



APPLICATION FOR PARTICIPATION

Title I, Part A – Elementary and Secondary Education Act (ESSA) for FY 2022-2024

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21211

Deadline

September 30, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf. Be sure to include the required attachments.

Required application components for the Title I, Part A Grant include:

1. Completion of the Grant Application (Microsoft Word fillable form, saved as a pdf),
2. Submission of Required Attachments (All Attachments, except saved as pdf), and
3. Copy of Budget Excel File.

[Email](mailto:titleI.msde@maryland.gov) to titleI.msde@maryland.gov
 Maryland State Department of Education
 Division of Instruction – Title I Office
 Attention: Paula Harris

1. Title I, Part A - Application Cover Page and Attestations

LEA name: Cecil County Public Schools

Fiscal Year 2022-2023 Allocation: \$ 3,570,544

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

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

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

Jeffrey A. Lawson
LEA Superintendent/Head of Agency

December 16, 2022
Date

Tony Petinga
LEA District Title I Coordinator

December 16 2022
Date

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

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

1. The LEA explains how all parties, inclusive of, but not limited to human resources, finance, school administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A program components.

Yes, Cecil County Public Schools (CCPS) involves all parts of the organization in the monitoring of the Title I program.

Education Services – Under the leadership of the Associate Superintendent for Education Services, the following individuals are involved in the monitoring of the Title I program.

- Executive Director for Secondary Schools
- Executive Director for Elementary Schools
- Director for Education Services
- Title I Coordinator

The Executive Director for Secondary and Elementary Schools have monthly meetings with their principals, as they coordinate their programs. Title I topics are discussed with the school administrators.

The Director for Education Services is responsible for managing all of the Title programs for CCPS. Three times per year (October, January, and May), the Director for Education Services conducts non-public school liaison meetings with representatives from the Cecil County non-public schools, as well as CCPS representatives for Title I, Title II, Title III, Title IV-A, Special Education, and Business Services. Participation in the federal programs is explained, current budgetary status is shared, and collaborative discussions provide up-to-date information and gather feedback from these stakeholders.

The Title I Coordinator conducts an annual meeting with all Title resource teachers and parents. This provides opportunities for sharing what is happening at each school and across the district,

and giving input into the Title I program. The Title I Coordinator also holds bimonthly meetings with Title I school administrators and resource teachers to provide support with budgeting, planning family engagement, identifying resource teacher roles, developing family involvement and Title I plans, and supporting EL families. The Title I Coordinator is also responsible for working collaboratively with the principals of the participating local, non-public schools.

Business Services – Under the leadership of the Manager for Business Services, the Supervisor of Finance works collaboratively with the Title I Coordinator to solicit budget requests from each Title I school and create account information in our business services database. The two work continually to make sure all aspects of the Title I program are following the mandated regulations.

Human Resources – Under the leadership of the Director in Human Resources, the Associate Director of Human Resource Manager and Supervisor for Technology Services work collaboratively with the Title I Coordinator to provide timely information regarding certification of staff.

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

Yes, Cecil County Public Schools (CCPS) involves all parts of the organization in the development of the Title I application.

Education Services – Under the leadership of the Associate Superintendent for Education Services, the following individuals are involved in the development of the Title I application.

- Executive Director for Secondary Schools
- Executive Director for Elementary Schools
- Director for Education Services
- Title I Coordinator
- Equity Point of Contact

The Executive Directors for Secondary and Elementary Schools have monthly meetings with their principals, as they coordinate their programs. At these meetings, school improvement planning and

how to best use available resources to support instruction and student learning are recurring topics, and provide documentation to support the development of school improvement plans. Principals have autonomy on the goals and activities to meet those goals, as long as they are aligned to the CCPS strategic plan and vision. School improvement plans are developed by school improvement teams at the school level. Those teams consist of diverse members of the school employee groups, including regular, special education, and special area teachers, paraprofessionals and other non-certificated staff, and members of the school community. At school improvement team meetings, data and progress toward the goals are monitored, and professional development and other activities that schools determine will help to meet the goals are planned. This allows school stakeholders to have input into school improvement planning, development, and monitoring. These meetings take place on different, school-dependent schedules and most meet bi-weekly.

The Director for Education Services conducts non-public school liaison meetings with representatives from the Cecil County non-public schools to share current budgetary status, provide up-to-date information, and gather feedback. This assists with gathering documentation for the Title I application. The Director of Education Services also provides teacher evaluation data to the Title I Coordinator for completion of the staff credentials and certification documentation.

The Title I Coordinator collects documentation from the Title I school administrators and resource teachers to ensure school family involvement, TSI, and Title I plans are being implemented. This documentation supports the development of the Title I application. The Title I Coordinator meets a minimum of three times per year, and as needed, with Title I administrators and resource teachers to provide technical support for the schools' Title I programs. These meetings focus on budgeting, use of human resources to support instruction, how to support English Learners and their families, development of the comprehensive needs assessment, creation/dissemination of family involvement plans and home-school compacts, etc. The Title I Coordinator also collaborates with the World Languages Coordinator to collect documentation for English Language Learner programming and how to best support their needs. The Title I Coordinator is responsible for working collaboratively with the principals of the participating local non-public schools and meets three times per year with them to provide technical support. Consultation with the CCPS Equity Point of Contact occurred in spring and summer 2022 to support the creation of the 2022-23 Title I application. The Title I Coordinator met with the Equity Point of Contact, the Director of Education Services, and the Student Services Coordinator to discuss equitable access to educational rigor, resources, and supports to assist students' academic success and social-emotional well-being. A specific focus on marginalized groups, the unique challenges and barriers faced by

particular student groups (including students of poverty), how to overcome those barriers, and what the school system will do to provide equitable, fair, safe, and inclusive learning environments for all students was discussed on three separate occasions.

The timeline for the application development starts in April/May when schools meet with parents and other stakeholder groups to review the Title I parent involvement plan and home-school compact. Feedback is received and amendments are made. These plans are distributed to parents before the end of the following September. This process allows the parents to have input into the Title I application. The visits with the Title I Coordinator and school leadership teams begin in September and continue regularly throughout the year. The comprehensive needs assessment and school improvement plan development are completed by the end of October.

The CCPS Equity Point of Contact meets multiple times during the school year to assist in the development of the Title I application and in the monitoring of the Title I program. Throughout the year, the Equity Point of Contact will meet with the Title I Coordinator to discuss and share the CCPS educational, social-emotional, and disciplinary priorities. This consultation will be scheduled and updates will be provided, which will be communicated in the Title I application.

Business Services – Under the leadership of the Manager for Business Services, the Supervisor of Finance provides information to assist the Title I Coordinator in the completion of the fiscal tables that are part of the Title I application.

Human Resources – Under the leadership of the Director in Human Resources, the Associate Director of Human Resource Manager and Supervisor for Technology Services work collaboratively with the Title I Coordinator to provide timely information regarding certification of staff. This assists the Title I Coordinator with completion of the staff credentials and certification documentation.

Jeffrey A. Lawson

LEA Superintendent/Head of Agency

December 16, 2022

Date

Tony Petinga

LEA District Title I Coordinator

December 16, 2022

Date

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

The LEA ensures that this application is developed in alignment with the requirements of the Educational Equity regulation (COMAR 13A.01.06). In the development of the LEA's Title I, Part A application, the LEA has applied an equity lens demonstrating that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups. The LEA ensures the Title I, Part A application adheres to COMAR 13A.01.06, Educational Equity, including:

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

Yes, CCPS assures application was developed in alignment with the requirements of the Educational Equity regulation (COMAR 13A.01.06).

Cecil County Public Schools (CCPS) involves the Equity Point of Contact in the development of the Title I application and in the monitoring of the Title I program. Throughout the year, the Instructional Coordinator for Title I will meet with the Equity Point of Contact and the Director for Education Services to discuss and share the CCPS education, social-emotional, and disciplinary priorities. This consultation will be used in the development of the Title I application.

Equitable Access to Educational Rigor, Resources, and Supports Designed to Maximize Students' Academic Success and Social/Emotional Well-Being

- CCPS provides both face-to-face and virtual options for instruction. Virtual instruction

also occurs for students on home and hospital teaching for both general and specialized instruction.

- School counselors at every school have been trained on providing social-emotional supports, and CCPS hired a Behavior and Mental Health Coordinator and a Behavior and Mental Health Coach to provide support to schools and work with students who experienced trauma.
- Four school mental health professionals were also hired and support schools as part of the Blueprint for Maryland Success grant (four of the five participating schools are Title I schools- Elkton Middle School, Gilpin Manor Elementary School, Holly Hall Elementary School, and Thomson Estates Elementary School). These professionals work with school staffs and support caseloads of students of trauma.
- Part of the Maryland Success grant is the Concentration of Poverty grant, which provided funding for school nurses and Community School Advisors (CSA), who act as liaisons between the schools and families. Providing before and after-school care, instructional programs and support, and connections with community agencies are part of the CSA role.
- School data teams work on identifying students from traditionally marginalized groups who need these supports and recognize they may need more than students who traditionally are not marginalized.
- Each school has a student support classroom where students can go to work through social-emotional and behavior issues to keep them from receiving disciplinary consequences.

Unique Challenges and Barriers Faced by Individual Students and/or Populations of Students

- Challenges and barriers faced could be language/cultural, poverty, limited access to living necessities, lack of adult support at home, and the stigma that comes with accepting help. Not all families are willing to disclose challenges they face at home and therefore

decline available supports.

- Schools and CCPS have been tasked with identifying these barriers and continually reaching out to families who need support at home. This is done through the school administration, student service personnel, and school counselors to reach as many students and families as possible and put services in place and/or put the families in contact with local support agencies.
- During the pandemic, the struggles families faced at home were exacerbated and the need for additional supports became greater. Due to the restrictions the pandemic created, the ability to serve these families became more challenging. Reaching out to families via Google and Zoom allowed better communication and supports to be provided.
- Through the Concentration of Poverty grant, CCPS partnered with a vendor, called Panorama, which provides surveying tools to better enable the schools system to understand and address challenges families are facing.

Assures Educational Opportunities and Environments are Equitable, Fair, Safe, Diverse, and Inclusive

- CCPS ensures central office personnel and school staffs have knowledge of the supports available to assist students and families in need and these are communicated directly. Through the NIJ grant partnership with the University of Maryland, CCPS implemented Project Assist to provide training to all school employees on the use of Restorative Practices. As part of Project Assist, each school has a cadre of trained Restorative Practitioners who work to support the implementation of the practices to ensure there are not inequities in school discipline referrals.
- The CCPS strategic plan addresses equitable access for all students (equitable and rigorous learning opportunities) and connects to each school through the requirement of having an equity focus threaded throughout academic and social-emotional-behavioral school improvement goals.

Student-Centered, Relevant, and Culturally Responsive Goals and Objectives to Improve

Academic Performance

- Each school has a school improvement plan that includes training, programs, and learning opportunities that include measures of academic performance. Discipline data reviews occur at the school and district level to look for disproportionalities to address any that may exist. CCPS meets quarterly with MSDE representatives to review district safety and disciplinary referrals.
- Disciplinary referrals are monitored at the district level to ensure responses to incidents are equitable and match well to the infractions. School administrators have been trained on how to look for disproportionalities and how to address them with staff members who are referring certain student groups at higher rates than others.
- School improvement goals require the regular monitoring of performance data to address any learning gaps shown through data analysis. Data is disaggregated so student group performance and inequities can be addressed.

Strategies and Activities to Improve Achievement for All Students by Bridging the Gap between Academic and Non-Academic Goals (Attendance, Social-Emotional Growth, Community Needs, and Racial Equity)

- CCPS views experiencing trauma to be a large reason for lack of students' academic success and disciplinary incidents. How to address students' social-emotional needs has become a focus at each school as a way to address issues they bring to school each day and allow them to be more ready for instruction and to perform well. Training all school staffs in Restorative Practices and Life Space Crisis Intervention (LSCI) has been a focus to ensure students who are experiencing trauma come into contact with adults at school who can help.
- An Integrated Student Services Framework Implementation Guide was developed during the 2021-22 school year to provide more attention and supports for the mental health needs exhibited by our students and families. The Framework addresses Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL)

competencies, Restorative Practices, Trauma Sensitive Schools, LSCI, Crisis Prevention Institute (CPI), and Social Emotional Foundations for Early Learning.

- Each school generates an Academic Index at the end of the third marking period, which is created from students' grades, attendance rates, and suspensions. These academic and non-academic indicators allow schools another tool to monitor their data and address any inequities that are discovered.

Jeffrey A. Lawson
LEA Superintendent/Head of Agency

December 16, 2022
Date

Tony Petinga
LEA District Title I Coordinator

December 16, 2022
Date

John Roush
LEA Equity Point of Contact

December 16, 2022
Date

2. Statutory Required Components (A-J)

See pages 7-13 of the Grant Information Guide for a description of each component of the Grant Narrative. All text should be 1.5 line spacing and a type Times New Roman size of 12-point font. If copying from another document, please copy text only so formatting remains.

A. Staff Credentials and Certification

1. Provide the written process to ensure all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including an action plan and timeline for teachers who meet conditional certification status.

Yes, CCPS makes every effort to ensure all teachers and paraprofessionals meet applicable certification and licensure requirements. These candidates are recruited by the CCPS Human Resources Department and participate in preliminary interviews to develop a candidate pool. These names of these candidates are shared with school administrators and district content coordinators when openings occur and interviews need to be held. CCPS Human Resources communicate the certification and licensure status of teachers and paraprofessionals at the beginning of each year so school administrators know the status of their employees and can assist with coordination/scheduling of course work and/or MSDE continuing education credit accumulation. CCPS Human Resources also regularly communicates directly with employees before their licenses are due to expire to remind them of the requirements for recertification to ensure they remain in compliance and good standing. This starts with emails sent to employees one year ahead of license expiration. The emails communicate how many credits are needed for recertification and in what subjects/areas. Follow-up emails are sent at regular intervals and building administrators are copied on those emails to add a level of accountability. For employees who have Advanced Professional Certificates, a list of professional experiences credits that can be earned is also shared.

