 1.7% Admin Cost	30,866 X 1.7	516		516
	08-Transfers					
Total:						\$516

Grand Total: \$30,866

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	30,866.00	AMENDED BUDGET #		REQUEST DATE	09/28/18	
GRANT NAME	Title III, English Language Acquisition	GRANT RECIPIENT NAME	St. Mary's County Public Schools			
MSDE GRANT #	190373	RECIPIENT GRANT #	043-19			
REVENUE SOURCE	F	RECIPIENT AGENCY NAME				
FUND SOURCE CODE	6949	GRANT PERIOD	7/1/2018	9/30/2020		
		FROM	TO			

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						516.00	516.00
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.			10,800.00				10,800.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,600.00	10,000.00		5,000.00			18,600.00
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. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				288.00			288.00
214 Community Services			662.00				662.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	3,600.00	10,000.00	11,462.00	5,288.00	0.00	516.00	30,866.00

Finance Official Approval	Leyla Mele		9/28/2018	301-475-5511 X32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		10/4/18	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Mid-Year Planning Meeting for Federally Funded Programs for 2018-2019

Thursday, March 1, 2018, 2:00 p.m. - 3:30 p.m.

BOE Conference Room

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Anthony Wojt	Mother Catherine Academy	301-884-3165
	Mechanicsville, MD	
Susie Fowen	Director of Special Education	
Jessica Cotugno	Supervisor Title IV ; Department of	
	Curriculum and Instruction	
BRIAN RADZIWILL	Archdiocese of Washington Catholic Schools	301-853-5357
Susan McDonough	St. John's School	301-373-2142
	Hollywood	
Carol Weber	Title I SMCPS	
Matthew L. Heen	SMCPS Title I	
Charlotts Woodly	Title I SFSES	301 481-6200

Mid-Year Planning Meeting for Federally Funded Programs for 2018-2019

Thursday, March 1, 2018, 2:00 p.m. - 3:30 p.m.

BOE Conference Room

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Jeff Males	SMCPS - Strategic Plan	301 475 5511 x233
Kelly Hae	SMCPS - Supplemental Programs / Title I	301-475-5511
Rich Wood	St. Mary's Ryken Leopardtown, MD 20650	301-373-4187



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

St. Mary's County Public Schools
Division of Instruction
Department of Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

Dr. Kelly M. Hall
Executive Director

Mid-Year Meeting for Federally Funded Programs

Thursday, March 1, 2018
2:00 p.m. – 3:30 p.m.

(Snow Date: Tuesday, March 13, 2018, 2:00 p.m.-3:30 p.m.)

Board of Education Room
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Agenda

*For more information on the listed topics,
please call 301- 475-5511 and the
extension listed below:*

- | | | |
|--------------------------------------|---|------------|
| • Welcome and Introductions | Dr. Kelly M. Hall, Executive Director
Supplemental School Programs
kmhall@smcps.org | Ext. 32136 |
| • Title I, Part A | Dr. Kelly M. Hall, Executive Director
Supplemental School Programs
kmhall@smcps.org | Ext. 32136 |
| • Title II, Part A | Mrs. Lisa Bachner, Director
Curriculum and Instruction
lebachner@smcps.org | Ext. 32249 |
| • Title III/LEP | Mrs. Wendy Tarr, Supervisor
World Languages and ESOL
wmtarr@smcps.org | Ext. 32118 |
| • Title IV, Part A | Mrs. Jessica Cotugno, Supervisor
Elementary Programs and Gifted & Talented
jwcotugno@smcps.org | Ext. 32115 |
| • Special Education | Mrs. Susan Fowler, Director
Special Education
sefowler@smcps.org | Ext. 32220 |
| • 21 st Century Community | Ms. Tammy Burr, Coordinator
Special Programs
tjburr@smcps.org | Ext. 32257 |



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

St. Mary's County Public Schools
Division of Instruction
Department of Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

Dr. Kelly M. Hall
Executive Director

VERIFICATION OF COMPLIANCE ATTESTATION

I hereby attest that at the consultation Planning Meeting for Federally Funded Programs held on Thursday, March 1, 2018, 2:00 p.m., at the St. Mary's County Public Schools' Board of Education Room, I received the following Title I documentation and was made aware of whom to contact should I have questions.

- *Title I Participation Option Form*
- *Title I Part A: Equitable Services for Private Students, Parents and Teachers FACT Sheet*
- *Title I Services to Eligible Non-Public School Children*

B. Radziwill
Signature

3/1/18
Date

Brian Radziwill
Print Name

Archdiocese of Washington Catholic Schools
Location

301-853-5357
Phone Number

radziwillb@adw.org
Email Address

Please complete and submit this form at the end of the meeting.



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

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Signature

Anthony J. Wojt

Date

3/1/18

Print Name

ANTHONY J. WOJT

Location

Mother Catherine Academy

Phone Number

301 884 3165

Email Address

mcacademyprincipal@gmail.com

Please complete and submit this form at the end of the meeting.



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

St. Mary's County Public Schools

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- *Title I Services to Eligible Non-Public School Children*

Susan McDonough 3-1-18
Signature Date

Susan McDonough
Print Name

St. John's School
Location

301-373-2142
Phone Number

mcdonoughs@sjshollywood.org
Email Address

Please complete and submit this form at the end of the meeting.



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

St. Mary's County Public Schools

Division of Instruction

Department of Supplemental School Programs

23160 Moakley Street, Suite 103

Leonardtown, Maryland 20650

Dr. Kelly M. Hall
Executive Director

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Signature

Date

Print Name

Location

Phone Number

Email Address

Please complete and submit this form at the end of the meeting.



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

St. Mary's County Public Schools
Division of Instruction
Department of Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

Dr. Kelly M. Hall
Executive Director

Title I Participation Option Form

March 1, 2018

Dear Non-Public Principal:

Your completion and submittal of information being requested does not obligate your school to participate in the **2018-2019** Title I Program. However, the data that is collected will help to establish funding benefits for those schools that do wish to participate. We appreciate your time and support in this effort.

Sincerely,

Kelly M. Hall, Ed.D.
Executive Director of
Supplemental School Programs

Please check one:

- ☒ My school *is interested in participating* in the **2018-2019** school year Title I Program.
- ☐ My school *does not choose to participate* in the **2018-2019** school year Title I Program, but we are enclosing the information you have requested.

Name of School:

St. John's School

Name of Principal:

Susan McDonough

Signature of Principal:

Susan McDonough

Return by April 30, 2018 to:

Dr. Kelly M. Hall
Executive Director of Supplemental School Programs
St. Mary's County Public Schools
23160 Moakley Street
Suite 103
Leonardtown, MD 20650



St. Mary's County Public Schools

Title I Part A: Equitable Services for Private Students, Parents, and Teachers

FACT SHEET

What is Title I?

Title I is a federal program that supports economically disadvantaged students. Title I is the foundation of the federal commitment to closing the achievement gap between low-income and other students. It provides federal funds to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on academic achievement standards and academic assessments.

In addition to serving public schools, Local School Systems offer Title I services to private school students living in Title I public school attendance areas who have significant needs for extra academic services. The amount of funding a Local School System may use to offer services is based on the proportion of school-aged children from low income families who live in the district's Title I public school attendance areas. However, poverty is not a criterion for receiving services.

Local School Systems provide services, but are not permitted to transfer money, supplies, or equipment to private schools.

Who Receives Title I Services?

To receive Title I services from St. Mary's County Public Schools, a private school student must:

- live in a St. Mary's County Title I Public School attendance area and,
- be in grades Prekindergarten through Grade 5 and,
- be identified as failing or at risk of failing on the basis of multiple, educationally related, objective criteria.

For the 2018-2019 school year, the following St. Mary's County Public Schools are designated as Title I Schools:

- **George Washington Carver Elementary**
- **Green Holly Elementary**
- **Greenvview Knolls Elementary**
- **Lexington Park Elementary**
- **Park Hall Elementary**

Students that would have attended one of these schools could be eligible to receive services. Services are also available to the parents of non-public children who participate in the Title I program, and may also be available to the non-public/private school teachers of those children as well.



St. Mary's County Public Schools

What Types of Services Can Title I Provide?

For Participating Private School Students: Title I provides an instructional program that supplements and is coordinated with the instruction that the private school children are receiving in their regular classrooms. The Title I non-public teacher works with the school to coordinate the schedule.

For Parents of Participating Private School Students: Title I provides opportunities for parent involvement and parent education that will ultimately help children achieve high academic standards. Parents help decide what kinds of activities will be offered.

For Teachers of Participating Private School Students: Title I may provide professional development opportunities on research-based reading and mathematics strategies to enhance instruction for Title I students.

How are Decisions Made?

- Each year, in the fall St. Mary's County Public Schools issues an invitation to State-approved private schools so their officials can learn about the Title I program. In late winter or early spring, with the schools interested in participating, we begin an ongoing consultation process to plan and deliver services to students who qualify to receive services. The first step in consultation is determining if the private school has students enrolled who may be eligible for services.
- After eligible private school children are identified and the services determined, parents are notified and decide if they want their child(ren) to participate in the Title I program

What is Consultation?

Consultation is a meaningful, ongoing discussion between St. Mary's County Public Schools and private school officials to identify eligible private school students and to develop, review, and evaluate the Title I services provided to eligible private school students, parents and teachers. Consultation meetings are scheduled throughout the school year. Feedback from parents and teachers of participating children is also encouraged.



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St. Mary's County Public Schools

Division of Instruction

Department of Supplemental School Programs

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Leonardtown, Maryland 20650

Dr. Kelly Murray Hall

Executive Director

Title I Services to Eligible Non-Public School Children

All children in grades preK-5 who reside in a Title I serviced school attendance area are potentially eligible for services regardless of what non-public/private school they attend. Thus, school districts receiving Title I federal funds must identify, and where appropriate, serve children who attend non-public private schools. All children are selected based upon residence in a Title I attendance area, and meeting selection criteria that have been established in consultation. Title I funding for Title I services is based on non-public/private school children who reside in Title I attendance areas, and are from low-income families. Residency and low-income information used to determine funding for 2018-2019 Title I services will be collected for students who were enrolled in the non-public school on or before September 30, 2017.

Procedures for the 2018-2019 School Year

1. All non-public schools interested in participating in the Title I Program for the 2018-2019 school year should return the Title I Participation Option Form to Kelly Hall, Executive Director for Title I, by April 30, 2018.
2. Non-public schools that elect to participate should provide an enrollment list with the addresses of all students in grades preK-5 by May 15, 2018 (including students enrolled on or before September 30, 2017). The Saint Mary's County Public Schools' (SMCPS) Title I Executive Director will verify that the eligible non-public school children reside in participating public school attendance areas. The public schools eligible to receive Title I funding for the 2018-2019 school year are: George Washington Carver, Green Holly, Greenview Knolls, Lexington Park, and Park Hall Elementary Schools.
3. Data from free/reduced price meal eligibility and survey poverty data will be the methods used to calculate the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.
4. The non-public students identified to receive Title I services must meet the criteria of residing in a public school Title I attendance area and meeting the established selection criteria. In consultation with non-public school officials, the LEA must establish multiple, educationally related, objective criteria to determine which non-public eligible Title I students will be served.
5. Individual consultation will take place prior to August 31, 2018, between the SMCPS Title I Executive Director and each participating non-public school official to plan the design, implementation, and assessment of Title I services to eligible students.
6. Non-public teachers of Title I students may be invited to participate in Title I professional development activities to increase their skills and knowledge regarding providing instruction to eligible Title I children.
7. Parent involvement of non-public Title I school participants is a component of the consultation with the public school Title I Executive Director. Parental notification, including receipt of permission to participate, should take place at each site.
8. Non-public school officials, in collaboration with the Title I teacher tutor(s), the SMCPS Title I Executive Director, and Title I staff will review student results on standardized testing (and other assessment measures) to identify eligible low performing students for services. The progress of all preK-5 students participating in the Title I tutoring program will be measured quarterly using assessments. The results of these assessments will be used to evaluate and improve services to non-public students.
9. Quarterly consultation meetings (minimally) will be scheduled with each site to review delivery of Title I services: August, 2018; November, 2018; February, 2019, May, 2019.

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.



St. Mary's County Public Schools
Division of Instruction
Department of Curriculum and Instruction
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650

Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

Mrs. Lisa Bachner
Director

To: Brain Radziwill
Archdiocese of Washington

From: Lisa Bachner 
Director of Curriculum and Instruction

Date: February 26, 2018

Re: **Title II, Part A Allotments – Mid-Year Update**

This memorandum is to update you on the balance of your funds made available through the Title II, part A, professional development grant. If there is a discrepancy between your records and those that are included herein, please notify my office immediately so we can correct the error.

FY18 Allotment	Expenditures through 2/26/18	Allotment Balance
\$19,099.12	(\$8,139.70)	\$10,959.42

These funds need to be encumbered by Friday, April 27, 2018, so that we can clear our grants and assure that all bills are paid during the grant period. **The State of Maryland has imposed more strict guidelines for the disbursements of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option.** Therefore, all requests for expenditures should be sent to St. Mary's County Public Schools, to my attention and will be processed by Sherri Gray (sagray@smcps.org). Should you have questions, you may reach Sherri Gray at 301-475-5511, ext. 32249. I can be reached at the same extension.

Please remember you can access professional development resources at www.smcps.org/dci by referencing the "Course Registration" link located on the left side.

cc: Leyla Mele
Accountant, Title II Grant



Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

St. Mary's County Public Schools
Division of Instruction

Department of Curriculum and Instruction
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650

Mrs. Lisa Bachner
Director

To: Principal
King's Christian Academy

From: Lisa Bachner *LB*
Director of Curriculum and Instruction

Date: February 26, 2018

Re: **Title II, Part A Allotments – Mid-Year Update**

This memorandum is to update you on the balance of your funds made available through the Title II, part A, professional development grant. Our records indicate that we did not receive an application packet from your school. Once an application is received, reviewed, and approved, we can begin processing approved expenditures from your allotment. If there is a discrepancy between your records and those that are included herein, please notify my office immediately so we can correct the error.

FY18 Allotment	Expenditures through 2/26/18	Allotment Balance
\$8,995.58 <i>(pending receipt of application)</i>	\$0	\$8,995.58 <i>(pending receipt of application)</i>

These funds need to be encumbered by Friday, April 27, 2018, so that we can clear our grants and assure that all bills are paid during the grant period. **The State of Maryland has imposed more strict guidelines for the disbursements of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option.** Therefore, all requests for expenditures should be sent to St. Mary's County Public Schools, to my attention and will be processed by Sherri Gray (sagray@smcps.org). Should you have questions, you may reach Sherri Gray at 301-475-5511, ext. 32249. I can be reached at the same extension.

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cc: Leyla Mele
Accountant, Title II Grant



Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

St. Mary's County Public Schools

Division of Instruction

Department of Curriculum and Instruction

23160 Moakley Street, Suite 101

Leonardtown, Maryland 20650

Mrs. Lisa Bachner

Director

To: Principal
Leonard Hall Junior Naval Academy

From: Lisa Bachner *LB*
Director of Curriculum and Instruction

Date: February 26, 2018

Re: **Title II, Part A Allotments – Mid-Year Update**

This memorandum is to update you on the balance of your funds made available through the Title II, part A, professional development grant. Our records indicate that we did not receive an application packet from your school. Once an application is received, reviewed, and approved, we can begin processing approved expenditures from your allotment. If there is a discrepancy between your records and those that are included herein, please notify my office immediately so we can correct the error.