Due to a shortage in teacher candidates, CCPS has hired teachers with conditional certification over the past year. CCPS has a process in place to help these teachers to become fully certified by meeting State of Maryland certification and licensure requirements. It begins with the CCPS Human Resources Department creating certification and licensure plans for each conditionally certified teacher. These plans list the course

work conditionally certified teachers still need to complete. A list of the courses is then communicated to these teachers, along with the names of the liaisons at the universities that offer completion programs (i.e. University of Delaware, University of Phoenix, etc.). The timeline for completion of this course work is four years. Along the way, the Associate Director of Human Resources and new teacher mentor teachers check in with these teachers bimonthly so see what progress is being made toward their course completion. Building administrators are informed of the progress their conditionally certified teachers are making toward completion of certification and licensure requirements. The Associate Director of Human Resources will also make contact at the end of each semester as a way to monitor the semester course work and communicate what courses still need to be taken. The number and names of the conditionally certified teachers are communicated to the Title I Coordinator for the purposes of monitoring the number in Title I and comparison non-Title I schools to ensure there are no disparities and for purposes of completing the Title I application. Through consultation with CCPS Human Resources, the Title I Coordinator created two forms of the Four Week Letter and included them in the Title I Principal Toolkit. One form is sent home to parents of students taught by newly hired conditionally certified teachers and the other is sent home to parents of students taught by long-term substitutes who are conditionally certified. CCPS Human Resources and the Title I Coordinator made principals aware that these letters need to be sent to parents prior to the first day the conditionally certified teachers begin instruction.

The conditional certification is good for two years and a minimum of 12 credits must be completed before those two years are finished. If 12 credits have not been earned, the teacher is terminated since conditional certificates cannot be renewed. Depending on the number of courses to be taken, the timeline for teachers with conditional certification to become fully certified can take from one semester to four years. CCPS offers tuition reimbursement to teachers as an incentive to complete the required coursework and direct billing with universities for coursework payment.

Provide the written process to include multiple coordinated efforts with certification and licensure notification between Human Resources, the Title I Office and school administration.

PRIOR TO THE BEGINNING OF EACH SCHOOL YEAR - The Instructional Coordinator for Title I contacts the Supervisor of Technology Services and requests an updated copy of the Title I Report for Comparability. This report lists staff by name, school, position title, years of service in the county, and total years of service. The Title I Coordinator reviews the report and contacts the Human Resources department if there are any employees with incomplete data. Once this data is compiled the Instructional Coordinator for Title I will meet with Human Resources, and Technology Services representatives to share the staffing report.

SEPTEMBER 30 OF EACH YEAR - The Instructional Coordinator for Title I contacts the Supervisor of Technology Services and requests an updated copy of the Title I Report for Comparability. This file is used as the data source for our Title I Comparability Report. The Instructional Coordinator for Title I reviews the data to determine that all staff are properly certified. If there are any questions, the Instructional Coordinator for Title I will arrange a meeting with Human Resources, and Technology Services representatives.

IN JANUARY OF EACH YEAR - The Instructional Coordinator for Title I contacts the Supervisor of Technology Services and requests an updated copy of the Title I Report for Comparability. This file is used as the data source for our Title I Annual Review staffing report to be shared with our MSDE point-of-contact. This report will be checked for staff certifications and If there are any questions the Instructional Coordinator for Title I will arrange a meeting with Human Resources, and Technology Services representatives.

AT THE CONCLUSION OF EACH SCHOOL YEAR - The Instructional Coordinator for Title I contacts the Supervisor of Technology Services and requests an updated copy of the Title I Report for Comparability. This report will provide the data to examine disparities that result in low-income and minority students being taught at higher rates than other students by inexperienced teachers. This report will be checked for staff certifications and If there are any questions the Instructional Coordinator for Title I will arrange a meeting with Human Resources, and Technology Services representatives.

2. Applicants must list the percentage and number of teachers who have not met licensure and certification status for the 2022-2023 school year in each Title I School including the area of certification. **Attachment A – Listing of percentage of Teachers and Certification Status in Title I Schools.**

If applicable, provide a written action plan for teachers who meet conditional certification status with a timeline to complete certification requirements.

LEA	# Teachers Conditionally Certified	Action Plan
Cecil County	18	Sample is provided below.
LEA	# Paraprofessionals Not Certified	Action Plan
Cecil County	10	Text is provided below.

[Attachment A - Title I Staffing Report Prior to the First Day of School](#)

[Teacher Certificate and Licensure Action Plan Samples](#)

Paraprofessional Certification Action Plan Information

For paraprofessionals who have not met certification and licensure requirements, they are given the Paraprofessional Praxis Assessment within 60 days of hire. Passing scores will give them meeting state certification and licensure requirements status to work in Title I schools. Paraprofessionals could also provide documentation of 48 college credit hours if they failed to do so when hired. Prior to taking the test, CCPS assists the paraprofessionals to pass by providing a study guide to help prepare and allows a retake of the test if not passed on the first attempt. If paraprofessionals do not pass the test on either attempt, they would be moved to non-Title I schools and the open positions at the Title I schools would be filled with paraprofessionals from non-Title I schools who meet state certification and

licensure requirements.

[Principal-School Attestation Sample](#)

3. The LEA 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. The LEA must complete a Disparities Worksheet (including all schools) to Determine Needs.

Attachment B – Disparities Worksheet

Yes, CCPS ensures it has a written process and evidence of implementation to identify and address any disparities.

Technology Support

The process for addressing disparities of low income and minority students begins with the generation of a report from our student record system by the CCPS Technology Department. This report lists the experience levels for all teachers and paraprofessionals working in the district. This data is then analyzed to determine how the experience levels of the teachers and paraprofessionals compares between schools. This analysis is used to determine if there are disparities in experienced teachers working with our low income and minority students.

Monitoring of the Hiring Process

To limit the possibility of disparities, the CCPS Executive Directors for Elementary and Secondary Education, in partnership with our human resources department, constantly monitor the number of tenured and non-tenured teachers in our Title I schools. During the hiring process, when teacher openings occur for the following school year, in-district hiring occurs through the CCPS letter of intent process. This begins in February when teachers are invited to indicate if they would like to be considered for open positions and transfers to other schools. This generates a pool of candidates for principals to consider for any openings they may have. This allows the principals of the Title I schools to target experienced teachers to fill their vacancies. During the in-district hiring process, the Executive Directors for Elementary and Secondary Education and the CCPS Human

Resources department hold oversight on which teachers can transfer and make final approvals. If Title I schools begin to lose experienced teachers to non-Title I schools, those teachers can be denied the opportunity to move to non-Title I schools. This process enables Title I schools to retain their experienced teachers. Involuntary transfer and/or reassignments shall be made in consideration of the needs of the school system as determined by the CCPS Superintendent. For new hires, there is a CCPS Human Resources screening process that allows schools to target experienced teachers for openings.

Addressing Disparities

CCPS makes every effort to staff Title I schools with experienced teachers. Part of these efforts are to ensure recruitment and retention of a high-quality workforce, which is one of the strategic themes of the CCPS Strategic Plan. Recruitment of minority teachers is part of these efforts, as is the Grow Your Own program that CCPS participates in through the Maryland Leads Grant. The grant provides for staff support and retention through expanded forms of mentorship for inexperienced teachers. This grant also plays for current Cecil College students who are CCPS graduates and Education majors to take their course work. Another part is the expansion of the CCPS teacher mentoring program, which provides release time for meeting with mentors and observing more experienced teachers in other schools.

[Attachment B - Disparities of Low Income and Minority Students Summary Page](#)

[Summary of Data Used to Determine Disparities](#)

[LEA Communication for Data Generation](#)

4. The LEA ensures it has a written process that includes timelines used to annually notify parents:
 - a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children.
 - b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.

- c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part.

Yes, CCPS ensures there is a written process that includes timelines used to annually notify parents.

Every school system receiving Title I funds must ensure that all teachers teaching in core academic subjects meet the certification and licensure status of the State of Maryland. On occasion, CCPS has hired teachers with conditional certification, mostly due a shortage in teaching candidates who meet the certification and licensure status of the State of Maryland. CCPS has a process in place to help these teachers to become fully certified. This includes completing the required coursework in the timeline for completion. The CCPS Associate Director of Human Resources and new teacher mentor teachers regularly monitor this progress and the Associate Director of Human Resources will also make contact at the end of each semester as a way to monitor the semester course work and communicate what courses still need to be taken.

School systems who employ teachers who work under conditional certification are required by the Every Student Succeeds Act (ESSA) to notify parents regarding qualifications of their children's classroom teachers. This notification comes in the form of a letter sent to parents whose children are taught in excess of four weeks by a teacher who is working to satisfy the requirements to meet the certification and licensure requirements of the State of Maryland. This letter includes the teacher's name, college attended, and degree attained. Upon receipt of the letter, parents have the right to contact the school principal and/or the Executive Directors for Elementary or Secondary Education to discuss the situation. Parents have the right to request the professional qualifications of their children's classroom teachers and paraprofessionals at any time, even those who meet the certification and licensure status of the State of Maryland. This is communicated to parents through each school's Parent-Family Involvement Plan.

Schools are also obligated to notify parents of the levels of achievement and growth of

their children on state academic assessments. The results of these assessments, in the form of paper reports, are sent directly to schools by MSDE and/or the testing platforms (Pearson, Cognia) and schools have 30 business days to send these reports to parents. Also, twice per year, students take the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment and these results are delivered to parents when report cards are issued at the end of the first and second marking periods.

B. SCHOOLWIDE PROGRAMS

Under the ESEA, a school may operate a schoolwide program if it has 40 percent or more of its students living in poverty, regardless of the grades it serves, receives a waiver from MSDE to operate a schoolwide program without meeting the 40 percent poverty threshold, or is a Tier I or Tier II school in a State that requested and received a waiver through the School Improvement Grant (SIG) program that receives funds to implement one of the SIG.

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

☐ YES ☒ NO

If Yes, continue below. Check one:

☐ Federal funds ☐ Federal, State, local funds.

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

☐ YES ☒ NO

Note: If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.

Attachment C - Approval letter to waive a Title I school with less than 40% poverty

1. Provide a description of the written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools. The LEA ensures all schoolwide program plans, and its implementation are regularly monitored and revised as necessary based on student needs.

Yes, CCPS ensures all schoolwide program plans, and its implementation are regularly monitored and revised as necessary based on student needs.

This is a description of the written process and timeline used to provide support for the developing, implementing, and monitoring of schoolwide plans and requirements for Title I schools.

SUMMER

- Title I principals were contacted by the CCPS Title I Coordinator and the Supervisor in Finance to receive important information to manage Title I funds. This provided assurances that all school administrators were familiar with Title I protocols. Correspondence was conducted through phone calls and email.
- Support for Title I administrators in budgeting, purchasing, staffing, and use of assessment data was provided.

FALL

- The CCPS Title I Coordinator will conduct first quarter Title I review meetings with administrative teams and Title I resource teachers at all schools to provide opportunities to discuss changes in the Title I program, review school budgets, and provide technical assistance. These meetings will happen at each Title I school. Additional topics to discuss are SANE v. SAN, development and distribution of the home-school compact and the family involvement plan, Title I documentation best practices, data collection and progress monitoring, construction of the School Improvement Plan (SIP), support provided to EL (English Learner) families, and other topics schools suggest. Guidance will be provided about connecting school instructional priorities gleaned from SIP construction, since the SIP will also function as the comprehensive needs assessment, to CCPS priorities to ensure alignment with instructional and other supports and spending of Title I funding when completing school improvement plans.
- The CCPS Title I Coordinator will also meet with the Title I school lead secretaries and administrators to provide guidance on Title I spending to ensure compliance with the Federal Cost Principles.
- By the end of October, the Title I Coordinator will request updated documentation from all Title I schools. The CCPS Title I Coordinator will review each school's Home-School Compact, Parent and Family Engagement Plan, and School Improvement Plan and provide feedback and technical assistance as needed. Since there is alignment between the district's strategic plan themes and the Title I components, schoolwide reform strategies, parent and family engagement, and coordination with other agencies become part of the school improvement plans. The school improvement plans must be entered into the school improvement template to ensure elements that support improvement are included in the

plans. These elements include: assessment data, objectives, targeted groups-including demographics, grades and subgroups, measures of attainment and specific strategies to support their objectives. These strategies must include descriptions, specific professional development to support the strategies, costs, and measures of success. Finally, milestone dates are required for this work and monitored for completion. School Improvement Plans are reviewed by the Executive Directors for Elementary and Secondary Education for alignment with these strategic themes and feedback is provided to administrators.

WINTER

- The CCPS Title I Coordinator will conduct second Title I review meetings at each school. Topics for these meetings will be determined by school administrators and the CCPS Title I Coordinator.
- As CCPS approaches the time for our MSDE program review, Title 1 principals are responsible for preparing their own program review. The CCPS Title I Coordinator will add this as a topic when visiting each school. This is the opportunity for school staffs to share their plans for strengthening their academic programs based on evidence-based practices as well as detailing how they have used their fiscal resources to develop their schoolwide plans. This review is similar to what will occur with our MSDE point of contact. This should help ensure the schools chosen for MSDE's review will be prepared. These visits have already been scheduled.
- The CCPS Title I Coordinator will also meet with Title I resource teachers at scheduled school meetings and provide technical assistance to ensure schools meet all guidelines.