FY18 Allotment	Expenditures through 2/26/18	Allotment Balance
\$817.78 <i>(pending receipt of application)</i>	\$0	\$817.78 <i>(pending receipt of application)</i>

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cc: Leyla Mele
Accountant, Title II Grant



St. Mary's County Public Schools
Division of Instruction

Department of Curriculum and Instruction
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650

Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

Mrs. Lisa Bachner
Director

To: Principal
Mother Catherine Academy

From: Lisa Bachner *LB*
Director of Curriculum and Instruction

Date: February 26, 2018

Re: **Title II, Part A Allotments – Mid-Year Update**

This memorandum is to update you on the balance of your funds made available through the Title II, part A, professional development grant. Our records indicate that we did not receive an application packet from your school. Once an application is received, reviewed, and approved, we can begin processing approved expenditures from your allotment. If there is a discrepancy between your records and those that are included herein, please notify my office immediately so we can correct the error.

FY18 Allotment	Expenditures through 2/26/18	Allotment Balance
\$3,218.36 <i>(pending receipt of application)</i>	\$0	\$3,218.36 <i>(pending receipt of application)</i>

These funds need to be encumbered by Friday, April 27, 2018, so that we can clear our grants and assure that all bills are paid during the grant period. **The State of Maryland has imposed more strict guidelines for the disbursements of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option.** Therefore, all requests for expenditures should be sent to St. Mary's County Public Schools, to my attention and will be processed by Sherri Gray (sagray@smcps.org). Should you have questions, you may reach Sherri Gray at 301-475-5511, ext. 32249. I can be reached at the same extension.

Please remember you can access professional development resources at www.smcps.org/dci by referencing the "Course Registration" link located on the left side.

cc: Leyla Mele
Accountant, Title II Grant



Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

St. Mary's County Public Schools

Division of Instruction

Department of Curriculum and Instruction

23160 Moakley Street, Suite 101

Leonardtown, Maryland 20650

Mrs. Lisa Bachner

Director

To: Principal
St. Mary's Ryken

From: Lisa Bachner 
Director of Curriculum and Instruction

Date: February 26, 2018

Re: Title II, Part A Allotments – Mid-Year Update

This memorandum is to update you on the balance of your funds made available through the Title II, part A, professional development grant. If there is a discrepancy between your records and those that are included herein, please notify my office immediately so we can correct the error.

FY18 Allotment	Expenditures through 2/26/18	Allotment Balance
\$18,703.42	(\$6,254.00)	\$12,449.42

These funds need to be encumbered by Friday, April 27, 2018, so that we can clear our grants and assure that all bills are paid during the grant period. **The State of Maryland has imposed more strict guidelines for the disbursements of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option.** Therefore, all requests for expenditures should be sent to St. Mary's County Public Schools, to my attention and will be processed by Sherri Gray (sagray@smcps.org). Should you have questions, you may reach Sherri Gray at 301-475-5511, ext. 32249. I can be reached at the same extension.

Please remember you can access professional development resources at www.smcps.org/dci by referencing the "Course Registration" link located on the left side.

cc: Leyla Mele
Accountant, Title II Grant



Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

St. Mary's County Public Schools

Division of Instruction

Department of Curriculum and Instruction


23160 Moakley Street, Suite 101

Leonardtown, Maryland 20650

Mrs. Lisa Bachner

Director

To: Principal
Starmaker Learning

From: Lisa Bachner 
Director of Curriculum and Instruction

Date: February 26, 2018

Re: **Title II, Part A Allotments – Mid-Year Update**

This memorandum is to update you on the balance of your funds made available through the Title II, part A, professional development grant. If there is a discrepancy between your records and those that are included herein, please notify my office immediately so we can correct the error.

FY18 Allotment	Expenditures through 2/26/18	Allotment Balance
\$369.32	\$369.32	\$0

These funds need to be encumbered by Friday, April 27, 2018, so that we can clear our grants and assure that all bills are paid during the grant period. **The State of Maryland has imposed more strict guidelines for the disbursements of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option.** Therefore, all requests for expenditures should be sent to St. Mary's County Public Schools, to my attention and will be processed by Sherri Gray (sagray@smcps.org). Should you have questions, you may reach Sherri Gray at 301-475-5511, ext. 32249. I can be reached at the same extension.

Please remember you can access professional development resources at www.smcps.org/dci by referencing the "Course Registration" link located on the left side.

cc: Leyla Mele
Accountant, Title II Grant



Mid-Year Meeting for Federally Funded Programs

Thursday, March 1, 2018

2:00-3:30 p.m.

Title IV, Part A Updates

- **December 8, 2017**
 - MSDE notified SMCPs of the approval of the Title IV, Part A grant.
 - Notice of Grant Award (NOGA) is for 7/1/17 – 6/30/19
 - 63% of funds were made available (\$50,000)
 - Remaining 37% (\$29, 151) will be available in June 2018
- **January 31, 2018**
 - The St. Mary's County Board of Education approved the acceptance of the Title IV, Part A grant and applicable budget and the submittal of the grant budget to the Commissioners of St. Mary's County for their approval.
- **February 27, 2018**
 - The Commissioners of St. Mary's County approved our request to accept the Title IV grant award.



Phone: 301-475-5511 ext. 32220; Fax: 301-475-2469

St. Mary's County Public Schools

Division of Instruction

Department of Special Education

23160 Moakley Street, Suite 105

Leonardtown, Maryland 20650

Mrs. Susie Fowler

Director

MEMORANDUM OF UNDERSTANDING

To: Private/Parochial School Representatives in St. Mary's County, Maryland

From: Ms. Susie Fowler^{SF}, Director of Special Education

Date: March 1, 2018

Re: Provision of Speech, Occupational and Physical Therapy Services to Parentally Placed Private/Parochial School Students and Home Instructed Students.

The St. Mary's County Public Schools (SMCPS) has consulted with private school officials and representatives of parents of parentally-placed private school children with disabilities. The consultation included discussion of how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the Child Find process can meaningfully participate in special education and related services. The consultation included how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternative service delivery mechanisms; how special education and related services will be apportioned to serve all parentally-placed private school children; and how and when these decisions will be made. Information was gained as to the number of students with disabilities attending private school.

As a result of this consultative process, it was decided that SMCPS will provide articulation and language services to parentally-placed private school students, who require speech/language services, grades K-8. These services will be provided at the school in which the student would attend if they were enrolled in the St. Mary's County Public Schools, during the speech therapists' contracted working hours. At the request of representatives of private schools, the SMCPS will continue to provide consultative services for occupational and physical therapy services to the private school staff or to the parents providing the home instruction. This service will include routinely scheduled site-based staff development meetings in the areas of speech, occupational and physical therapy interventions for private schools staff.

SMCPS has also determined that it will continue providing the same services to home instructed students for the present time, although it is under no legal obligation to do so. The Department of Special Education is available to discuss with families who have chosen Home Instruction, issues related to special education services at their *Child Find* meeting or by appointment.

We welcome your input in the decision-making process. Through this process of the SMCPS annual meeting with private school officials and representatives of parents of parentally-placed private school children with disabilities, we have extended to you the opportunity to express your views regarding the provision of services.

During our meeting, we updated you on IDEA changes, shared copies of the *Procedural Safeguards-Parental Rights* document, described services and programs in St. Mary's County, and answered any questions you may have had about special education. Please call me should you have additional questions. Thank you for attending our annual meeting.



Federally Funded Programs 2017-2018
March 1, 2018
21ST Century Community Learning Centers



St. Mary's County Public Schools receives funding from the Maryland State Department of Education in order to operate 21st Century Community Learning Centers (21CCLC). This funding originates from the federal government.

Students from non-public schools in the attendance area of 21CCLC sites are eligible to attend. To enroll, contact Tammy Burr, coordinator of Special Programs, St. Mary's County Public Schools, 301-475-5511 ex. 32257; tjburr@smcps.org

The 21CCLC programs

- Focus on the content areas of reading and math
- Work toward closing the achievement
- Provide enrichment in sports/fitness and the arts
- Provide Service Learning opportunities
- Include Character Education activities

The elementary and middle school programs operate 5 days each week for at least 2 hours per day. Current enrollment in each program is listed below. The following sites offering this programming under the title 4 Aces:

- George Washington Carver Elementary School – 62 students
- Lexington Park Elementary School - 70 students
- Spring Ridge Middle School – 48 students (+26 for a two day per week program)
- Carver Recreation Center (operated by St. Mary's County Department of Recreation and Parks) – 43 students

There is one high school program. It is entitled My Crew @ 3:00, and it meets for 2 hours Monday – Thursday at Great Mills High School. This program currently has 72 students registered.

Traditionally, the 21CCLC grant competition has been open to public schools, private schools, and non-profit organizations who partner with a school that serves a high percentage of students from low-income families.

For more information, please visit

<http://www.marylandpublicschools.org/programs/Pages/21st-CCLC/index.aspx>

Planning Meeting for Federally Funded Programs for 2017-2018

Monday, October 2, 2017, 2:00 p.m. - 3:30 p.m.

Black Conference Room

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Cynthia Kilcoyne	Dept. of Special Education / Smcps	301-475-5511 ext. 32218
Lisa Barber	Dept. of Curriculum + Instruction	
Anthony Wojt		301-884-3165
	Mother Catherine Academy	
Susan McDonough	St. John's School	301-373-2142
Tammy Burr	Dept. of Strategic Planning + Comm	301-475-5511 ext. 32257
Wendy Tarr	Dept. of Curr. + Inst.	301.475.5511, -ext. 32118
Jessica Cotugno	Dept. of Curriculum & Instruction	301-475-5511 ext. 32115
Rick Wood	St. Mary's Ryken	301-373-4187

Planning Meeting for Federally Funded Programs for 2017-2018

Monday, October 2, 2017, 2:00 p.m. - 3:30 p.m.

Black Conference Room

Sign-In Sheet (Please Print)

Representative	School/Location	Phone
Heather Francisco	Father Andrew White, SJ School	301-475-9795
Pauline Fathke	St. Michael's <i>for Lila Hofmeister</i>	301-862-5454
Kelly Hall	Dept. of Supplemental Schol Programs	301-475-5511 ext. 32136
• Martina Green - Office Manager		
• Carol Weber - Office Title I		
JAMES HARRIS	THE KING'S CHRISTIAN ACADEMY	301-994-3080



St. Mary's County Public Schools
Division of Instruction
Department of Supplemental School Programs
23160 Moakley Street, Suite 103
Leonardtown, Maryland 20650

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

Dr. Kelly M. Hall
Executive Director

***Planning Meeting for
Federally Funded Programs 2017-2018***

Monday, October 2, 2017
2:00 p.m. – 3:30 p.m.

Black Conference Room, 2nd Floor
St. Mary's County Public Schools
23160 Moakley Street
Leonardtown, Maryland 20650

Agenda

*For more information on the listed topics,
please call 301- 475-5511 and the
extension listed below:*

- | | | |
|------------------------------------|---|------------|
| • Welcome and Introductions | Dr. Kelly M. Hall, Executive Director
Supplemental School Programs
kmhall@smcps.org | Ext. 32136 |
| • Title I, Part A | Dr. Kelly M. Hall, Executive Director
Supplemental School Programs
kmhall@smcps.org | Ext. 32136 |
| • Title II, Part A | Mrs. Lisa Bachner, Director
Curriculum and Instruction
lebachner@smcps.org | Ext. 32249 |
| • Title III/LEP | Mrs. Wendy Tarr, Supervisor
World Languages and ESOL
wmtarr@smcps.org | Ext. 32118 |
| Title IV, Part A | Mrs. Jessica Cotugno, Supervisor
Elementary Programs and Gifted & Talented
jwcotugno@smcps.org | Ext. 32115 |
| Special Education | Mrs. Susan Fowler, Director
Special Education
sefowler@smcps.org | Ext. 32220 |
| 21 st Century Community | Ms. Tammy Burr, Coordinator
Special Programs
tjburr@smcps.org | Ext. 32257 |



St. Mary's County Public Schools

Title I Part A: Equitable Services for Private Students, Parents, and Teachers

FACT SHEET

What is Title I?

Title I is a federal program that supports economically disadvantaged students. Title I is the foundation of the federal commitment to closing the achievement gap between low-income and other students. It provides federal funds to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on academic achievement standards and academic assessments.

In addition to serving public schools, Local School Systems offer Title I services to private school students living in Title I public school attendance areas that have significant needs for extra academic services. The amount of funding a Local School System may use to offer services is based on the proportion of school-aged children from low income families that live in the district's Title I public school attendance areas. However, poverty is not a criterion for receiving services.

Local School Systems provide services, but are not permitted to transfer money, supplies, or equipment to private schools.

Who Receives Title I Services?

To receive Title I services from St. Mary's County Public Schools, a private school student must:

- live in a St. Mary's County Title I Public School attendance area and,
- be in grades Prekindergarten through Grade 5 and,
- be failing, or be at risk of failing to meet the academic achievement standards of the private school they attend.

For the 2017-2018 school year, the following St. Mary's County Public Schools are designated as Title I Schools:

- **George Washington Carver Elementary**
- **Green Holly Elementary**
- **Greenview Knolls Elementary**
- **Lexington Park Elementary**
- **Park Hall Elementary**

Students that would have attended one of these schools could be eligible to receive services. Services are also available to the parents and non-public/private school teachers of children who participate in the Title I program.



St. Mary's County Public Schools

What Types of Services Can Title I Provide?

For Participating Private School Students: Title I provides an instructional program that supplements and is coordinated with the instruction that the private school children are receiving in their regular classrooms. The Title I non-public teacher works with the school to coordinate the schedule.

For Parents of Participating Private School Students: Title I provides opportunities for parent involvement and parent education that will ultimately help children achieve high academic standards. Parents help decide what kinds of activities will be offered.

For Teachers of Participating Private School Students: Title I provides professional development opportunities on research-based reading and mathematics strategies to enhance instruction for Title I students.

How are Decisions Made?

- Each year, in the fall St. Mary's County Public Schools issues an invitation to State-approved private schools so their officials can learn about the Title I program. In late winter or early spring, with the schools interested in participating, we begin an ongoing consultation process to plan and deliver services to students who qualify to receive services. The first step in consultation is determining if the private school has students enrolled that may be eligible for services.
- After eligible private school children are identified and the services determined, parents are notified and decide if they want their child(ren) to participate in the Title I program

What is Consultation?

Consultation is a meaningful, ongoing discussion between St. Mary's County Public Schools and private school officials to identify eligible private school students and to develop, review, and evaluate the Title I services provided to eligible private school students, parents and teachers. Consultation meetings are scheduled throughout the school year. Feedback from parents and teachers of participating children is also encouraged.

Free and Reduced-Price Meal Benefit

School Year 2017-2018

Federal Income Eligibility Guidelines

Household Size	Year	Month	Week
1	\$22,311	\$1,860	\$430
2	30,044	2,504	578
3	37,777	3,149	727
4	45,510	3,793	876
5	53,243	4,437	1,024
6	60,976	5,082	1,173
7	68,709	5,726	1,322
8	76,442	6,371	1,471
For each additional family member add:	\$7,733	\$645	\$149




Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

St. Mary's County Public Schools
Division of Instruction
Department of Curriculum and Instruction
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650

Mrs. Lisa Bachner
Director

To: Kevin Fry
The King's Christian Academy

From: Lisa Bachner 
Director of Curriculum and Instruction

Date: September 13, 2017

Re: *Title II, Part A Allotments*

Each year, a portion of Title II, Part A, funding is allocated to support professional development activities for non-public schools. The amount available to your school for this school year is **\$8,995.58**.

Under the Uniform Provisions legislation, which governs Title II, Part A, funding, consultation regarding the disbursement and use of these funds must occur. Therefore, the Maryland State Department of Education (MSDE), who regulates this funding, has requested that we provide the focus area for these professional development dollars at each of the sites. According to the legislation, non-public schools accessing these funds **must** conduct a needs assessment and professional development plan to articulate for what purpose and focus the professional development funds will be used. The application packet containing the information we need is enclosed/attached, titled "*FY17 Non-Public School Consultation for FY18 Provision of Services*". Please email me your completed application packet toward which these funds will be targeted. You can email your packet to me at lebachner@smcps.org by October 13, 2017 or mail it to me. Your request for payment, purchases, or disbursement of funds must align with this needs assessment.