SPRING

- The CCPS Title I Coordinator will conduct third Title I review meetings at each school. Topics for these meetings will be determined by school administrators and the CCPS Title I Coordinator.
- CCPS schedules an annual Title I Parent Family Engagement (PFE) meeting every spring. This is an opportunity for all schools to bring administrators, teachers, and parents together to explain the Title I program, celebrate school successes, and solicit feedback on how to improve our program. I will ask schools to prepare a three to five minute presentation

on how Title I funds are supporting their at-risk students. We will share the school presentations as well as review some parent-family engagement ideas. We will also solicit feedback from the parents how schools and CCPS can better support them as they attend to their children's needs at home. Title I resource teachers will attend this meeting with the parents. The CCPS Title I Coordinator may also share feedback from the MSDE program review, review changes in policy or procedure, provide budget projections for the coming year, and discuss the development of the schoolwide plans.

Review and Analysis of the Effectiveness of Schoolwide Programs

Annually, the Office of Assessment and Accountability, provides access to state accountability data. All CCPS schools analyze their school results as well as compare their current year data with data from previous years. This provides a detailed examination of trend data and student growth. Included with the school results are comparison results for Cecil County, as well as the State of Maryland. The CCPS Local Assessment Coordinator (LAC) provides student disaggregated data to facilitate the comparison of all demographic groups. This is more than just scores. It is an opportunity to determine the root causes of student achievement or lack thereof. This data becomes a crucial part of the School Improvement Plans and allows CCPS and the schools to determine the effectiveness of educational programs for each subgroup of students served. Due to the lack of Maryland Comprehensive Assessment Program (MCAP) assessments for 2020 and 2021, and the lag in score reporting from spring 2022, there are some gaps in our ability to analyze students' achievement.

CCPS administers the NWEA MAP assessment twice each year (fall, winter) for students in grades 3-8 and three times each year (fall, winter, spring) for students in grade 2. This provides additional data for our students in both reading and mathematics. These results are available within one day of administration and allow schools to closely monitor student performance, examine student growth, and compare students' scores to nationally normed student groups. CCPS administered the MAP assessments in fall, winter, and spring for the 2021-22 school year. These results, along with other benchmark and diagnostic data (Acadience Reading and Math, Kindergarten Readiness Assessment (KRA), and the Pre-

Kindergarten Early Learning Inventory (PELI)), are analyzed and used to determine learning paths for instruction.

Each school's SIP assures instructional decisions are data-driven. Schoolwide Reform Strategies are consistent with CCPS Master Plan and state standards. In our Title I schools, every effort is made to attract Maryland Certified teachers. The SIP assists in aligning all professional development activities and the Executive Director of Elementary Education approves them. Strategies to increase parent involvement include parent training sessions, monitoring parent needs by means of surveys, and interactions with the Title I resource teachers assigned to all Title I schools.

Direction for the composition of school improvement teams comes from the Executive Directors for Elementary and Secondary Schools. There are no formal requirements for how school improvement teams are composed but best practices are communicated. These best practices recommend inclusion of the principal, assistant principal(s), Title I resource teachers, and representation from the certificated (regular education, special education, gifted and talented, and special area teachers) and non-certificated (paraprofessionals, secretarial staff) groups, in addition to parent members.

School improvement teams meet as needed at each school but generally meet bi-weekly. Meeting agendas are generated by the administrative team leaders and shared ahead of time. Topics to be discussed center around school instructional practices, social and emotional supports, student performance and behavior data, parent engagement, data collection and analysis, and other priorities as determined by that data. These topics are generated by the teams at their meetings and alignment with the school improvement plan is expected. The generation of topics by the teams allows for all stakeholders to have input, voice during meetings, and become valued members of the school community.

Initial school improvement team meetings occur during the summer and teams discuss and set priorities for the coming year. Meetings in September include time to analyze available assessment data (NWEA MAP, Acadience Reading and Math, and KRA) to identify root

causes and priorities and complete their School Improvement Plans.

All Title I plans are the schools' School Improvement Plans, and these are all expected to be updated and amended regularly, based on the available student data. All grade level planning meetings include teachers in data-driven decision making which in turn, drives class instruction. Teachers are encouraged to join their school improvement teams as contributing decision-makers. Timely, additional assistance is differentiated based upon student needs. Small group instruction is provided using varying approved intervention programs.

Coordination and integration of federal, state, and local services include the Judy Center, English language learning, special education inclusion, Title II, and various after school/before school programs in Title I schools.

For summer 2022, all CCPS schools participated in summer enrichment programs, including the ten Title I schools. For reading, the schools used the Lit Camp instruction program from the Scholastic company. For math, the schools used differentiated math centers from the hand2mind company. Outside agencies, such as the local 4H and Boys and Girls Clubs, provide additional programming for students. Summer enrichment was not universally offered, rather schools targeted students to participate based on academic and other school measures.

[CCPS Title I Monitoring Document](#)

[School Visitation Schedule](#)

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

MEMORANDUM OF UNDERSTANDING

BETWEEN THE CECIL COUNTY JUDY CENTER HUB

**Bainbridge, Bay View, Cecil Manor, Cecilton, Charlestown, Holly Hall,
Gilpin Manor, North East, Perryville, & Thomson Estates Elementary Schools**

AND

This Memorandum of Understanding (MOU), while not a legally binding document, does indicate a voluntary agreement to assist in the implementation of the plans described in the Judith P. Hoyer Childhood Education Enhancement Grant. This grant is funded through the Maryland State Department of Education Division of Early Childhood Development.

Overall Project Goals, Services and Outcomes: The grant will provide funds for the continuation of Judith P. Hoyer Early Childhood Education Enhancement Grant (Judy Centers) Program in Maryland, serving children birth through 5 years. Judy Centers provide comprehensive early care and education services for young children and their families to promote continuous improvement toward school readiness.

Term One: This MOU shall begin upon grant funding approval, July 1, 2022 and will continue through June 30, 2025.

Term Two: The Cecil County Judy Center (CCJC): In addition to continuing the on-going program planning and review process of the Judith P. Hoyer Childhood Education Enhancement Grant the CCJC agrees to provide the following in specific support of this project:

With collaboration and input from the CCJC, develop three to five SMART (Specific, Measurable, Attainable, Relevant, Timely) Goals based on identified needs of children/families within the catchment areas of the JC Schools

- A. Operate in compliance with all local, state and federal laws and regulations
- B. Act as lead agency during the grant period, with cooperation and support from collaborating partners
- C. Coordinate and facilitate Family Involvement Activities and programming for families to address school readiness at the Judy Center, Partnership families will be

invited

- D. Provide service coordination for identified Judy Center Partnership Families
- E. Refer families to the (partnership) when appropriate and/or required (as applicable)
- F. Provide Judy Center partners with a Judy Center Partnership Release of Information form which will be offered to parents to allow information to be shared between and among partners as needed
- G. Promote awareness and provide access to full-day/full-year educational opportunities for families
- H. Collaborate with partners to provide staff development to child care providers serving students within the Judy Center area (as applicable)
- I. Assist partner in achieving and maintaining accreditation by providing supplies, materials, and professional development (as applicable)
- J. Collaborate with the selected programs to provide summer enrichment programming for identified Pre-Kindergarten and Kindergarten children (as applicable)
- K. Coordinate with Head Start to provide additional programs for families enrolled ½ day (as applicable)


Term Three: The Judy Center Partner: The terms of the collaboration to be undertaken by the county board, the participating agencies and programs, and, if applicable, the local management board, including the roles and responsibilities of each of these entities and a plan for establishing ongoing communication between private service providers and public school early education programs. The following items must be addressed by all parties:

- A. Provide a representative to attend the Judy Center Steering Committee meeting. Each representative will cooperatively work to integrate services and bring to fruition the overall goals of the grant.
- B. Provide input in the development of strategies implemented by the district's Early Childhood Council to ensure that all children enter school ready to learn
- C. Collect and provide any data required for program evaluation in a timely manner
- D. Plan and implement activities that address the needs of the Judy Center and the families they serve

E. Provide Case Management for Judy Center Families if they are receiving services for said organization.

Term Four: Termination: This MOU may be terminated by either party, for any reason, by giving 30 days written notice.

Signatures:


 Jeffrey A. Lawson Ed. D
 Superintendent, Cecil County Public Schools

6.29.22
 Date


 Don Foskey-Raimen
 Principal

6/20/22
 Date


 Mandy Feeney
 Program Coordinator
 Early Childhood Education
 Cecil County Judy Center Partnership
 Cecil County Public Schools

6/27/22
 Date

3. Written Process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom.

Cecil County Public Schools is committed to creating a school system where teaching and learning take place every day in safe, supportive, and respectful school environments, where students, school staff, and families are valued and have opportunities to succeed. School safety and academic success are created and strengthened when students are effectively and actively engaged in their learning, and when positive relationships exist between students and school staff. Schools should provide fair and developmentally appropriate behavioral expectations for all members of their school communities.

Cecil County Public Schools understands that students come to school having faced many challenges in their homes and communities and may encounter academic, behavioral, or

social-emotional difficulties in school. All students, however, can succeed and deserve opportunities to do so. Schools should provide the instruction and supports necessary to address students' academic, behavioral, and social-emotional needs. When behaviors become inappropriate, students should be afforded opportunities to learn from their mistakes. Cecil County Public Schools believes the primary purpose of any disciplinary measure should be rehabilitative, restorative, and educational to foster a more positive school climate. In addition, Cecil County Public Schools administers discipline in graduated consequences and interventions to teach students appropriate behaviors. Removing students from school through exclusionary discipline measures, such as out-of-school suspension, expulsion, or referral to alternative educational settings, should always be a last resort. Students who are removed should have opportunities to make-up work for credit, so they may stay on-pace with their classwork and on-track to graduate.

In all Cecil County Public Schools, PBIS plays a critical role in supporting and defining positive school climates. PBIS provides systems for schools to design, implement, and evaluate effective schoolwide, classroom, non-classroom, and student-specific discipline plans. When implemented with fidelity, schoolwide PBIS aims to reduce disruptive behaviors, enhance school climates, and create safer, more effective schools for all students. This is accomplished through applying teaching and learning practices to the prevention and promotion of positive behaviors. This shift away from reactive, punitive responses is accomplished through collection and analysis of pertinent school data, teaching clear behavioral expectations for students, and establishing systems of appropriate staff responses to student behaviors.

4. Written process for how the LEA supports programs that coordinate and integrate:

- (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment

In all CCPS middle schools, a Career and Technical Education (CTE) program is available to all students who choose to participate. Through Project Lead the Way curriculum, three different courses are outlined and teachers were trained in instructing the courses. The

courses students can take as electives under the CTE program are: Design and Modeling, Flight and Space, and Automation and Robotics. Students who choose to enroll in one of these classes choose to do so over enrolling in a different elective such as band, chorus, or computer science. These are marking period (45 day) courses and students can take one in each year if they choose. Since these courses are a marking period long, students do not get high school credits for successful completion. Principals at the middle schools are provided a \$2,000 budget from CCPS to purchase project supplies from CCPS. Principals can choose to supplement that budget with funding from their per pupil allotment budget, also provided by CCPS. The purchasing of other project materials beyond the \$2,000 and the per pupil allotment budget is supported through the CCPS Coordinator for Career, Technical Education, and Science, Technology, Engineering, and Math (STEM).

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

CCPS Title I schools do not extend to the high school level so there are no work-based opportunities provided.

5. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.
 - a. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.
 - b. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide program

Although not consolidating funds, yes, CCPS ensures the full development of schoolwide programs.

To ensure the full development of schoolwide programs, CCPS coordinates financial resources to budget for and provide programs to support student achievement. CCPS has partnerships with local and state agencies, such as the Judy Center, Maryland Head Start,

Cecil County Public Library to work with school staffs to support school transitions and literacy development. The Cecil County School of Technology works with local businesses to develop programming for students to graduate into careers ready to be productive workers. CCPS works with the University of Maryland as part of the National Institute of Justice Grant to provide LSCI and Restorative Practices social-emotional and behavioral training and supports to teachers and administrators.

6. The LEA ensures the implementation of a Schoolwide Program Schools and Targeted Assistance Schools includes the following four components:
- Comprehensive Needs Assessment
 - Schoolwide Program Reform Strategies
 - Parent, Family and Stakeholder Engagement
 - Coordination and Integration of Federal, State, and Local services and programs.

Yes, CCPS ensures the implementation of Schoolwide Program Schools.

Cecil County Public Schools (CCPS) will use a new School Improvement Plan (SIP) template for the 2022-23 school year. This template is based on the Title I Comprehensive Needs Assessment template formerly used by the Title I Schools. Training was provided on this new template during the CCPS Summer Leadership Academy sessions over summer of 2022. All school and central office leadership members were present during these sessions. Training consisted of the components of the template (school/program at-a-glance, school profile, student profile, school report card, student performance and discipline data, and goals/objective/strategies for the CCPS Division of Education Services core goals). The CCPS Division of Education Services has three core goals and six guiding principles. The core of each SIP are these five goals.

1. All students will be provided with equitable, rigorous learning opportunities.
2. All students will learn in safe, secure, and inviting environments.
3. Schools will operate on a foundation of communication and trust.

4. Schools will recruit and retain a high quality workforce.
5. Schools will engage the community in all matters relevant to the system's functioning while remaining transparent about processes.

The SIP also considers six CCPS Guiding Principles.

- Inclusive Environment – Provides all students with an appropriate education in the least restrictive environment.
- Student Centered Supports – Supports designed to aid the whole child in the development of academic, social, emotional, and physical well-being.
- Community Engagement – Engages the community in all matters relevant to the system's functioning while remaining transparent about processes.
- Active Leadership – Collaborates with all leaders throughout decision-making processes and actively engages in implementation processes.
- Professional Growth – Develops our professionals through high-quality professional development experiences that are relevant to their work, research based, and reflect contemporary practices.
- Student Achievement – This is the central principle that drives all others.