These funds need to be encumbered by May 25, 2018, so that we can clear our grants and assure that all bills are paid during the grant period. The State of Maryland imposes strict guidelines for the disbursements of these grant funds. All payments must be made directly from St. Mary's County Public Schools, and reimbursement to the non-public schools is not an option. Therefore, all requests for expenditures should be sent to St. Mary's County Public Schools. The process for reimbursement is explained fully in Part III of the "*FY17 Non-Public School Consultation for FY18 Provision of Services*". Should you have questions, you may reach my secretary, Sherri Gray at 301-475-5511, ext. 32249. I can be reached at the same extension.

As in years past, we will have meetings throughout the year and keep you informed of professional development opportunities that you can attend that are sponsored by St. Mary's County Public Schools. You can also access professional development resources at www.smcps.org/dci.

I look forward to working with you to assure that the capacity of every teacher in St. Mary's County is enhanced through professional development dollars made available through the Title II, Part A.

cc: Leyla Mele



St. Mary's County Public Schools

Division of Instruction

Department of Curriculum and Instruction


23160 Moakley Street, Suite 101

Leonardtown, Maryland 20650

Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

Mrs. Lisa Bachner
Director

To: Brian Radziwill
Archdiocese of Washington

From: Lisa Bachner 
Director of Curriculum and Instruction

Date: September 13, 2017

Re: *Title II, Part A Allotments*

Each year, a portion of Title II, Part A, funding is allocated to support professional development activities for non-public schools. The amount available to your school for this school year is **\$19,099.12** (Father Andrew White School, Little Flower School, St. John's School and St. Michael's School).

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I look forward to working with you to assure that the capacity of every teacher in St. Mary's County is enhanced through professional development dollars made available through the Title II, Part A.

cc: Leyla Mele – St. Mary's County Public Schools
Heather Francisco – Father Andrew White School
Barbara Stirling – Little Flower School
Susan McDonough – St. John's School
Lila Hofmeister – St. Michael's School

ST. MARY'S COUNTY PUBLIC SCHOOL
Title II, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services
Application Packet

Part I: Contact Information and Allocation Breakdown

Directions: Provide contact information and identify how Title II, Part A grant funds will be used.

Please return entire application packet by **October 13, 2017** to:

St. Mary's County Public Schools
Attn: Lisa Bachner, Director of Curriculum and Instruction
23160 Moakley Street, Suite 101
Leonardtown, MD 20650
lebachner@smcps.org

CONTACT INFORMATION

Non-Public Name	
Non-Public Representative <i>(Name and Title)</i>	
Email Address <i>Non-Public Representative</i>	
Telephone Number <i>Non-Public Representative</i>	
Additional Non-Public Contact <i>(Name and Title)</i>	
Email Address <i>Non-Public Contact</i>	
Telephone Number <i>Non-Public Contact</i>	

ALLOCATION BREAKDOWN

Goal and Objective	Budget Category	Cost/Total
Total Allocation		

ST. MARY'S COUNTY PUBLIC SCHOOL
Title II, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services
Application Packet

ACKNOWLEDGEMENTS

I, _____, (Non-Public School Representative) affirm that Title II, Part A funds will only be used to provide evidence-based professional development to teachers, administrators, paraprofessionals, other support staff, and/or parents. Additionally, I will ensure that any program, services, or activities will be in accordance with the plan approved by the St. Mary's County Public Schools (SMCPS). Further, I understand that any modification/amendment to the approved plan must be agreed upon with SMCPS.

Signature: Non-Public Representative

__/__/_____
Date

ST. MARY'S COUNTY PUBLIC SCHOOL
Title II, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services
Application Packet

Part II: Professional Development Plan and Budget

STEP 1—Identify Student Learning Needs and Knowledge and Skills to Master

Directions: Briefly describe the following:

1. The specific data collected and reviewed to identify student needs (What data, when was it collected, and how was it assessed);
2. The resulting identified student needs; and
3. The professional knowledge and skills that teachers will need to master in order to address student learning needs effectively.

NEEDS ASSESSMENT

Data Collected and Reviewed	Identified Student Learning Need(s)	Professional Knowledge and Skills Needed to Master

ST. MARY'S COUNTY PUBLIC SCHOOL
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STEP 2—Professional Development Plan

Directions: Provide a detailed evidence-based professional development plan based on students' needs and the knowledge and skill needed to master, as identified in Step 1. The plan must include the following information:

1. The professional development goal(s);
2. Objective(s) that will support the professional development goal;
3. Evidence-based professional development activities that will meet the objective(s);
4. Evidence-based documentation to support the professional development activities;
5. A timeline for activities;
6. Resources needed;
7. Outcome(s) of the activities; and
8. The type of expense and an estimated cost for each activity.

PROFESSIONAL DEVELOPMENT PLAN

GOAL 1		
Objective A		
Activity #1		
Supporting Evidence		
Timeline		
Resources Needed		
Outcome(s)		
Budget	Type of Expense	Estimated Cost
Activity #2		
Supporting Evidence		
Timeline		
Resources Needed		
Outcome(s)		
Budget	Type of Expense	Estimated Cost

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<u>OBJECTIVE B</u>		
Activity		
Supporting Evidence		
Timeline		
Resources Needed		
Outcome(s)		
Budget	Type of Expense	Estimate Cost

**If you have more than two objectives, please add them as an addendum to this packet.*

STEP 3—Evaluation of Activities and Impact on Student Learning

Directions: Discuss the success of the professional development plan, as described in Step 2, using the provided table. The plan must include the following information:

1. Measure(s) of success;
2. Data to be collected;
3. How and who will collect data;
4. The frequency of data collection;
5. An evaluation summary deadline.

Goal 1	
Measure(s) of Success	
Data to be collected	
How and who will be collecting data	
How often will data be collected	
Evaluation summary returned to SMCPs	<i>May 25 2018</i>

ST. MARY'S COUNTY PUBLIC SCHOOL
Title II, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services
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ACKNOWLEDGEMENTS

I, _____, (Non-Public School Representative) affirm that the professional development plan is appropriate to meet the identified needs. In addition, I understand that Title II, Part A funds can only be paid to vendors/contractors or used to reimburse staff members/parents. Local Education Agencies (LEAs) are the fiscal agents for grant funds, and SMCPs is responsible for administering these funds in accordance with Title II, Part A. Further, I acknowledge that SMCPs cannot distribute funds directly to a non-public school.

Signature: Non-Public Principal

__/__/____
Date

My signature signifies that I have reviewed and approved the non-public school's professional development plan in accordance with Title II, Part A.

Signature: SMCPs Representative

__/__/____
Date

ST. MARY'S COUNTY PUBLIC SCHOOL
Title II, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services
Application Packet

Part III: Request for Reimbursement

All requests for reimbursement must have approved Parts I and II on file and must be received by SMCPS no later than May 25, 2018.

Directions: *To receive reimbursement:*

1. *Complete this section and attach ORIGINAL receipts and documentation to prove payment or request payment. Copies will not be accepted. Receipts must total the requested amount.*
2. *Request payment to a vendor by attaching the ORIGINAL invoice. Vendor invoices must reflect the exact amount to be paid by Title II, Part A.*
3. *Provide proof of individual payment which may include copies of canceled checks or copies of credit card statements. All documentation must show recipient's name.*
4. *Know that requests for payments to individuals must include a W-9.*
5. *Mail the completed form and receipts to:*

*Ms. Lisa Bachner
Director of Curriculum and Instruction
St. Mary's County Public Schools
23160 Moakley Street
Suite 101
Leonardtown, MD 20650*

NOTE: All payments will be made to the individual teacher or supplier of services. No direct funds will be issued to schools.

Nonpublic School Name (please print)

Name of person or company to be reimbursed (please print)

Home / Business Address (please print)

Amount Requested \$ _____

Number of staff members that participated in the activity (please attach list of names)

ST. MARY'S COUNTY PUBLIC SCHOOL
Title II, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services
Application Packet

ACKNOWLEDGEMENT

My signature certifies the above expense statement to be accurate, complete, and is requested in accordance with Title II, Part A.

Signature: Non-Public Representative

__/__/__

Date

Payment—to be completed by SMCPs

- ☐ Payment Approved
- ☐ Payment Not Approved

Signature: SMCPs Representative

__/__/__

Date



Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

St. Mary's County Public Schools

Division of Instruction

Department of Curriculum and Instruction

23160 Moakley Street, Suite 101

Leonardtown, Maryland 20650

Mrs. Lisa Bachner

Director

Title IV, Part A Every Student Succeeds Act

General Information:

- The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- Newly authorized under Subpart 1 of Title IV, Part A of the ESSA, is the Student Support Academic and Enrichment Grant (SSAE) program.
 - This program is intended to meet the commitment of equity and opportunity for all students.
- The goal of the Student Support and Academic Enrichment Program is to:
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for student learning; and
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.
- Supplement not supplant; Federal funds cannot be used if the cost of the activities in the SSAE program would have been otherwise paid for by state or local funds.

Authorized Activity Areas:

- Activities to support Well-Rounded Educational Opportunities
 - Purpose: To provide an enriched curriculum and educational experience to all students.
 - LEA must use at least 20% of funds to support well-rounded educational activities.
- Activities to support Safe and Healthy Schools
 - Purpose: To improve school conditions for student learning
 - LEA must use at least 20% of funds to support safe and healthy schools.
- Activities to support the Effective Use of Technology
 - Purpose: To improve the academic achievement, academic growth, and digital literacy of all students
 - LEA shall not use more than 15% of the portion of the funds allotted for supporting the effective use of technology to purchase technology infrastructure.

Activity Funds:

- The following schools indicated an intent to participate and will receive the following allocation, pending funding, to use for approved activities
 - St. Mary's Ryken- \$3,130.66*
 - Little Flower- \$668.34*

**This number will be adjusted if additional schools opt to participate.*

III. Allowable Use of Funds- Sample

Well-Rounded Educational Opportunities	Safe and Healthy Students	Effective Use of Technology
Improving instruction and student engagement in science, technology, engineering, and mathematics, and computer science (STEM subjects)	Promoting community and parent involvement in schools	Carrying out blended learning projects
Supporting college and career counseling, including providing information on opportunities for financial aid	Implementing re-entry programs and transitions services for justice involved youth	Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools	Creating child sexual abuse awareness and prevention programs	Building technological capacity and infrastructure
Improving access to foreign language instruction, arts, and music education.	Promoting school readiness and academic success	Providing high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement



St. Mary's County Public Schools

Division of Instruction

Department of Curriculum and Instruction

23160 Moakley Street, Suite 101

Leonardtown, Maryland 20650

Phone: 301-475-5511 ext. 32249; Fax: 301-475-4229

Mrs. Lisa Bachner

Director

September 18, 2017

Dear Principal:

On behalf of the St. Mary's County Public Schools (SMCPS), I have enclosed the Intent to Participate Form to determine your school's interest in participating in the **Student Support and Academic Enrichment Grant (SSAEG) under Title IV, Part A** for School Year 2017-2018. Title IV, Part A is a newly authorized program under the Every Student Succeeds Act (ESSA) that authorized activities in three broad areas:

1. **Providing students with a well-rounded education** including programs such as college and career counseling, STEM, arts, civics, foreign language, environmental education, and International Baccalaureate/Advanced Placement.
2. **Supporting safe and healthy students** with comprehensive school mental health, drug and violence prevention, bullying and harassment prevention, training on trauma-informed practices, and health and physical education.
3. **Supporting the effective use of technology** that is backed by professional development, blended learning, and educational technology devices.

The Maryland State Department of Education (MSDE) informed SMCPS of the district's preliminary allocation of Title IV, Part A funds for school year 2017/18. As required by ESSA, an equitable share of these funds must be made available to private/nonpublic schools that operate within St. Mary's County. If all private/nonpublic schools choose to participate the approximate draft allocation would be \$4.14 per student to fund approved services. Please indicate on the attached form your school's intent regarding participation in this new grant program.

Note, this program will provide services to students, not provide an allocation that the private/nonpublic school can design a plan for spending. The SY2017/18 Title IV funds are designed to support activities that occur between July 1, 2017 and September 30, 2018.

If you elect for your school to participate in the FY18 Title IV, Part A program, SMCPS must receive your completed intent to participate form no later than September 29, 2017. SMCPS will hold a Planning Meeting for Federal Funded Programs on October 2 at 2:00 PM at the SMCPS Central Administration Building located at 23160 Moakley Street, Leonardtown, MD 20650. Completed applications for all participating schools are due by October 9, 2017.

Sincerely,

Jessica Cotugno

Supervisor of Elementary Programs and GT

Grant Manager, Title IV, Part A Program

jwcotugno@smcps.org

ST. MARY'S COUNTY PUBLIC SCHOOL
Title IV, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services

SY2017/18 Title IV, Part A
Program Intent to Participate

Non-Public/Private School Name: _____

Address: _____

Name and Title of Individual Completing this Form: _____

School Administrator: _____

Phone: _____ **E-mail:** _____

_____ We would like to participate in the SY17/18 Title IV, Part A Federal Grant program. If this box is checked, please complete the information below.

_____ We do not wish to participate in the SY17/18 Title IV, Part A Federal Grant program.

Title IV Point of Contact: _____

Phone: _____ **E-mail:** _____

Please provide the Official September 30, 2016 Enrollment for your school:

Pre-K _____ K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

8 _____ 9 _____ 10 _____ 11 _____ 12 _____

Total enrollment (grades Pre K-12, as of September 30, 2016): _____

_____ The Title IV Point of Contact will attend the Planning Meeting for Federally Funded Programs at the SMCPS Central Administration Building located at 23160 Moakley Street, Leonardtown, MD 20650 on Monday, October 2, 2017 from 2:00 – 3:30 PM.

_____ The Title IV Point of Contact will NOT attend the consultation meeting on October 2, 2017.

Administrator's Signature: _____ **Date:** _____

By September 29, 2017, submit SY Title IV, Part A to Program Intent to Participate form by email (preferred) or U.S. mail to:

Email: jwcotugno@smcps.org

Address: St. Mary's County Public Schools
Department of Curriculum and Instruction
Jessica Cotugno
23160 Moakley Street
Leonardtown, MD 20650

ST. MARY'S COUNTY PUBLIC SCHOOL
Title IV, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services

SY2017/18 Title IV, Part A
Student Support and Academic Enrichment Grant (SSAEG)
Application Packet

Part I: Contact Information and Allocation Breakdown

Directions: Provide contact information and identify how Title IV, Part A grant funds will be utilized.

*Please return entire application packet by **October 9, 2017** to:*

St. Mary's County Public Schools
Attn: Jessica Cotugno
23160 Moakley Street, Suite 101
Leonardtown, MD 20650
jwcotugno@smcps.org

CONTACT INFORMATION

Non-Public Name	
Non-Public Title IV Representative <i>Name and Title</i>	
Email Address <i>Non-Public Title IV Representative</i>	
Telephone Number <i>Non-Public Title IV, Representative</i>	

ALLOCATION BREAKDOWN

Goal and Objective	Budget Category	Cost/Total
Total Allocation		

ST. MARY'S COUNTY PUBLIC SCHOOL
Title IV, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services

ACKNOWLEDGEMENTS

I, _____, (Non-Public School Representative) affirm that Title IV, Part A funds will be used to provide students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of students.

Under Title IV, Part A- the LEA provides services to the non-publics based on the allowable use. I will ensure there is no supplanting (not a base curriculum or something already offered). I understand services provided must be a direct benefit to the students in need, not necessarily the whole school.

Additionally, I will ensure that any program, services, or activities will be in accordance with the plan approved by St. Mary's County Public Schools (SMCPS). Further, I understand that any modification/amendment to the approved plan must be agreed upon with SMCPS.

Signature: Non-Public Representative

Date

ST. MARY'S COUNTY PUBLIC SCHOOL
Title IV, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services

Part II: SSAEG Planning

STEP 1—NEEDS ASSESSMENT

Examine your needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students
- School conditions for student learning to create a healthy and safe school environment
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

Directions: Briefly describe the following:

1. The specific data collected and reviewed to identify student needs (What data, when was it collected, and how was it assessed);
2. The resulting identified student needs

NEEDS ASSESSMENT

Area	Identified Needs	Data/Rationale
Access to, and opportunities for, a well-rounded education for all students		
School conditions for student learning to create a healthy and safe school environment		
Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology		

ST. MARY'S COUNTY PUBLIC SCHOOL
Title IV, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services

STEP 2—SSAEG ACTIVITIES

Activities to Support Well-Rounded Educational Opportunities

Identify programs and activities that will be implemented to support access to a well-rounded education and educational experiences for students.

Brief Description of Specific Services including: <ul style="list-style-type: none">• Program Objectives• Intended Outcomes• Timeline• Implementation• Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how the funds will be used (including specific dollar amounts).

ST. MARY'S COUNTY PUBLIC SCHOOL
Title IV, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services

Activities to Support Safe and Healthy Students

Identify programs and activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff.

Brief Description of Specific Services including: <ul style="list-style-type: none">• Program Objectives• Intended Outcomes• Timeline• Implementation• Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how the funds will be used (including specific dollar amounts).

ST. MARY'S COUNTY PUBLIC SCHOOL
Title IV, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services

Activities to Support the Effective Use of Technology

Identify programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students.

Brief Description of Specific Services including: <ul style="list-style-type: none">• Program Objectives• Intended Outcomes• Timeline• Implementation• Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how the funds will be used (including specific dollar amounts).

ST. MARY'S COUNTY PUBLIC SCHOOL
Title IV, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services

ACKNOWLEDGEMENTS

I, _____, (Non-Public School Representative) affirm that the SSAEG plan is appropriate to meet the identified needs. In addition, I understand that Title IV, Part A funds can only be paid to vendors/contractors or used to reimburse staff members/parents. Local Education Agencies (LEAs) are the fiscal agents for grant funds, and SMCPS is responsible for administering these funds in accordance with Title IV, Part A. Further, I acknowledge that SMCPS cannot distribute funds directly to a non-public school.

Signature: Non-Public Principal

Date

My signature signifies that I have reviewed and approved the non-public school's SSAEG plan in accordance with Title IV, Part A.

Signature: SMCPS Representative

Date

ST. MARY'S COUNTY PUBLIC SCHOOL
Title IV, Part A Grant Funding
FY17 Non-Public School Consultation for FY18 Provision of Services

Part III: Request for Reimbursement

All requests for reimbursement must have approved Parts I and II on file and must be received by SMCPs no later than May 25, 2018.

Directions: *To receive reimbursement:*

1. *Complete this section and attach ORIGINAL receipts and documentation to prove payment or request payment. Copies will not be accepted. Receipts must total the requested amount.*
2. *Request payment to a vendor by attaching the ORIGINAL invoice. Vendor invoices must reflect the exact amount to be paid by Title IV, Part A.*
3. *Provide proof of individual payment which may include copies of canceled checks or copies of credit card statements. All documentation must show recipient's name.*
4. *Know that requests for payments to individuals must include a W-9.*
5. *Mail the completed form and receipts to:*

St. Mary's County Public Schools
Department of Curriculum and Instruction
Jessica Cotugno
23160 Moakley Street
Leonardtown, MD 20650

NOTE: All payments will be made to the individual teacher or supplier of services. No direct funds will be issued to schools.

Nonpublic School Name (please print)

Name of person or company to be reimbursed (please print)

Home / Business Address (please print)

Amount Requested \$ _____

Title IV Participation 2017-2018

School	Revised	Title IV Contact	Phone number	E-mail	Title IV	Title IV Notes
SMCPS	17156				\$73,985.25	
Little Flower	152	Barbara Graeser	301-994-0404	lfsadmin@littleflowercatholic.org	\$655.50	
St. Mary's Ryken	712	Rick Wood	301-373-4187	rwood@smrhs.org	\$3,070.50	
The King's Christian Academy	353	Jim Harris		jharris@kingschristianacademy.org	\$1,522.31	
Total	18373				\$79,233.56	

SMC Title IV Allotment \$79,234.00
Per Pupil Allotment \$4.31



Phone: 301-475-5511 ext. 32220; Fax: 301-475-2469

St. Mary's County Public Schools

Division of Instruction

Department of Special Education

23160 Moakley Street, Suite 105

Leonardtown, Maryland 20650

Mrs. Susie Fowler

Director

MEMORANDUM OF UNDERSTANDING

To: Private/Parochial School Representatives in St. Mary's County, Maryland

From: Ms. Susie Fowler, Director of Special Education *SF*

Date: October 2, 2017

Re: Provision of Speech, Occupational and Physical Therapy Services to Parentally Placed Private/Parochial School Students and Home Instructed Students.

The St. Mary's County Public Schools (SMCPS) has consulted with private school officials and representatives of parents of parentally-placed private school children with disabilities. The consultation included discussion of how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the Child Find process can meaningfully participate in special education and related services. The consultation included how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternative service delivery mechanisms; how special education and related services will be apportioned to serve all parentally-placed private school children; and how and when these decisions will be made. Information was gained as to the number of students with disabilities attending private school.

As a result of this consultative process, it was decided that SMCPS will provide articulation and language services to parentally-placed private school students, and home instructed students, who require speech/language services, grades K-8. These services will be provided at the school in which the student would attend if they were enrolled in the St. Mary's County Public Schools, during the speech therapists' contracted working hours. At the request of representatives of private schools, the SMCPS will continue to provide consultative services for occupational and physical therapy services to the private school staff or to the parents providing the home instruction. This service will include routinely scheduled site-based staff development meetings in the areas of speech, occupational and physical therapy interventions for private schools staff.

We welcome your input in the decision-making process. Through this process of the SMCPS annual meeting with private school officials and representatives of parents of parentally-placed private school children with disabilities, we have extended to you the opportunity to express your views regarding the provision of

services. The Department of Special Education is available to discuss with families who have chosen Home Instruction, issues related to special education services at their *Child Find* meeting or by appointment.

During our meeting, we updated you on IDEA changes, shared copies of the *Procedural Safeguards-Parental Rights* document, described services and programs in St. Mary's County, and answered any questions you may have had about special education. Please call me should you have additional questions. Thank you for attending our annual meeting.



Federally Funded Programs 2017-2018
October 2, 2017
21ST Century Community Learning Centers



St. Mary's County Public Schools receives funding from the Maryland State Department of Education in order to operate 21st Century Community Learning Centers (21CCLC). This funding originates from the federal government.

Students from non-public schools in the attendance area of 21CCLC sites are eligible to attend. To enroll, contact Tammy Burr, coordinator of Special Programs, St. Mary's County Public Schools, 301-475-5511 ex. 32257; tjburr@smcps.org

The 21CCLC programs

- Focus on the content areas of reading and math
- Work toward closing the achievement
- Provide enrichment in sports/fitness and the arts
- Provide Service Learning opportunities
- Include Character Education activities

The elementary and middle school programs operate 5 days each week for at least 2 hours per day. Each program serves approximately 60 students. The following sites offering this programming under the title 4 Aces:

- George Washington Carver Elementary School
- Lexington Park Elementary School
- Spring Ridge Middle School
- Carver Recreation Center (operated by St. Mary's County Department of Recreation and Parks)

There is one high school program. It is entitled My Crew @ 3:00, and it meets for 2 hours Monday – Thursday at Great Mills High School.

Traditionally, the 21CCLC grant competition has been open to public schools, private schools, and non-profit organizations who partner with a school that serves a high percentage of students from low-income families.

For more information, please visit

<http://www.marylandpublicschools.org/programs/Pages/21st-CCLC/index.aspx>



21st Century Community Learning Centers After School Programs



100% For 100 Days!

That's right. 100% for 100 days. That's what we are asking from our students, and that is what we are committed to giving to our students. St. Mary's County Public School's 21st Century Community Learning Centers after school programs at George Washington Carver Elementary School, Lexington Park Elementary School, Spring Ridge Middle School, and Great Mills High School, as well as the after school program at Carver Recreation Center, will all operate for 100 days this school year. The programs will begin in mid-October, and we are asking our students to meet the 100 day challenge.

100 Day Challenge

- Attend for 100 days
- Give 100% effort

Students – Step up! Accept the challenge!

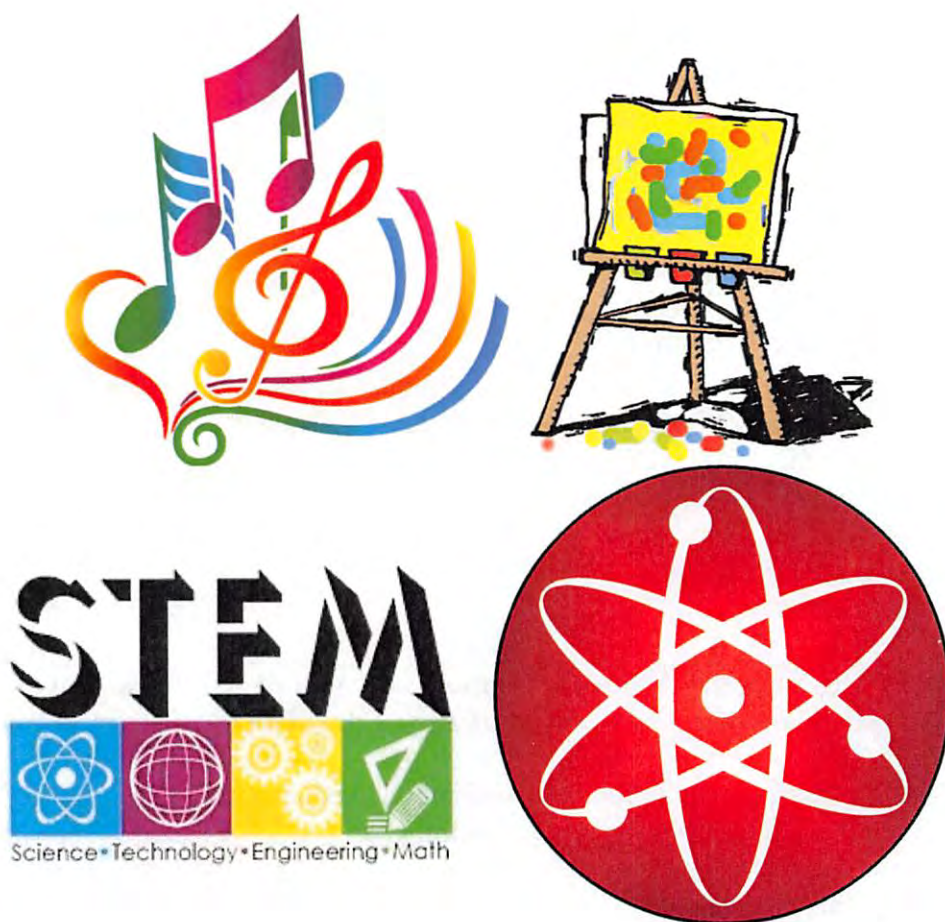
Show everyone what you can accomplish in 100 days.

You may even surprise yourself!

IV.

Title IV

Attachment 9



Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants
Revised 5-21-18

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency (LEA): St. Mary's County (18)

Fiscal Year 2019

Title IV-A Coordinator: Jessica Cotugno

Telephone: 301-475-5511 extension 32115

E-mail: jwcotugno@smcps.org

Title IV, Part A Application

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment

- 1.0: Consultation (Required)
- 2.0: Administrative Costs (Allowable)
- 3.0: Needs Assessment (Required)
- 4.0: Activities to Support Well-Rounded Educational Opportunities (Required)
- 5.0: Activities to Support Safe and Healthy Students (Required)
- 6.0: Activities to Support the Effective Use of Technology (Required)
- 7.0: Equitable Services (Required)
- 8.0: Assurances (Required)
- 9.0: Internet Safety (Required)
- 10.0: Budget Narrative

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and,
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as

applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;

- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: St. Mary's County

Fiscal Year: 2019

1.0 CONSULTATION - Required

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

Information about the Title IV, Part A grant opportunity was shared with the Superintendent, the Deputy Superintendent, Department Directors (ex: Curriculum and Instruction, Special Education, Student Services, Supplemental School Programs, Assessment and Accountability) and instructional supervisors. In addition to working with their department and school based leadership/staff, these individuals work closely with a variety of community agencies to identify and address student, staff, and school needs.

The Supervisor of Academy Programs and Advanced Placement works collaboratively with local organizations such as the Patuxent Partnership and the Naval Air Station Patuxent River. The Patuxent Partnership works with government, industry and academia on initiatives in science and technology, hosts programs of interest to NAVAIR and the broader DoD community, and supports workforce development including education initiatives and professional development. The Naval Air Station Patuxent River, also known as NAS Pax River, is a United States Naval Air Station located in St. Mary's County, Maryland, on the Chesapeake Bay near the mouth of the Patuxent River. Both the Patuxent Partnership and the Naval Air Station have worked collaboratively with St. Mary's County Public schools to promote the development of Science, Technology, Engineering, and Mathematics opportunities for local students and teachers. Over the past few years, they have worked together to provide technology resources, professional development, and STEM experiences for students and teachers. A limited number of schools and students have been able to take full advantage of these STEM opportunities due to barriers such as proximity to the Naval Air Station, limited access to transportation to community events, and the need to share a finite number of materials between multiple schools. By bringing more STEM opportunities to schools that do not have easy access to some of the resources currently provided by community partnerships, we will be able to improve aspects of the well-rounded curriculum by providing specific site-based STEM opportunities that are more easily accessible to students.

A variety of SMCPS staff have ongoing contact with the St. Mary's County Public Libraries. The SMCPS library/media staff collaborate with the public libraries to host events, organize materials, and publicize community events. Through coordinated efforts, public library cards can be distributed students through the public schools. Both St. Mary's County Public Schools and the St. Mary's County Public Libraries are members of the St. Mary's Early Childhood Advisory Council (ECAC) and collaborate at their regularly scheduled meetings.

The Supervisor of Physical Education, Health Education, and Athletics works collaboratively with the local Health Department. One method of collaboration is through the Healthy St. Mary's Partnership. The Healthy St. Mary's Partnership (HSMP) is a community-driven coalition of public and private partners working together to address priority health issues for St. Mary's County, Maryland. Another method of collaboration is through the St. Mary's County School Health Council. The Council is co-chaired by a Health Officer and an

Instructional Supervisor. The Council holds open meetings that are regularly attended by the Supervisor of School Health Services, Supervisor of Guidance, Director of Supporting Services, a variety of Health and Physical Education teachers, Director of Food and Nutrition Services, and representatives from the Health Department. Parents and community members are also welcome to attend Council meetings. The Council discusses items related to safe and healthy schools and acts in an advisory capacity to the St. Mary's County Board of Education. Some of the teachers that attend also volunteer to be involved in school-based wellness activities.

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

The instructional supervisors will oversee the planned activities. They will work in collaboration with the Department of Curriculum and Instruction, Human Resources, and Fiscal Services, to recruit staff, secure/distribute materials, implement the activities, and review the effectiveness of the planned activities.