All of the four Schoolwide Title I components are found within the expectations of the SIP template, ensuring all components are included in SIP. Core goal #1, along with guiding principle #6, helps focus schools on student performance data to determine how we can help our students meet or exceed high academic standards. Core goals #2 and #3, along with guiding principles #1, #2 and #3, helps schools look at the strengths of students, teachers, and communities as they identify their needs and seek out innovative ways to meet those needs. Core goals #3 and #5, along with guiding principle #3, promote the engagement of the community as they focus on all aspects of school improvement. Core goal #5 and guiding principles #2 and #3 ensure schools focus on the coordination of all available resources to support students' academic and social-emotional well-being. All

Title I schools have access to the Schoolwide Program Plan Components Checklist to assist in integrating the components into their plans and making sure that all components are met.

7. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public.

Yes, CCPS has a process for making school plans available to the parents and public. This starts with the CCPS Title I Parent Involvement Policy and Regulation. As partners in the school system, CCPS values parental input in the creation of and distribution of school plans. This starts with a yearly meeting in the spring where Title I Resource Teachers and school administrators meet with the CCPS Title I Coordinator and parent representatives to share what is happening at each school and across the district, and give input into the Title I program. Schools also meet with parent representatives before the school year is over to get feedback on their Parent/Family Engagement Plans and the Home-School Compacts. This feedback comes in the form of face-to-face and virtual meetings and online surveys. The parent feedback is compiled and used to update and amend these plans for the following school year. Topics of discussion range from best ways to communicate information to families to responsibilities of students, families, and school personnel in the students' success. Title I principals will use the School Parent and Family Engagement Policy/Plan Checklist from MSDE to ensure compliance. These plans, along with the School Improvement Plans are then distributed to parents at the beginning of the following school year. Distribution occurs at back-to-school events and via electronic distribution. Schools have parents sign when receiving these documents at the school events and respond to surveys when distributing them electronically. The plans are available at school websites and are linked to regular correspondence generated by the schools. Distribution of plans is a regular topic at Title I support meetings scheduled with schools by the Title I Coordinator. At the initial meetings with school leadership teams in the first marking period, the expectation for soliciting parent feedback before the end of the school year and using it to amend the home-school compact and the parent-family engagement plan is communicated to principals. At these meetings, the home-school compact and parent-

family engagement plan will be ongoing topics of discussion as schools explain and document how they are involving their families in their instructional and social-emotional programs.

[Cecil Manor ES Family Involvement Brochure](#)

[Cecil Manor ES Home & School Compact](#)

8. 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.

Yes, CCPS ensures there are strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs.

CCPS has a partnership with the Maryland Head Start organization. Head Start works with children from birth to age 5 to assist with their social, emotional, and cognitive development to develop readiness for entry into school. Head Start connects families to agencies that provide assistance (early mental health, food and shelter, etc.). Families who qualify based on income status are eligible to receive services through Head Start. Prior to enrollment in public school early childhood programs, the Head Start staff will complete student surveys aimed at capturing students' strengths and weaknesses. These surveys are collected by the CCPS Early Childhood Coordinator, and shared with elementary school administrators and early childhood staff so they can effectively program for their students and add the necessary supports for success.

CCPS also has a partnership with the Judy Center of Cecil County, which like Maryland Head Start, serves children from birth to age 5 and their families to develop school readiness. Similarly, the Judy Center conducts surveys of the children who participate in their programs, passes this information onto schools through articulation meetings, connects families to agencies that support the developmental needs of their children, and provides assistance for the raising of their children. Supports consist of: food and shelter,

early identification and case management for special education services, child care assistance, developmental and health screenings, parenting classes, and play groups. For the 2022-23 school year, CCPS expanded the number of Judy Center sites from six to ten, nine of which include all of the CCPS Title I schools, enabling this partnership to serve a much greater number of students, families, and school staff members in our Title I schools.

CCPS has expanded the number of pre-school classrooms for three year old children from six to eight for the 2022-23. Students identified as needing special education services are enrolled in a 1-1 ratio with typical peers to participate in pre-school. Students attend school for four, half days each week and on Wednesdays throughout the school year, the pre-school staff conducts home connection visits to work on special education goals with their students in the home setting.

C. TARGETED ASSISTANCE SCHOOLS

1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program. List Title I school(s) and School ID number and attach a list of Targeted Assistance Schools the LEA is proposing to transition. This is included in the *Allocation Worksheet*.

CCPS has no targeted assistance schools.

- a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program: If applicable, to use the abbreviated planning process, a Letter of Intent must be sent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2022-2023 School year.
 - b. Year Long Planning Option: The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2022–2023 School Year to a Schoolwide Program beginning in the 2022-2023 School Year using the yearlong planning process. Letter of Intent must be sent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2023-2024 School year.
2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.

CCPS has no targeted assistance schools.

3. How does the LEA ensure the implementation of a Targeted Assistance Program includes the following seven components: see the *Targeted Assistance Program Checklist*?

CCPS has no targeted assistance schools.

4. How does the LEA ensure that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children?

CCPS has no targeted assistance schools.

D. PARENT AND FAMILY ENGAGEMENT

The LEA must provide 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. The LEA must have a Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families, and a tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

Yes, CCPS monitors the implementation of Parent Family Engagement requirements.

Involving Families – Annual Meeting

The Title I Coordinator meets annually with the parent representatives from each Title I school. Attending this meeting are Title I Resource Teachers and Title I school administrators to collaboratively review, update, and revise the CCPS Family Involvement Policy. During the November 2019 meeting, the District Parent and Family Engagement Policy Checklist was used to monitor the CCPS policy. Due to school closures in the 2020-21 school year, there was no annual meeting. During the 2021-22 school year, this meeting was held in spring 2022 due to the Early Fall window of assessments. The District Parent and Family Engagement Policy was not a topic at this meeting since it occurred late in the school and the focus was on family involvement activities for the opening of school in 2022-23. The CCPS Parent and Family Engagement Policy will be a topic of discussion at

this meeting in spring of the 2022-23 school year.

The Instructional Coordinator for Title I and Title I principals will use the School Parent and Family Engagement Policy/Plan Checklist from MSDE to ensure compliance. The CCPS Title I Coordinator holds technical assistance meetings at the Title I schools throughout the year to ensure compliance with all requirements.

Monitoring Parent and Family Engagement

CCPS monitors parent involvement programs and activities by compiling and evaluating feedback forms given to participants. Participants respond concerning the quality of the presentation and/or information given, in addition to what they feel their present or future program needs are. CCPS uses survey results to determine effectiveness of programs and activities.

CCPS uses informal discussions and surveys to gather information about the effectiveness of the parent involvement program. The schools monitor parental involvement by keeping sign-in sheets. The sign-in sheets provide the number of parents that attend each event and let the schools know exactly who is attending the events. Participants fill out evaluation forms regarding the activities in which they participate. Evaluation forms determine the effectiveness of the programs offered and the needs of the participants.

Annually, CCPS sends all parents a satisfaction survey to determine effectiveness of the program in place. CCPS monitors parent involvement programs and activities by compiling and evaluating feedback forms from each participant. CCPS solicits feedback concerning the quality of the presentation and information given. Participants are offered the opportunity to suggest additional topics of interest for future meetings. Survey results are used to determine effectiveness of programs and activities.

Monitoring School-Parent Compact

Prior to the conclusion of the school year, all schools' Family Involvement Teams (FIT), will meet with Title I parents to update their Home and School Compacts. The FIT teams

will follow the Home and School Compact Checklist to ensure their compacts meet the statutory requirements. The goal is to have the updated compacts ready for their parent handbooks in the fall. The Title I Coordinator will review the SANE documentation for these meetings to monitor compliance.

1. **LEA Level:** The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity.

Yes, CCPS the district policy/plan complies with all requirements, including parent outreach, written policy, reservation, annual evaluation, and building capacity.

CCPS Title I Parent Involvement Policy - IIBA

The Key to Success

The Cecil County Public School system values families as partners in the educational process. Families are the first teachers of their children; therefore, it is vital that the family and the school work collaboratively to assure academic and social/emotional success for each child. Opportunities for parents, guardians, and other family members to become involved in their child's educational experience will be offered at school, within the community, and will be supported at the district level. The Cecil County Public School system to include families in all aspects of the county's Title I program.

Developing and Reviewing the Title I Involvement Policy and Procedures

The Title I Coordinator meets annually with representatives from each Title I school. Attending this meeting are Title I resource teachers, school administrators, and families to collaboratively review and give input on the CCPS Family Involvement Policy. In addition, each Title I school must collaborate with families to develop a Title I Parent and Family Engagement Plan and Home-School Compact. The Title I Coordinator and Title I principals will use the School Parent and Family Engagement Plan Checklist form MSDE to ensure compliance.

Prior to the conclusion of the school year, all Title I schools' Family Involvement Teams will meet with families to gather input and update their Parent and Family Engagement Plans and Home and School Compacts. The Family Involvement Teams will follow the Home and School Compact Checklist to ensure their compacts meet the statutory requirements. Schools will have their updated Parent and Family Engagement Plans and Home and School Compacts ready for distribution to parents and inclusion their parent handbooks in the fall. The Title I Coordinator will review the SANE documentation for these input meetings to monitor compliance.

Families will be given copies of the Title I Parent and Family Engagement Plan and Home-School Compact at each Title I school in the fall. Families with limited English, or those in need of interpreting for the deaf, will be accommodated with translation and interpreting services. The school Title I Parent and Family Engagement Plans will include the CCPS *Title I Family Involvement Policy*, and families will be encouraged, and welcomed, to provide feedback. As necessary and possible, the CCPS policy will be translated so that parents understand the language and format. In order to reach all families, school plans, compacts, and the CCPS policy will be sent home in school newsletters or handbooks, the CCPS calendar, and will be posted on the CCPS website. In addition, representative parents will participate on each School Improvement Team. The School Improvement Team regularly examines academic and behavior support needs, designs programs that address improving achievement, and annually evaluates effectiveness. The team is responsible for deciding how the supplemental Title I funds are used at each school. The Title I Coordinator provides technical assistance and support for these decisions.

Monitoring Parent and Family Engagement and Participation

The CCPS Title I Coordinator holds technical assistance meetings at the Title I schools throughout the year to ensure compliance with all requirements, and discuss the design and implementation of Title I programs, including parent involvement. At these meetings, the

following topics related to Title I Family Involvement requirements under Section 1116 are discussed to review, evaluate, and provide input.

- Content and effectiveness of parent engagement activities and programs described in the Title I Family Involvement Policy and Procedures
- Exemplary family involvement programs and outreach activities in each school with parent and staff input
- Budget allocations as they relate to the Title I requirements for parent and family engagement
- Annual coordination of parent outreach activities with community agencies and other school programs, (i.e., Cecil College, Cecil County Public Library, ESOL office, Judy Center Partnership, etc.) to provide parents with materials, training, and resources to work with their children at home to increase student achievement.

Building Capacity for Involvement

The CCPS website provides information on state and county assessments. Student grades are available through online access to parents. CCPS will provide translation services, and foreign and sign language interpreters to families as needed. Additionally, CCPS builds parent and staff capacity in the following ways.

- Holding regular Family Involvement Team meetings with school staff and families to discuss the design and implementation of Title I programs, including family involvement.
- Implementing the Title I family involvement requirements at each Title I school through monthly/quarterly parent workshops, such as Title I requirements, MAP and other data, social-emotional and instructional supports, and other topics requested by parents.
- Generating regular communication with parents about all school related topics, (i.e., Title I, Parent Rights and Responsibilities, student progress, etc.) via workshops, newsletters, phone calls, emails, and in person.

Title I schools solicit feedback on parent involvement programs and activities by compiling and evaluating feedback forms given to participants. Participants respond concerning the quality of the presentations and/or information provided, in addition to their present or future program needs. School teams use survey results to determine effectiveness of programs and activities. Family involvement is determined by the use of event sign-in sheets. The sign-in sheets provide the number of and which family members attending the events.

Annually, Title I schools send all parents a satisfaction survey to determine effectiveness of the programs in place. Schools solicit feedback concerning the quality of the presentations and information provided. Participants are offered the opportunity to suggest additional topics of interest for future events. Survey results are evaluated and used to determine effectiveness of programs and activities, and for planning purposes.