The St. Mary's County STEM coordinator has regular contact with the Patuxent Partnership and the community outreach representative for the Naval Air Station. Through this collaboration, support is provided for well-rounded educational experiences such as college and career guidance, programming and activities that support STEM instruction, and opportunities for hands-on learning experiences.

The St. Mary's County Supervisor of Library/Media and her staff have ongoing collaboration with the staff at St. Mary's County Public Libraries. Through this collaboration students and teachers are made aware of a variety of materials and support services available through the public library system. The public library staff also interacts with instructional supervisors to identify materials that can be purchased to support public school initiatives (ex: book titles recommended for summer reading).

The St. Mary's County School Health Council meets quarterly. The Healthy St. Mary's Partnership meets annually. Collaboration with the St. Mary's County Health Department occurs during all of these meetings, in addition to school and activity specific interactions. All of these partnerships support activities that are directly related to safe and healthy students.

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

Representatives from St. Mary's County Public Schools, the Patuxent Partnership, and the Naval Air Station Patuxent River currently work together to identify ways to promote and advance STEM opportunities for students and teachers. By using some existing knowledge and experience, this group will be able to reach out and support new students and schools in STEM initiatives including coding and robotics.

Community partners such as the St. Mary's County Library and community groups such as the Early Childhood Advisory Council work together to improve student readiness for school and work to support/provide opportunities for student to be in safe and healthy environments.

The collaborative nature of the Healthy St. Mary's Partnership and the St. Mary's County School Health Council provides avenues that allows a variety of community members to work together to advance initiatives regarding the safety and wellness of the community.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: <u>St. Mary's County</u>	Fiscal Year: <u>2019</u>
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LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE)

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1	Administrative Costs	Funds to cover the administrative costs of grant oversight	\$3,591.31
2.2			
2.3			
2.4			
		Total for Section 2.0	\$3,591.31

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: St. Mary's County

Fiscal Year: 2019

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

3.0 NEEDS ASSESSMENT- Required				
Item		Access to, and opportunities for, a well-rounded education for all students	School conditions for student learning to create a healthy and safe school environment	Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology
3.1	Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?	School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce can all reflect on local access and available opportunities for student exposure to a well-rounded curriculum. They can be engaged through collaborative conversations, formal meetings, and specific activities/projects.	School system staff (central office, building administrators, teachers), students, guardians, and community partners representing the local workforce can all reflect on local access and available opportunities for student exposure to healthy and safe schools. They can assist with identifying needs, brainstorming solutions, and implanting ideas.	The Department of Assessment and Accountability, the Department of Curriculum and Instruction, the Department of Special Education, and building administrators can assist in determining needs regarding access to personalized learning experiences that are supported by technology and professional development. Individuals from each of these groups meet monthly to discuss local needs and plans for support.
3.2	What data are needed to best understand local needs?	Current Well-rounded Educational Opportunities: Music and the Arts - Students have access to music and arts instructions in grades Pre-K - 12. Students also have access to theatre instruction in grades 9 -	Information on wellness was collected and used to update the student and employee wellness policy and regulation that was passed by the Board of Education in September 2017.	Instructional Technology Resources that are currently available: <ul style="list-style-type: none"> • Aleks • APEX

	<p>12. Inquiry based arts integration is occurring at one school (CPCS) and the system is also home to the Academy of Visual and Performing Arts, located at Chopticon High School.</p> <p>STEM- Information regarding the number and kinds of STEM opportunities that are available to students in St. Mary's County and the frequency that they are being utilized by diverse populations.</p> <p>Robotics Data: (After school)</p> <ul style="list-style-type: none"> • Ten of the nineteen local elementary public schools have robotics teams. Four of these schools have competitive teams (PPES, OES, LES, and LMDES). Six schools have club teams (CWFDES, BBES, DES, GHES, PHES and RES). • Two of the five middle schools have competitive robotics teams (SRMS and MBMS). Two of the five middle schools have clubs (EMS, LMS) • One of the three high schools has a competitive robotics team (GMHS). <p>Robotics/Coding Technology: (During the school day)</p> <ul style="list-style-type: none"> • Four elementary schools (RES, GWCES, DES, GHES) piloted bots/coding technology during the 2016-2017 school year. • Twelve of the nineteen local elementary schools used this technology during the 2017-2018 school year. • Two of the five middle schools used this technology during the 2017-2018 school year. 	<p>http://www.boarddocs.com/mabe/smcps/Board.nsf/goto?open&id=AMMMNL55F414</p> <p>http://www.boarddocs.com/mabe/smcps/Board.nsf/goto?open&id=AMMP6W60353F</p> <p>Current Safe and Healthy School Opportunities:</p> <p>Drug and Violence Prevention - Activities that encourage drug prevention occur in all grades K-12. Most commonly these occur during a designated week or during designated times throughout the school year. Youth drug prevention was an area of focus for the Student Board Member during the 2017-2018 school year. Violence prevention activities occur at the secondary level and include dating violence information.</p> <p>Conflict Resolution - Activities occur at all grade levels K-12 in regard to conflict resolution. In elementary schools, this is most commonly modeled through weekly/monthly lessons with the school counselor for a designated length of time. In prior years, four elementary schools had created forums for addressing concerns daily through school wide initiatives such as morning meetings. Additional elementary schools have indicated an interest and have planned activities in this area. At the secondary level, conflict resolution activities occur through experiences such as restorative justice and the Superintendents Advisory Council.</p> <p>Site Resource Coordinator - Five schools have designated resource coordinators who assist with establishing partnerships within the community and coordinating resources and support for families.</p> <p>In the past, through collaboration with community partners, the need for school based activities that</p>	<ul style="list-style-type: none"> • ARC Bookshelf • Bookshelf by VitalSource • BrainPop! • Bridges Online • Carnegie Learning • Cengage • Clever • ConnectED • Destiny • DIBELS • Discovery Education • ED • EMC eBooks • EMC Passport • Wverfi • Fastt Math • Follett Titlepeek • Goalbook Pathways • HMH ED • HMH ThnkCentral • Imagine Learning • IXL • Launchpad • Membean • Moodle • MyHRW • Mymathlabforschool.com • My NG Connect • myIGDis • Naglieri • Pearson • PebbleGo • Perfection Learning • Problem-Attic • Proquest (SIRS/CultureGrams)
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	<p>Technologies currently utilized include the following:</p> <ul style="list-style-type: none"> • BeeBots: BBES, CWFDES, EES, GHES, HES, LPES OES, TCES, WMES • BlueBots: GHES, LES, LMDES, PHES, RES • Dash & Dot: CPCS, DES, EES, GWCES, HES, LES, LMS, LMDES, LPES, MES, WMES, OES, PHES, RES • Little Bits: LES, RES, WMES • MakeyMakey: LMDES, WMES • Ozobots: GHES, LES, LMS, OES, PHES, RES, WMES • ProBots: GHES, LES, LMS, LPES, WMES, • EV3: CWFDES, OES, SRMS • RoboFinches: LMDES, RES <p>A STEM 4 ALL website has been created with information and resources. In addition to professional development, it includes information regarding robotics, coding, and makers spaces. https://sites.google.com/smcps.org/stem4all</p> <p>Academic Achievement - SMCPS currently covers the majority of the costs of Advanced Placement testing fees for low-income students enrolled in accelerated coursework who wish to register for the assessments.</p> <p>History, Civics, Economics, Geography, Government: Example activities that are currently available include Model United Nations, Mock Trial, Student Council, The Stock Market Game, and the Student Page Program.</p> <p>Foreign Language: Formal instruction is available</p>	<p>support safe and healthy schools was identified. Some suggested ideas included the development of an extra-curricular athletic program at the middle school level and the implementation of school-based wellness coaches. Previously, funding was not available to implement many of the suggested ideas. When volunteer support was available, a limited number of schools were able to implement some extra-curricular opportunities such as Running Clubs and Gardening Clubs. With the use of Title IV funding, additional schools will have the opportunity to include more school wellness activities.</p>	<ul style="list-style-type: none"> • SchoolPace • Springboard • Tenmarks • Think Central • Turnitin • Unify • WorldBook Online
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		<p>in all middle and high schools during the school day. Afterschool opportunities are available in several elementary schools each year.</p> <p>Environmental Education: Once a year, all public school elementary students participate in an environmental education experience at one of three designated community locations during the school day. Additional activities are completed at school sites throughout the school year and are supported by site based School Green Teams. Secondary schools have access to these same kinds of environmental experiences but it is often optional and dependent on school and teacher interest.</p>		
3.3	<p>Do our current systems fully capture the needs of our hardest to serve students-including those who might experience adversity that might not come-up in a survey or other data tools?</p>	<p>STEM focused resources are available to all schools, however, they are not necessarily equitably used with all students.</p> <p>Several schools have robotics clubs that are targeted to highly able students. Some others have robotics clubs that are filled on a first come, first served basis.</p> <p>Nine elementary schools, one middle schools, and two high schools do not currently have extra-curricular robotics opportunities for students.</p> <p>STEM opportunities such as robotics experiences need to be targeted to schools and students that are not currently accessing or utilizing STEM technologies to the full potential with all students. Effort needs to be made to ensure that STEM resources and opportunities are targeted to low income students and students with diverse backgrounds.</p>	<p>St. Mary's County Public Schools has one centrally designated individual who serves as a support for families of students who have traditionally been the hardest to serve. This individual works in collaboration with school site based parent/community liaisons (5) that work in schools that have specific areas of need for additional student and family support.</p>	<p>Resources available, as appropriate based on age/grade, to all students. No specific data is available on exact use by demographics.</p>

3.4	Are there inequities inherent in the system that are driving some of the local needs?	<p>Opportunities for, and participation in, some experiences can be dependent on available volunteers. Proximity to STEM events and special activities can also be a factor since access to transportation can be a barrier for some students.</p> <p>Teachers need to be comfortable with well-rounded educational resources before they will be able to effectively use them with students. If teachers do not take the initiative to become comfortable with these resources, they are less likely to use them with students.</p>	Opportunities for, and participation in, some experiences can be dependent on available volunteers. By utilizing available funds to provide coaches and adult facilitators, we will be able to provide additional students with opportunities that, previously, were not easily accessible.	Training for some technology resources is held after normal duty hours and is optional for teachers. Teachers who opt not to attend these trainings and are unfamiliar with the technology resources are less likely to use those resources with students.
3.5	How should the identified needs be prioritized when several significant needs are identified?	<p>When there are several significant needs identified, priority will be given to schools that currently have the fewest number of supplemental opportunities available that support a well-rounded education (Example: schools that do not currently have Foreign Language in the Elementary Schools, Destination Imagination, Robotics Clubs, etc.) Activity participation priority will be given to students who are economically disadvantaged, minorities, or traditionally underrepresented in the designated experiences.</p>	When there are several significant needs identified, priority will be given to schools and students that currently have the fewest number of supplemental opportunities available that support safe and healthy schools. (Example: running clubs, sports opportunities, etc.) Activity participation priority will be given to students who are economically disadvantaged, minorities, or traditionally underrepresented in the designated experiences.	When there are several significant needs identified, priority will be given to schools, students, and teachers that are currently making use of the fewest number of supplemental opportunities available that support the effective use of technology.

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)).

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: <u>St. Mary's County (18)</u>	Fiscal Year: <u>2019</u>
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To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C)and 4107(a)).

40 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required		
4.1	1. Coordinated with other schools and community-based services and programs;[Section 4107](a)(1)	<p>A variety of activities have been planned to support well rounded educational opportunities for students and schools.</p> <p>The Fine Arts department has worked in collaboration with schools to identify activities that support music and the arts. Activities include the introduction of ukulele ensembles to elementary schools and the use of music software in elementary, middle, and high schools.</p> <p>Environmental field based experience will be planned for high school students in coordination with the Elms Environmental Center, Sotterley Plantation, and Greenwell State Park.</p> <p>Planned robotics activities will promote the use of STEM related technologies that are currently underutilized by diverse populations. Activities can be modeled after successful STEM opportunities and experiences that have occurred locally in previous years. Robotics clubs could occur in conjunction with other site-based afterschool program offerings.</p>

		In coordination with local high schools, the AP examination costs for FARMS students will be covered to increase participation.
4.2	2. Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities [Section 4107](a)(2)	<p>The Patuxent Partnership and The Naval Air Station Patuxent River will be available for consult but will not have direct involvement in the planned activities.</p> <p>The Elms Environmental Center, Sotterley Plantation, and Greenwell State Park could be involved in the planning and implementation of the environmental field experiences for high school students.</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
May include programs and activities, such as – (complete all that are applicable)				
4.3	A. College and career guidance and counseling programs, such as: (I.) postsecondary education and career awareness and exploration activities; (II.) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (III.) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A).			
4.4	B. Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	<p>Program Objective</p> <ul style="list-style-type: none"> • Creation of ukulele ensembles at 11 elementary schools. 	Greenbert, M. (1992, November). The Ukulele in Your Classroom. <i>Music Educators Journal</i> , 79 (3),	<p>\$32,365.49</p> <p>Funds will be used to purchase</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
	[Section 4107](a)(3)(B).	<p>Intended Outcomes</p> <ul style="list-style-type: none"> • Provide primary students the opportunity to participate in an instrumental ensemble while experiencing the music of diverse cultures. • Provide intermediate students the opportunity to participate in an instrumental ensemble outside of band and strings instruction. • Support students in the development/improvement of musical literacy and performance skills. • Motivate students to practice more often. • Increase the retention rate within the elementary music program. • Increase student exposure to and understanding of cultures other than their own. • Help students become better 21st century learners through the artistic habits of creating, performing, responding, and connecting. <p>Timeline</p> <ul style="list-style-type: none"> • December 2018 – June 2019 	<p>43-48.</p> <p>While a relatively new instrument in music education classrooms across the United States, studies are beginning to show the effectiveness of the instrument with young learners. The small size of the instrument, combined with the relatively simple finger patterns used to perform, make it one of the ideal instruments for early music ensemble experience. Some articles detailing the benefits of ukuleles can be found below:</p> <p>https://nafme.org/ukulele-todays-music-classroom/</p> <p>https://www.musikalessons.com/blog/2017/08/playing-ukulele/</p>	ukuleles.

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
		<p>Implementation</p> <ul style="list-style-type: none"> • Provide staff development for teachers starting ensembles. Staff development will include collaborative opportunities, lesson plan development, and technical training. • Organize ukulele ensemble opportunities at identified schools. • Support ukulele ensemble school performances. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Teachers will identify implementation strategies, student usage, student feedback, and additional training needs. • Teachers, students, and parents will be surveyed at the end of the year to determine the effectiveness of the ukulele ensembles and their impact on overall school performance (attendance, academic, behavior, etc.). 	https://www.ukuleleintheclassroom.com/	
		<p>Implementation of MusicFirst software, Practice First, Sight Reading Factory, and Noteflight, in all three levels of schools. This software is</p>	<p>Many studies have been conducted on practice strategies over the past 20</p>	<p>\$21,945</p> <p>Funds will be used</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
		<p>designed to provide instant feedback for students when practicing or completing assignments. The software offers students a higher level of differentiation and shows exact notes or measures that need additional work.</p> <p>Program Objective</p> <ul style="list-style-type: none"> To provide additional scaffolding for elementary, middle, and high school instrumental music students and motivate them to practice more and develop self-analytical skills. <p>Intended Outcomes – The software will:</p> <ul style="list-style-type: none"> Help students develop critical listening and analysis skills. Help to motivate students to practice more often and improve the quality of the students practice sessions. Help increase the retention rate within the instrumental music program grades 5-12. <p>Timeline</p> <ul style="list-style-type: none"> December 2018 – June 2019 	<p>years. There have been several studies within the past 2-3 years demonstrating the effectiveness of computer aided practice software. In each study, researchers found that student engagement and analytical skills increased. Additionally, students enjoyed practicing and, as a direct result, stayed enrolled in the instrumental music program.</p> <p>Gurley, Rodney, “Student Perception of the Effectiveness of SmartMusic as a Practice and Assessment Tool on Middle School and High School Band Students” (2012). https://ttu-ir.tdl.org/ttu-ir/bitstream/handle/2346/45246/GURLEY-THESIS.pdf?sequence=1</p> <p>Tucker, Carla Fowler, "A</p>	<p>to purchase software.</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
		<p>Implementation</p> <ul style="list-style-type: none"> Teachers will be selected from each level (ES/MS/HS) and trained on how to utilize the software. Students will utilize software. Teachers will collaborate to review implementation strategies and discuss any issues or questions. Based on teacher feedback, additional training will be scheduled with the software representative. <p>Evaluation Plan</p> <ul style="list-style-type: none"> Teachers will collaborate to discuss implementation strategies, student usage, student feedback, and additional training needs. Student usage reports will be generated and reviewed. Teachers, students and parents will be surveyed at the end of the school year to determine the effectiveness of the software. <p>-----</p>	<p>Case Study of the Integration of SmartMusic into Three Middle School Band Classrooms found in Upstate South Carolina" (2016). Education Dissertations and Projects. 170. https://digitalcommons.gardner-webb.edu/education_etd/170</p> <p>-----</p>	<p>-----</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
		<p>AP Music Theory – Aurelia & Musician</p> <p>Program Objectives</p> <ul style="list-style-type: none"> • Increase AP Music Theory Exam Scores. • Provide students with additional resources which provide differentiation and scaffolding opportunities. • Provide students with immediate feedback and score tracking on auto generated questions for additional practice. • Provide students with the ability to search specific content to review and test at their own pace and frequency. <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Student understanding and retention on AP Music Theory content will increase and be reflected on teacher, computer, and AP created assessments. • Students ear training skills will improve. • Students will be able to learn the AP content at the appropriate pacing. <p>Timeline</p>	<p>Music theory is very similar to the “art” of playing an instrument. Theory takes practice and trial and error just like performing. Unfortunately, it is difficult for teachers to develop the large amount of material and then to grade the material. Teachers around the world have begun to rely on software such as Musician and Auralia to provide the content, the examples, the assessments, and the grading of the assessments. This allows the teacher to spend more time individually with students and provide additional resources for the students.</p> <p>Although no studies are available on this specific software, included is documentation on using technology in the Music classroom.</p>	<p>\$3,160</p> <p>Funds will be used to purchase software for high schools.</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
		<ul style="list-style-type: none"> • December 2018 – June 2019 <p>Implementation</p> <ul style="list-style-type: none"> • Teachers will be selected and trained on how to utilize the software. • Students will utilize software. • Teachers will collaborate to review implementation strategies and discuss any issues or questions. • Based on feedback from teachers, additional training will be scheduled with the software representative. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Teachers will meet collaboratively to discuss implementation strategies, student usage, student feedback, and additional training needs. • Student usage reports will be generated and reviewed. • Teachers, students and parents will be surveyed at the end of the school year to determine the effectiveness of the software. 	https://education.fcps.org/trt/sites/trt/files/karen/musictech.pdf	

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
		<ul style="list-style-type: none"> AP Music Theory exam performance data will be reviewed to determine activity impact. 		
4.5	<p>C. Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as-</p> <p>(I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields;</p> <p>(II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions);</p> <p>(III.) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects;</p> <p>(IV.) supporting the creation and enhancement of STEM-focused specialty schools;</p> <p>(V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and</p>	<p>Program Objective:</p> <ul style="list-style-type: none"> Expand Robotics club offerings to include all schools. <p>Intended Outcomes</p> <ul style="list-style-type: none"> Increase student exposure to STEM opportunities outside of the normal school day and make these opportunities equally accessible to students in all schools. <p>Timeline</p> <ul style="list-style-type: none"> Fall 2018 – Spring 2019 <p>Implementation</p> <ul style="list-style-type: none"> Recruit a Robotics Club Facilitator for each schools and pay them a stipend to facilitate this experience for students after school during the 2018-2019 school year. <p>Evaluation Plan</p> <ul style="list-style-type: none"> Collect participant demographic data to determine if target audience has participated. Survey facilitators to determine impact 	<p>Taban, F., Acar, E., Fidan, I., & Zora, A. (2005, June). Teaching basic engineering concepts in a K-12 environment using LEGO bricks and robotics. In <i>Proceedings of the 2005</i>.</p> <p>Karna-Lin, E., Pihlainen-Bednarik, K., Sutinen, E., & Virnes, M. (2006, July). Can robots teach? Preliminary results on educational robotics in special education. In <i>Advanced Learning Technologies, 2006. Sixth International Conference on</i> (pp. 319-321). IEEE.</p> <p>Nugent, G., Barker, B., Grandgenett, N., & Welch, G. (2016). Robotics camps,</p>	<p>\$16,878</p> <p>(\$12,528) Funds will be used to pay facilitators to hold a robotics clubs before/after normal school hours.</p> <p>(\$4,350) Funds will also be used to purchase additional robotics materials such as:</p> <p>BeeBots Ozobots Lego EV3 kits Virtual Brick</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
	instruction in the identified subjects; (VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education; [Section 4107](a)(3)(C)	(academic, social-emotional, etc.) Determine how many students would participate in this experience again if it were offered in the future. Review data of participants to determine if there was an impact on overall school performance (attendance, academic, behavior, etc.).	clubs, and competitions: Results from a US robotics project. <i>Robotics and Autonomous Systems</i> , 75, 686-691. Rusk, N., Resnick, M., Berg, R., & Pezalla-Granlund, M. (2008). New pathways into robotics: Strategies for broadening participation. <i>Journal of Science Education and Technology</i> , 17(1), 59-69.	
4.6	D. Efforts to raise student academic achievement through accelerated learning programs, such as: (I.) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or (II.) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses; [Section 4107](a)(3)(D)	<p>Program Objective:</p> <ul style="list-style-type: none"> • To fund AP examination costs for FARMS students <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Increase FARMS student participation in AP examinations <p>Timeline</p> <ul style="list-style-type: none"> • Fall 2018 – Spring 2019 <p>Implementation</p>	<p>Achieve, Inc. and Jobs for the Future (2015). Integrating Earning College Credit in High School into Accountability Systems. https://www.achievethe.org/files/EarningCollegeCreditAchieveJFF.pdf</p> <p>Warne, Russell T.; Larsen, Ross; Anderson, Braydon; Odasso, Alyce J. (2015). The Impact of Participation</p>	<p>\$5,085</p> <p>Funds will be used to cover the AP examination costs for FARMS students.</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES = Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
	The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.	<ul style="list-style-type: none"> Provide high schools with access to funds that can be used to support their FARMS students in taking AP exams. Evaluation Plan <ul style="list-style-type: none"> Collect participant demographic data to determine if target audience has participated. Collect participant performance data 	in the Advanced Placement Program on Students' College Admissions Test Scores. <i>Journal of Educational Research</i> , v108 n5 p400-416. https://eric.ed.gov/?id=EJ1071756	
4.7	E. Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E)			
4.8	F. Foreign language instruction; [Section 4107](a)(3)(F)			
4.9	G. Environmental education; [Section 4107](a)(3)(G)	Program Objective <ul style="list-style-type: none"> Pilot a hands-on environmental field-based study for high school science students. Intended Outcomes <ul style="list-style-type: none"> Provide access to a hands-on environmental field-based study to high school students. Timeline	Bouillion, L. M., & Gomez, L. M.. (2001). Connecting school and community with science learning: real world problems and school-community partnerships as contextual scaffolds. <i>Journal of Research in Science Teaching</i> , 38(8), 878-898.	\$13,320.45 Funds will be used to pay Part-Time/Hourly Environmental Educators (contracted service-temp agency) to work with high school

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
		<ul style="list-style-type: none"> • Spring 2019 <p>Implementation</p> <ul style="list-style-type: none"> • Recruit one or more science teachers at each of the three high schools to pilot a field-based study integrating hands-on learning based at the Elms, one of our partner sites, or on their school grounds. • Facilitate field study experiences with high school students. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Collect data on number of students who participated in a field-based study integrated into their science curriculum. 	Kusmawan, U., O'Toole, J. Mitchell, Reynolds, R., & Bourke, S. (2009). Beliefs, attitudes, intentions and locality: The impact of different teaching approaches on the ecological affinity of Indonesian secondary school students. <i>International Research in Geographical and Environmental Education</i> , 18(3), 157 - 169.	teachers to implement and lead field studies at the Elms, partner sites, or on their school grounds.
4.10	H. Programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H)			
4.11	I. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I)			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none">• Program Objectives• Intended Outcomes• Timeline• Implementation• Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
4.12	J. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J)			

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: St. Mary's County (18)

Fiscal Year: 2019

To guarantee the safety and well-being of every student, LEA, or consortium of such agencies, must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108.

It is also important to note that any local educational agency receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required		
5.1	1.Coordinated with other schools and community-based services and programs; [Section 4108](1)]	School based Wellness Coordinators will work in collaboration with the Supervisor of Physical Education, Health Education and Wellness and Supervisors in Student Services to offer school based activities that support the physical and mental well-being of students. School based Wellness Coordinators will attend School Health Council meetings. School staff will work collaboratively with the Supervisor of Library/Media and her staff when planning and implementing summer library hours at local public schools. School staff will also work collaboratively with local public libraries when planning summer opportunities.
5.2	2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]	School based Wellness Coaches will be able to promote school based wellness initiatives that support academic achievement. They will coordinate school-based wellness activities. School based summer library hours will offer students and families a safe place to meet and engage in literacy and learning activities when school is not in session.
5.3	3. Promote the involvement of parents and in the activity or program; [Section 4108](3)]	Wellness Coaches can encourage parent participation in school wellness initiatives. They can also provide parents with information and support in how to implement the wellness initiatives at home.

		School based summer library hours will keep students and families connected to the school community and promote family engagement in literacy and learning activities.
5.4	4. May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	<p>The planned wellness coaches activity is based on information collected from representatives who have collaborated with the St. Mary's County Health Department, St. Mary's County School Health Council, and Healthy St. Mary's Partnership. These community based services and programs will be available for support, if needed, but do not have direct involvement with the activity implementation.</p> <p>The planned school based summer library hours with literacy and learning activities will be conducted in partnership with school based staff and the local public libraries.</p>

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
May include, among other programs and activities—(complete all that are applicable)				
5.5	A. Drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including: (i.) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and (ii.) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention; [Section 4108](5)(A)]			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
5.6	B(i.) school-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; [Section 4108](5)(B)(i)]			
5.7	ii. school-based mental health services partnership programs that- (I.) are conducted in partnership with a public or private mental health entity or health care entity; and [Section 4108](5)(B)(ii)(I)]			
5.8	II. provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are- (aa.) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); (bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act; (cc.) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
	[Section 4108](5)(B)(ii)(II)]			
5.9	Ci. integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i)]			
5.10	ii. support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students; [Section 4108](5)(C)(ii)]			
5.11	iii. help prevent bullying and harassment; [Section 4108](5)(C)(iii)]			
5.12	iv. improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv)]			
5.13	v. provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
	[Section 4108](5)(C)(v)]			
5.14	vi. establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)]			
5.15	vii. establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; [Section 4108](5)(C)(vii)]	<p>Program Objective:</p> <ul style="list-style-type: none"> • Open school media centers to students and families during summer vacation when school is not in session. <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Establish a learning environment that is accessible to students and families during summer vacation. • Encourage summer reading and academic engagement when school is not in session. • Increase home/school connection during the summer. <p>Timeline</p> <ul style="list-style-type: none"> • June 2019 - August 2019 <p>Implementation</p> <ul style="list-style-type: none"> • Recruit and pay two individuals per site to plan family engagement activities and open the school media center one day each week during summer vacation for students and their families. 	<p>Alexander, K., Entwistle D., & Olsen L (2007). "Lasting Consequences of the Summer Learning Gap." <i>American Sociological Review</i>. no. 72, 167-180.</p> <p>Allington, R. L., McGill-Frazen A., Camilli G., Williams L., Graff J., Zeig J., Zmach C., & Nowak R. (2010). "Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students." <i>Reading Psychology</i>, (31) 5, 411-427</p> <p>Krashen, S., & Shin F. (2004). Summer Reading and the Potential Contribution of the Public Library in Improving Reading for Children of Poverty. <i>Public Library Quarterly</i>, 23 (3/4), 99-109.</p>	<p>\$74,334</p> <p>Funds will be used to pay 2 staff members at each school site who will facilitate the summer media center hours and activities (ex: summer reading programs, maker spaces, robotics, Destination Imagination style challenges).</p> <p>Funds will also be used</p>

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
		Evaluation Plan <ul style="list-style-type: none"> • Collect information about days/hours of availability, the kinds of activities planned, and the number of community participants. 		to support site-based summer literacy and learning activities (ex: summer reading programs, maker spaces, robotics, Destination Imagination style challenges).
5.16	D. High-quality training for school personnel, including specialized instructional support personnel, related to: <ul style="list-style-type: none"> (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies; 			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
	(vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)]			
5.17	E. Child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide: <ul style="list-style-type: none"> (i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; [Section 4108](5)I] 			
5.18	F. Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— <ul style="list-style-type: none"> (i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”; 			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
	or [Section 4108](5)(F)]			
5.19	G. Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; [Section 4108](5)(G)]			
5.20	H. Designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities; or [Section 4108](5)(H)]			
5.21	I. Pay for success initiatives aligned with the purposes of this section. [Section 4108](5)(I)]	Program Objective: <ul style="list-style-type: none"> • Continue with implementation of School Wellness Coordinators at every public school in St. Mary's County. Intended Outcomes	Hager, E. R., Rubio, D. S., Eidel, G. S., Penniston, E. S., Lopes, M., Saksvig, B. I., ... & Black, M. M. (2016). Implementation of local wellness policies in schools: role of school systems, school health	\$13,746 Funds will be used to pay a stipend to one staff member

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable	Explanation of how funds will be used
		<ul style="list-style-type: none"> • Promote wellness initiatives at every school by establishing and implementing site based wellness goals. • Offer opportunities for students to participate in school site based wellness activities during and outside of the normal school day. • Increase parent/guardian awareness of activities that promote healthy lifestyles. <p>Timeline</p> <ul style="list-style-type: none"> • Fall 2018 – Spring 2019 <p>Implementation</p> <ul style="list-style-type: none"> • Recruit a Wellness Coordinator at each local school and pay them a stipend to facilitate school wellness initiatives for students during and before/after school. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Collect information regarding the types of wellness activities initiated by the school Wellness Coaches and student participation data. Review data of participants to determine if there was an impact on overall school performance (attendance, academic, behavior, etc.). 	<p>councils, and health disparities. <i>Journal of School Health</i>, 86(10), 742-750.</p> <p>Stiefel, L., Elbel, B., Pflugh Prescott, M., Aneja, S., & Schwartz, A. E. (2017). School Wellness Programs: Magnitude and Distribution in New York City Public Schools. <i>Journal of School Health</i>, 87(1), 3-11.</p> <p>Story, M., Nannery, M. S., & Schwartz, M. B. (2009). Schools and obesity prevention: creating school environments and policies to promote healthy eating and physical activity. <i>The Milbank Quarterly</i>, 87(1), 71-100.</p> <p>Miller, D. N., Gilman, R., & Martens, M. P. (2008). Wellness promotion in the schools: Enhancing students' mental and physical health. <i>Psychology in the Schools</i>, 45(1), 5-15.</p>	<p>at each school site who will serve as a site-based Wellness Coordinator.</p> <p>Funds will also be used to support site-based wellness initiatives (ex: running clubs, jump rope clubs, work out Wednesdays, student/staff sports events).</p>

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: St. Mary's County (18)

Fiscal Year: 2019

To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106I(2)I of the ESEA, any local educational agency, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA, or consortium of such agencies, receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106I(2)I and 4109(b)).