CCPS Parent and Family Engagement Policy and Checklist

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

- Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d)
- Parent and Family Engagement Plan
 - Date reviewed for input: _____
 - Date distributed: _____
- Home-School Compact
 - Date reviewed for input: _____
- Parents of participating Title I students are involved in decisions regarding the spending of parent involvement funds. Section 1116 (3)(B)

Evidence of Implementation

- SAN(E) from parent input meetings

- Announcements/Fliers
- Parent feedback
- Translated documents, if applicable
- Receipts for accommodations/interpreters, if applicable
- Examples of how the school level Plan is distributed may include:
 - School website
 - Student handbook
 - School newsletters
 - Plans sent home via backpack/orientation packets
 - SAN(E) from parent meetings specifying agenda item(s) on Title I PFE funds
 - Announcements/Fliers for meetings
 - Parent feedback

B. Policy Involvement: Section 1116 (c)

- Schools convene an annual meeting, at a convenient time, 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)
- Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)
- Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the plans. Section 1116 (c)(3)
- School Parent and Family Engagement Plan
- Home-School Compact
- School Improvement Plan
- Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)
- The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, the school will submit any parent comments on the plan when it is made available to the local educational agency. Section 1116 (c)(5)

Evidence of Implementation

- SAN(E) from the annual meeting specifying information about Title I and parent rights to be involved
- Announcements/Fliers of outreach/events /meetings
- Translated documents, if applicable
- Receipts for interpreters, transportation, or other accommodations, if applicable
- Evidence showing flexible meeting times
- Announcements/Fliers of outreach/events
- SAN(E) from parent meetings specifying agenda item for review and input on:
- School Parent and Family Engagement Plan
- Home-School Compact
- School Improvement Plan
- Parent feedback
- Evidence showing how/when information was communicated
- How parents are informed about the plan and can make comments if plan is not satisfactory

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

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

- School Responsibilities: Describe how the school will:
- Provide high-quality curriculum and instruction that enables children to meet state academic achievement standards and a supportive and effective learning environment that enables children to meet state 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 observe classroom activities. Section 1116

(d)(2)(C)

- Ensuring regular two-way, meaningful communication between home and school and in a language the family members can understand in an ongoing basis. Section 1116 (d)(2)(D)
- Parent Responsibilities: Describe how parents/families will be responsible for their child's learning (i.e. classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)
- Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)

Evidence of Implementation

- Completed MSDE PFE school level checklist for compact showing all components are addressed
- SAN(E) from parent meetings specifying agenda items for review and input on the home-school compact
- Announcements/Fliers for meetings
- Parent feedback
- Translated home-school compacts, if applicable
- SAN(E) from sharing school-parent compact with parents and family members

D. Building Capacity: Section 1116 (e)

- Provide assistance to parents/families to understand the state academic standards, state and local academic assessments, and how to monitor their child's progress, and how to work with educators to improve the achievement of their child. Section 1116 (e)(1)
- Provide materials and training to help parents work with their child to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)
- Educate school personnel (teachers, specialized instruction support staff, principals and other school leaders) on parental assistance and how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)

- 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)
- 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, language the parents can understand. Section 1116 (e)(5)
- 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)

Evidence of Implementation

- SAN(E) from parent meetings, outreach, or events with topic-specific agenda items.
- Announcements/Fliers for outreach/events
- Handouts/resources from parent outreach/events, staff development, etc., as appropriate
- Translated documents
- Receipts for accommodations/interpreters
- SAN(E) or other evidence of coordinated activities with federal, state, and local programs, including Judy Centers, Head Start, Title III, special education, etc. to the extent feasible and appropriate.

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)

Evidence of Implementation

- SAN(E) from LEA technical assistance to schools

- Translated documents
- Receipts for accommodations/interpreters

2. **School Level:** The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity. Please see section 1116 (a) - Parent and Family Engagement School-Level Checklist.

Yes, CCPS ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity.

Title I Parent and Family Engagement (PFE) Plan and Home-School Compact
Checklist

School: _____

Date: _____

_____ Meets Requirements (M)

_____ Does not meet the requirement (NM)

A. General Requirements: Section 1116 (b) (d)	Evidence of Implementation
<ul style="list-style-type: none"> · Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) · Parent and Family Engagement Plan <ul style="list-style-type: none"> o Date reviewed for input: _____ o Date distributed: _____ 	<ul style="list-style-type: none"> · SAN(E) from parent input meetings · Announcements/Fliers · Parent feedback · Translated documents, if applicable · Receipts for accommodations/interpreters, if applicable <p>Examples of how the school level Plan is distributed may include:</p>

<ul style="list-style-type: none"> · Home-School Compact <ul style="list-style-type: none"> o Date reviewed for input: _____ 	<ul style="list-style-type: none"> · School website · Student handbook · School newsletters · Plans sent home via backpack/orientation packets
<ul style="list-style-type: none"> · Parents of participating Title I students are involved in decisions regarding the spending of parent involvement funds. Section 1116 (3)(B) 	<ul style="list-style-type: none"> · SAN(E) from parent meetings specifying agenda item(s) on Title I PFE funds · Announcements/Fliers for meetings · Parent feedback
B. Policy Involvement: Section 1116 (c)	Evidence of Implementation
<ul style="list-style-type: none"> · Schools convene an annual meeting, at a convenient time, 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) 	<ul style="list-style-type: none"> · SAN(E) from the annual meeting specifying information about Title I and parent rights to be involved · Announcements/Fliers of outreach/events · Translated documents, if applicable · Receipts for interpreters, transportation, or other accommodations, if applicable
<ul style="list-style-type: none"> · Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2) 	<ul style="list-style-type: none"> · Evidence showing flexible meeting times · Announcements/Fliers of outreach/events

<ul style="list-style-type: none"> · Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the plans. Section 1116 (c)(3) o School Parent and Family Engagement Plan o Home-School Compact o School Improvement Plan 	<ul style="list-style-type: none"> · SAN(E) from parent meetings specifying agenda item for review and input on: <ul style="list-style-type: none"> o School Parent and Family Engagement Plan o Home-School Compact o School Improvement Plan · Announcements/Fliers for meetings · Parent feedback
<ul style="list-style-type: none"> · Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A) 	<ul style="list-style-type: none"> · Evidence showing how/when information was communicated
<ul style="list-style-type: none"> · The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, the school will submit any parent comments on the plan when it is made available to the local educational agency. Section 1116 (c)(5) 	<ul style="list-style-type: none"> · How parents are informed about the plan and can make comments if plan is not satisfactory
C. Shared Responsibility: Section 1116 (d) (<i>School-Parent Compact</i>)	Evidence of Implementation

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

- | | |
|--|--|
| <ul style="list-style-type: none"> · School Responsibilities: Describe how the school will: <ul style="list-style-type: none"> o Provide high-quality curriculum and instruction that enables children to meet state academic achievement standards and a supportive and effective learning environment that enables children to meet state academic achievement standards. Section 1116 (d)(1) o 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) o Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) o Provide reasonable access to staff, including opportunities to volunteer and participate in the child's class and observe classroom activities. Section 1116 (d)(2)(C) o Ensuring regular two-way, meaningful communication between home and school and in a language the family | <ul style="list-style-type: none"> · Completed MSDE PFE school level checklist for compact showing all components are addressed · SAN(E) from parent meetings specifying agenda items for review and input on the home-school compact · Announcements/Fliers for meetings · Parent feedback · Translated home-school compacts, if applicable · SAN(E) from sharing school-parent compact with parents and family members |
|--|--|

<p>members can understand on an ongoing basis. Section 1116 (d)(2)(D)</p>	
<p>· Parent Responsibilities: Describe how parents/families will be responsible for their child’s learning (i.e. classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)</p>	<ul style="list-style-type: none"> · Completed MSDE PFE school level checklist for compact showing all components are addressed · SAN(E) from parent meetings specifying agenda items for review and input on the home-school compact · Provide feedback · Translated home-school compacts, if applicable · SAN(E) from sharing school-parent compact with parents and family members · Participate in the child’s classroom and school: communicate regularly with the teachers; attend conferences, volunteer at school and/or home; attend workshops and PTO meetings; and support learning at home
<p>· Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)</p>	<ul style="list-style-type: none"> · Ask questions receive extra help if don’t understand what is being taught · Complete work at home and school · Deliver classroom work, notes, newsletters, and flyers to home, and return items to school

	<ul style="list-style-type: none"> · Respect myself and the school community · Use technology responsibly at home and school · Demonstrate expectations for learning, social interactions, and character · Engage during instruction (online and in school) by participating and staying on-task with the class
D. Building Capacity: Section 1116 (e) The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement	Evidence of Implementation
<ul style="list-style-type: none"> · Provide assistance to parents/families to understand the state academic standards, state and local academic assessments, and how to monitor their child's progress, and how to work with educators to improve the achievement of their child. Section 1116 (e)(1) 	<ul style="list-style-type: none"> · SAN(E) from parent meetings, outreach, or events with topic-specific agenda items. · Announcements/Fliers for outreach/events · Handouts/resources from parent outreach/events, staff development, etc., as appropriate · Translated documents · Receipts for accommodations/interpreters

<ul style="list-style-type: none"> · Provide materials and training to help parents work with their child to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2) 	<ul style="list-style-type: none"> · SAN(E) from parent meetings, outreach, or events with topic-specific agenda items. · Announcements/Fliers for outreach/events · Handouts/resources from parent outreach/events, staff development, etc., as appropriate · Translated documents · Receipts for accommodations/interpreters
<ul style="list-style-type: none"> · Educate school personnel (teachers, specialized instruction support staff, principals and other school leaders) on parental assistance and how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3) 	<ul style="list-style-type: none"> · SAN(E) from parent meetings, outreach, or events with topic-specific agenda items. · Announcements/Fliers for outreach/events · Handouts/resources from parent outreach/events, staff development, etc., as appropriate · Translated documents · Receipts for accommodations/interpreters

<ul style="list-style-type: none"> · To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4) 	<ul style="list-style-type: none"> · SAN(E) or other evidence of coordinated activities with federal, state, and local programs, including Judy Centers, Head Start, Title III, special education, etc. to the extent feasible and appropriate. · SAN(E) from parent meetings, outreach, or events with topic-specific agenda items. · Announcements/Fliers for outreach/events · Handouts/resources from parent outreach/events, staff development, etc., as appropriate · Translated documents · Receipts for accommodations/interpreters
<ul style="list-style-type: none"> · 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, language the parents can understand. Section 1116 (e)(5) 	<ul style="list-style-type: none"> · Announcements/Fliers for outreach/events · Handouts/resources from parent outreach/events, staff development, etc., as appropriate · Translated documents · Receipts for accommodations/interpreters

<ul style="list-style-type: none"> · Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14) 	<ul style="list-style-type: none"> · Announcements/Fliers for outreach/events · Handouts/resources from parent outreach/events, staff development, etc., as appropriate · Translated documents · Receipts for accommodations/interpreters
E. Accessibility: Section 1116 (f)	Evidence of Implementation
<ul style="list-style-type: none"> · To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f) 	<ul style="list-style-type: none"> · SAN(E) from Local Education Agency (LEA) technical assistance to schools · Translated documents · Receipts for accommodations/interpreters

3. **Building Capacity for Involvement:** The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community, and school personnel for effective involvement of parents and family members in improving student academic achievement.

Yes, CCPS ensures that the Title I Office and all Title I schools build capacity of parent/family, community, and school personnel for effective involvement of parents and family members in improving student academic achievement.

The following document was shared at a Title I school staff and parent meeting during the 2021-22 school year.

Parent-Family Engagement Event Planning Questions

When planning events, schools need to ask where the entry points for families are into the school. Ask...

- Have you created a welcoming culture?
 - o Keep phone/text/email logs.
 - o Solicit feedback and survey results.
 - o Offer events virtually and/or in-person.
- Are you communicating effectively and in ways that work best for your families?
 - o Are interpreters available for school meetings?
 - o Is communication in languages representative of the community?
- Are you supporting student success by connecting family engagement activities to learning and development?
 - o Connect type and content of support to at-home strategies.
 - o Provide connected resources.
 - o Create viable sites with resources and track parent visits.
- Are you speaking up for every child and engaging families as co-creators?
 - o Develop school-parent partnerships and implement strategies that parents need.
 - o Collect feedback/survey data from parents to guide decision-making and create meaningful partnerships.
- Are you sharing power and honoring/recognizing families' funds of knowledge?

- o Vary times for participation as dictated by parents.
- o Provide opportunities that promote cultural responsiveness and equitable practices.
- Are you building and sustaining productive partnerships?
 - o Determine better ways to get more meaningful feedback from parents.
 - o Develop meaningful partnerships with community organizations, as appropriate.

When planning events, survey parents to determine their priorities. In general, use these priorities as a guide.

1. Monitoring their children's general academic progress.
2. Knowing when to be concerned about their children's progress.
3. Monitoring their children's achievement relative to learning standards.
4. Communicating with their children's teachers and school administrators.
5. Helping their children's learning at home.

4. The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

Yes, CCPS 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.

Participation of Parents with Limited English Proficiency

CCPS ensures parents with limited English proficiency are able to participate in the education of their children. Some of the supports provided to parents focus on translation, such as translating vital documents, enrollment/registration forms, meal benefits applications, and documents posted on the CCPS website. CCPS also offers parents access

to the Language Line, two-way messaging, and interpreters during meetings with school officials. For the meal benefits, the forms come in English and many different languages and recently, the CCPS Food and Nutrition Department held an event where parents could come and complete the online application with the assistance of an interpreter. The CCPS Title I Coordinator made English Learner (EL) parent participation a topic at each technical support visit and encouraged school administration teams to find ways to better include the parents in the education of their children. Thomson Estates Elementary School held English speaking classes, taught by a Cecil College professor, two nights per week for 12 weeks in the spring of 2022. Bainbridge Elementary School had student-led conferences with teachers and parents and had translated questions in Spanish available for parents. Cecilton Elementary School participated in the One School One Book program and recorded the chapters of the books to be read in both English and Spanish for parents to access at home. All Title I schools sent home translated forms of important parent documents.

Participation of Parents with Disabilities

CCPS ensures parents with disabilities are able to participate in the education of their children. For parents with hearing Impairments, CCPS offers interpreters for any school meetings. Parents initiate contact about the need for services and school administration or the special education building coordinator, if the meeting is at the school, or the Special Education Department, if the meeting is at the central office, will set up this service through the contracted provider. For parents with physical disabilities, if parents can't make it into school buildings for meetings, Zoom is offered for parents to participate virtually. For parents with an inability to read and/or write, school administration or the special education building coordinator will offer to meet and read all documentation to the parent and show the parent how to use the text-to-speech feature through Read & Write for Google. Additionally, the CCPS and school websites are now better equipped with features that allow parents with disabilities to have better access. Blackboard Ally for Websites is being used by CCPS to rate the usability of the system and school websites and fix the components, parts, and features rated as less accessible to allow parents with disabilities better access to the content. Presenting content in alternate ways, allowing content to be

converted into more accessible forms, and including handicap accessible features, including low/no vision technology, are examples of the revised format.