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
6.1	1.Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) personalize learning to improve student academic achievement; (B) discover, adapt, and share relevant high-quality educational resources; (C) use technology effectively in the classroom,			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	including by administering computer-based assessment and blending learning strategies; and (D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. [Section 4109](1)]			
6.2	2. Building technological capacity and infrastructure, which may include: (A) procuring content and ensuring content quality; and (B) purchasing devices, equipment, and software applications in order to address readiness shortfalls. [Section 4109](2)]			
6.3	3. Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology. [Section 4109](3)]			
6.4	4. Carrying out blended learning projects which shall include: (A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or (B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project. [Section 4109](4)]			
6.5	(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and [Section 4109](5)]	<p>Math App PLAYDATES</p> <p>Program Objective: Develop an understanding of the instructional benefits applications offer that the physical manipulatives do not offer (such as being able to shade and label)</p> <ul style="list-style-type: none"> • Develop an understanding of how to introduce the math applications and the best times to use the applications during instruction • Identify the different concepts/standards that each application would be useful in supporting student growth 	<p>Stacy, S. T., Cartwright, M., Arwood, Z., Canfield, J. P., & Kloos, H. (2017). Addressing the Math-Practice Gap in Elementary School: Are Tablets a Feasible Tool for Informal Math Practice? <i>Frontiers in Psychology</i>, 8, 179. http://doi.org/10.3389/fpsyg.2017.00179</p> <p>Zhang, Meilan & Trussell, Robert & Gallegos, Benjamin & R. Asam, Rasmiyeh. (2015). Using Math Apps for Improving Student Learning: An Exploratory Study in an Inclusive Fourth Grade Classroom.</p>	<p>\$9,331.20</p> <p>(\$8,671.20)</p> <p>Funds will be used to compensate teachers who attend Math App PLAYDATES .</p> <p>(\$660)</p> <p>Funds will also be used to pay session facilitators.</p>

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Teachers will be prepared to incorporate mathematical applications (virtual manipulatives) into the mathematics classroom in a meaningful and appropriate way that supports all learners and promotes student achievement. <p>Timeline</p> <ul style="list-style-type: none"> • Winter 2018 – Summer 2019 <p>Implementation</p> <ul style="list-style-type: none"> • Hold six Math App PLAYDATES where teachers can come learn about and play with available math app technology. • Establish SMART goals (specific, measurable, achievable, results-focused, and time-bound) that utilize available technologies. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • A feedback form will be provided to all participants at the end of each session. A follow up email will also be sent one month later requesting information on how teachers are using the applications in the math classroom and the progress they have made towards the goal they set at the end of 	TechTrends. 59. 10.1007/s11528-015-0837-y.	

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		<p>the session.</p> <hr/> <p>STEM PLAYDATES</p> <p>Program Objective:</p> <ul style="list-style-type: none"> • Increase the use of STEM/robotics technologies. <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Raise teacher awareness of available STEM/robotics technology. • Increase teacher comfort with and skill in using available STEM/robotics technologies. • Increase the use of STEM/robotics in classrooms. • Provide support for Robotics Club Facilitators <p>Timeline</p> <ul style="list-style-type: none"> • Fall 2018 – August 2019 <p>Implementation</p> <ul style="list-style-type: none"> • Hold three STEM PLAYDATES where teachers can come learn about and play with available STEM/robotics technology. • Establish SMART goals (specific, 	<hr/> <p>Bell, D. (2016). The reality of STEM education, design and technology teachers' perceptions: a phenomenographic study. <i>International Journal of Technology and Design Education</i>, 26(1), 61-79.</p> <p>Slavit, D., Holmlund Nelson, T., & Lesseig, K. (2016). The teachers' role in developing, opening, and nurturing an inclusive STEM-focused school. <i>International Journal of STEM Education</i>, 3(1), 1-17.</p>	<hr/> <p>\$6,804</p> <p>(\$ 6204)</p> <p>Funds will be used to compensate teachers who attend STEM PLAYDATES</p> <p>(\$600)</p> <p>Funds will also be used to pay session facilitators.</p>

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		<p>measurable, achievable, results-focused, and time-bound) that utilize available technologies.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Collect teacher feedback on implementation of SMART goals. Collect material check out data and lesson plans, if applicable, to determine if there is an increase in the use of STEM and Robotics technologies in classrooms. 		
6.6	providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109](6)]			

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: St. Mary's County

Fiscal Year: 2019

**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)).

Each LEA is required to provide written affirmation (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) that a meeting(s) occurred with nonpublic school representative(s) regarding Title IV services. The signed written affirmation that consultation has occurred must provide an option for private school officials to indicate whether timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

Participating Private Schools and Services: Provide information regarding *the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.* (Include below or as an attachment)

18,054 SMCPS students + 1,705 Nonpublic students = 19,759 students
SMCPS Title IV allotment \$219,162 – Administrative Costs \$3,591.31 = \$215,570.69
 $\$215,570.69 / 19,759 \text{ students} = \$10.91 \text{ per student}$

Participating Private Schools:

Father Andrew White
249 students x \$10.91 per student = \$2,716.59

Little Flower School
144 students x \$10.91 per student = \$1,571.04

Lexington Park Baptist Church PreSchool
13 students x \$10.91 per student = \$141.83

Mother Catherine Academy
161 students \$10.91 per student = \$1,756.51

St. John's School

243 students x \$10.91 per student = \$2,651.13

St. Michael's Catholic

158 students x \$10.91 per student = \$1,723.78

St. Mary's Ryken

679 students x \$10.91 per student = \$7,407.89

Starmaker School for Early Educaiton at Wildewood

58 students \$10.91 per student = \$632.78

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)

On August 17, 2018, a letter was mailed to all local npublic schools advising them of the opportunity to participate in the Title IV, Part A grant and requesting documentation of their intent to participate. A follow up e-mail with the same information was sent to all nonpublic schools on August 24, 2018. All nonpublic schools were invited to attend a meeting held on [October 2, 2018](#) to discuss Federally Funded Grant opportunities including Title IV- Part A. Each nonpublic school that will be participating in the Title IV, Part A grant was asked to complete a needs assessment and action plan. [Title IV Letter to Nonpublics](#)

Total Amount for Transfers: \$18,601.55

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: St. Mary's County

Fiscal Year: 2019

8.0 ASSURANCES [ESEA, SECTION 4106I(2)]:

Each application shall include assurances that the local educational agency, or consortium of such agencies, will—

- X (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 1124I;
 - (iii) are identified for comprehensive support and improvement under section 1111I(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;
 - X (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
 - X I use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
 - X (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
 - X I use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and
 - X (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 I.
- (f) SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and I of subsection I(2)

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: St. Mary's County

Fiscal Year: 2019

9.0 INTERNET SAFETY [ESEA, SECTION 4121]:

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

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

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

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

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

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

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

- (10) **SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.**—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

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

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: St. Mary's County

Fiscal Year: 2019

10.0 BUDGET NARRATIVE:

Guidance for Completion of the Budget Narrative for Individual Grants

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 LEAs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity

You should use the format as shown in one of the two following samples:

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #	300 participants x \$120	\$36,000		\$36,000
Fixed Charges	FICA	7.65% x \$36,000	\$2,754		2,754
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
Instructional Staff Development Contracted Services	Facility Rental for Staff Development Strategy #	6 days x \$1,000	\$4,000	2,000 (AAPS)	6,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #	300 participants x \$40	\$12,000		\$12,000
Student Transportation Contracted Services	Buses for 2 field trips to art museums Strategy #	2 x \$450	900		900
Administration Business Support Services/Transfers	Indirect Costs	2.5% x direct costs (\$58,654)	1,466		1,466
	TOTAL		\$60,120	\$2,000	\$62,120

Sample Title III Budget

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.1					
203-205 – 02 / 01	Stipends for summer workshop for ESOL teacher	1 teacher x 20 days x 175/day	3,500		3,500
212 / 04	FICA	7.65% of \$3,500	268		268
			Total:		\$3,768
Activity 1.2					
203-205 – 02 / 03	Supplemental materials to support instruction	\$314/site x 5 sites	1,570		1,570
			Total:		\$1,570
Activity 2.1					
203-205 – 09 / 04	Membership/registration fees for conf. & workshops for ESOL staff	11 ESOL staff members x \$342.64	3,769		3,769
			Total:		\$3,769
Activity 2.2					
203-205 – 02 / 02	Delivery of workshop: "Best Practices for Teachers of ELL/RELL Students"	\$600/school x 4 schools x 2 days at each school + \$600/school x 3 schools x 1 day	6,600		6,600
			Total:		\$6,600
Activity 3.2					
203-205 – 02 / 01	Parent outreach programs	4 schools x \$1,500	6,000		6,000
212 / 04	FICA	7.65% of \$6,000	459		459
			Total:		\$6,459
Activity 6.1					
202 – 16 / 08	Transfers	2% Admin costs	443		443
			Total:		\$443

Title III Grand Total: \$22,609

Title IV, Part A Budget Narrative

Category/ Object	Line Item	Calculation	Amount	In- Kin d	Total
Activities to Support Well-Rounded Educational Opportunities					
Item 4.4					
Materials of Instruction	Materials to support ukulele ensembles	11 schools x 50 ukuleles at \$58 each plus \$465.49 shipping	\$32,365.49		\$32,365.49
Item 4.4					
Materials of Instruction	Software to provide student feedback and differentiation	1995 students x \$11	\$21,945		\$21,945
Item 4.4					
Materials of Instruction	Software to provide student feedback and differentiation	40 students x \$79	\$3,160		\$3,160
Item 4.5					
Instructional Salaries & Wages	Payment for Robotics Club Facilitator	29 school based robotics club facilitators x \$400	\$11,600		\$11,600
Fixed Charges	FICA	8% x \$11,600	\$928		\$928
Materials of Instruction	Instructional Supplies	29 sites x \$150	\$4350		\$4350
Item 4.6					
Materials of Instruction	AP examination costs for FARMS students	113 students x \$45	\$5,085		\$5,085
Item 4.9					
Instructional Contracted Services	Payment for Part-Time/Hourly Environmental Education Instructors	2 EE Instructors x 9 weeks x 5 days/week x 6 hours/day = 540 hours	\$13,320.45		\$13,320.45


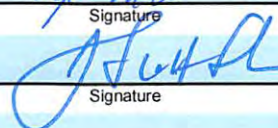
		@ \$19.50/hr (avg. of \$18 & \$21) X .265% Mark- Up			
Well Rounded Sub Total					\$92,753.94
Activities to Support Safe and Healthy Schools					
Item 5.15					
Instructional Salaries & Wages	Payment for staff to open school media centers during summer months	40 staff x 6 hours x \$30/hour x 9 days	\$64,800		\$64,800
Fixed Charges	FICA	8% of \$64,800	\$5,184		\$5,184
Materials for Instruction	Materials to support summer activities	29 sites x \$150	\$4,350		\$4,350
Item 5.21					
Instructional Salaries & Wages	Payment for Wellness Coordinators at each site to support school wellness initiatives	29 school wellness champions x \$300	\$8,700		\$8,700
Fixed Charges	FICA	8% x \$8,700	\$696		\$696
Materials of Instruction	Materials to support school based wellness initiatives	29 sites x \$150	\$4,350		\$4,350
Safe and Healthy Sub Total					\$88,080
Activities to Support the Effective Use of Technology					
Item 6.5					
Instructional Staff Development Salaries & Wages	Payment for teacher training at STEM PLAYDATES	70 participants x \$30.00 per hour x 3 hours	\$6,300		\$6,300
Instructional Staff Development Salaries & Wages	Payment for teacher training at Math Apps PLAYDATES	192 participants x \$30 x 1.5 hours	\$8,640		\$8,640

Fixed Charges	FICA	8% x \$14,940	\$1,195.20		\$1,195.20
Effective Use of Technology Subtotal					\$16,135.20
Other					
Administrative Cost	Administrative Costs	1.7%	\$3,591.31		\$3,591.31
Transfers to Nonpublic Schools	Father Andrew White- 249 students Little Flower School- 144 students LPBC Preschool- 13 students Mother Catherine Academy- 161 students St. John's School- 243 students St. Michael's Catholic- 158 students St. Mary's Ryken- 679 students Starmaker School for Early Educaiton at Wildewood- 58 students	(249+144+13+161+243+158+679+58) x \$10.91 per student	\$18,601.55		\$18,601.55
Other Subtotal					\$22,192.86
Well Rounded Subtotal					\$92,753.94
Safe and Healthy Subtotal					\$88,080
Effective Use of Technology Subtotal					\$16,135.20
TOTAL					\$219,162

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	219162	AMENDED BUDGET #		REQUEST DATE	10/03/18
GRANT NAME	Title IV, Part A	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	061-19		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2018	6/30/2020	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						3,591.31	3,591.31
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.	85,100.00	13,320.45	75,605.49				174,025.94
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						18,601.55	18,601.55
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	14,940.00						14,940.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				8003.2			8,003.20
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	100,040.00	13,320.45	75,605.49	8,003.20	0.00	22,192.86	219,162.00

Finance Official Approval	Leyla Mele		10-03-18	301-475-5511 x 32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		10/4/18	301-475-5511 x 3217
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

V.

Fine Arts Grant

FINE ARTS

STATE GRANT APPLICATION



SAMPLE FINE ARTS BUDGET FORM

Discipline	Category	Line Item	Calculation	Amount	In-kind	Total
All	Instruction Staff Dev. 203-205-09	Stipends for Professional Development	100 Participants x \$120	\$12,000.00	\$4,000.00 (MSAC)	\$8,000.00
MUSIC	209 Student Transportation	Transportation for City-wide Music Festivals	6 Buses x \$450	\$2,700.00		\$2,700.00
MUSIC	Special Prog. 203-205-02	Materials and Supplies: Instruments	Classroom Teacher Supplies	\$3,400.00		\$3,400.00
DANCE	Instruction Staff Dev. 203-205-09	Contracted Services for Annual Dance Secondary Showcase	10 Consultants x \$300	\$3,000.00		\$3,000.00
THEATRE	Remodeling 215-36	Upgrading the auditorium to build a Theatre Tech program	Quote by "Theatre Tech Inc."	\$14,000	\$10,000 (Income from ticket sales)	\$4,000.00
THEATRE	Special Prog. 203-205-02	Annual Theatre Festival	Classroom Teacher Supplies	\$1,273.00		\$1,273.00
MEDIA ARTS	Instruction Staff Dev. 203-205-09	Conference fees for Media Arts Staff to further develop Media Arts Programing	2 staff members x \$340	\$680.00		\$680.00
VISUAL ARTS	Special Prog. 203-205-02	Curriculum Writing Stipends	2 writers x \$1000	\$2,000.00		\$2,000.00
VISUAL ARTS	Regular Prog. 203-205-01	Art Materials and Supplies		\$2,350.00		\$2,350.00
TOTAL				\$41,403.00	\$14,000.00	\$27,403.00

Fine Arts Budget Categories

C-125 Categories	
201 Administration	206 Special Education
General Support 201-21	Public Sch Instr. Prog. 206-04
Business Support 201-22	Instruction Staff Dev. 206-09
Centralized Support 201-23	Office of the Principal 206-15
202 Mid-Level Administration	Inst. Admin & Superv. 206-16
Office of the Principal 202-15	207 Student Personnel Serv.
Inst. Admin. & Support 202-16	
203-205 Instruction Categories	209 Student Transportation
Regular Prog. 203-205-01	210 Plant Operation
Special Prog. 203-205-02	Warehousing & Distr. 210-30
Career & Tech Prog. 203-205-03	Operating Services 210-31
Gifted & Talented Prog. 203-205-04	211 Plant Maintenance
Transfers 203-205-07	212 Fixed Charges
School Library Media 203-205-08	214 Community Services
Instruction Staff Dev. 203-205-09	215 Capital Outlay
Guidance Services 203-205-10	Land & Improvements 215-34
Psychological Services 203-205-11	Buildings & Additions 215-35
Adult Education 203-205-12	

Fine Arts

The updated Master Plan shall include goals, objectives, and strategies for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

1. Describe the **progress** that was made in 2017-2018 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Master Plan Annual Update. Identify the programs, practices, or strategies and related resource allocations that are related to the progress.