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

Yes, CCPS has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.

CCPS involves all parts of the organization in the monitoring of the implementation of the parent and family engagement requirements for Title I schools.

Education Services – Under the leadership of the Associate Superintendent for Education Services, the following individuals are involved in the creation and monitoring of the Title I program.

- Executive Director for Secondary Schools
- Executive Director for Elementary Schools
- Director for Education Services
- Instructional Coordinator for Title I

The Executive Director for Secondary Schools and Executive Director for Elementary Schools have monthly meetings with their principals, as they coordinate their programs.

The Director for Education Services is responsible for managing all of the Title programs for CCPS. Three times every year (October, January, and May), the Director for Education Services conducts a non-public School Liaison Meeting with all representatives from the Cecil County Non-public schools, as well as CCPS representatives for Title I, Title II, Title III, Title IV-A, Special Education, and Business Services. Participation in the federal programs is explained, current budgetary status is shared, and collaborative discussions provide up-to-date information as well as gathering feedback from our stakeholders.

The Instructional Coordinator for Title I conducts an annual meeting with all Title I school administrators, teachers, and parents. This provides opportunities for sharing what is happening at each school and across the district, and giving input into the Title I program. The Instructional Coordinator for Title I is also responsible for working collaboratively with the principals of the participating local non-public schools. The Instructional Coordinator for Title I conducts bimonthly meetings with all Title I school administrators and resource teachers to discuss budgeting, family involvement, the resource teachers' roles, documentation, and support for EL students. At the initial meetings with school leadership teams in the first marking period, the expectation for soliciting parent feedback before the end of the school year and using it to amend the home-school compact and the parent-family engagement plan was communicated to principals by the Instructional Coordinator for Title I. Additionally, the expectation for sharing these documents was also communicated at these meetings. All schools are planning on distributing these documents at their back-to-school and open house nights for parents who attend in-person and sharing them electronically with those who do not. Schools have parents sign when receiving these documents at the school events and respond to surveys when distributing them electronically. At these marking period visits, the home-school compact and parent-family engagement plan will be ongoing topics of discussion as schools explain and document how they are involving their families in their instructional and social-emotional programs.

Business Services – Under the leadership of the Manager for Business Services, the Assistant in Business Services works collaboratively with the Instructional Coordinator for Title I, to solicit budget requests from each Title I school, including family involvement funds, and create the account information in our business services database. The two work continually to make sure all aspects of the Title I program are following the mandated regulations

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

The LEA must include A written process for (a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools; (b) oversight, monitoring,

supervising, and evaluating the Title I program serving private school students to include: (i) ordering and storing of materials and equipment for use in the program provided to private school children (ii) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program (c) Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.

As part of providing equitable services to eligible private school students, CCPS works with neighboring LEAs to determine if Cecil County students attend private schools located in those LEAs, if students from neighboring LEAs attend private schools in Cecil County, and if Title I funding needs to be exchanged to support their learning needs. During the survey process to determine if students attending private schools participating in public school Title I programs would qualify for meal benefits, those private schools generate a list of students who would qualify. If these students live out-of-district in a neighboring LEA, the Title I Coordinators for the two LEAs communicate the number and addresses of these students to confirm they live in areas that feed into Title I schools. If so, an agreement is made to exchange funding to support these students and their schools. In FY22, CCPS had zero students who would've attended a CCPS Title I school attend private school in Harford County (HCPS). HCPS had one student who would've attended a HCPS Title I school attend private school in Cecil County and sent the agreed on PPA to CCPS. In FY23, CCPS has zero students who would attend a CCPS Title I school attend private school in Harford County (HCPS) and will send no funding to HCPS. HCPS has one student who would attend a HCPS Title I school attend private school in Cecil County and will send the agreed on PPA to CCPS. HCPS is the only neighboring LEA that required the generation of an MOU. The generation of the MOU occurs in the summer months and exchange of Title I funds occurs during the school year.

[Equitable Services MOU Harford-Cecil 2023](#)

The CCPS Title I Coordinator purchases all materials and equipment used in the non-public program. When materials and equipment are received, they are labeled and/or stamped indicating they were purchased with Title I funds. CCPS assets are defined as all land, equipment, buildings, machinery, and/or furniture with a value in excess of \$5,000 and a useful life of one year or more. Sensitive items such as cameras, computers, and computer

peripherals identified on a per item basis will be barcoded and tracked in the Fixed Assets system. All fixed assets of the Board of Education are to be recorded in accordance with generally accepted accounting principles and the Financial Reporting Manual for Maryland Public Schools. Fixed assets will be inventoried no less than every two years. Title I materials are stored in a secure area and only distributed during the after-school tutoring sessions. All Title I materials have been labeled as “Property of Title I,” with either a rubber stamp or adhesive label, and have been added to an inventory list. These lists are reviewed in the fall during our first tutoring observation. The lists are sent to the Instructional Coordinator for Title I as part of the final year evaluation.

1. **Delivery of Services:** The LEA ensures it (check all that apply):

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

Please identify LEAs involved.

Harford County Public Schools

Provide the date(s) services will begin:

September 1, 2022

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.

Yes, CCPS has a written process for inviting private schools to participate in the Title I, Part A program.

CCPS invites non-public schools to three informational meetings each year – fall, winter, and spring. There is a current list of all private schools in Cecil County and the Director of Education Services sends an invitation to each school. These meetings help CCPS present information about all grants available, including Title I services. In the spring meeting each year, the Director of Education Services provides a form to indicate the interest in Federal Program participation for the coming year.

[Intent to Participate in Federal Programs Form-Good Shepherd Catholic School](#)

[Intent to Participate in Federal Programs Form-Mt. Aviat Academy](#)

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 services to private school students start at the beginning of the school year.

Yes, CCPS has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools.

Once all interest forms have been received, the Title I Coordinator contacts each interested non-public school to arrange meetings. During the initial meeting of the school year, the non-public school official and the Title I Coordinator collaboratively plan for the implementation of the program. We discuss the consultation topics A-N from MSDE's *Affirmation of Consultation Form*. By meeting early in the school year, we can establish budgetary guidelines and ensure the program can function correctly during the school year. During this meeting, the Title I Coordinator provides the Complaint Procedures for Private Schools that informs the participating school of our commitment to resolve issues and to answer inquiries at the most direct and immediate level. It provides additional contact information to ensure their satisfaction with the services. At subsequent meetings, topics for discussion include how students' needs were identified and how progress monitoring occurs, what services are offered and how often, how CCPS employees provide services, how are progress monitoring results are used to improve Title I services, how CCPS determines the number of private school students will generate funding, what the schools will spend their Title I funding on, and details of their tutoring programs. Complaint procedures are shared and the schools will agree to provide all the necessary information as required by CCPS. This year we will have two non-public schools participating in the Title I program.

[Mt. Aviat Academy Consultation](#)

[School Visitation Calendar](#)

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.

Yes, CCPS provides services to private schools' students in an equitable manner based on the needs of the participating private school.

Students' needs for academic support are identified through teacher referral, grades, and fall/winter benchmark results. Based on these markers, students are targeted for participation in the schools tutoring programs. Tutoring sessions are held 1-2 times per week after school and CCPS employees, who work at the private schools, provide the tutoring. The schools also purchased summer workbooks to send home and technology equipment and programs to use during tutoring. The lead teachers for the tutoring programs communicate with classroom teachers about topics to include during tutoring, how students are progressing, and what topics students need classroom reinforcement with. The lead teachers also communicate with parents about their children's growth and share growth reports from progress monitoring and winter/spring benchmark testing. One of the private schools offered a summer tutoring program to all eligible Title I students in 2022. The program focused on math/reading achievement and ran for half days over a two week period. At the private school consultation meetings in June, the schools provide growth reports on all students who participated in their tutoring programs to illustrate the growth made from fall to spring and demonstrate the effectiveness of their programs.

5. **Teachers and Families Participation:** The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.

Yes, CCPS ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.

When the non-public schools affirm their participation in the CCPS Title I program (there are two for the 2022-23 school year-Mt. Aviat Academy (MAA) and Good Shepherd Catholic School (GSCS)), the schools survey their parents to determine if they would qualify for meal benefits. The names of these students are communicated to the CCPS Title I Coordinator and their addresses are researched to see if they live in areas served by Title I

schools. If so, those students qualify their non-public schools for part of CCPS Title I funding. For the 2022-23 school year, there are 10 qualifying students (9 from MAA and 1 from GSCS) who attend these two non-public schools, so they will receive \$14,139.00 to be split on a 75%-25% ratio (\$10,604.25 to MAA and \$3,534.75 to GSCS). The CCPS Title I Coordinator purchases all materials and equipment used in the non-public program. When materials and equipment are received, they are labeled and/or stamped indicating they were purchased with Title I funds. We follow all current CCPS policies regarding fixed assets.

6. **Dispute Resolution:** The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.

Yes, CCPS 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.

The Maryland State Department of Education requires that each local school system that provides services to eligible children in Title I schools establish a Complaint Procedure for addressing concerns raised by the administrators or parents of students in those schools who participate in federal programs.

Every effort is made to resolve issues and to answer inquiries at the most direct and immediate level. This resolution is facilitated through regular contact between parents and school representatives. If an issue cannot be satisfactorily resolved in this manner, a formal complaint procedure may be initiated by the parent or administrator from the Title I school.

Beyond the local school administrator, the first point of contact for Title I services in Cecil County schools is Tony Petinga, Coordinator for Title I, Assessment, and Accountability, 410-996-5400 x21016 (phone); 410-996-5465 (fax); tpetinga@ccps.org.

The second point of contact for Title I services in Cecil County schools is Dr. Shawn Johnson, Executive Director of Elementary Education, 410-996-5400 x41016 (phone); 410-996-5465 (fax); sjohnson@ccps.org.

The third point of contact for Title I services in Cecil County schools is Dr. Jennifer Hammer, Associate Superintendent of Education Services, 410-996-5400 x53014 (phone); 410-996-5465 (fax); jhammer@ccps.org.

[Complaint Procedures Form](#)

7. **Supervision and Evaluation:** The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students.

Yes, CCPS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students.

The Title I Coordinator will observe the Title I eligible students receiving tutoring services by the certified teacher(s) at least twice per year. These meetings usually occur in October and March. These observations will be discussed with the Title I tutors and the school principal to provide feedback. At the conclusion of the school year, the school staff will collect assessment data and prepare a summary report of the effectiveness of the program and demonstrated student growth throughout the school year. More specifically, details will be provided to the non-public schools about how to view student growth on the NWEA MAP assessments to determine if students achieved the growth markers. This report will compare students who received the tutoring services to those who did not. The schools will share the report with the CCPS Title I Coordinator at the final meeting of the year that will occur in June.

[Mt. Aviat Academy Tutoring Observation Form](#)

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

The LEA must have a written process that includes how the Title I office will coordinate with the Homeless Education Liaison/Office. Discuss educationally disadvantaged students using the guidance on page 12.

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

The McKinney-Vento Homeless Assistance Act provides homeless children transportation to and from school free of charge, allowing children to attend their school of origin (last school enrolled or the school they attended when they first became homeless) regardless of what district the family resides in. It further requires schools to register homeless children even if they lack normally required documents, such as immunization records or proof of residence. CCPS has appointed a Homeless Liaison to ensure that school staff are aware of these rights, to provide public notice to homeless families (at shelters and at school), and to facilitate access to school and transportation services.

Monthly, CCPS welcomes various local child welfare agencies to participate in a Cecil County Homeless Collaboration meeting. The first meeting for the 2022-23 school year will be on September 12, 2022.

Throughout the school year, the following agencies are involved.

- Cecil County Public Schools
- Cecil County Department of Social Services
- Cecil County Health Department
- Deep Roots at Clairvaux Farms
- Cecil County Housing Authority
- Family Education Center
- Meeting Ground - Wayfarers

- Judy Center
- The Paris Foundation

For the 2022-23 school year, CCPS established the reservation amount based upon historical data for the number of homeless students and their associated expenses. There are line items in the Title I reservation budget to support homeless students through after-school tutoring, educational supplies, instructional needs and transportation costs.

In FY22, the amount of homeless students was approximately the same (509 to 549-increase of 0.1%) as FY21. The number of homeless students is approximately 48% fewer (1,145 to 549) than FY17. The reason for the significant decrease in the number of homeless students is due to an intentional effort by the CCPS Student Services Department to more accurately identify students as homeless. During that time, the funding budgeted for homeless tutoring decreased due to the reduction of the number of homeless students and since there are more tiered academic supports available to students during the school day than in past years, reducing the need for after school tutoring. The amount per student went from \$7.19 in FY16, down to \$5.57 in FY19, and then back up to \$7.37 in FY20. Due to the pandemic, there was no money budgeted for homeless tutoring in FY21. In FY22, the amount per student was \$1.46 due to tutoring being mostly funded through Federal Covid Recovery Grants. This amount will stay the same for FY23. For instructional enrichment over that same time, the funding budgeted per student went from \$0.44 in FY16, up to \$0.69 in FY19, and then back down to \$0.30 in FY20. Due to the pandemic, \$100 was budgeted for instructional enrichment in FY21. No funding was budgeted in FY22 and none will be budgeted in FY23.

Beginning in the FY15 school year, US Department of Education (USDE) guidance encouraged the use of Title I money to supplement local funds to support homeless transportation. CCPS made a commitment to provide Title I support for a portion of the transportation costs associated with homeless students to and from schools of origin by budgeting \$20,000. This amount continued to be budgeted in subsequent years. In FY18, CCPS analyzed historical expenses and decided to base the Title I allocation on 10% of the local cost of transportation to and from school of origin, and had that amount provided by

Title I.

In FY21, CCPS spent \$124,523.08 to support transportation for homeless students. Because of various school closures as a result of the pandemic, and the fact that many homeless student double up with other families in-district, this amount was less than previous years so CCPS based the FY21 amount for transportation expenses on FY20 costs, which were \$186,990.39. Therefore, \$18,699.00 of Title I funding was budgeted for FY21. A slight increase to \$19,599.00 of Title I funding was budgeted for FY22. This same amount of \$19,599.00 will be budgeted in FY23.

See attachment for historical expenses. The CCPS Title I Coordinator and Homeless Liaisons, in collaboration, created the homeless budget.

[CCPS Homeless Reservation Budget FY17-FY23](#)

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

Yes, CCPS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method and how the liaison was consulted or involved in that process.

The Title I Coordinator meets with the CCPS Homeless Liaison to determine the reservation amount for the education of homeless children and youth from the Title I budget. During this meeting, the available Federal Covid Recovery Grant and other funding that supports homeless children and youth are discussed, as well as how much of these grants are allocated for homeless tutoring, supplies/enrichment, instructional supports, personal supplies, and transportation. The amount of Title I funding spent on these budget items over the past seven years is reviewed to gain a historical perspective and determine the reasons behind these amounts. Once the amount of other grant funding

is determined, the amount that Title I will budget for these homeless items is determined.

The supports provided to homeless children and youth through the McKinney-Vento Act were discussed and CCPS has multiple initiatives in place. For tutoring and academic support, high school students have access to the Twilight Program, which is funded through CCPS. There is transportation required for the Twilight Program, which is grant-funded. In middle and elementary schools, most of the tutoring provided to students occurs during the school day and is also grant-funded. The majority of the Title I reservation budget dedicated to the education of homeless children and youth is set aside for homeless transportation. However, due to more homeless students living with other families in the same school feeder areas than in pre-Covid years, the amount of reservation funding set aside for transportation has decreased over the years. CCPS works with the Department of Social Services to coordinate the delivery of school and personal supplies when requested and connects families to other agencies to provide supports. CCPS has also established a food pantry for FY23 that will provide food to homeless families. Due to these items being mostly funded through Federal Covid Recovery Grants or other local funding sources, the amount of the Title I reservation for the education of homeless students and youth is less than it was pre-Covid.

The Title I Coordinator meets with the CCPS Supervisor of Finance to share the results of the meeting with the Homeless Liaison and then finalizes the amount budgeted for each item in the Title I education for homeless children and youth budget.

3. Per COMAR 13A.05.09.03, provide a list of all currently active shelter sites in the county that serve homeless children and families.

SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION SY 2022-2023

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

Local Educational Agency: CCPS

Homeless Education Coordinator/Liaison: Berkeley C. Orr, Jr.

Homeless Education Coordinator / Liaison's Email: borr@ccps.org

NAME OF SHELTER/	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED
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CONTACT PERSON		
Deep Roots/Ola Boswell	21 Veazey Cove Road Earleville, MD 21919	● families
Meeting Ground, Inc./Gladys Lacey	401 North Street Elkton, MD 21921	● single women and children ● men

G. SUPPORT FOR FOSTER CARE STUDENTS

The LEA must have 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.

CCPS finalized the new Educational Stability Memorandum of Understanding (MOU). The MOU was developed in a collaborative effort with MSDE, the Department of Juvenile Services, and the Department of Social Services, and sent to CCPS on November 14 for signatures. The signatures were collected and the new MOU was executed on December 15, 2022. This MOU will be in effect for the next five years (until December 15, 2027).

[Educational Stability MOU](#)

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

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.

Yes, CCPS 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.

CCPS calculates the cost for transportation by determining the cost for transporting the student from the foster home to the in-district school and to the school of origin and bills the Department of Social Services for the difference. However, no Title I funding is used

for transportation of foster students.

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

Although no Title I funds are set aside for transportation of foster care students, yes CCPS ensures it uses a method for determining the foster care transportation set-aside and how the foster care point of contact was consulted.

CCPS works collaboratively with the Department of Social Services to support foster care students for transportation to their schools of origin. The Title I Coordinator also consults with the foster care point of contact to discuss budgetary needs before decisions about reservation amounts are made.

H. ENGLISH LEARNERS

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

CCPS ensures the Title I program supports a coordinated effort to inform parents about the ESOL program placement through sending the Parent Notification Letter. When a student enrolls in CCPS and their *Home Language Survey* indicates a language other than English on two or more lines, the student is assessed for EL services. If the student qualifies using Maryland's EL eligibility criteria, parents are notified of their child's placement in the ESOL program via the ***Parent Notification Letter***.

ESOL teachers send Parent Notification Letters to families each year to inform them of their children's placement in the program, its purpose, their children's English proficiency levels, the LIEP description, parental rights and exit criteria. Phone numbers are provided for parents to seek additional information, if needed. Parent Notification

Letters are sent to families in English and their home language. They are collected with parent signatures indicating their decisions regarding their children's ESOL placements.

New students, who are enrolled in CCPS at the beginning of the school year, are assessed within 30 days for EL services. In some instances, teachers invite parents and children to the school to take the EL placement test prior to the start of the school year. Students who enroll in CCPS after the first day of the school year are assessed within two weeks. If parents refuse/waive EL services, the teacher calls to provide additional information to ensure parents understand what they are refusing. Then, ***Maryland's Refusal Letter*** is sent to parents for confirmation and signature.

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

Yes, CCPS ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.

[ParentNotificationLetter ENG.pdf](#)

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

Yes, CCPE ensures Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.

CCPS ensures Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding

their education. During the 2021-22 school year, CCPS held two regional family engagement nights. The purpose of these events was to inform parents about topics such as the CCPS attendance policy, grading regulations, and safety protocols. For parents of secondary school students, topics included college scholarships for English Learners. For 2022-23, these secondary school supports will include how to complete the FAFSA to assist families with applying for financial aid for college. Families were also provided information (dates, times, locations) about adult ESOL classes. During Title I technical support visits, schools were asked to include learning for ESOL families as part of their Parent-Family Engagement Plans. One example was free English speaking classes for parents at Thomson Estates Elementary School (TEES). TEES arranged for a Cecil College English professor to come to the school twice per week for 12 weeks to teach English to interested parents.

3. The LEA assures it has a report card, that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public.

Yes, CCPS assures it has a report card, that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public.

CCPS sends home ACCESS for EL scores to families in both English and their primary language. A data analysis guide is also sent to help them understand their children's scores.

[Data Analysis Guide.pdf](#)

I. SCHOOL IMPROVEMENT: TARGETED SUPPORT AND IMPROVEMENT (TSI)

The LEA must include a written process explaining how the LEA will carry out responsibilities under Section 1111(d) (TSI) (Section 1112(b)(1)(3)) for Title I Targeted Support and Improvement Schools (Section 1111(d)(2)).

Schools are identified as Targeted Support and Improvement (TSI) schools because of

student groups performing below the summative performance level based on all indicators of the All Students group in any of the lowest performing five percent of Title I schools. As a result, the schools are identified as low performing student group TSI schools. CCPS identified schools are responsible for creating intervention plans that address the needs of the identified student groups and receive support through the Title I Coordinator, Executive Directors for Elementary and Secondary Education, and other central office personnel. Schools were identified in the 2018-19 school year and the data used to determine TSI identification was taken from state testing results during the 2017-18 school year.

TSI intervention plans address the needs of the identified student groups and are created with the involvement of central office personnel, the principal, other school leaders, teachers, parents, the Title I Coordinator and community stakeholders, and approved by the Executive Directors for Elementary and Secondary Education. All intervention plans must address identified groups and include a needs assessment, specific and measurable goals related to the needs of the student groups, evidence-based strategies aligned with the identified needs, evaluation metrics and methods, and timelines. Through technical support visits, the CCPS Title I Coordinator provides support for data collection and review, and plan revisions. Schools will revise intervention plan goals as necessary and design specific professional learning to improve student group performance. This professional development will also be tied to the School Improvement Plans, and monitored by the Executive Directors for Elementary and Secondary Education. Schools have the option to use Title I funding to support professional learning and development.

Due to the lack of state testing in spring 2020 and the unreliability of the spring 2021 testing (taken in fall of 2021), there is no data available to measure growth from the state testing data from 2017-18 used to identify the student groups. Schools were advised to and have been gathering other forms of data in a way to demonstrate growth. This data includes MCAP, NWEA MAP, Acadience, Targeted Math, iReady, attendance, etc. At technical support visits, schools were provided tools to help with progress monitoring and program/goal revision, and advised to plan for TSI documentation. They were also

introduced to the Maryland School Improvement Resource Hub, which has other supports available for TSI schools.

After the release of the Spring 2022 MCAP ELA and Math results, MSDE will determine if current TSI schools have made enough progress to not be designated as such going forward and which schools will become TSI schools. After speaking with the MSDE Assessment Point of Contact for CCPS, this information is anticipated to be communicated in spring of 2023. Once that occurs, if current TSI schools remain as such, plans will be reviewed and revised based on current data for low performing student groups and plans will be written for newly designated schools in the spring. Plans will be reviewed, revised, and written by the school leadership teams with support from the CCPS Title I Coordinator.

[TSI Data Protocol for Progress Monitoring](#)

[TSI School Title I Program Review Tool](#)

[TSI Written Process Flow Chart](#)

- a. For each school identified, in partnership with stakeholders, development and implement a school-level TSI plan to improve student outcomes for each student group identified for improvement.
- b. Process for approving school-level TSI plans
- c. Process for monitoring school-level TSI plans
- d. Process for identifying and addressing resources inequities impacting TSI schools

Additional guidance may be accessed through the School Improvement Resource Hub Maryland's TSI Understanding Document (Provided in the Guidance Document).

Process for Approving School Level TSI Plans

TSI Plans are developed at the school level by school leadership teams with support from the CCPS Title I Coordinator, and based on available student performance data. This process starts with the completion of the School Improvement Plan and uses stakeholder

input (school improvement, school leadership, or other school-based teams). The TSI Planning Guide, which includes root cause analysis, evidence of need, planned response actions, and development of SMART goals, is used as a guide. TSI Plans are similar to School Improvement Plans in they must align with school and district priorities and the CCPS strategic plan. TSI Plans are submitted to the Executive Directors for Elementary and Secondary Education and are reviewed by the Executive Directors, the Director of Education Services, the Director of Special Education, and Coordinator of World Languages and ESOL. Feedback on the plans are provided to schools. The Executive Directors for Elementary and Secondary Education approve the plans and also visit schools to provide technical support, if necessary.

Process for Monitoring School Level TSI Plans

TSI schools gather and submit benchmark data that is reviewed at school improvement team meetings. Executive Directors, Director of Special Education and Coordinator of World Languages and ESOL will hold meetings with principals to review data and provide feedback in December, March, and July. At school improvement meetings and meetings with the directors, principals share professional development activities and current data to demonstrate alignment of priorities and actions and what impact they may be having on student performance.

Process for Identifying and Addressing Resources and Inequities Impacting TSI Schools

Needs assessments will be conducted by the schools to identify priorities and inequities based upon a variety of data points. This data includes MCAP, NWEA MAP, Acadience, Targeted Math, and iReady scores, attendance, etc. Once these priorities are identified, schools can allocate Title I funds to address resource needs. As with planning professional development, alignment of priorities and actions as described in School Improvement Plans applies to use of Title I funds to improve student achievement. Currently, none of the Title I TSI schools has funds specifically designated specifically for TSI low performing groups but all have funds designated for instructional and social-emotional supports for all

students.

[Cecil Manor Elementary School TSI Plan](#)

[Elkton Middle School TSI Plan](#)

[Gilpin Manor Elementary School TSI Plan](#)

[Thomson Estates Elementary School TSI Plan](#)

J. FISCAL GUIDANCE

Please see the guidance document: Federal Cost Principles Maryland State Department of Education Guidelines for Decision-making about Title I Expenditures. Additional resources include: [Non-Regulatory Guidance: Supplement Not Supplant](#), [Non-Regulatory Guidance: Within-District Allocations](#), and [Skipped School Addendum](#).

1. The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.

Yes, CCPS ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.

School-Level Fiscal Responsibility

The Cecil County Public Schools Business Services Department conducts school audits each year. The purpose is to review school bookkeeping practices, and use of and expenses from school purchasing cards, cash and deposits, and written checks. CCPS uses findings from the past seven years for comparison to current findings. Auditors use the scoring rubric included in the CCPS Business Services Handbook for School Offices. Audit findings are communicated to schools and CCPS Business Services with recommendations for improvement. For initial Title I budgeting, school principals submit budgets to the Title I Coordinator and the Supervisor of Finance prior to the Title I application submission and

also when creating carryover budgets. The Title I Coordinator and the Supervisor of Finance will review all proposed school budgets for compliance with the Federal Cost Principles and communicate if amendments are necessary based on their findings. If necessary, school principals will resubmit their budgets with corrections. These budgets are then submitted to MSDE in the fiscal table section of the Title I application and carryover budget submissions.

Approval of School-Level Expenditures

When schools purchase materials, equipment, or services with Title I funding, school secretaries allocate these purchases through the CCPS approval process. This includes purchasing card electronic approval by the Title I Coordinator. This happens multiple times each week and the Title I Coordinator reviews each purchase for approval. If purchases are not approved, the Title I Coordinator provides reasons for the rejections and non-Title I accounts are used. At any time, the Title I Coordinator has access to all school Title I expense accounts to review expenditures. In addition, the Title I Coordinator and Supervisor of Finance review the Title I grant budget expenditures as a system and by school.