During the 2017-2018 cycle of the St. Mary's County Public Schools' Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facility and budgetary constraints. Strategies #1, #2, #3, and #4 and related activities (see above) were implemented, continued, and completed, due largely to the Fine Arts Initiative Grant and General Funding.. There were several minor modifications to the activities within the strategies, due to the continuation phase of an activity. However, the modifications only enhanced the completion of the strategy.

Common county-wide classroom resources to aid in the development of basic artistic literacy were identified and purchased for use in professional development and classroom instruction for the 2015-2016 school year. During the 2017-2018 school year, our "MCCRS (ELA) and the Fine Arts Crosswalk" will continue to expand. Its purpose is to link the MCCRS ELA Standards from the general classroom to the Fine Arts classroom and vice versa in grades K-12. It is an evolving document to be shared among teachers, instructional resource teachers, and administrators. Also, during the 2017-2018 school year, we continued to create exemplar lesson plans that were posted to the "Professional Development" section of the SMCPS Fine Arts Google Website. These exemplar lessons were created to continue the growing use of the Fine Arts Lesson Planner that is aligned with the National Core Art Standards Framework, as well as the teacher performance assessment system. Literacy style assessment resources were made available to teachers in music and visual arts. These assessment resources are aligned to the MCCRS for ELA, as well as incorporating question styles that mimic those found on PARCC. The literacy assessment resources were developed to find a middle ground between a selected response style assessment and a performance assessment. Also, we attempted to expand the use of Google Drive and Google Sites by all staff members. Throughout the school year teachers posted their items and were able to review, edit, and discuss their work. Google Drive and Google Sites were invaluable resources to the success of the countywide fine arts PLC.

During the 2017-2018 cycle of the St. Mary's County Public Schools' Master Plan, we will continue to make progress in all areas, including the formation of a team to construct, and present ideas, for the implementation of a dance curriculum

during the school day. Strategies #1, #2, #3, and #4 and related activities will continue, and be completed, due largely to the Fine Arts Initiative Grant and General Funding. Common county-wide classroom resources to aid in the development of basic artistic literacy will continue to be identified and purchased for use in professional development and classroom instruction for the 2016-2017 school year. We will continue to link the MCCRS ELA Standards from the general classroom to the Fine Arts classroom and vice versa in grades K-12 via the continued expansion of the “MCCRS (ELA) and the Fine Arts Crosswalk.” We will continue to utilize this evolving document that has been shared among teachers, instructional resource teachers, and administrators. The Fine Arts Leadership Team will continue the process of unpacking the new Maryland Fine Arts Standards and determine our next course of action for implementation. Our goal is to demonstrate compliance of the standards by the fall of 2019. Additionally, members of the leadership team, along with other teacher-leaders, will continue the process of curriculum mapping the new standards to aid in the effort of implementation. As we did during the 2017-2018 school year, we will continue to create exemplar lesson plans and post them to the “Professional Development” section of the SMCPs Fine Arts Google Website. These exemplar lessons were created to continue the growing use of the Fine Arts Lesson Planner that is aligned with the National Core Art Standards Framework, as well as the teacher performance assessment system. Literacy style assessment resources will continue to be made available to teachers in music and visual arts. These assessment resources are aligned to the MCCRS for ELA, as well as incorporating question styles that mimic those found on PARCC. The literacy assessment resources were developed to find a middle ground between a selected response style assessment and a performance assessment. Also, we will continue to expand the use of Google Drive and Google Sites by all staff members.

During the 2017-2018 cycle of the St. Mary's County Public Schools' Master Plan, progress was made in all areas, except the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint. The Fine Arts Initiative and the system annual budget have allowed activities and strategies to progress as indicated in the Fine Arts goals. With the growing elementary school population, elementary school music positions were added and reallocated to accommodate student needs and growth. Adequate funding for all categories for fine arts was maintained in the 2018-2019 budget cycle. (Please refer to the beginning of this document for the complete description of Goal #1, Objective #13, Strategies #1, #2, #3, #4 and all activities.)

Goal #1, Objective #13, Strategy #1, Activity #1:

At the elementary school level, music positions were shifted to accommodate the growth of several school populations and the increase in instrumental music.

Goal #1, Objective #13, Strategy #1, Activity #2:

The fine arts resource position allowed the archives library and the tri-county library to be completely inventoried and missing parts/scores to be ordered.

<p>Goal #1, Objective #13, Strategy #1, Activities #3, 4, 5, 6, 7, 8, 9, 10, and 11; Goal #1, Objective #13, Strategy #3, Activities #1, 2, 3, and 4; Goal #1, Objective #13, Strategy #4, Activities # 1, 2, 3 and 4:</p>
<p>All strategies were implemented for the programs in Fine Arts. No additional funding was needed for Goal #1, Objective #13, Strategy #1, Activities #3, 4, 6, 8, 10; Goal #1, Objective #13, Strategy #3, Activity #3; or Goal #1, Objective #13, Strategy #4, Activity #1, or #3. Additional funding was provided from the Fine Arts Initiative Grant for activities Goal #1, Objective #13, Strategy #1, Activity #5; Goal #1, Objective #13, Strategy #3, Activities #1and #2; and Goal #1, Objective #13, Strategy #4, Activity #2. Additional funding was also provided from General Funds for Goal #1, Objective #13, Strategy #1, Activities #7, #9, #11; and Goal #1, Objective #13, Strategy #3, Activity #4. Activity Goal #1, Objective #13, Strategy #1, Activity #4 did not include the implementation of a dance curriculum during the school day, due to facilities and budgetary constraint.</p>
<p>Goal #1, Objective #13, Strategy #2, Activities #1, 2, 3, and 4:</p>
<p>All-County Honor Music Groups have been expanded to include band, chorus, orchestra, full orchestra, and jazz band at the elementary, middle, and high school levels. Tri-County Honor Music, District IV, and Preadjudication Clinic activities were funded at the same rate. Financial support for students participating in All-State events was funded at the same rate, due to an increase in student participation. An All-County Honor Theatre Festival will continue for the 2018-2019 school year.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #5:</p>
<p>All registration fees for marching band competitions were funded at the requested rate. Financial support for student participation in music, theatre, and visual arts were funded at the requested rate.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #6:</p>
<p>The theatre program was reviewed and appropriate funding was provided to accommodate program needs.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #7:</p>
<p>The Summer Fine Arts Enrichment Camp had approximately 100 campers at the elementary and middle school levels. Dance was a continued component to the camp. Student scholarships were available for our FARM population.</p>
<p>Goal #1, Objective #13, Strategy #2, Activities #8, 9, 10, and 11:</p>
<p>Opportunities for students to form a partnership with community, local colleges, and governmental agencies increased, with no additional funding requirements.</p>
<p>Goal #1, Objective #13, Strategy #2, Activity #12:</p>
<p>Additional funding was provided from the Fine Arts Initiative Grant and from General Funds for curriculum mapping, alignment, and assessment development.</p>
<p>Goal #1, Objective #13, Strategy #2, Activities #13 and 14:</p>
<p>Activities for extended day/extended year and gifted and talented students were reviewed, but no additional funding was required. Our county's Academy of Visual</p>

and Performing Arts is in its 5th year at Chopticon High School. The format includes extended day enrichment activities once a quarter, as well as differentiated field trips for academy students. This past academic year, the academy graduated its first senior members.
Goal #1, Objective #13, Strategy #2, Activity #15:
The textbook adoption cycle was completed in 2007-2008. In 2009-2018, funding was provided from the general fund to accommodate any additional textbooks that were needed.
Goal #1, Objective #13, Strategy #2, Activity #16:
All transportation costs for related curricular activities were funded from the General Fund.

2. Describe which goals, objectives, and strategies included in the Master Plan Annual Update were not attained and where **challenges** in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

Overall, there were some challenges for the 2017-2018 programs in Fine Arts goals. Time for professional development is always a challenge, but with the additional time provided by the PLCs, staff members were given the opportunity to have additional collaboration time to develop performance assessments in each fine arts areas, as well as identify common county-wide resources for classroom use.

Our primary challenge continues to be the ability to offer any type of dance program in St. Mary's County. Additionally, there is concern in our ability to fully address the new fine arts COMAR.

3. Describe the goals, objectives, and strategies that will be implemented during 2018-2019, including plans for addressing any challenges identified in prompt #2 as well as plans for implementing COMAR 13A.04.16 Programs in Fine Arts by 2019-2020. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

In August, teachers will continue to receive professional development sessions on the fine arts connection to the MCCRS, how fine arts teachers will support the instructional shifts within arts classrooms, the new Maryland Fine Arts Standards, and standards based assessment. Teachers will also continue to be receive

professional development sessions on how the fine arts unit and lesson planning frames were developed to meet the instructional needs of our students and teachers based on observational data from the 2017-2018 school year. The unit/lesson planning formats will continue to assist fine arts teachers with ways to support the shift to the new Maryland Fine Arts Standards. Teachers will continue to receive professional development regarding the implementation of “Domain 5”, the last component of our teacher evaluation system.

We will continue our attempts to begin a dance program in the Academy of Visual and Performing Arts at Chopticon High School. Once we are able to achieve funding for a dance instructor, our hope the other high schools will recognize the benefits and, eventually, all three of our high schools will have viable dance programs. Additionally, collaborative discussions will occur with our physical education supervisor to determine if any cross-curricular opportunities are present that would allow alignment to the new MSDE Fine Arts Standards. The same discussions will take place with the library-media supervisor (for media arts) and career and technology supervisor (media arts).

The Fine Arts Leadership Team will also explore ways we can authentically incorporate the dance, media arts, and elementary/middle school theatre standards into already existing fine arts courses. We will begin to embed our discoveries into the curriculum we anticipate writing next summer.

Currently, our system is not in a place where we can financially support the staffing and scheduling needs necessary to fully implement the new MSDE fine arts expectations. In addition to the strategies listed above, discussions will also occur with the Calvert and Charles counties fine arts supervisors with the intent of creating a long-term Southern Maryland plan to implement the new COMAR.


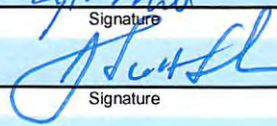
A. BUDGET NARRATIVE

1. Provide a detailed budget narrative using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to *Guidance for Completion of the Budget Narrative for Individual Grants*, *Sample Fine Arts Budget*, and *Fine Arts Budget Categories*. The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. MSDE budget forms are available in Excel format through the local finance officer. **All expenditures must be directly linked to the goals, objectives, and strategies identified in State Grant Application.**

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$ 15,425.00	AMENDED BUDGET #		REQUEST DATE	09/20/18
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	St. Mary's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	047-19		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	S	GRANT PERIOD	1-Jul-18	30-Sep-19	
		FROM TO			

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						258.00	258.00
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.	6,990.00	690.00	631.00	1,275.00			9,586.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	4,650.00						4,650.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				931.00			931.00
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	11,640.00	690.00	631.00	2,206.00	0.00	258.00	15,425.00

Finance Official Approval	Leyla Mele		9-20-2018	301-475-5511 x32186
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. J. Scott Smith		10/4/18	301-475-5511 x 32178
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

St. Mary's County Public Schools
Budget Narrative
Fine Arts
2018-2019

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #1, 2, and 3	\$30 per hour x 388 hours	\$ 11,640		\$ 11,640
		<i>(150 hours – AVPA)</i>	\$ 4,500		
		<i>(30 hours – ES ACH Jazz Band)</i>	\$ 900		
		<i>(30 hours – ES Solo and Ensemble)</i>	\$ 990		
		<i>(5 hours – ES All-County Honor Chorus)</i>	\$ 150		
		<i>(20 hours - Fine Arts Camp Collaborativ e Planning Meeting)</i>	\$ 600		
		<i>150 hours - Fine Arts Professional Development</i>	\$ 4,500		
Fixed Charges	Fringe Benefits: SS	.08 % x \$11,640	\$ 931.00		\$ 931.00
Contracted Instruction	Consultants to provide professional development training and work directly with students. Strategy #2	3 consultants – AVPA Seminar Presenters x \$230.00	\$ 690		\$ 690

St. Mary's County Public Schools
Budget Narrative
Fine Arts
2018-2019

Instructional Staff Development Supplies	Strategy #1, 2, 3, and 4	Miscellaneous paper supplies	\$ 0		\$ 0
Other Charges	Conference Fees Strategy 2, Marching Band Fees, Strategy #2	3 bands x \$425.00	\$ 1,275		\$ 1,275
Materials of Instruction	Fine Arts MOI Strategy #1	Needed MOI items	\$ 631		\$ 631
Administration Business Support Services/Transfers	Indirect Costs	1.7% x direct costs	\$ 258		\$ 258
	TOTAL		\$15,425		\$15,425

VI.

**Other Reporting
Requirements**

Guidance for Completing the SY 2017-18 Victims of Violent Criminal Offenses (VVCOs) in Schools Report

AUTHORITY:

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**
- **Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).**
 - A. Each local education agency shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:
 - (1) Attends a persistently dangerous public elementary or secondary school; or
 - (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:
 - (a) During the regular school day; or
 - (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.
 - B. The local education agency shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:
 - (1) Designation of a school as persistently dangerous; or
 - (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.
 - C. To the extent possible, the local education agency shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.

NOTE 1: Show the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).

NOTE 2: Show the total number of VVCOs who requested a transfer to another school after the perpetrator was convicted or adjudicated.

NOTE 3: Show the total number of VVCOs who did not request a transfer and were transferred prior to the conviction or adjudication of a perpetrator (**i.e. transferred in the interest of safety and/or good order and discipline**).

NOTE 4: Show the total number of VVCOs who were transferred to other schools.

Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2017-18

Local education agency (LEA): St. Mary's County Public Schools

LEA Point of Contact: F. Michael Wyant, Director Safety and Security

Telephone: 301-475-5511 extension 32238

Email: fmwyant@smcps.org

Violent Criminal Offenses	VVCOs (Note 1)	VVCOs Requesting Transfers (Note 2)	VVCOs Transferred Prior to Final Case Disposition (Note 3)	Total # of VVCOs Transferred to Other Schools (Note 4)
Abduction & attempted abduction	0			
Arson & attempted arson in the first degree	6			
Kidnapping & attempted kidnapping	0			
Manslaughter & attempted manslaughter, except involuntary manslaughter	0			
Mayhem & attempted mayhem	0			
Murder & attempted murder	1			
Rape & attempted rape	0			
Robbery & attempted robbery	0			
Carjacking & attempted carjacking	0			
Armed carjacking & attempted armed carjacking	0			
Sexual offense & attempted sexual offense in the first degree	0			
Sexual offense & attempted sexual offense in the second degree	0			
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0			
Assault in the first degree	0			
Assault with intent to murder	0			
Assault with intent to rape	0			
Assault with intent to rob	0			
Assault with intent to commit a sexual offense in the first degree	0			
Assault with intent to commit a sexual offense in the second degree	0			
TOTAL	7			

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report