Monitoring of Title I Funded Positions

All Title I spending starts with completion of the School Improvement Plans. Based on the data analysis, identified areas for improvement, written goals, action planning, and required professional development/training/instructional materials, school leadership teams will craft school improvement plans. All purchases that support the School Improvement Plans and come from Title I funding must directly align with the identified goals. Title I schools also will decide on whether to hire positions of need, such as Title I Resource Teachers, Title I Tutors, and Local Support Teachers. Local Support Teachers serve to support students' academic and social-emotional needs, as identified in School Improvement Plans. The Local Support Teacher at Elkton Middle Schools is funded through Title I. In FY23, CCPS will continue to partially fund full-time salaries for Elementary Assistant Principals. The Elementary Assistant Principals submit bi-weekly time sheets indicating the percentage of time spent working on Title I tasks. Effectiveness

of Title I spending on staff is monitored through student academic, behavioral, and social-emotional data.

School-Level Use of Title I Funds

Each year, the Cecil County Public Schools (CCPS) Title I Coordinator works with the Department of Business Services to create a Title I budget for the district. To begin, a reservation budget is estimated to support districtwide initiatives and non-public equitable services. Based on these plans, CCPS allocates the balance of the funding to each Title I school based on a per pupil calculation. Schools conduct needs assessments to create expense plans for the upcoming school year, including the need for Title I funded positions, additional supplies and materials, student enrichment activities (i.e. field trip admission and transportation fees and school assemblies), and parent involvement activities. Possible Title I funded positions include resource teachers, tutors, paraprofessionals, school counselors, and family involvement advisors. All ten identified schools use Title I funds to pay for resource teachers and eight schools pay for tutors, but none pay for paraprofessionals, school counselors, and family involvement advisors. Field trips and school assemblies are approved by building principals and should connect to classroom learning. Effectiveness of these activities is monitored through student academic, behavioral, and social-emotional data. Each school submits a budget plan to the Title I Coordinator, the Executive Director for Elementary Education, and the Supervisor of Finance to ensure fiscal responsibility in planning for use of federal Title I funding.

When purchases are necessary throughout the fiscal year, the Title I Coordinator and Title I schools spend Title I funds using this approved budget. Each purchase made by a school using Title I funds must meet the test of being reasonable and necessary for the students, as well as allowable and allocable by Title I guidelines. Positions and the respective benefits are expensed bi-weekly against each school's Title I accounts. Purchases of materials, contracted services, enrichment activities, and equipment are purchased through purchase orders or purchasing cards by the school staff. Expenses for all funding, including Title I, are approved through a workflow process using the CCPS accounting software. Regardless of the purchase or procurement method, all Title I expenses require the approval from the

school Principal, Title I Coordinator, and an accountant in the Department of Business Services. Documentation is required to support each purchase.

Each month, Title I school administration reviews budgets, expenditures, and encumbrances of their school's Title I funds. In addition, the Title I Coordinator and Department of Business Services routinely monitor each school's financial activity to ensure fiscal responsibility within the Title I budget. Each marking period, Title I principals and school leadership teams meet with the Title I Coordinator to review Title I activity, which includes a review of the appropriate uses of Title I funds.

[Title I Resource Teacher Job Description](#)

2. The LEA ensures that it uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

Yes, CCPS ensures that it uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

The Cecil County Board of Education provides an equal per pupil allocation (PPA) to primary and secondary schools. Through this process, based on each school's enrollment, funds for curriculum materials and instructional supplies are allocated equally for all students. For the FY23 school year, the Board of Education approved PPA provided to all schools is \$70 per student. In addition, CCPS ensures equivalence in staffing among all schools through a class size allocation procedure maintained by the Department of Education Services. There are currently 306 regular education elementary school teaching positions allocated to schools, based upon student enrollment. CCPS seeks equitable distribution to schools to support low student teacher ratios. Special education staffing is allocated in a similar fashion and provides the goal of a 1:14 student teacher ratio for special education caseloads. Title I schools conduct needs assessments and construct

School Improvement Plans, and then determine how they want to spend their Title I funds, ensuring alignment with stated goals, and supplementing their instructional programs. All Title I schools decided to hire Title I resource teachers with their funds. These teachers provide supplemental tier I and II instructional supports in the core subject areas. All decisions to hire Title I resource teachers are monitored by the Executive Director of Elementary Education to ensure supplanting of staff does not occur.

Title I provides supplementary instructional support to identified schools. This funding is entirely above and beyond the CCPS school funding, providing additional aid in areas of staffing, materials and supplies, staff development, parent involvement, etc. as determined by each Title I school's needs. Title I federal funds are tracked and reported through a grant-based accounting structure separate from local CCPS Board funded budgets.

3. The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.

Yes, CCPS ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.

Cecil County Public Schools (CCPS) follows a Board of Education Regulation (IIB-RA) to collect, review, validate, and maintain the data necessary to ensure comparability when creating staffing assignments.

School Enrollment – Schools enter enrollment data into the local Student Information System. Prior to September 30, the Office of Student Services validates this data. The Title I Office receives the September 30 data from the Office of Student Services. All full-time students, starting with students in pre-kindergarten, enrolled in Title I and the comparison

non-Title I schools are included.

Staffing Assignments – The projected enrollment is prepared by the Office of Support Services. The Division of Education Services uses staffing formulas and the projected enrollment to allocate staffing for each of the CCPS schools. The Division of Education Services adjusts staffing at the start of the school year based upon actual enrollment. The Division of Education Services provides the Title I Office with the total staffing at each of the elementary and middle schools prior to October 1. The staffing formulas and formulas for distributing materials ensure that CCPS schools are comparable. These formulas ensure equivalence among schools in instructional staff, curricular materials, and instructional supplies from the local CCPS budget. The schools receive materials budgets based on the student enrollment information. Based on the school enrollment and staffing data, the Title I Office completes the Title I Comparability Report.

The Title I Office maintains the following supporting documentation for three years.

- District wide salary schedules
- Staffing ratio analysis
- The September 30 student enrollment report
- The school staffing data received from the Division of Education Services
- The per pupil allocation for materials from the operating budget

When comparing student/instructional staff ratios, CCPS includes the same staff members in the ratios for both the Title I and comparison non-Title I schools.

The CCPS Title I Comparability Report includes the following instructional staff members.

- Principals, Assistant principals, and other school-based administrators
- Teachers
- School Counselors

- Speech Therapists
- School Social Workers
- Parent/Family Involvement Specialists/Liaisons
- Paraprofessionals

The CCPS Comparability Report does not include staff funded with federal grants.

For those staff members who are proportionally paid with federal, state, and/or local dollars, CCPS only counts the portion of their salaries that are state and local funded. Paraprofessionals who provide instructional support and are full time are calculated as $\frac{1}{2}$ of their actual FTE for the purposes of this report.

A Title I school is comparable if the school's average student/teacher ratio does not exceed 110% of the average student/teacher ratio of comparable non-Title I schools. The CCPS Title I Comparability Report includes all students enrolled full time in Title I and non-Title I schools.

After the Title I Comparability Report is prepared, the Title I Coordinator informs the Division of Education Services if a Title I school is not comparable. If necessary, staff will be reallocated according to staffing ratios prior to December 1.

4. The LEA ensures that all Title I schools receive State and local funds necessary to provide services required by law for children with disabilities and English Learners.

Yes, CCPS ensures that all Title I schools receive State and local funds necessary to provide services required by law for children with disabilities and English Learners.

CCPS does not allocate additional funding to schools for providing services to children with disabilities and English Learners. Funding to support these students' needs is included in each school's per pupil allotment as all students are fully included in regular education classroom funding. If necessary, local per pupil allotments may be supplemented by

funding provided by the Special Education and ESOL Departments. In addition, CCPS meets MSDE Special Education Maintenance of Effort and Excess Cost reporting requirements, to ensure state and local funds are used to provide services as required by law, supplemented with federal funding.

Fiscal Tables (provided in Excel)

Table 7-7: Skipped Schools

LEAs are reminded they must notify MSDE and receive written approval before planning to skip Title I eligible schools within a district's ranking scheme. Proof of comparability must be submitted to MSDE with the Comparability Report and the LEA must ensure the schools will be comparable. (The skipped schools must be treated as Title I schools when running comparability report). The Title I Skipped Schools Excel worksheet must be completed and submitted to MSDE. The allocation worksheet requires the LEA to identify each skipped school's code. See table below.

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

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

1. Provide a full description (in narrative form) of the Title I- like services in each Code 1 school. These services must be targeted to specific students or used to provide instructional reform throughout the school. (Note: Title I- like means the schools must meet the requirements of Section 1114 or 1115).

All CCPS Title I schools use Title I funding to provide instructional and social-emotional supports to all enrolled students. These supports are provided through paying for human resources, such as Title I Resource Teachers, Title I Tutors, School Counselors, Student Service Technicians, and Local Support Teachers. Decisions to hire for these positions are made at the school-level by leadership teams, with the support of the Executive Directors for Elementary and Secondary Education to ensure supplanting of staff does not occur. All CCPS Title I schools decided to hire Title I resource teachers with their funds for the 2022-23 school year. These teachers provide supplemental tier I and II instructional supports in the core subject areas. Title I Resource Teachers also serve as liaisons between the schools and families and work together to plan for programs, events, and purchasing that supports the ability of the families to support their children academically and socially-emotionally to make growth. In addition to human resources, schools use Title I funding to purchase instructional resources, such as books, tier II and III programs, technology, and professional development resources that align with stated School Improvement Plan goals.

2. Document which additional State or local funding was approved for Code 1 schools. (Note: Additional funding for these schools must appear as separate fund codes that can be tracked to each skipped school).

No additional state or local funding was approved for Code 1 schools.

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

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

CCPS has no skipped schools. Neither the vocational or alternative education school receive Title I funding.

Addendum: Progress Monitoring through Growth Measures and Outcomes

Section 1112(a)(3)(B)(i) - (B) APPROVAL. The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan—(i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards.

PROGRESS MONITORING REQUIRED ATTACHMENT

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

When available, state assessment data is disaggregated through the CCPS Assessment office, with assistance from the Technology Department, and given to the Executive Directors for Elementary and Secondary Education, and the Director for Education Services, the Title I Coordinator, and school administrators. The data is then analyzed at the district and school levels through needs assessments to determine gaps between the current levels of performance and where the district and schools want to be. Through this process, action plans, including professional development and instructional and other initiatives (i.e. Do the Math for the 2022-23 school year) will be developed and implemented to help reach the stated goals and instructional priorities. District and school goals and priorities will be in alignment.

District level data is captured three times per year in fall, winter, and spring. Students take these diagnostic assessments in the fall window and the data is used to make real-time instructional decisions for the formation of reading and math groups, and tier II and III instructional supports. Examples of these assessments are NWEA MAP math and reading assessments in grades 2-8 and Acadience Reading and Math in grades 1-5. As part of reading and math instruction, students participate in regular progress monitoring assessment cycles (3-6 weeks) to determine growth and progress to move through the

prescribed instructional groups. In the winter and spring district assessment windows, the diagnostic assessments are administered again and the data is used to determine if students are on-track to meet prescribed growth markers and benchmarks for their grade levels. The number and percentage of students meeting these markers and benchmarks is reported to the district and used to help determine if the district and schools are meeting their improvement goals.

Elementary Assistant Principals

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.
Extend the number of work days for Title I elementary school assistant principals from 209 to 244. Elementary principals and assistant principals will begin the data and root cause analysis, along with goal and strategy identification, for School Improvement Plans during the summer months.	To provide additional administrative support over the summer. This support will allow schools to better and more effectively complete School Improvement Plans and allow administrative teams to be better connected to the students' instructional, behavioral, and social-emotional needs. This deeper connection will	These additional 35 days will allow for the Title I elementary schools to prepare and plan the supports for our students who will present with instructional, behavioral, and social/emotional needs.	Began summer 2021, and will continue through the 2022-2023 school year.	FY22 Title I, Part A funding.	Acadience, and NWEA MAP reading and math. Dates for collecting this data are: fall – September 12-October 21, winter – January 9-February 28, and spring – April 3-May 12	Fall, winter, and spring benchmark assessment scores	Baseline data will be collected in fall 2022 (September 12-October 21) and will be measured against middle and end-of-year data. Progress reports generated through the assessments will be used to measure growth. This data from NWEA MAP testing showed 89% of students made growth in Math and 79% of students made growth in Reading from fall to winter. NWEA MAP Results Bainbridge ES – Math – 90% ELA – 92% Bay View ES – Math – 76%

	allow the students' needs to be effectively addressed. Each school has their stated School Improvement goals as determined through data analysis (i.e. Students will improve by 4 RIT points on the NWEA MAP assessment from fall to winter – from Bay View ES).						ELA – 89% Cecil Manor ES – Math – 81% ELA – 87% Cecilton ES – Math – 78% ELA – 91% Gilpin Manor ES – Math – 80% ELA – 88% Holly Hall ES – Math – 75% ELA – 86% North East ES – Math – 72% ELA – 92% Perryville ES – Math – 86% ELA – 89% Thomson Estates ES – Math – 71% ELA – 87% Acadience Reading Results Bainbridge ES – 42% Bay View ES – 58% Cecil Manor ES – 50% Cecilton ES – 59% Gilpin Manor ES – 52% Holly Hall ES – 54% North East ES – 51% Perryville ES – 67% Thomson Estates ES – 66%
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Progress Monitoring Documentation

Parent and Family Engagement

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

3. Required Attachments

- A signed cover page and Attestation Section 1112 Form
- A completed Application with all components addressed and attachments as needed
- Completed Fiscal Tables in excel
- A Draft (unsigned) C-1-25
- A signed assurances page

The Application package must be submitted in pdf format by email to TitleI@maryland.gov.